Virtual Worlds and Social & Educational Inclusion: Case study at the IES (High School) Cal Gravat


Virtual world of an educational nature where teachers and students mix.

- **The case** -

Getting to know and understand the virtual learning world—Espurnik—in a curricular environment with students who have to face situations of educational exclusion or school failure.

- **The teacher** -

Motivated and committed to digital literacy issues in underprivileged contexts.

Helps his/her students. Teachers know that they represent a last opportunity for the system.

Broad training focused both on diversity and on educational technology. Training is an important aspect for the achievement of a truly inclusive school.

- **Students** -

Value the fact that they are given the chance to access technology.

Highlighting the function performed by the group of students, with regard to the mutual help that they provide one another with classroom spaces that tend to more similar.

As far as communication skills are concerned, they find it easy, both to mix and to talk naturally and respectfully.

- **Methodology** -

Is used to create, produce and build knowledge and learning collaboratively.

Monitors students and has a fun component which favors socialization and collaboration.

Facilitates project-based work and interdisciplinary learning.

Immersive concentration; students pay attention to the virtual space and to the teacher.

It allows all students to provide knowledge and exchange it with the rest of their classmates and even with students from other centers; they become the protagonists of their learning and have an active role.