

VIDEO MODELING AS A TOOL FOR OBSERVING CORPOREALITY IN INCLUSIVE PROCESSES

IL VIDEO MODELING COME STRUMENTO DI OSSERVAZIONE DELLA CORPOREITÀ NEI PROCESSI INCLUSIVI

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Abstract

The formative challenge emerged in recent decades, with reference to the school context and especially around the theme of inclusion, requires an indispensable repositioning of the role of corporeality, in inclusive educational and didactic processes and consequently in the field of training, also in the light of a renewed dialogue between pedagogy and other fields of knowledge.

In setting teaching as a “technology of performance” (Rivoltella, 2017), it is necessary to understand how much the teacher, through his or her body on stage must expose himself or herself, act and experience the scene in a conscious and responsible manner. Within this interpretive horizon of the teacher’s bodily acting, this essay analyzes the results of a descriptive survey conducted within the framework of the Active Formative Apprenticeship Course workshops with 324 participants in the preschool workshops, in which the strategy of video modeling was used. The latter, in line with studies on the mirror system, embodied simulation and empathy, was constituted as a tool for observing and simulating effective patterns of action, processes of adult/child attunement, enacted by, with and through the body and between bodies. The study surveyed perceptions and opinions about the advantages of using video modeling in education, with the aim of verifying its effectiveness in: making the teacher aware of the consequences that his or her own bodily actions have on the possibilities of evolution of disability, in interpersonal dialogue with the child; knowing how to observe the child’s bodily expressiveness, in order to catch elements of intentionality and possibilities of functioning as basic principles for self-determination.

La sfida formativa delineatasi, negli ultimi decenni, in riferimento al contesto scolastico ed in special modo attorno al tema dell’inclusione, richiede un indispensabile riposizionamento del ruolo della corporeità, nei processi educativi e didattici inclusivi e, conseguentemente, in ambito formativo, anche alla luce di un rinnovato dialogo tra la pedagogia e gli altri ambiti del sapere.

Nell’inquadrare l’insegnamento come una “tecnologia della performance” (Rivoltella, 2017), è necessario comprendere a fondo quanto il docente, attraverso il suo corpo in scena debba esporsi, agire e vivere la scena in maniera consapevole e responsabile. In questo orizzonte interpretativo dell’agire corporeo del docente, il presente contributo analizza i risultati di una indagine descrittiva condotta nell’ambito dei laboratori del Corso di Tirocinio Formativo Attivo, con 324 partecipanti ai laboratori per la scuola dell’infanzia, in cui si è fatto ricorso alla strategia del video modeling. Quest’ultimo, in linea con gli studi sul sistema specchio, sulla simulazione incarnata e sull’empatia, si è costituito come strumento di osservazione e simulazione di schemi di azione efficaci, processi di sintonizzazione adulto/bambino, attuati dal, con e attraverso il corpo e tra i corpi. Lo studio ha rilevato le percezioni e le opinioni circa i vantaggi del ricorso al video modeling in ambito formativo, con l’obiettivo di verificarne l’efficacia nel: far acquisire al docente consapevolezza circa le ricadute che il proprio agire corporeo ha sulle possibilità di evoluzione della disabilità, nel dialogo interpersonale con il bambino; saper osservare l’espressività corporea del bambino, per coglierne elementi di intenzionalità e possibilità di funzionamento come principi base per l’autodeterminazione.

Keywords: inclusion; corporeality; video modelling; teacher training; kindergarten

Parole chiave: inclusione; corporeità; video modeling; formazione docenti; scuola dell'infanzia

1. Introduction

The complexity of today's educational scenario, influenced and characterised by countless social, cultural and political aspects, requires a continuous and effective rethinking of educational sciences, in the light of the renewed dialogue between pedagogy and other fields of knowledge. In particular, the persistent regulatory process around the issue of *special educational needs* is emblematic of the complexity that underlies the implementation of inclusive educational-didactic interventions that aim to be effective and real. This challenging complexity entrusts a central role to the educational context, called upon to pursue for each and every individual the achievement of educational success and *bio-psychosocial well-being* (WHO, 2001; 2007), in view of the principles of *quality of life* and *self-determination* (Schalock & Verdugo Alonso, 2002; Giaconi, 2015).

The paradigmatic revolution brought about by the *ICF (International Classification of Functioning)* (WHO, 2001) is providing essential elements for a redefinition of the paradigm of disability, whereby it is no longer to be understood as a mere ontological state of the subject, but rather as the result of a complex relationship between the state of health and the personal and environmental factors of the context in which he or she lives. Similarly, the *functioning* of the individual, in this sense, is considered the result of the positive outcomes of this interaction (WHO, 2001; 2007). In this scenario, the teacher is called upon to deal with a normative and real complexity, through the structuring of a *facilitating* context, starting from the consideration, not only of the condition of disability, but of the individual's possibilities of functioning in terms of *activity and participation*, which assume a fundamental function in determining the development and outcomes of the disability itself.

The teacher's inclusive competences represent, together with disciplinary, methodological and specialist competences, an indispensable dimension of teacher training, which cannot be reduced to the mere theoretical discussion of possible inclusive strategies, or to the adoption of different planning models and tools. The daily, sudden and changing challenges inherent to the educational scenario, require from all teachers an ability to choose inclusive strategies, not only understood or "thought", it is necessary that this is *embodied* in the teacher's teaching actions (Rivoltella & Rossi, 2017), constitutive of his own *corporeality* (Sibilio, 2012; 2015; Gomez Paloma, 2009).

In particular, the promotion of inclusion, especially in kindergarten, is possible when the teacher is able to make continual adjustments to his or her teaching corporeality (Sibilio, 2015) for the construction of action and interaction patterns and effective communicative styles, useful for promoting inclusion, according to the child's special needs and intentionality.

This requires that there is, in those charged with promoting inclusion, an important "[...] attention to the expressive languages of the body and their evolution" (Formenti, 2009, p.52). The kindergarten teacher has to be able to recognise, welcome and contain the child's proprioceptive, expressive and exploratory needs in order to direct the child's spontaneous play, within an intentionally thought and acted pathway. This requires a profound consideration and awareness of the consequences of one's own inclusive educational/didactic action, which passes both through intentional actions, thought and conscious methodological choices, and through implicit practices, determined by personal peculiarities constitutive of a "welcoming", "encouraging" *corporeality* and *posture* (Sibilio, 2015), of a "director" who is "responsible" and "participant", as also indicated in the Pedagogical Guidelines for the Integrated System (2017).

"Repositioning corporeality at the centre of education and pedagogical attention becomes the starting point for a new education based on the organisation of educational - and training - practices that enhance motor, emotional, sensory and expressive potential" (Palumbo, 2018, p. 24). It is clear, therefore, how necessary it is to orient training towards active and reflexive practices that recognise

centrality to all the dimensions involved in inclusive processes. The valorisation of the explicit and implicit emotional-body dimensions, of the teacher and the child, as co-protagonist actors in the educational relationship, is indispensable.

In the light of these reflections, in fact, both subjects perform, in the circularity of the interpersonal relationship, the functions of actor and director of the educational relationship, both in fact co-evolve in an *enactive* logic (Rossi, 2011) and contribute to reciprocally orienting and influencing their respective bodily investments, thus determining the reciprocal possibilities of functioning, in terms of *activity* and *participation* (WHO, 2001; 2007) in relation to the *context*.

On the basis of these considerations and in light of the suspension of face-to-face teaching activities, teacher training, within the framework of the Specialisation Courses for Support laboratories, has activated a fruitful dialogue with technologies, resorting to the strategy of *video modelling*, as a useful tool for organise occasional and systematic observation exercises on effective child-teacher-environment interactions and on the functioning of both, as a tool capable of stimulating reflections on the subject of the teacher's educational corporeality and the child's bodily expressive potentialities.

Video modelling, in line with the studies of *intersubjectivity*, *embodied simulation*, *empathy* (Gallese, 2003; 2005; 2014) allows to observe and simulate real inclusive contexts, placing at the centre of the reflections the efficacy elements of a didactic corporeality of the teacher consciously and responsibly oriented, as well as recognising the importance of the child's intentionality, the spontaneous bodily expressive manifestations, "as a clear and tangible translation of the child's will, subjectivity, and competences, then of his or her own possibilities of functioning in the school context" (Minghelli et al., 2022, p. 35). Finally, according to the vision for which "teaching is design, but also dramaturgy" (Rivoltella, 2017, p. 92), the writing of the "work" is entrusted to the teacher, who in mediating (Damiano, 2013) and setting the times, in choosing the set of frames object to observation and simulation and in directing the *reflections* (Schön, 1993) on what has been observed, weaves the plot of a narrative structure that is able to describe the evolution of a real virtuous inclusive process.

Within this interpretative horizon of the child's and teacher's bodily actions, understood as instruments, objects and subjects of effective interpersonal relations, this contribution analyses the results of a research conducted within the framework of the workshops of the Course for Educational Support, in which the *video modelling* strategy was used. The aim of the study is to detect, through a descriptive survey on a sample of 324 course participants, the perceptions and opinions regarding the advantages of using video modelling in training contexts in order to verify its effectiveness in: making the teacher aware of the effects of his/her own bodily actions on the possibilities of evolution of the disability, in the interpersonal dialogue with the child; knowing how to observe the child's bodily expressiveness, in order to catch elements of intentionality and possibilities of functioning as basic principles for self-determination.

2. From the child's intentional expressive potentialities to the teacher's didactic corporeality: tools for a possible inclusive relationship

In the educational field and especially in the area of inclusive relationships "the interaction [...] between action and cognition gives a theoretical-methodological form to didactic corporealities, to the centrality of the body in educational processes both as a didactic medium and as a subject of knowledge" (Carlomagno, 2015, p. 35).

As already emphasised, the ICF refers, on the one hand, to the need to structure an environmental and relational context, consisting also of a competent and aware corporeality of the teacher, which acts as a facilitator; on the other, it invites us to give due consideration to the subject's possibilities of functioning in terms of activity and participation, in order to achieve autonomy and self-determination.

Self-determination, considered in the motor field, is placed in relation to “spontaneous” motor behaviour, as a direct expression of the child’s intrinsic motivations (Ryan & Deci, 2007), to set off the need to consider the child’s intentionality as a trigger element for an effective inclusive relationship.

The identification and attribution of meaning operated by the teacher on spontaneous choices assumes fundamental importance in the process of establishing attention combined with the child, in which a common attentional focus must be sought on which to trigger a process of tuning and synchronisation, starting from a postural adjustment operated by the adult.

It appears evident how necessary it is to orient the teacher’s observation skills, in the educational field, towards the child’s bodily-expressive, communicative and participative potentialities, especially in kindergarten, where the bodily relationship represents a central element of the relationship.

Acknowledging the intentionality, expressed through the body, also means contributing to the construction of the child’s self-representation, attributing meaning to the undertaken actions (body schema) (Ceciliani, 2015), connoting them with the added value of positive feedback and effective relationships.

In the theatrical metaphor, placed in parallel with the didactic event, “the actor feeds on the relationship with the spectator and exists in function of him, - similarly - teaching feeds on the teacher/learner relationship, and it is the teacher’s own identity that is built on the actions of the learners through feedback and a continuous action of alignment” (Carlomagno, 2020, p. 350). Thus, in this evolutionary perspective of the educational relationship, the child represents only one of the two poles of interaction.

Inclusion appears, in fact, in the teacher’s ability to make continuous adjustments to his or her *teaching corporeality* (Gomez Paloma, 2009; 2015; Sibilio, 2012; 2015) and context, according to the child’s bodily expressiveness, which represents a manifestation of his or her special needs and interests.

In considering teaching as a “technology of performance” (Rivoltella, 2017), it is necessary to fully understand how much the teacher, through his or her body on stage has to expose himself or herself, act and experience the scene in a conscious and responsible manner.

In this new scenario, the didactic corporeality of the teacher (Gomez Paloma, 2009; Sibilio, 2017) is configured as a synthesis resource between his dual biological and cultural entity (Frauenfelder, 2001). These two identities are called upon to “mobilise and make themselves available to perform different functions and uses, in the presence of needs that appear in their body languages by stimulating the transpositional modalities that best suit the student’s bodily characteristics” (Sibilio, 2017, p. 27). This dimension of corporeality is more necessary, indispensable and effective in helping educational situations in which disability requires from both interlocutors in the educational relationship, continuous adaptive and vicarious responses.

In this sense, the teacher has the possibility and the duty to configure himself or herself as an accelerator of pupils’ development potential and their level of self-determination (Murdaca, 2008; Cottini, 2016).

As Sibilio (2017) points out, “corporeality [...] constitutes the embodied potential of interaction, [...] an identity that does not correspond exclusively to the morphological and functional peculiarities of the teacher, but to the ways of acting that translate into agency intentionally directed towards educational goals” (p. 26).

Such a consideration of corporeality, in the educational field, requires that those, who are responsible for promoting inclusion, have a profound awareness of what is subtended, at various levels, by interpersonal relationships, about their own potential for interaction starting from an oriented and effective didactic corporeality, as a tool for dealing with complexity.

In the idea whereby the teacher's didactic corporeality assumes, together with the child's intentional bodily expressiveness, a central role in determining the fate of virtuous educational and inclusive relationships, the teacher and the child become, co-protagonists of the relationship. They contribute to the continuous repositioning "on stage" of each other, in a continuous and interdependent redefinition.

Similarly, therefore, the two corporealities both take on a directing function: the teacher is the director, who orients his own corporeality and "thinks" for the child a progressive positioning in effectively identified zones of proximal development; the child is the director, who orients his own choices by virtue of personal intentionality, interests and skills, contributing to redefining the teacher's communicative codes on stage. It is therefore necessary, in the educational sphere, to recognise the centrality of the role that the teacher's didactic corporeality takes on in the constitution of inclusive practices, which explicitly and implicitly are acted out with and through the body, starting from the consideration of the child's bodily expressive potential.

In the light of these reflections, the present study aimed to describe a formation that, through the use of video modelling, aimed to promote, in the recipients, a greater awareness of their own potential and inclusive possibilities, starting from the strengthening of the emotional-cognitive-body dimensions constituting a teacher's didactic corporeality that is more aware, responsible and effective in terms of inclusion.

3. Video modelling: observed, simulated and acted corporeality as a tool for understanding and representation

The new epistemological, multisystemic and interdisciplinary perspective adopted in the educational field embraces the idea of a holistic vision of teaching-learning processes, acquiring and crossing contributions from several areas of knowledge and research in the educational field, from phenomenology to pedagogy, up to neuroscientific approaches that require and enable a repositioning of the critical (Sibilio, 2020) but indispensable (Kandel, 2008) reflections.

In the light of the considerations expressed so far regarding the *inter-corporeality* (Gallese & Morelli, 2011) reciprocally acted in the teacher/child dialogue as a vehicle for inclusion, it is appropriate at this point to refer to the "observed corporeality" as a tool to foster perception, simulation, therefore, understanding of what is underlying the inclusive educational relationships.

Neuroscience, declined in the pedagogical, didactic and educational field, allows to "consider the body as an integral part of the learning moment" (Gomez Paloma, 2009, p. 20), overcoming the Cartesian dichotomy and also overturning the paradigm of corporeality in relation to the mind.

In particular, the identification of the *mirror circuit* (Gallese et al., 1996; Rizzolatti et al., 1996), is determining important implications in teaching/learning processes that generate new reflections around the themes of imitation, assimilation, empathy and language.

Thus, in reflecting on the constitutive elements of relational processes, acted out or observed, "the body and movement, in their gestural expressiveness, go with and engrave thought (Berthoz, 2011) through the use of multiple expressive and communicative possibilities, constituting themselves as a spatiality in power [...]" (Sibilio, 2012a, p. 134). Some studies describe movement, in the educational context, as a "gesture" mediating the comprehension of linguistic and mathematical concepts (Kelly et al., 2008), able to act as a complement and broaden the meanings (McNeill, 1992) of oral communication, integrating it with different codes and meanings (Carlomagno et al., 2014).

According to the construct of *bodily-format representation*, whereby in the performance of a cognitive task this becomes embodied when motor, sensory, and affective information is exploited (Goldman, 2009; Caruana & Borghi, 2016), the observed corporeality allows for a greater understanding of concepts and constructs, compared to the possibility we would have of understanding them through a purely oral and theoretical approach. Therefore, especially in inclusive teachers formation, it is not possible to exclude the active involvement of the body, in order to foster

not just knowledge, but the understanding of representations and concepts: “perceptive states that cannot be described by any linguistic utterance” (Ibid., p.27).

In summary “[...] It is the body that teaches, it is action that plays an essential modelling function for learning” (Rivoltella & Rossi, 2017, p. 153).

In this new perspective, body, mind and emotions live a constant dialogue of circularity (Damasio, 1995), under which direct and indirect experiences, activated by simulation processes (Rizzolatti & Sinigaglia, 2006), contribute guiding future actions, “as a kind of wisdom derived from the body” (Caruana & Borghi, 2016, p. 73).

Recognising, therefore, that the body “[...] has the dignity of a subject of cognition” (Gomez Paloma & Damiani, 2015, p. 13), video modelling was used to structure occasional and systematic observation opportunities of real inclusive processes, conducted within the kindergarten, in order to then initiate reflexive processes on the interactions acted by both subjects of the relationship: adult/child. This is in order to “guide”, in a participatory, simulated and reflexive manner, the multiple actions to be activated in the classroom context, in which the reflections directly involve the body and the awareness of the need to modulate its adjustments in order to favour the establishment of effective communication and interaction.

In the literature, video in training processes is considered a “pedagogical amplifier capable of facilitating the observation of activities, reducing the gap between theory and practice” (Impedovo, 2018; Colella & Vasciarelli, 2020, p. 18)

In fact, by offering the vision of reality in its “three-dimensionality”, in which the three dimensions of the Cartesian plane x/y/z and those embodied body/mind/emotions are “perceivable”, it represents an effective medium in making tangible the complexity of real classroom contexts (Colella & Vasciarelli, 2020, p.23), offering the vision of the bodily aspects of relationships, actions, adult/child interactions, between children and between them and the environment, allowing the detection of subjective and relational dimensions.

The use of video, in the clinical rehabilitation context, is a particularly effective strategy in refining, in caregivers, the ability to identify fundamental functions (Gison et al., 2012), barriers and facilitations present in the context (Gomez Paloma & Minghelli, 2022).

However, the mere use of the video is a necessary but not sufficient condition for the training to achieve its objectives. In this sense, the mediation function (Damiano, 2013) implemented by the trainer is indispensable, who as director and dramaturge, selects the frames, shifts the focus, orients the gaze, creating a true narrative plot in which actors (teachers and child in the video) and spectator-actors (learner in training) contribute in a co-evolutionary manner to continuously redefine the training’s *horizon of meaning*. “The teacher [...] - trainer - becomes a designer who assembles the various elements and elaborates the didactic transposition, building a mediation process between different representations and between different worlds” (Rossi, 2014, p. 9).

The observation implemented during the workshops of the digital artefact, accompanied by a process of mediation and reflection (Schön, 1993) on the ‘experienced’ situations allowed the synchronous and asynchronous, global and decomposed analysis of different objects of observation: the child’s intentionality and functioning; the strategies, postures, adjustments adopted by the teacher; the child/teacher interaction and the occasions of attunement, transition, combined attention, referential gaze in order to reflect on the modes of bodily investment and functioning of both subjects in the relationship (Gomez Paloma & Minghelli, 2022).

In the light of the theoretical framework outlined, the video was investigated as a mediator of meanings, a virtuous narrative of effective interactions and a useful “mirror” element to encourage embodied simulation and the metallisation of actions, so as to refine in future teachers the ability to activate inclusive and effective communicative decision-making processes.

4. Research Methodology

The study is part of a doctoral research project in which the training potentialities of an Integrated Theoretical-Practical-Experiential approach is being investigated, starting from the detection of the perceived effectiveness of the constituent elements of the approach (Gomez Paloma & Damiani, 2015; Minghelli et al., 2021; Damiani et al., 2021; Minghelli & Damiani, 2022; Minghelli et al., 2022). Video modelling represents one of the elements of training, which over the years, has proved to be a useful tool in fulfill the gap between theory and complex real contexts, as well as that of the physical distance imposed by the pandemic emergency.

Already implemented previously, in the distance workshops, it has progressively become an increasingly effective tool, in the students' statements, under which it was decided to complete the research design by including, within a previous questionnaire investigating the theoretical, practical and experiential dimensions of training, a specific section on video modelling. The definitions of the items were drawn up on the basis of the findings of the final discussions at the end of the workshop days; of the open-ended questions from the previous training experiences and related surveys; and on the basis of the findings of the scientific literature with regard to the advantages of video modelling as a teacher training tool.

In continuity with previous research contexts, for this study conducted within the framework of the workshops of the teacher training cycle enrolled in the Course for Educational for kindergarten support, in the period from January to July 2022, the administration of a self-completed, anonymous questionnaire was implemented with reference to the practice of video modelling.

4.1 Objective

In the light of the reflections outlined above, the aim of the study is to survey, through a descriptive survey of a sample of 324 course participants of the Course for Educational for kindergarten support, perceptions and opinions regarding the advantages of using *video modelling* in training contexts. In order to understand whether the use of video modelling in an inclusive training context has enabled teachers to:

- acquire greater awareness of the effects of their own bodily actions on the possibilities of evolution of the disability, in the interpersonal dialogue with the child;
- acquire the skills to observe the child's bodily expressiveness, in order to catch elements of intentionality and possibilities of functioning as basic principles for self-determination.

4.2 Sample

Through a non-probabilistic sampling procedure, a convenience sample of 324 teachers/learners (2 M; 322 F) enrolled in the Course for Educational for support, for the kindergarten order, willing to participate in the study, was identified.

From the data in Section A, describing the which describe the characteristics of the sample involved on the basis of the variables of gender, qualification/specialisation, direct practical experience, it is noted that 26.6 % of the respondents hold a degree in the humanities and 18.3 % already have a specialisation in support for a different school order.

Concerning direct practical experience, 89.7 % "have carried out or are carrying out" direct training; most of the teachers already have teaching experience in primary school (48.6 %) and in kindergarten (35.8 %); finally, 31.5 % of the respondents declare they have no teaching experience on support, while the remaining part declares previous or ongoing experience.

4.3 Instrument

The survey instrument, for this study, consisted of an *ad hoc* structured questionnaire, following the realisation of a pre-test administered in a preliminary way on a previous and smaller group of teachers/trainees attending the same specialisation course, structured according to the same methodological approach (Trinchero, 2004). *SurveyMonkey* is the interface that allowed the

dissemination of the web survey through the sharing of a link with the formation and thus the survey participants.

The operational definition of the variables analysed took into account the advantages of video modelling found in the literature. All variables were collected in a battery of closed questions. Each respondent was asked to rate their degree of agreement on a Cantril Scale from 1 to 6 where 1 indicated the degree of total disagreement and 6 the degree of total agreement, according to the questions asked in each item.

As anticipated, the questionnaire on integrated training is made up of different sections: in this study we will consider Section A which was intended to collect personal data and general information on training and work experiences; Section I 1-12 which aimed to systematise in a quantitative analysis the perceptions regarding the perceived advantages following the practical experiential activities with video modelling.

Specifically, the questionnaire investigated among the advantages of video modelling: *taking on the point of view of others* I.1-2; *acquiring observation skills* I.3-4; *the compensation of the gap between theory and complex real-life contexts* I.5-6; *reflection on the teaching strategies observed, that have to be activated* I.7-8-12; *the understanding of the influence of corporeality acted by the teacher and underlying the interaction* I.9-11; *the improvement of perceptions regarding inclusion* I.10. The items in Section I are briefly represented in Table 1 below.

SECTION I- In your opinion, the practical activities of video-mediated observation and discussion of the child at school enabled you to:	
I.1	to put yourself in the child's shoes
I.2	to put yourself in the teacher's shoes, providing cues for action in the classroom
I.3	to develop or refine your ability to catch the child's intentions
I.4	to improve your ability to observe the child in a complex real-life context
I.5	to fulfill the gap between theory and practice (Seidel et al., 2013)
I.6	to simplify the complexity of the classroom (Goldman, 2007), through context analysis
I.7	to acquire or refine procedural knowledge, through observation of teaching interaction (Blomerg et al., 2014)
I.8	to activate reasoning about teaching strategies (van Es & Sherin, 2008)
I.9	to understand the "implicit" underlying certain actions of the child or teacher (gestures, glances, non-verbal communication, organisation of time/space) (Marzano, 2019)
I.10	to observe real situations of effective inclusion, improving your perception of inclusion
I.11	to better understand the influence your corporeality (posture, proximity, spatial organisation) has on educational intervention (Sibilio, 2017)
I.12	to develop or refine the ability to design on the child's zone of proximal development

Tab. 1 - Section I. 1-12, “Perceived benefits as a result of the practical experiential video modelling activities”

4.4 Results and discussion

The data were analysed in the SPSS environment. The mean and standard deviation were calculated for each item. Respondents were asked to express their degree of agreement for each of the statements in the questionnaire, indicating a value on a Cantril scale from 1 to 6, where 1 corresponded to the degree “totally disagree” and 6 to the degree “totally agree”.

Specifically, the respondents were asked to express their opinion on the perceived benefits of the video modelling activities practised during the compulsory training workshops provided as part of the Specialisation Courses for Kindergarten Teaching Support. To ensure understanding and sharing of the object of investigation, the video modelling strategy was made explicit as a “*practical activity of video-mediated observation and discussion of the child at school*”. Table 2 shows the descriptive statistics of the items under study.

<i>Item</i>	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>Std Dev.</i>
I1.		1,00	6,00	5,20	1,06
I2.		2,00	6,00	5,61	,67
I3.		2,00	6,00	5,55	,70
I4		3,00	6,00	5,68	,57
I5		1,00	6,00	5,28	,93
I6.		1,00	6,00	5,32	,87
I7.		2,00	6,00	5,51	,74
I8.		2,00	6,00	5,56	,71
I9.		2,00	6,00	5,54	,72
I10.		2,00	6,00	5,58	,76
I11.		2,00	6,00	5,58	,67
I12		2,00	6,00	5,54	,70
N	324				

Tab. 2 - Descriptive statistics, Section I. 1-12

As can be seen from Table 2, a general degree of agreement emerges from the monivariate analysis, expressed by the values of the averages always very close to the maximum value (6) for each item; at the same time, the standard deviations are always relatively low, indicating the absence of excessively dispersive values and a good degree of agreement between the perceptions expressed by the respondents.

The items with the highest values are Item 4 which asked whether video modelling had contributed to “*improving the child’s ability to observe in a complex real context*”, with a mean of 5.68 and a standard deviation of .57; Item 2 which inquired about the *ability of video modelling to favour the assumption of the teacher’s point of view*, providing useful cues for action in the classroom, with a mean of 5.61 and a standard deviation of .67; Item 11 regarding *the video modelling’s ability to make the teacher’s corporeality, understood as a synthesis of “posture, closeness, spatial organisation”*, better understood, has an influence on the didactic educational intervention, with a mean of 5.58 and a Standard Deviation of .67; item 10 again presents a mean of 5.58, with a slightly higher Standard Deviation of .76 indicating the ability of video modelling to foster, through the observation of real situations of effective inclusion, an improvement in one’s perception of inclusion.

In general, all the items investigated by this section present high values confirming the effectiveness of the practice of video modelling as a training tool on inclusion issues. Item 10 offers new hints for future reflections on the extent to which the vision and narration of effective inclusive contexts is useful to influence the opinions, perceptions and attitudes of future teachers (personal value dimensions), regarding the constructs of disability and inclusion.

5. Conclusion and future perspectives

This contribution has examined the potentialities, in the educational field, of an approach that, in line with a multidisciplinary perspective that frames learning processes according to a holistic vision, has intended to implement practical experiences of exercising the “observation” of the child in the classroom context, through the use of video-modelling (Rossi, 2014, 2016; Impedovo, 2018; Marzano, 2019), with the *mediation* of the trainer (Damiano, 2013), in order to activate a dual reflection. The first, concerning the observation of the child’s corporeality, in an ICF-structured classroom context, as a facilitating environment in which the possibilities of functioning are considered central, starting from the identification of the child’s intentionality and spontaneous motor initiatives, understood as constituent elements of the principle of self-determination. The second would favour the observation of the functioning of an expert teacher, in the real classroom context, in order to understand and activate reflection on the meaning of gestures, of the action patterns of the inter-body relational processes (Gallese & Morelli, 2011) activated in the process of attunement with the child, starting from a bodily basis. Thus, embracing “[...] a vision of movement in education as a material and dynamic explication of inter-action (Berthoz & Petit, 2008) that implies [...] co-action” (Carlomagno, 2015, p. 39) and therefore the implicit and explicit sharing of the constituent elements of the movement and their meaning (Ibid.), it was intended to activate reflection on the functioning, of the relational interdependence that is always redefined according to the personal characteristics (*functions and body structures*) of each of the actors involved and the contextual variables (*environment*), in line with the inclusive principles promoted by the ICF.

It is necessary to promote, in the teacher, the maturation of observation skills of spontaneous actions and related emerging skills, particularly when there is an impairment of communication and participation possibilities, in which the body plays an indispensable *vicarious* function (Berthoz, 2011; Sibilio, 2017), of symbolic mediator, able to allow participation, communication, self-determination. In this perspective, it is clear how much the use of video, as a tool for observing teaching practices, can constitute an element of reflection and mediation of inclusive teaching design strategies, training teachers to be able to recognise, receive and contain the meaning of the child’s spontaneous motor choices and structure, for it, an inclusive design oriented towards the enhancement of differences.

In this perspective, video modelling allowed the simulation of situations with the child stimulating reflexive processes and decision-making affordances referable to inclusive contexts, starting from the observation of real experiences, characterised by concrete changing complexity.

We are aware of the fact that this research takes on the connotations of a preliminary study on which it will be opportune to structure a new investigation, integrating to the collection of quantitative data also the qualitative investigation dimensions that will serve to better and more deeply understand what has been found so far.

However, the data would seem to provide encouraging information on the use of the video as an integrated strategy that, in full coherence with the mirror system construct, offered learners the possibility of taking on the other’s point of view, in which the other was now the expert teacher, now the child, in a simulation that fostered a better perception and therefore understanding of the verbal and non-verbal dialogues, observed, simulated and therefore acted upon, underlying the inclusive relational dynamics.

It is indispensable, in thinking about training, to implement more workshop experiences that activate and make the reflections on corporeality meaningful: that intentionally acted out by the child, which represents an immediate and effective reference to possible *zones of proximal development* (Vygotskij, 1980); and that constituted by those professional gestures, actions, looks that the teacher engages in, continuously, in the relationship with the child which, precisely as pre-reflective and pre-verbal elements, often remain, unconsciously acted out by the same actors of the educational action and which instead must characterise in an embodied manner, the teacher’s didactic action, his or her own corporeality.

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