

of fragility, children without disabilities came in. Since those years the school, from a predominantly oralist perspective for deaf students, has opened to a mixed approach in its educational and didactic choices, adopting a new model, called «total communication»: written and oral Italian language, Italian sign language (LIS), other non-verbal forms of communication (Alternative Augmentative Communication, visual and object communication, non-coded gestural communication). The idea of enabling children to exercise their communication skills through a variety of codes strengthens their motivation and desire to relate, as well as their participation in social life. “Total communication” is also a good educational option for nondeaf students, who benefit from the many language and expressive channels activated. The long experience in the field of integration of “Scuola Audiofonetica” represents a virtuous example of how institutions born as special schools for the rehabilitation of students with sensory disabilities have evolved into inclusive structures opened to the community and to collaboration and interaction with different knowledge (medicine, speech therapy rehabilitation, special education, didactics, psychology). The paper will illustrate different didactic methods used in the “Scuola Audiofonetica” from its birth till today and the related inclusion’s perspectives that these approaches have conveyed and continue to convey.

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Keywords: Intra-school differentiation, differentiation classes, primary education, Ukraine.

Intra-school Differentiation in Primary Education of Ukraine: Achievements and Disappointments

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The dynamism of modern social transformations is accompanied by the reform of the education sector, in particular of primary school. One of the priority vectors of this process is the differentiation of training, ensuring the individual educational trajectory of junior pupils’ development, taking into consideration their personal needs, interests and abilities. Therefore, it is natural to study the historical and pedagogical experience. Thus, in Ukraine of the 1970s-1990s the issue of the differentiation of training became actualized at the state level; the category of “differentiation of training” irreversibly entered into scientific circulation and spread in the educational space. In addition, the research, experimentation and introduction of new forms and levels of differentiation in primary education was intensified within the outlined chronological periods. The issue of intra-school differentiation was on the agenda in the early 1970s due to structural and semantic transformations in primary education. The search for optimal forms of training, especially for pupils with poor grades, became relevant. As it was too difficult to organise individual work with this category of pupils in the conditions of ordinary classes, it was proposed to teach them in specially created classes, which were called *individualized training classes or levelling (equalization) classes*. In the course of a long-lasting experiment it was found out that special organizational, didactic and psychological conditions allowed to overcome the gap in knowledge and development of pupils. Since 1983, levelling (equalization) classes became widespread in mass school practice in Ukraine, and became the basis for similar studies in Belarus, Russia, Estonia, and Latvia. However, a year later in Ukraine the levelling (equalization) classes were actually equated to special schools and provided for the education of children with mental retardation. This was due to the fact that levelling (equalization) classes as a form of differentiation and individualisation of training contradicted the then unified education system. However, the work on intra-school differentiation continued. Researchers

of School Psychodiagnostics Laboratory of the Psychology Research Institute of Ukraine developed a *psychological and pedagogical system of differentiated training*, which provided for creation of four types of classes in a general education school from the first year of study: *classes of the age norm*, *classes of the accelerated training*, *classes of the increased individual attention or levelling (equalization) classes*, and *classes for children with mental retardation*. The proposed intra-school differentiation in primary education was supported by the teaching community and has been implemented in more than 2,000 schools in Ukraine, as well as in Belarus and Russia. There were great hopes for the introduction of differentiated classes: improving the quality of primary education, eliminating the overload of pupils, meeting their cognitive abilities, etc. However, the transition to differentiated training based on the principle of creating classes depending on the pupils' abilities, unfortunately, was not properly prepared: appropriate programmes, textbooks, illustrations were not developed. This was the reason for a certain disappointment in the intra-school differentiation among teachers, and it led to abandoning of differentiation classes in primary school of Ukraine in the late 1990s.

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Producing Films with Children at School. The Case of Monte Olimpino, Italy (1966-70)

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Researchers at the University of Parma, Italy, are carrying out a large research project on the history of media education in post-war Italy. From this project, a case study emerged focusing on one of the first examples of film-making with pupils in elementary schools: the case of Monte Olimpino (Felini, 2019b). In the years 1966-70, the Cooperative of Monte Olimpino (Como) – composed of a group of film-makers experimenting with new film languages, especially in the field of advertising (the famous designer and educator Bruno Munari was one of them) – produced 25 films with several classes of twelve local elementary schools and one nearby 'special' school for handicapped children. In doing so, the cooperative collaborated with the teachers, developed a specific teaching methodology, and documented the work done (Belgrano, 1968; M. Piccardo, 1974; Vincelli, 1975). Following this experience, some of the members of the cooperative used the same method also in the insane asylum of Trieste, which was the center of the renewal of psychiatric care in those years, mostly thanks to its director Franco Basaglia (A. Piccardo, 2015). The knowledge and experience developed at Monte Olimpino and in other schools where film-making was done, was later taken up in the National programs for Primary schools (1985) and for Kindergartens (1991), where specific disciplines were inserted, such as "Visual Education" and "Messages and media" respectively (Belgrano, 1984; Felini, 2002; Galliani, 1988; M. Gamba, 1987, 1995; Piantoni, 1988). The case study is based on the analysis of written documentations, interviews with the last living protagonist of the experience, and viewings of some of the movies produced with the classes. A specific pedagogy of school film-making emerges, especially if compared with other contemporary experiences both in Italy and beyond. The example of Monte Olimpino reveals that film-making was used in schools to achieve different educational goals related to different media pedagogies (Adorni, 1976; Bacigalupi et al., 1973; Bonamini et al., 1978; Casetti et al., 1978; Cirone Scarfi, 1969; Felini, 2015, 2019a; L. Gamba & Bascialli, 1966; Maisetti & Zanotti, 1979; Pevato & Quaregna, 1978; Pisano, 2014; Sprini & Lo Verso, 1974).

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