Chapter 10
Design Learning for Inclusion in Virtual World Through Cognitive Enhancement and the Feuerstein MLE’s Perspective

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ABSTRACT

The process of inclusion (understood not only as the inclusion of special needs) passes through the elements of a psychological-relational and cognitive character, or behaviors mediated by cognition and metacognition. Therefore, the role of the teacher is crucial in designing learning environments that promote inclusion through the development of relational, cognitive and metacognitive potential of students and in seeking the means to appreciate their added value. This paper focuses on models that allow the analysis of the pedagogical affordances (especially cognitive) of the VW and proposes the use of the assumptions of Feuerstein’s Mediated Learning Experience (MLE); the goal is to help the teacher/mediator to foster in the student the development of cognitive potential and make her find strategies and behavior transferable in the natural world. All this in order to promote the growth of young people interested in caring mankind and the world.

INTRODUCTION

The Core Goals of Educational Institutions

Worldwide agencies responsible for Education and national legislations, not last the Italian one, reaffirm the crucial role of the school in the knowledge society. They underline the importance of increasing the efforts in raising levels of education and skills of female students and students, to counter the socio-cultural and territorial inequalities, to prevent and recover the dropouts and early school leavers, to create a school open as a permanent laboratory of research, of experimentation and educational in-
novation, of participation and education for active citizenship, to ensure the right to education, to equal opportunities of educational success and life-long education of citizens. It could not be otherwise, given that any State needs well educated and polite citizens to perpetrate profitably in its civil life. Therefore, if only for civil loyalty, the teacher is called to set out on the search of the best strategies to achieve the objectives which it is held. But more, the ethics by themselves would remind him it, even if lacked laws to predict it. The teaching autonomy - but even before of it the independence of research and educational option- moves in this scenario.

**Citizen and Smart Citizen**

If the goals are the learning and the education of the citizen, it is to clarify which is the citizen we are thinking about: he is a citizen who has made his own and spreads throughout the whole life of him the eight EU competencies and the so-called twenty-first century skills (Figure 1).

But there is more: she is a smart citizen equipped with tools that allow the full manifestation of his conscious leadership; she participates in the processes of change and transformation of an area through positive activities and is able to achieve greater empathy with others. This is important, if it is true that “the moments that touch the beating heart of our being are the empathetic encounters, the sense of transcendence that we feel when, coming out of ourselves, we live in the efforts of another person as if they were about to come true our “(Rifkin 2014). This will happen, if the slow digital innovation process, of which we are more or less active players, is able to make its way: because technology is an “enabler

*Figure 1. WEF (World Economic Forum), New Vision for Education Unlocking the Potential of Technology, 2015*