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PROVIDING INCLUSIVE LEARNING AT HIGHER SCHOOL

OFERECENDO APRENDIZAGEM INCLUSIVA NA ESCOLA SUPERIOR

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ABSTRACT

Providing inclusive learning at higher school is fulfilled on the basis of using specialized infrastructure, pedagogical practice and pedagogical workers' effective work. An important direction of the study in the academic paper is the analysis of the key principles of forming inclusive learning at higher school using the experience of developed countries and its implementation in pedagogical practice. The issue of ensuring inclusive education is an urgent one for the social policy of any country, as it plays a significant role in ensuring the development of human capital and promoting demographic policy. The purpose of the present academic paper is to analyze the features of organizing inclusive learning at higher school. The state policy for inclusive education formation should include several measures aimed at improving the educational environment, training highly qualified pedagogical workers and a number of tools used during the educational process. The academic paper studies the key principles of organizing inclusive learning and the basis for its further development. Particular attention is paid to the issue of using the means of organizing inclusive education aimed at developing emotional and academic intelligence. The scientific article outlines the basic principles of establishing inclusive education and opportunities for improving the implementation quality. The research results indicate the necessity to improve the state social policy, the introduction of innovative infrastructure and specialized means used to improve the quality of

inclusive education. The obtained results can be used for modern higher schools in order to ensure an effective educational process.

Keywords: Inclusive Education, Educational Process, Interactive Technologies, Pedagogical Practice, Inclusive Learning, Higher School.

RESUMO

A oferta de aprendizagem inclusiva no ensino superior é concretizada com base na utilização de infraestrutura especializada, na prática pedagógica e no trabalho efetivo dos trabalhadores pedagógicos. Uma direção importante do estudo no artigo acadêmico é a análise dos princípios-chave da formação da aprendizagem inclusiva no ensino superior, usando a experiência de países desenvolvidos e sua implementação na prática pedagógica. A garantia da educação inclusiva é uma questão urgente para a política social de qualquer país, uma vez que desempenha um papel significativo na garantia do desenvolvimento do capital humano e na promoção da política demográfica. O objetivo do presente trabalho acadêmico é analisar as características da organização da aprendizagem inclusiva no ensino superior. A política de Estado para a formação em educação inclusiva deve incluir diversas medidas voltadas para a melhoria do ambiente educacional, a formação de pedagogos altamente qualificados e uma série de ferramentas utilizadas durante o processo educacional. O trabalho acadêmico estuda os princípios fundamentais da organização da aprendizagem inclusiva e a base para o seu desenvolvimento posterior. É dada especial atenção à questão do uso dos meios de organização da educação inclusiva voltada para o desenvolvimento da inteligência emocional e acadêmica. O artigo científico esboça os princípios básicos do estabelecimento da educação inclusiva e oportunidades para melhorar a qualidade da implementação. Os resultados da pesquisa indicam a necessidade de melhorar a política social do estado, a introdução de infraestrutura inovadora e meios especializados utilizados para melhorar a qualidade da educação inclusiva. Os resultados obtidos podem ser utilizados para escolas superiores modernas, a fim de garantir um processo educacional eficaz.

Palavras-chave: Educação Inclusiva, Processo Educativo, Tecnologias Interativas, Prática Pedagógica, Aprendizagem Inclusiva, Ensino Superior.

1. Introduction

Inclusive learning in the modern sense involves using several means and tools to ensure an effective educational process for children with special needs. Inclusive learning can be implemented only at institutions that are suitable for this, have specialized infrastructure and use it for the purpose of providing quality education for children with disabilities. In particular, the practice of developed countries shows that the need to establish an effective social state policy is of priority because it ensures a high standard of living. The key disadvantage of modern, inclusive education is insufficient attention to future children's socialization and the possibility of integration into further everyday activities. As a rule, children with disabilities study according to their own programs and do not actually interact with the world around them, leading to possible negative

consequences in later life. The state should create the relevant infrastructure and jobs for people with disabilities to overcome such negative experience. The higher school envisages the possibility of preparing children for admission to universities, as well as strengthening the integration of children into society. Using interactive technologies, various sports competitions and other activities will contribute to forming a stable psyche and preventing existing diseases. The availability of specialized equipment used in the educational process is crucial for creating a high-quality inclusive education organization. The modern development of digital technologies makes it possible to carry out the educational process in various formats and programs and to diagnose various diseases and provide the opportunity to treat them. The higher school provides children with the cultivation of an individual personality, which is the goal of pedagogical workers. Therefore, the issue of the pedagogical personnel's development is a prerogative of the state social policy.

The purpose of the academic paper is to analyze the features of organizing inclusive learning and study effective means for its implementation. Characterizing the key tools for arranging inclusive learning, which are used in developed countries to improve the further integration of children with disabilities into society and to promote their acquisition of quality education, is an important direction for the research. The key task of the research is the analysis of the features of building a system of organizing inclusive learning at higher school, taking into account the needs of children with disabilities. The academic paper pays particular attention to the issue of pedagogical personnel and their psychological and pedagogical activities in organizing inclusive learning at higher school. The obtained results can be useful for the formation of an effective process of inclusive learning. They can be used to create a quality infrastructure in a specialized school.

2. Literature review

The features of arranging inclusive learning and the methods of its provision were studied by scientists from the perspective of improving the quality of state social policy and promoting the further socialization of children with special needs.

The scientist (Adderley, 2015) notes that inclusive learning involves a set of measures aimed at integrating a child with special needs into traditional studying and the possibility of ensuring the prevention and treatment of existing diseases. Another opinion is held by (Boeren, 2019), who defines inclusive learning as a tool of social policy and an opportunity to receive education for children with special needs. The scholar (Bunar, 2018) believes that the primary principles of inclusive education are the interaction of the teacher with the child and the possibility of effective work through psychological and emotional influence. Using pedagogical practice has the most effective result. After all, only by interacting with children, can one achieve a real result in the educational process. According to (Efthymiou, 2017), applying modern digital and special technologies is the basis for the rational use of children's educational resources. The problem of the resource consists of the possibility of using one's cognitive activity and mental abilities in case of physical or mental disabilities. The importance of cognitive activity development was investigated by (Mialkovska, 2022). The scholar defines inclusive education as a tool for improving traditional education using psychological, medical and pedagogical practices. Implementation of inclusive learning, according to (Göransson, 2018), is a priority direction of the state's social policy, as it involves taking care of the future generation and the possibility of ensuring a quality standard of living for the population with special needs. According to (Matsiola, 2019), modern practices of organizing inclusive learning at higher school consist of using several tools to overcome the negative consequences of physical or mental development. In particular, the use of special technologies can create conditions for the educational process. According to (Klerk, 2021), organizing the workplace becomes necessary for inclusive learning at higher school, which should contain specialized equipment, a number of toys and technical devices that can improve the child's cognitive and musculoskeletal system. The scientist (Navarro-Montaña, 2020) notes that the key issue of inclusive learning is the further socialization of children into society. Consequently, the scholar suggests using group projects, as well as several competitions, as a means of socializing children in the public environment. The issue of inclusive education in developed countries was investigated by (Zaki, 2021). He

claims that a popular practice is involving special coordinators and specialists in the organization of inclusive learning, which make it possible to draw up the curriculum correctly, provide a number of recommendations for psychological interaction with children with special needs, etc. Thus, the practice of organizing inclusive learning involves using a wide range of tools aimed at improving the education quality and the possibility of further integration of children into the social environment. A prerequisite for effective inclusive learning is the availability of specialized teaching staff and the availability of relevant digital technologies and infrastructure.

3. Methods and materials

The theoretical, practical, and methodological fundamentals of organizing inclusive learning at higher school were analyzed using scientific research methods. Conducting an analysis of open sources and scientific standpoints regarding the formation of inclusive learning made it possible to single out the key fundamentals and principles of building the educational process. In particular, based on using the search method, the essence of inclusive learning was analyzed, and the primary methods and means of its implementation were characterized. The synthesis method was applied to outline the ways of conducting inclusive learning in terms of ensuring an effective educational process and further socialization of children with special needs. These methods were also applied to improve the process of developing the educational process and to promote the rational preparation of children with special processes. The research methodology is based on analyzing modern approaches and principles of organizing inclusive learning at higher school and the possibility of its use in accordance with the needs of children with special disabilities. Along with this, the issue of teaching staff and the need to improve and advance their qualifications, both psychological and medical, are considered. The issue of specialized medical education plays an important role. After all, by using an analytical method, it was investigated that the organization of inclusive learning in developed countries takes place with the aim of improving the quality of prevention

and the possibility of treating children's diseases. The prospects for developing inclusive education and popular practices regarding its organization and opportunities for further development were analyzed using the induction method. By the way, the academic paper pays attention to such issues as using the classroom to ensure an effective educational process. The role of state social policy in inclusive education at schools and the need to increase funding and improve it in accordance with the social needs of the population are analyzed. Effective inclusive learning involves the interaction of the teacher with children and the possibility of cultivating an individual personality and creating a positive and favorable climate.

4. Research

The issue of organizing and developing inclusive learning has a leading role in the state's social policy, as it provides an opportunity to ensure the education and future of children with special needs. The importance of implementing such a social policy should be based on the principles of human rights and freedoms, as well as fulfill the key principles regarding the possibility of obtaining an education. Building an effective educational process is based on using a special technological infrastructure and involving a number of specialists who can improve and contribute to this process. Moreover, there are several programs in developed countries aimed at improving the educational program, as well as involving special pedagogical workers who can conduct training with children with certain disabilities. The importance of implementing this policy is due to the fact that there are children with special needs in any society. Therefore, the problem arises regarding their further employment, the use of effective mechanisms for their implementation and integration into society, etc.

The possibility of arranging inclusive learning is possible in current circumstances with the growth of digital technologies and increased quality of digital infrastructure. Primarily, it should be taken into account that inclusive learning provides the possibility of educational activities for children with impaired mental functions, hearing or vision defects or any other diseases that impede the

implementation of the traditional educational process. In the course of inclusive learning, it is necessary to create special conditions and use high-quality tools for conducting and organizing studying. Only under such conditions, it is possible to ensure an effective educational process. Digital technologies, as a rule, are applied primarily to improve the quality of educational methods, and the possibility of using special devices that can eliminate certain defects in children with special needs. For example, the practice of using locators and special technological tools in classrooms is widespread in the countries of the European Union as it can improve the quality of the educational process. In addition, digital technologies can be applied to enhance motor skills and physical activity for children with specific disabilities. This is precisely why the policy of their implementation and use in special classes is a crucial direction for ensuring inclusive learning at higher school.

Training pedagogical workers, who must conduct classes and interact with children with special needs in the future, becomes of great importance. Most of them should possess real methodologies for working with an inclusive class. They should be able to use the acquired pedagogical experience in practice and carry out effective educational activities. As a rule, pedagogical workers are trained to be able to implement interactive technologies, as well as use special pedagogical techniques aimed at encouraging the educational process. His abilities as a psychologist are a crucial component of a pedagogical worker in an inclusive class. The ability to create emotional and psychological comfort in the team is the key basis for the teacher's work, as it makes it possible to socialize children, as well as make their educational process rational and expedient. Moreover, working with a teacher will contribute to improving the quality of relationships and the possibility of further development of children with special needs. The unique technologies used by pedagogical staff are aimed at improving students' cognitive and mental abilities. In addition, they are often applied to improve the education quality and ensure effective learning compared to the traditional one.

A key aspect of implementing inclusive learning at school is further ensuring the socialization of children and providing the opportunity to study at a university or obtain further education. This practice makes it possible to socialize children with

personal needs and provide them with a prospect of existence in the future. An essential factor for establishing such a policy is the implementation of relevant financing of social protection, as well as institutions engaged in training children with special needs. One of the modern problems is the integration of children into the educational process both at a traditional school and at a special institution. The application of techniques that involve building and organizing a classroom with unique technology and tools to enhance the educational and cognitive activity of children with special needs is a fairly common practice. Such a room is actually called an inclusive class. By its very nature, it provides for the availability of several tools and special technological equipment, making it possible to improve the educational process's quality and eliminate children's defects with special needs. In the conditions of modern technological development, the need to organize an inclusive class is a priority task for social services and special institutions and organizations. The implementation of such a policy will encourage the enhancement of these kids' socializing and functional abilities. In addition, the prospects for their further development will depend entirely on the possibility of financing the work of such classes and the treatment quality.

A separate aspect of integrating children with special needs is the possibility of further socialization. A policy governing how to address the child's disabilities and eventually integrate them into the regular classroom is frequently observed. There is a program in the European Union's states where an inclusive class is formed at higher school. Educational activities are carried out there and the transition to a traditional class and society is gradually fulfilled. Using such practice enables children with special needs to function in future real life. Therefore, the main task of preparing inclusive learning includes three components: firstly, ensuring a high-quality and effective educational process that will not be worse than traditional education; secondly, the possibility and availability of means for treating or preventing the development of certain diseases; thirdly, the possibility of feeling one's own existence as full-fledged and the absence of fear of further socialization. All these components are key factors for the successful functioning of inclusive learning at higher school. Their use can provide the highest quality form of

education and create conditions for the further development of children with special needs. The main ways of organizing and ensuring inclusive learning at school are shown in Table 1.

Table 1. The ways of organizing and ensuring inclusive learning at school

Means	Features
Organization of group training	Providing children with special socialization needs through using group educational projects
Use of interactive technologies	Organizing distance learning and using modern resources to build an effective educational process for children with special needs
Educational activities	Introducing educational policy and implementing charitable activities for proper financing and improving the quality of education organization
Involvement of special pedagogical workers	Training qualified personnel to work with children with special needs, involvement in the educational process
Reorganization of the classroom	Provision of educational facilities with special technological means and relevant infrastructure
Implementation of coordinators	Creation of a unified system of developing inclusive learning and promoting its improvement

Source: compiled by the author

The measures shown in Table 1 can be used both for organizing an inclusive educational class and for preventing certain diseases for children with particular deviations. In general, using such technologies can improve the features of the educational process, as introducing innovations and special tools can ensure socialization and integration into further real life. The characteristics of children of high school age include increased cognitive activity and the formation of individuality and personality. Therefore, the existence of their own personal psychological comfort is most important for such children. A sense of fulfillment and the ability to function in society is a key basis for an effective social policy of an educational institution. This is precisely why a need arises to implement tools to improve the integration quality into further educational activities or everyday life in such conditions. The organization of inclusive learning should be based on using collective and group educational projects. Using such projects makes it possible to

develop children's emotional intelligence, as well as to contribute to their partial socialization.

An important practice is involving and organizing the educational process for children with various disabilities with completely healthy children and establishing interaction between them. However, in reality, the institution mainly provides special learning for kids without strong interaction with a regular class. This approach makes it possible to simplify the organization of the educational process, but it has a number of negative factors of manifestation in the social environment for such children. Primarily, it makes it difficult for children with special needs to function in further social life, because they do not know how to interact with other people. Taking into account the features of high school age and increased cognitive activity and interest in life, it is necessary to carry out the mental development of children and provide them with the opportunity to function in a different society. In particular, the organization of special sports competitions can be an important means for partial integration. Such practice can be applied for competitions in checkers, chess, physical games and a number of other disciplines, in which children with special needs and completely healthy students can be involved. Implementing such a practice will contribute to developing children's interest in a full life, and it will improve the effectiveness of their recovery or overcoming the manifestation of certain defects. In order to improve the quality of functioning in society, the teacher should pay attention to the absence of complexes, because quite a lot of children with special needs can receive moral trauma in the context of competitions due to a sense of their own inferiority, etc. Consequently, it is necessary to carry out preliminary psychological training, as well as conduct special explanatory work to smooth this effect, which can help avoid psychological problems and moral problems for children with special needs.

A significant direction for ensuring inclusive learning at higher school is using adequate funding, forasmuch as children with special needs should receive profile and specialized education, and a number of specialized equipment that can improve the education quality. As a rule, such equipment makes it possible to improve the educational process, make information more accessible. An important

state policy is to conduct analytical demographic studies of such institutions' activities, analyze their needs and organize an effective educational process. In addition, it becomes possible to use the pedagogical experience of employees to conduct mass group classes in the conditions of modern development of digital technologies, which can be important for most children. Implementing such a practice entails the participation of unique organizations to enhance the quality of education for kids with special needs and create conditions for their future growth. Using regulatory legislation is one of the tools for ensuring inclusive learning, which establishes the key priorities of state policy on social protection. Carrying out such public management can create conditions for developing inclusive learning and provide a number of important equipment and funding to institutions engaged in inclusive education.

The issue of inclusive education should be based on the key principles of its organization, because psychological support should be provided for children in addition to studying. After all, this will become a factor in ensuring their further work in society and can be used to improve their psychological and emotional well-being. The first principle is the creation of a comfortable climate in the team and emphasis on each person's fullness and equality in rights and opportunities. It's the possibility of changing the focus of attention on issues of specificity and uniqueness due to the need to fight with one's difficulties and opportunities for further development. It is very important for a teacher to be able to communicate with children, not to emphasize physical or mental disabilities, but to conduct discussions with them as full members of society. Based on analyzing data from the European Union's states, using such practices will help children feel more fulfilled and create effective conditions for further integration into society. In general, the key principles of organizing inclusive learning are reflected in Figure 1.

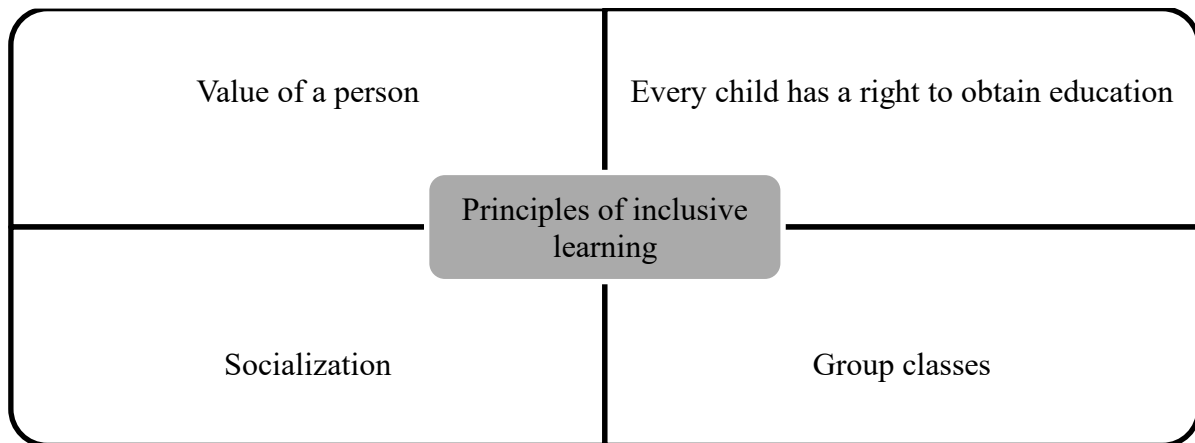


Figure 1. Principles of inclusive learning

Source: compiled by the author

The principles of organizing inclusive learning in Figure 1 characterize the features of implementing this kind of training for improving further training of children with special needs and the possibility of qualitative development of the classroom, which must be equipped with special equipment and relevant technologies. The issue of technological support is equally important as using psychological and emotional influence on children. Learning technologies make it possible to improve the quality of the teaching process. In addition, their use can ensure effective work in the future. The most significant basis for organizing inclusive education is the preliminary diagnosis of children's mental, cognitive and physical abilities. Timely diagnostics makes it possible to identify key problems and work directly on eliminating negative consequences that may be manifested in the educational process. In addition, using special diagnostic devices is also crucial in organizing inclusive education. Being partially trained as a medical professional and having a degree in pedagogy, is crucial for a teacher working with children with special needs. After all, it allows them to potentially provide first aid, assist in eliminating disease symptoms, etc. Organizing inclusive learning in modern conditions requires highly qualified specialists and their active participation in activities.

Thus, it can be concluded that organizing inclusive learning at higher school should be carried out on the basis of an effective state policy of social protection.

This policy should contribute to financing key aspects of ensuring the organization of the educational process. In addition, the presence of pedagogical specialists and specialized workers can improve the socialization and integration of children with special needs into society. The implementation of current digital technologies in the educational process will be a high-quality means for establishing rational and modern education. Using pedagogical influence on children is important, because they should feel like full-fledged individuals in society and avoid negative factors for their development. In general, organizing inclusive learning at higher school should be based on using technologies, pedagogical practice and psychological assistance and interaction.

5. Discussion

Based on the research conducted, it is possible to forecast that developing inclusive learning is a crucial issue for any country. After all, the quality of social policy in supporting children with special needs and the possibility of their future integration into society will serve as a factor in ensuring a high standard of living of the population. Consequently, it is necessary to carry out further studies on the possibility of improving the state policy in the field of social protection support for children with special needs. Analytical studies can be based on improving the quality of organizing inclusive learning at higher school and implementing several measures that can contribute to improving social integration. An important issue is the analysis of the specifics of using investment projects and a number of tools that can be applied to improve the organization of inclusive learning at higher school. Moreover, the modern practice of developed countries shows powerful mechanisms for promoting the development of inclusive education.

Improving the classroom organization and using special equipment for children with special needs can be a separate direction for investigation. It is also expedient to conduct analytical studies on functioning fundamental institutions of inclusive education, to analyze the experience of organizing such facilities and the possibility of implementing such experience. The issue of classroom formation and

using such technologies will be of priority importance. After all, the classroom infrastructure and special technologies make it possible to increase the formation of students' cognitive and physical abilities, which will directly affect their cognitive activity and mental abilities. In particular, the classroom organization should be based on using means that have been tested by medical institutions and can be implemented in accordance with the children's needs. Senior school age is characterized by students' increased cognitive activity and may require additional means to improve the educational process's quality. As a rule, these are special devices for recognition, the ability to interact with digital devices, etc. Conducting an analysis of using such technologies and the relevant organization of the facilities can improve the design of an inclusive school and advance the policy of rational use of funds and directing it to the educational institution's needs.

An essential factor for improving the organization of inclusive learning and the possibility of further development of children with special needs is the availability of pedagogical staff and specialists who are able to organize the educational process in a high-quality manner, and interact with children, providing them with relevant funding. Using such practice will be crucial, forasmuch as training personnel requires considerable time and must take into account partial medical education for the possibility of providing first aid. Moreover, teachers form not only an understanding of the discipline and key aspects of the student's educational activity but also act as educators and psychologists. The development of a child's worldview, assurance of a good life perspective, the creation of a desire to learn, and encouragement of further active socialization are crucial for inclusive education. Using such a policy will shape further effective inclusive learning.

6. Conclusion

Thus, it can be concluded that organizing inclusive learning is a complex process for children with special needs who, due to certain disabilities or physical impairments, cannot be involved in traditional learning process. However, taking into account the features outlined, inclusive learning involves using several

technologies and means that can bring them as close as possible to high-quality studying and provide children with everything necessary for the possibility of obtaining a high-quality education and forming their emotional and psychological intelligence suitable for further activity in the social environment. The issue of organizing inclusive learning has a priority in the state's social policy, since the possibility of providing jobs and creating comfortable conditions for children with special needs is the prerogative of the state's care. As a result, it will contribute to a positive social effect and is of high cultural and moral significance. The practice of developed countries shows that a significant number of measures are taken to achieve effective progress in the direction of socializing children with special needs. The most important tool in this policy is using an inclusive school as the main institution that can ensure the further socialization of such children and contribute to their emotional, educational and psychological development. The formation of inclusive learning should be based on applying interactive technologies that can improve the quality of perception of the educational material. Along with this, the organization of the classroom and the study room is of priority, since the availability of special infrastructure is essential for children with special needs. Involving teachers and specialized education workers can improve the quality of children's perception of the material and create conditions for further work. Using special tools and means of encouragement for the educational process will aim to improve the perception of individual learning. Digital technologies also play a significant role in organizing inclusive learning in higher school, as they enable the acquisition of digital skills and facilitate the learning process. Therefore, the modern practice of managing inclusive learning for children with special needs should be based on using innovative technologies, high-quality pedagogical approach and promoting emotional and psychological comfort for children with special needs.

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