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T.A.L.E. - Teaching through Alternative Learning Environments
Erasmus+ 2024-2-IT02-KA210-SCH-000295450

Methodological Toolkit

T.A.L.E. - Activity 1

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METHODOLOGICAL TOOLKIT: INTRODUCTION

The T.A.L.E. “Teaching through Alternative Learning Environments” Erasmus+ Project partnership is composed of four organizations, including three lower secondary schools from Spain “Colegio Córdoba”, Lithuania “ALYTAUS DAINAVOS PROGIMNAZIJA”, and Italy “Istituto Comprensivo Pescara 10”, as well as the lead partner, the Italian social enterprise – CUORE Srl from Rome.

The main benefit that the partners aim to achieve through the implementation of this project concerns the creation and application of a set of teaching methodologies that are both valid and representative of different national contexts and, above all, suitable for addressing the complex **Special Educational Needs (SEN)** of diverse school environments.

It has been important, in the activities carried out so far by the partners, to create a common ground of strategies, methodologies, and guidelines – collected in this Toolkit – to support the implementation of educational pathways based on innovative multimedia products. These resources are designed to enable other schools, both national and international, to adopt and integrate these methodologies into their own teaching practices.





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METHODOLOGICAL TOOLKIT: INTRODUCTION

The concept of learning through play has grown exponentially as a result of **digitalization**. Gamification and game-based learning have progressively gained prominence, offering innovative educational opportunities grounded in solid psycho-pedagogical theories.

Scientific evidence has supported and motivated European funding and the development of the T.A.L.E. Erasmus project, drawing attention to the importance of promoting effective methodologies in schools—methods that fully leverage innovations in the field to enhance educational inclusivity and ensure that all students have **equal opportunities** to achieve academic success.

The proposed training and experimentation activities aim to foster the development of useful tools for schools and key competences among teachers, enabling them to independently design and create customized multimedia products to support teaching for **students with Special Educational Needs (SEN) and Specific Learning Disorders (SLD)**.





METHODOLOGICAL TOOLKIT: T.A.L.E. Project Overview



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The general objective of the “T.A.L.E.” project is to provide teachers with innovative and inclusive methodologies based on Gamification and Digital Storytelling, in order to effectively address the educational needs of students with Special Educational Needs (SEN).

In line with the vertical priority of the project “Tackling learning disadvantage, early school leaving and low proficiency in basic skills”, the project aims to promote an inclusive approach to education, consistent with the EU’s “**Leave No One Behind**” principle.

In relation to the horizontal priority of Erasmus+ “Inclusion and diversity in all fields of education, training, youth and sport”, the T.A.L.E. project aims to provide this Methodological Toolkit for teachers, useful to support the development of skills in designing learning pathways based on **Gamification and Digital Storytelling**. The final goal is to foster the creation of an inclusive learning environment that promotes equal access to education.





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METHODOLOGICAL TOOLKIT: T.A.L.E. Project Overview

TARGET 1 - School Teachers

For the implementation of the T.A.L.E. project activities, the participation of at least 24 teachers in total from middle schools, 8 for each school involved.

In co-design with the project partners, school teachers from Italy, Spain and Lithuania are invited to create one or more multimedia products that make use of the educational tools offered by Gamification and Digital Storytelling. These products will then be tested in small groups composed of selected teachers and students (at least one teacher for every five students) in each partner school.

TARGET 2 - FINAL BENEFICIARIES

Pupils with Special Education Needs and Specific Learning Disorders

A sample of at least 45 pupils in total for the 3 countries partnership, between 11 to 13 years old, for the testing 12 pupils for each school involved.

The participating students will benefit from effective and inclusive teaching, aligned with their individual learning styles, while also contributing to the improvement and refinement of the tools being tested.



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METHODOLOGICAL TOOLKIT: T.A.L.E. Project Overview

Target Groups and Training Needs

Target Groups	Training Needs Addressed	Proposed Solution
Teachers (minimum 24) in lower secondary schools with a high presence of SEN and SLD students	Need for innovative and inclusive teaching methodologies to manage the complexity of SEN and to prevent early school leaving	Game-Based and Digital Storytelling Teaching Methodology
Students with SEN and SLD (minimum 45)	Need for effective and inclusive teaching aligned with individual learning styles. Need for digital compensatory and support tools that enhance learning and strengthen cognitive skills.	Personalisation and Adaptation of Content - Inclusion and Diversity
Students at risk of early school leaving (with priority for recently immigrated Ukrainian students)	Need to facilitate integration into new learning environments and prevent early school leaving	Digital Transformation

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METHODOLOGICAL TOOLKIT: Educational Context and Current Challenges

Increasing Number of Students with Special Educational Needs (SEN)

In recent years, educational systems worldwide have experienced a significant increase in the number of students identified with Special Educational Needs (SEN). This shift reflects growing awareness and better diagnostic tools, but it also presents new challenges for teachers and institutions. Educators are now required to provide high-quality, equitable learning experiences that address a wide range of cognitive, emotional, and physical differences among students.





METHODOLOGICAL TOOLKIT: Educational Context and Current Challenges



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Administrative Overload and Lack of Resources

Currently, teachers face an **increasing administrative workload** that reduces the time available for lesson planning, pedagogical innovation, and individualized student support. Institutional demands, reporting requirements, and the management of digital platforms generate **high levels of stress and demotivation**, affecting both teachers' well-being and the overall quality of education.

In addition, there is often a shortage of material, technological, and human resources, especially in vulnerable contexts. The lack of teaching materials, adequate infrastructure, and support staff forces teachers to take on multiple roles. Therefore, it is essential to simplify bureaucratic tasks and ensure sustained investment in educational resources, allowing teachers to focus on their pedagogical work and promote a more inclusive, equitable, and high-quality education.



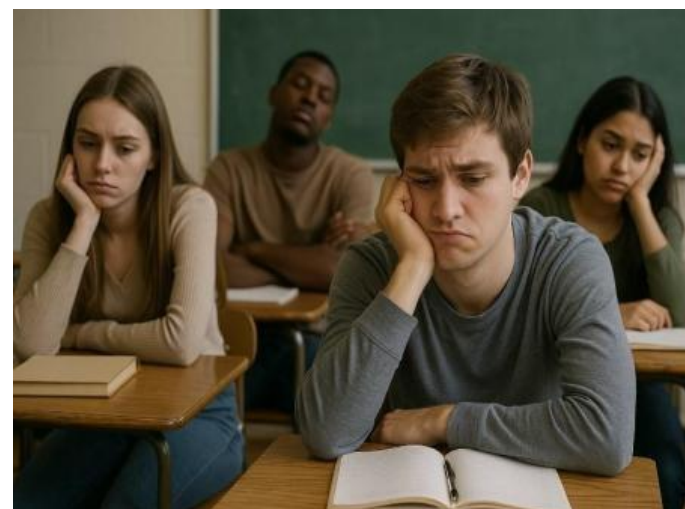
METHODOLOGICAL TOOLKIT: Educational Context and Current Challenges



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Harder to Keep Them Motivated and Engaged

One of the main challenges in inclusive classrooms is maintaining the motivation and engagement of students with diverse learning profiles. Traditional teaching methods often fail to capture their attention or adapt to their individual needs. Students with SEN may become disengaged when instruction does not align with their learning styles, interests, or pace, leading to frustration, decreased participation, and lower academic performance.



Need for Innovative and Inclusive Strategies

To overcome these barriers, **teachers must adopt innovative and inclusive educational strategies** that go beyond conventional approaches. Such strategies should not only accommodate different learning abilities but also foster a sense of belonging and empowerment among students. **The goal is to design learning environments that are flexible, engaging, and responsive** to the diverse needs of all learners.





METHODOLOGICAL TOOLKIT: Educational Context and Current Challenges



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Research and Evidence



Exploring the Impact of Gamification on Skill Development in Special Needs Settings (Hussein et al., 2023). Systematic review of studies conducted between 2015–2022 on the application of gamification in special education.



Game-Based Learning for Learners With Disabilities (Tili et al., 2022). Use of digital games and game-based learning in mixed classrooms (students with and without disabilities).



Transforming Inclusive Education Through Gamification and Active Learning Strategies (Rosero & Inga, 2025). Study conducted with teachers in Ecuador, focusing on gamification and active learning strategies in inclusive contexts



Inclusive Education through Technology: A Systematic Review (Navas-Bonilla et al., 2025). Review of 159 studies on technological practices and tools that support the participation of students with diverse educational needs.



How Gamification Can Support Autistic Learners (blog / investigación aplicada). Shows that gamified environments provide learning in low-pressure contexts, which reduces anxiety, increases participation, and improves focus in students with Autism Spectrum Disorder (ASD).



METHODOLOGICAL TOOLKIT: Educational Context and Current Challenges



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Gamification, digital storytelling, and the Universal Design for Learning (UDL) framework have emerged as effective solutions to these challenges.

- **Gamification** introduces game elements—such as rewards, challenges, and progress tracking—into the learning process, increasing motivation and active participation.
- **Digital storytelling** leverages multimedia tools to help students express themselves creatively, connect emotionally with content, and develop communication and critical thinking skills.
- **UDL** provides a structured framework for designing lessons that offer multiple means of representation, engagement, and expression, ensuring accessibility and flexibility for all students.

Together, these approaches can transform the learning experience for students with SEN, promoting motivation, engagement, and inclusion in modern classrooms.



METHODOLOGICAL TOOLKIT: Data from Participating Countries - ITALY



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The latest published report on inclusion refers to the data for school year 2023-2024, not yet published for 2024-2025.

According to ISTAT (Italian National Institute of Statistics), in 2023-2024 there were almost 359,000 students with disabilities, which is 4.5% of all students.

- There has been a +6% increase in disabled students compared to the previous year, and +26% in 5 years.

Type of Disabilities

From the Istat report:

- **Intellectual disability:** about 40% of students with disabilities; this share grows to ~46% in lower secondary and to ~52% in upper secondary.
- **Psychological development disorders:** ~35% of students with disabilities; more frequent in primary school (~39%) and in preschool (~63%).
- **Learning and attention disorders:** ~20% of students with disabilities; more common in lower secondary (~24% learning, ~20% attention).
- **Motor disabilities:** ~9%
- **Sensory disabilities (vision/hearing):** ~7%



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METHODOLOGICAL TOOLKIT: Data from Participating Countries - ITALY

Specific Developmental Disorders (DSA) in 2023/24

The most recent thorough national-level data published by the Ministry of Education (MIM) concern the school year 2022/23, not 2023/24. In that year:

- ~ 354,569 students were certified with DSA.
- That corresponds to 6.0% of all students.

In our Institute students with Specific Learning Disorders (DSA) grow from 50 in 2023/2024 to 75 in 2024/2025, then slightly decrease to 72 in 2025/2026

With reference to the national DSA data, the Institute Pescara 10 records a percentage of 6.2%, this data broadly coincides with the national average and confirms a substantially aligned distribution of students with specific learning disorders. The Comprehensive Institute “Pescara 10” draws up an Annual Inclusion Plan (PAI). This is a strategic document promotes inclusion and equal educational opportunities for all students, especially those with Special Educational Needs (SEN).

It reflects the school’s inclusive culture and its commitment to removing learning barriers through flexible, student- centered teaching.

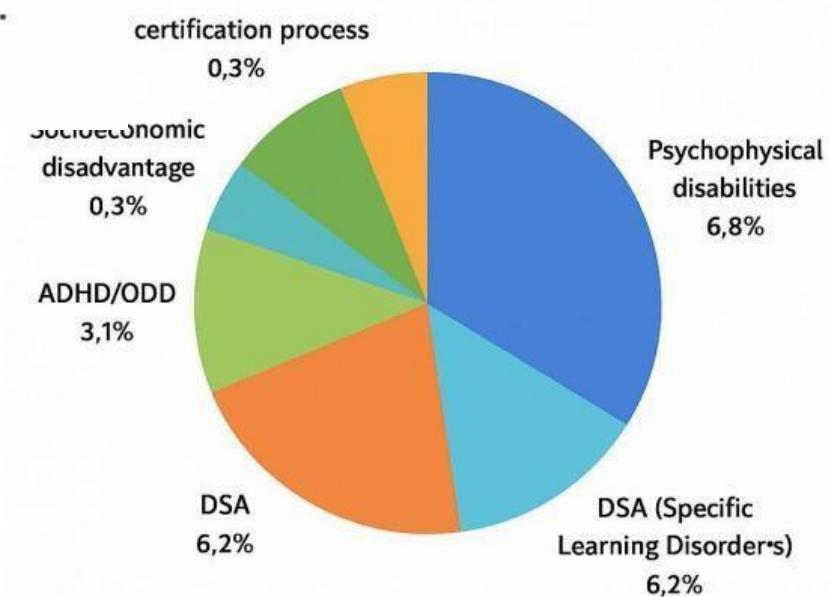


School year
2025/2026

METHODOLOGICAL TOOLKIT: Data from Participating Countries - ITALY



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1. Certified Disabilities (Law 104/92, art. 3, paragraphs 1 and 3)

- Visually Impaired
- Hearing Impaired
- Psychophysical

- Other: Disabilities in the process of being certified

2. Specific Developmental Disorders

- DSA Special Needs Education
- ADHD/ODD (students with oppositional defiant disorder)
- Borderline Cognitive Disorder
- Other:

3. Disadvantage

- Socioeconomic
- Linguistic-cultural (new arrivals in Italy)
(at least six months in Italy)
- Behavioral/relational/psychoemotional distress
- Students in a situation International adoption
- Students with transient, undocumented health problems
- Other:

School year
2023/2024

School year
2024/2025

School year
2025/2026

N.

N.

N.

68

76

79

3

3

3

50

75

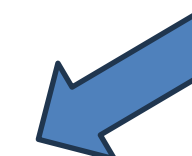
72

20

32

36

increase in the
number of students



Number of students in each school level:	
Kindergarten	285
Primary School	461
Lower Secondary School	340
Hospital School	75
Total students	1161



METHODOLOGICAL TOOLKIT : Data from Participating Countries - ITALY



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The table outlines the inclusive educational data for the Comprehensive Institute “Pescara 10” across three school years: 2023/2024, 2024/2025, and 2025/2026. It is divided into three main areas:

1. Certified Disabilities (Law 104/92, art. 3, paragraphs 1 and 3)

The number of students with certified psychophysical disabilities is increasing steadily:

- 68 students in 2023/2024
- 76 in 2024/2025
- 79 in 2025/2026

Additionally, 3 students per year are in the process of certification.

2. Specific Developmental Disorders

- Students with Specific Learning Disorders (DSA) grow from 50 in 2023/2024 to 75 in 2024/2025, then slightly decrease to 72 in 2025/2026.
- Students with ADHD/ODD also increase: from 20 to 32 and then 36 over the three years.

3. Disadvantage

The school also supports students facing socioeconomic, cultural, and emotional challenges.

- 4 students per year come from disadvantaged socioeconomic backgrounds.
- 4 per year are new arrivals in Italy (linguistic-cultural disadvantage).
- 2 students per year show behavioral, relational, or psychoemotional difficulties.

No students were recorded in cases of international adoption or undocumented health issues.

This table reflects a growing and consistent attention to inclusion, special education, and social support.



METHODOLOGICAL TOOLKIT : Data from Participating Countries - Spain



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In the **2023-2024 school year in Spain**, **14 % of students** (1,131,816 pupils) received educational support. Of them, **85 % attend mainstream schools**. Support due to socio-educational vulnerability has risen from **25 % in 2021 to over 40 % in 2024**. Migrant students also increasingly need support, particularly for language acquisition and late entry into the education system.

“In Andalusia, in the 2024-25 school year, there are approximately 174,400 students with Specific Educational Support Needs which represents about **13 % of the total student population**. Around **78 % of these students are enrolled in public schools**. Importantly, **87.5 % are in mainstream schools rather than special education centers**. These figures highlight both the growing need and the importance of inclusive strategies.”



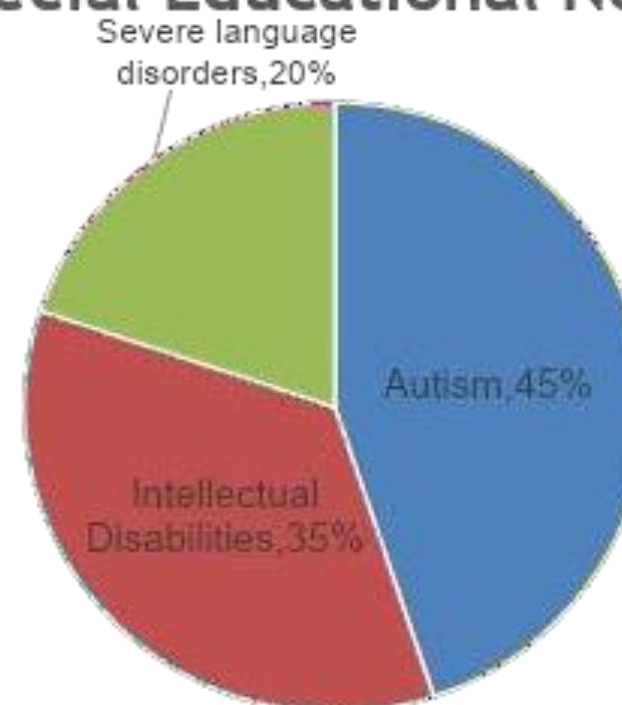
METHODOLOGICAL TOOLKIT : Data from Participating Countries - Spain



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Out of nearly 300,000 students with disabilities in Spain during the 2023-2024 school year, 91,877 students were diagnosed with autism, making it the most common condition among students with disabilities. Autism now accounts for 31.37% of this group – well above intellectual disabilities, which represent 24.7%, and severe language disorders, the third most frequent category, at 13.9%.

Special Educational Needs



■ Autism ■ Intellectual Disabilities ■ Severe language disorders



METHODOLOGICAL TOOLKIT : Data from Participating Countries - Lithuania



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Since September 2024 children with special educational needs must be admitted by all schools and kindergartens if their parents, after consulting with specialists, decide that attending a general education institution is the best solution for the child.

According to data from ŠVIS (the Lithuanian Education Management Information System), over the last decade the number of students with special educational needs (SEN) studying in mainstream classes of general education schools has increased by about one quarter. While in the 2015-2016 academic year there were 36,248 SEN students in mainstream classes of all general education schools in Lithuania, in the 2024-2025 academic year this number reached 47,853 students.

This means that 14.7% of pupils in Lithuania are students with special educational needs (SEN), of whom 91% attend general education schools, 6% are educated in special schools, and 3% are educated in special classes or groups.

At Alytus Dainava Progymnasium, 9.2% of pupils have special educational needs. If we also include pupils who require speech therapist support, the proportion rises to 36% of students.



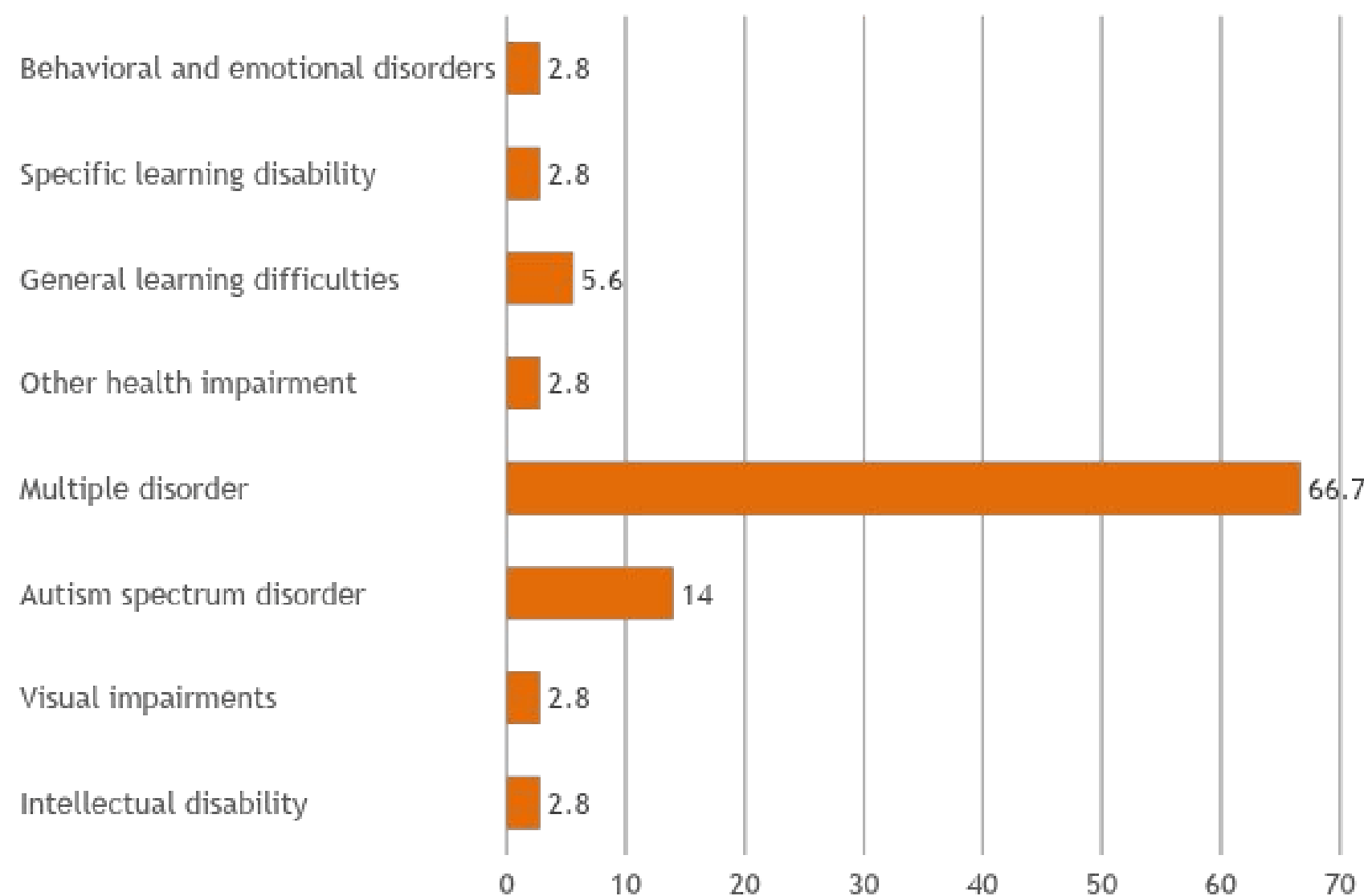
METHODOLOGICAL TOOLKIT : Data from Participating Countries - Lithuania



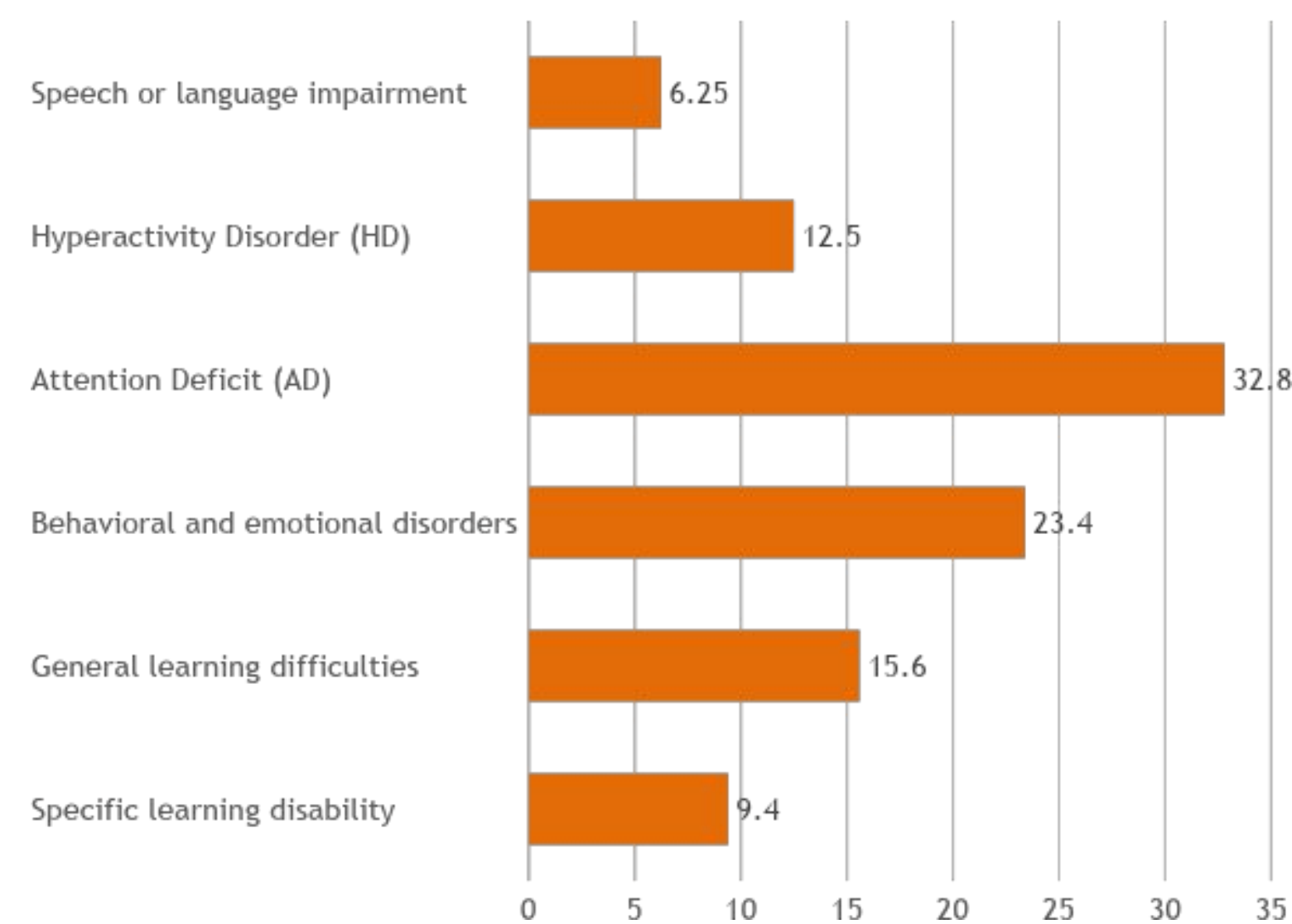
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Data (excluding students requiring speech therapy support)

Percentage distribution of SEN students by type of disability



Percentage distribution of Multiple disabilities





METHODOLOGICAL TOOLKIT : Objectives



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The Toolkit is designed as both a practical and theoretical resource aiming to:

- 1. Innovate teaching practice:** Transfer to teachers innovative digital teaching methodologies that integrate in-person activities, thereby improving the overall quality and effectiveness of instruction.
- 2. Develop specific competences:** Guide teachers towards acquiring skills in designing training pathways based on Gamification and Digital Storytelling, both of which are essential for creating an inclusive learning environment.
- 3. Personalise learning:** Provide tools for tailoring and adapting teaching content to the specific needs of SEN and SLD students through effective digital solutions.
- 4. Added Value:** The Toolkit as a Teacher Empowerment Tool, its capacity to act as a powerful instrument of teacher empowerment, ensuring the sustainability of project results beyond its duration.





METHODOLOGICAL TOOLKIT : Objectives



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In summary, the T.A.L.E. Toolkit is not merely a set of tools but a **catalyst for the transformation of teaching practice**. It ensures that the project's investment results in a lasting improvement of teachers' professional competences, empowering them to address inclusion challenges more effectively and consciously in an increasingly digital and diverse educational context.

Dimension	Added Value and Sustainability Description
Methodological Sustainability	The Toolkit and the multimedia products developed will remain available to all teachers of participating schools even after the project's conclusion. The co-design methodology ensures that the tools are immediately applicable and relevant to real school contexts.
Teacher Empowerment	Teachers are placed at the centre of the process as both creators and experimenters. By acquiring direct competences in designing personalised pathways through Gamification and DST, they become not mere users but true agents of change and multipliers of best practices, expanding their professional competence portfolio.
Institutional Sustainability	The project promotes a virtuous cycle of continuous improvement within schools, fostering future experimentation and cooperation. By engaging countries with more advanced systems in SEN education (such as Spain), the project ensures the transfer of international best practices, raising institutional inclusion standards.
Long-Term Impact	The Toolkit responds to a structural and persistent need: the requirement for effective methodologies to support SEN and SLD inclusion. The training and tools provided will enable teachers to autonomously continue developing customised multimedia products, ensuring that pedagogical innovation becomes a consolidated practice.



METHODOLOGICAL TOOLKIT : Gamification and Digital Storytelling - Methodological Choices



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The **T.A.L.E. Methodological Toolkit** is grounded in a robust pedagogical framework driven by the synergistic integration of innovative educational methodologies – **Gamification** and **Digital Storytelling (DST)**. These methodological choices are intentional: they respond to the need to create highly inclusive and motivating learning environments, particularly for students with **Special Educational Needs (SEN)** and **Specific Learning Disorders (SLD)**. The reference framework for inclusion is provided by the **Universal Design for Learning (UDL)**, ensuring accessibility and flexibility in learning pathways for the entire student population.

1. Defining Gamification and Digital Storytelling in the Educational Context

The effectiveness of the **T.A.L.E. Toolkit** lies in the accurate application of the theoretical constructs of **Gamification** and **Digital Storytelling**, analysed below with respect to the pedagogical principles guiding their adoption.

1. Gamification: Game Mechanics for Learning

In education, **Gamification** is defined as the application of **game design elements** (mechanics, aesthetics, and game thinking) in non-game contexts, with the primary aim of increasing user engagement, motivation, and productivity. Unlike **Game-Based Learning (GBL)**, which employs complete games to convey content, Gamification extracts specific game components – such as points, badges, leaderboards, levels, and narratives – to restructure the learning experience (Keeler, 2015).



METHODOLOGICAL TOOLKIT: Gamification and Digital Storytelling - Methodological Choices



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Pedagogical Principle	Description and Relevance for SEN/SLD
Intrinsic Motivation	Gamification leverages the human drive for competition, achievement, and reward. For SEN/SLD students, often demotivated by previous failures, clear goals and immediate feedback (typical of games) restore self-efficacy and the desire to learn.
Active Participation and Engagement	Game dynamics transform learning from passive to proactive. The need to make decisions, solve challenges, and progress through levels stimulates deep cognitive and emotional engagement, essential for overcoming attention and processing barriers typical of SLD.
Personalisation and Adaptation	Level-based and mission-based structures enable the adaptation of challenges to individual skill levels (scaffolding), extending personalisation beyond standard adaptive learning paths. This offers customised challenges crucial for SLD students requiring flexible, non-linear progression.
Immediate Feedback and Error Tolerance	The gaming environment provides a safe space where failure is integral to progress (freedom to fail). Quick, non-judgmental feedback allows students to immediately adjust their strategies, reducing performance anxiety and enhancing metacognition.



METHODOLOGICAL TOOLKIT: Gamification and Digital Storytelling - Methodological Choices



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2. Digital Storytelling: Narrative and Meaning-Making

2.1 Digital Storytelling (DST) combines the traditional art of storytelling with digital tools – such as images, video, audio, music, and text – to create short multimedia narratives (Robin, 2016). In education, DST functions as a powerful means of knowledge construction and creative expression.

Pedagogical Principle	Description and Relevance for SEN/SLD
Meaning-Making and Memory	Storytelling is a fundamental cognitive mechanism for organising and attributing meaning to information. DST enhances memorisation and understanding of complex concepts by creating emotionally resonant contexts.
Creative and Multimodal Expression	DST allows students to express themselves through multiple channels (visual, auditory, textual), overcoming limitations imposed by written or oral expression alone. This is particularly beneficial for SLD students, who can rely on their strongest modality (e.g. audio or video) to demonstrate understanding – in line with UDL principles.
Collaboration and Cooperation	Producing a DST artefact is typically a group activity requiring idea negotiation, task distribution, and collective reflection. This fosters social and collaborative skills while enhancing metacognitive awareness of teaching and learning processes (D’Anna, 2023).



METHODOLOGICAL TOOLKIT: Gamification and Digital Storytelling - Methodological Choices



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3. Integrated Methodological Approaches

The effectiveness of the T.A.L.E. Toolkit stems not from the mere sum of the two methodologies, but from their **strategic integration** within the inclusive framework of **UDL**.

1. How Game-Based Learning Integrates with Digital Storytelling

The combination of **Gamification (or GBL)** and **DST** creates a pedagogical framework that maximises engagement and learning effectiveness.

Stories often form the foundation of games: the narrative dimension is a key element of Gamification, as it nurtures motivation and gives meaningful context to challenges.





METHODOLOGICAL TOOLKIT: Gamification and Digital Storytelling - Methodological Choices



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Integration Element	Description	Inclusive Advantage for SEN/SLD
Narrative (Storyline) as Game Structure	The creation of a digital story (DST) becomes the “mission” or “quest” of the gamified learning pathway. Learning objectives are turned into narrative stages to be unlocked.	Provides a meaningful context and predictive structure (UDL: Representation), helping students with organisational difficulties maintain focus on the ultimate goal.
Game Mechanics in the Creative Process	Acquiring technical skills (e.g. video editing, audio recording) or correctly applying grammatical/syntactic rules (for SLD students) is rewarded with badges or experience points (XP).	Breaks learning into manageable objectives and rewards incremental progress (UDL: Engagement), reducing cognitive load and task anxiety.
Narrative Choices and Branching Paths	The digital story creation process can include narrative choices based on students’ decisions or correct responses, introducing agency and role-playing elements.	Increases the sense of control and autonomy (UDL: Action and Expression), allowing students to personalise their pathway according to preferences and learning styles.
Final Product as Reward (Artefact)	The final multimedia product – the digital story – serves as the tangible “treasure” or reward for completing the mission.	Provides a multimodal demonstration of competence, valuing abilities not limited to written or oral performance (UDL: Action and Expression).

This methodological fusion harnesses the intrinsic motivation of gaming to support the cognitive and creative processes of digital storytelling, creating a virtuous cycle of learning.



METHODOLOGICAL TOOLKIT: Accessible and Adaptive Technologies



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Technology should not create new barriers but rather work to remove the ones that already exist. When used thoughtfully, it becomes a powerful equalizer in education. Adaptive tools—such as learning apps with adjustable difficulty levels, text-to-speech features, or multilingual interfaces—allow students with diverse abilities, backgrounds, and learning styles to access the same content in ways that suit their individual needs. Providing multiple means of representation—visual, auditory, and interactive—not only enhances understanding but also aligns with the core principles of **Universal Design for Learning (UDL)**, which emphasize flexibility and accessibility for all learners.

Assistive technologies play an especially vital role in supporting students with disabilities. Tools like screen readers for students with visual impairments, specialized keyboards for those with motor challenges, or real-time captioning for students who are deaf or hard of hearing can make participation in digital learning environments possible and equitable. Ultimately, technology should be leveraged to foster inclusion, engagement, and autonomy, ensuring that every student has the opportunity to learn, communicate, and thrive.

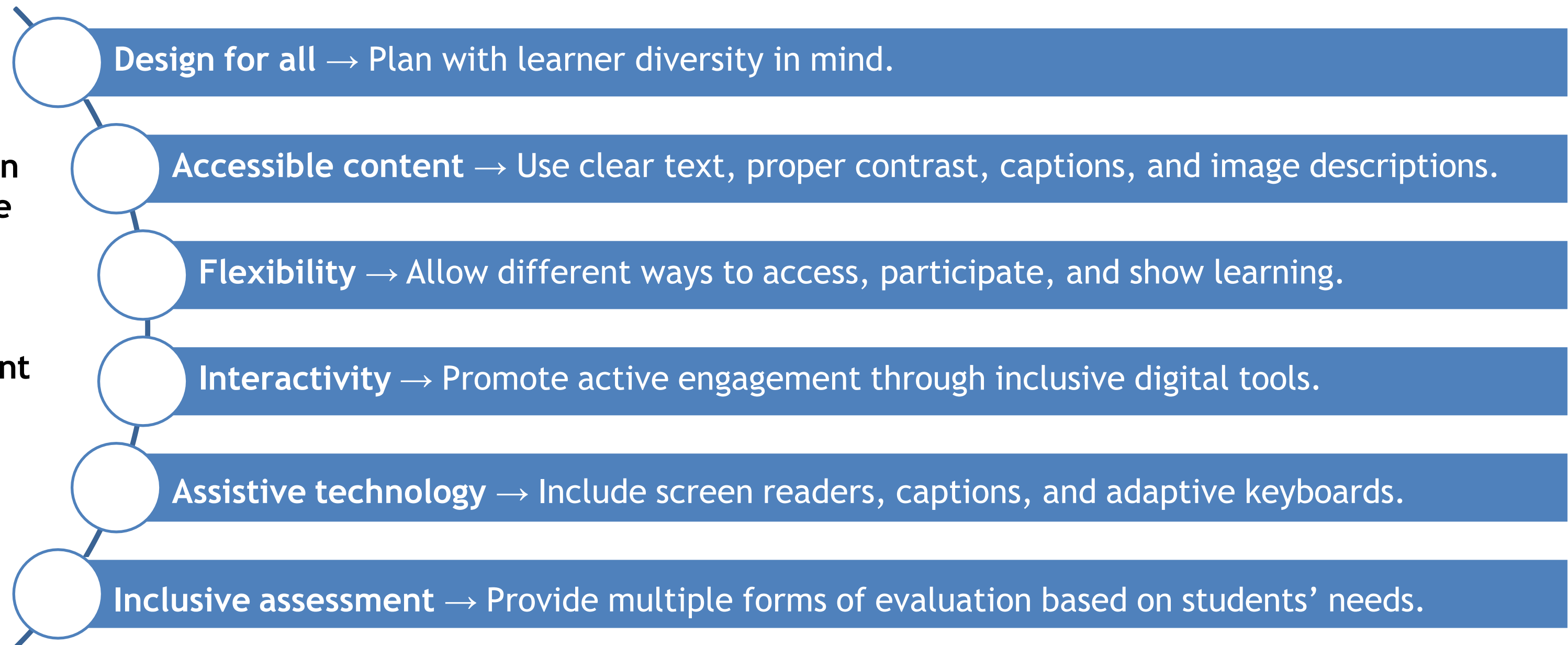


METHODOLOGICAL TOOLKIT: Accessible and Adaptive Technologies



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Keys for an Accessible and Adaptive Learning Environment





METHODOLOGICAL TOOLKIT: Inclusive Teaching through Gamification, Digital Storytelling and UDL



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The integration of gamification and technology in the classroom should be done **gradually and thoughtfully**. It is advisable to start with simple activities, such as interactive quizzes (*Kahoot*, *Quizlet*) or participatory videos (*Edpuzzle*), and then move on to more complex projects. Throughout the process, teachers should **observe students' reactions** –their engagement, attention, and frustration levels– to make **real-time adjustments** that ensure **inclusion**. The success of these strategies largely depends on **teacher training** and **institutional support**. Educators need preparation not only in using digital tools but also in adapting gamification to classroom diversity. Institutions, in turn, must provide **adequate infrastructure**, **technical assistance**, and **time for planning** quality learning activities.

Finally, it is essential to **evaluate the educational impact** of gamification, considering both **academic outcomes** and **socio-emotional factors** such as motivation, confidence, and participation. **Student feedback** is key to improving practices and fostering a more inclusive and meaningful learning experience.



METHODOLOGICAL TOOLKIT: Inclusive Teaching through Gamification, Digital Storytelling and UDL



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Digital Toolkit for Inclusive Classrooms (based on UDL principles)

**MULTIPLE MEANS OF ENGAGEMENT
(MOTIVATION & PARTICIPATION)**

1



KAHOOT / BLOOKET → GAME-BASED QUIZZES THAT FOSTER MOTIVATION AND REDUCE TEST ANXIETY.



CLASSDOJO → POSITIVE REINFORCEMENT, CLASSROOM MANAGEMENT, FAMILY COMMUNICATION.



MENTIMETER → POLLS, WORD CLOUDS, AND ANONYMOUS PARTICIPATION TO INCREASE INVOLVEMENT.

Digital Toolkit for Inclusive Classrooms (based on UDL principles)

**MULTIPLE MEANS OF
REPRESENTATION (ACCESS TO
INFORMATION)**

2



GENIALLY → INTERACTIVE PRESENTATIONS, INFOGRAPHICS, ESCAPE ROOMS (VISUAL + AUDITORY).



THINGLINK → INTERACTIVE IMAGES/VIDEOS WITH INFO POINTS, AUDIO, LINKS.



EDPUZZLE → VIDEOS WITH EMBEDDED QUESTIONS, SUBTITLES, AND PAUSES FOR COMPREHENSION.



WORDWALL / EDUCAPLAY → GAMES AND PUZZLES THAT REDUCE READING LOAD.

Digital Toolkit for Inclusive Classrooms (based on UDL principles)

**MULTIPLE MEANS OF ACTION &
EXPRESSION (DEMONSTRATING
LEARNING)**

3



CANVA → CREATIVE DESIGN OF POSTERS, PRESENTATIONS, INFOGRAPHICS.



QUIZLET → FLASHCARDS, MATCHING GAMES, SELF-TESTING FOR MEMORY RETENTION.



PLICKERS → LOW-TECH ASSESSMENT TOOL (ONLY TEACHER NEEDS A DEVICE).



SOCRATIVE → SHORT QUIZZES WITH IMMEDIATE FEEDBACK.



METHODOLOGICAL TOOLKIT: Inclusive Teaching through Gamification, Digital Storytelling and UDL



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Gamification

Motivation through
challenges,
rewards,
progression



Digital Storytelling

Engagement
through narrative
and creativity



UDL Principles

Multiple means of
engagement,
representation,
action &
expression



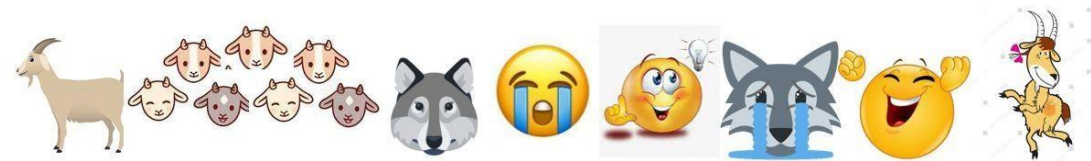
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STORYTELLING



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<https://www.pixton.com/welcome>

<https://www.mentimeter.com/>

<https://www.canva.com>

www.storyboardthat.com

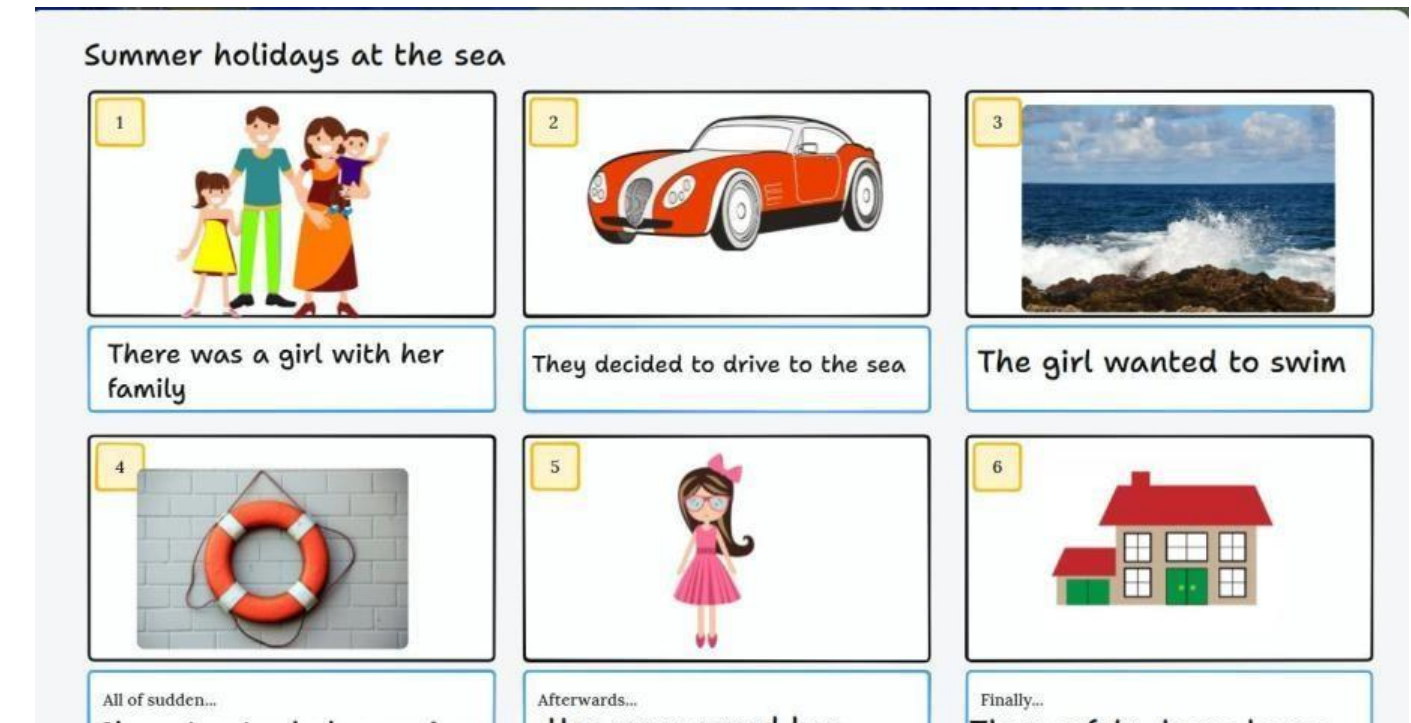
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<https://makebeliefscomix.com/>

<https://app.bookcreator.com/>

<https://www.classtools.net/FB/home-page>

<https://www.thinglink.com/learning>





<https://wordwall.net>

<https://kahoot.com/>

<https://learningapps.org/>

<https://edpuzzle.com/>

<https://frepy.eu/planetos/planeta-lt/>

<https://www.duolingo.com/>

<https://www.educaplay.com>

<https://www.plickers.com>

<https://www.blooket.com/>

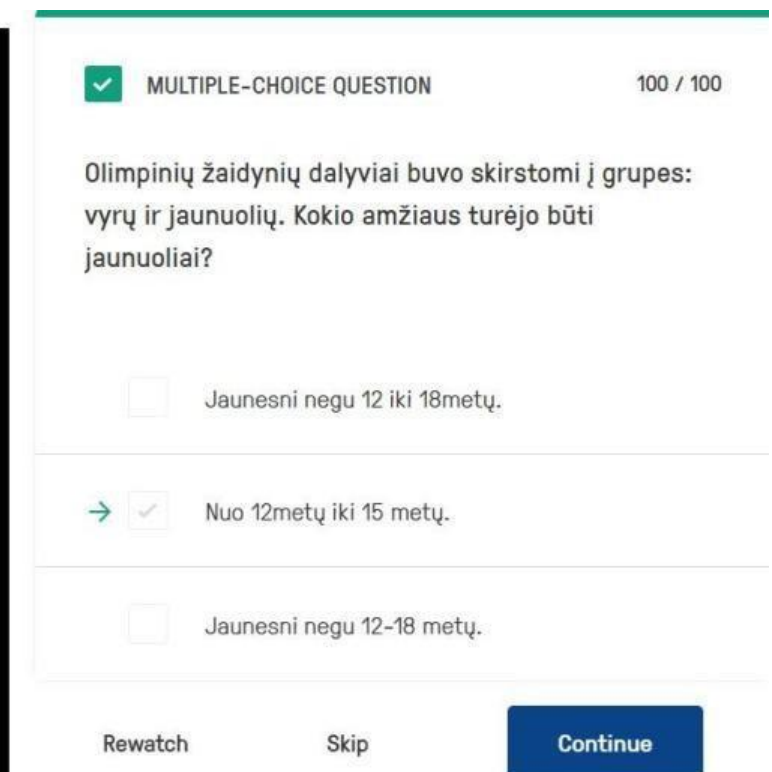
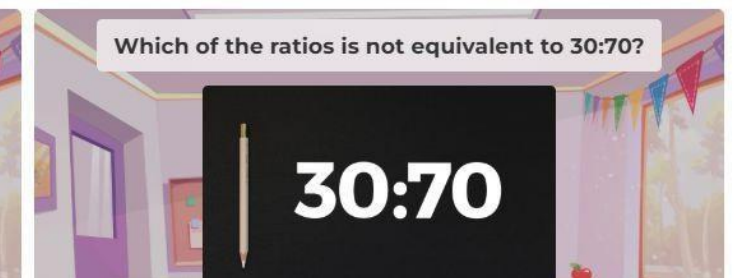
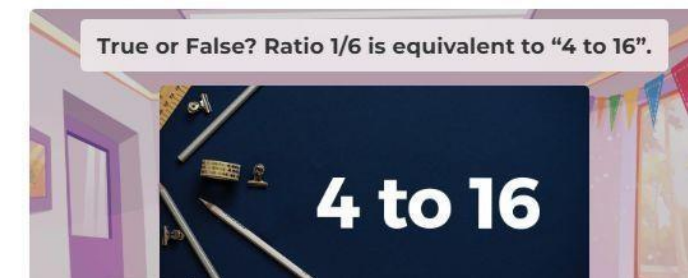
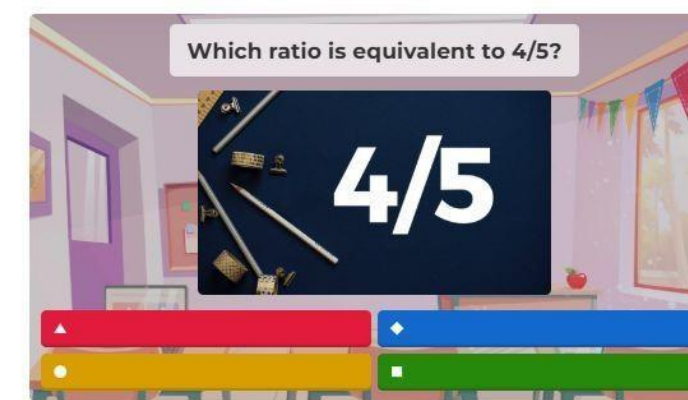
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GAMIFICATION



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METHODOLOGICAL TOOLKIT: Teacher Training Objectives



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1. Knowledge objectives:

Provide teachers with necessary theoretical knowledge about the subject, teaching methods, and educational principles. Understand the effective methods in teaching SEN (Special Educational Needs) students.

2. Skills objectives:

Develop practical teaching skills, such as lesson planning, classroom management, and the use of technology when teaching SEN students.

Master various interactive teaching tools to support SEN students in the classroom.

3. Attitude / values objectives:

Promote the right attitude, motivation, and professional ethics.

Foster tolerance and respect for students with SEN.

4. Assessment objectives:

Teach teachers to properly evaluate student progress and adapt their teaching for SEN students.

Be able to create and use formative and informative assessments in the classroom designed for SEN students.



METHODOLOGICAL TOOLKIT: General Teaching Activities for Storytelling based on a picture



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Steps of activities:

- 1. Discussion and Brainstorming** - Students analyzed the picture and shared ideas through open discussion to generate possible story concepts.
- 2. Idea Selection** - The most suitable idea was chosen based on creativity, relevance, and feasibility.
- 3. Story Writing** - The narrative was structured, developed, and revised to ensure coherence and engagement.
- 4. Story Recording** - The finalized story was recorded digitally in order to develop clear and expressive narration.
- 5. Story Visualization** - The story was translated into English and visually represented to enhance understanding and engagement.





METHODOLOGICAL TOOLKIT: General Teaching Activities for Storytelling based on a picture



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Erasmus+

Knud Sinding
- Portræt af italienerne - 1910

An old painting seen through the eyes of today

STORYTELLING

T.A. L.E. Teaching through Alternative Learning Environments

DAINAVOS MOKYKLA
VIRSCERE ET EDUCARE
ALYTUS



<https://www.youtube.com/watch?v=ZjvRly2t2T0>



METHODOLOGICAL TOOLKIT: TALE Chosen Best Practice: With One Hundred Hands. With One Hundred Hearts - description and adaptation to the TALE project



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Ritratti italiani, Knud Sinding (1910-20)
Museo dell'800 - Pescara

Title of the Activity:

Inside the Painting: "Voices and Faces"

Learning Objectives

- To observe and interpret visual artworks critically.
- To develop digital storytelling skills using multimedia tools.
- To express personal and collective identity through art and digital media.
- To collaborate in the creation of a digital book.

Target Group

- Lower secondary school students (ages 10-14)
- Subjects involved: Art, English, ICT, Humanities

Duration and Timing

Total duration: about 6 - 8 lessons (45 - 60 minutes each)



METHODOLOGICAL TOOLKIT: Inside the Painting: "Voices and Faces"



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Learning Environment

- **Classroom** (for discussion and planning)
- **Computer lab / tablets** (for digital work)
- **Art room** (for creative activities and sketches)

Methodological Approach

- **Student-centered learning**
- **Cooperative Learning with Structured Roles:** students work in mixed-ability groups, each taking a role suited to their skills (writer, designer, reader, researcher).
- **Task-based learning** (each group creates a chapter or section of the book)
- **Multimodal approach** (integration of text, images, audio, and video)
- **Inquiry-based learning** (students explore themes of identity, culture, and history)
- **Differentiated Instruction:** tasks adapted according to student strengths (visual, verbal, kinesthetic, digital).

Tools and Resources Digital tools:

- *Book Creator* (or alternative: Keynote, Canva, Adobe Express, Padlet)
- Tablets or laptops with internet access
- Audio recording tools (microphones, headsets)

Traditional tools:

- Notebooks, pens, sketch materials
- Printed reproduction of *Ritratti Italiani*

Teacher resources:

- Historical background materials
- Vocabulary and writing templates



METHODOLOGICAL TOOLKIT: Inside the Painting: «Voices and Faces» - TEACHING PHASES



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Phase 1 - Observation and Interpretation

- Presentation of the painting “*Ritratti Italiani*” by Knud Sinding.
- Guided discussion in English:
- ✓ What do you notice? / Who might these people be? / What story does the painting tell?
- Teacher provides historical and artistic context.
- Students take notes and collect descriptive vocabulary in English.



Inclusive Methodology for SEN

- Allow alternative formats for storytelling:
- Audio narration instead of written text
- Comic strip creation or storyboard instead of long paragraphs
- Use **collaborative writing**:
- A student with writing difficulties dictates ideas to a peer or to a speech-to-text tool.
- Offer **extended time** or split tasks into smaller steps.

Phase 2 - Writing and Story Development

- Brainstorming session: “Who are these people today?”
- Students imagine stories or monologues for each character.
- Writing workshop: drafts of short texts (descriptions, dialogues, diary entries).
- Peer review and teacher feedback in English.



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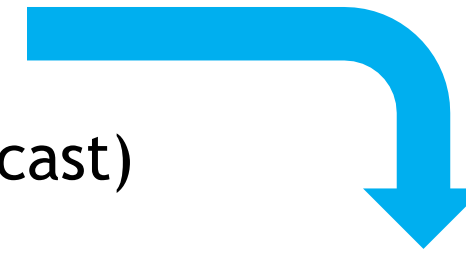


Phase 3 - Digital Book Creation

- Introduction to Book Creator (or similar app).
- Groups design pages integrating:
 - Texts (in English)
 - Original illustrations or digital collages
 - Audio recordings (students reading their texts, Podcast)
 - Background music or sound effects (optional)
- Teacher provides technical guidance and linguistic support.

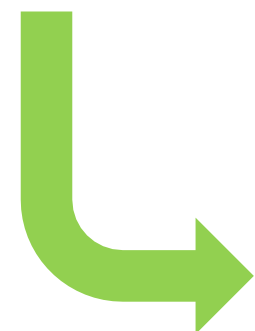


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Phase 4 - Presentation and Reflection

- Each group presents their digital book to the class.
- Discussion and peer feedback.
- Reflective writing: “What did I learn from this experience?”



Inclusive Methodology for SEN

- Enable accessibility features in Book Creator:
- Text-to-speech
- Speech-to-text
- Adjusted font and background for dyslexia-friendly contrast

Inclusive Methodology for SEN

- Allow flexible presentation formats:
- Presenting as a group rather than individually
- Using pre-recorded audio instead of live speaking
- Presenting seated rather than standing



METHODOLOGICAL TOOLKIT: Inside the Painting: «Voices and Faces» - Assessment Criteria



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Artistic interpretation: creativity and originality

Language use: clarity, accuracy, and expression in English

Digital competence: effective use of multimedia tools

Collaboration: group participation and communication

Reflection: awareness of learning process and self-expression

Assessment for SEN

- Evaluate process over product.
- Prioritize personal expression and effort rather than linguistic perfection.
- Use rubrics with multiple achievement paths (creative expression, collaboration, effort, digital skill).

METHODOLOGICAL TOOLKIT: Inside the Painting: «Voices and Faces» - Results Collection



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Digital Book Output:

The final digital book serves as the main evidence of creative, linguistic, and digital learning.

- **Teacher Assessment Grid:**

The evaluation rubric is used to assess artistic interpretation, language use, digital skills, collaboration, and reflection.

- **Student Self-Assessment and Peer Feedback:**

Students complete reflection prompts or a self-evaluation sheet to express:

- What they learned
- What they found challenging
- What they are proud of

- **Observation Notes:**

The teacher documents collaboration, participation, and support needs during the project.

- **Audio or Written Reflections:**

Short reflections highlight the personal learning journey and interpretive choices.

SEN-Specific Outcome Monitoring

For students with special educational needs:

- Achievements are documented in terms of **progress**, not comparison.
- Support strategies used (e.g., scaffolds, role differentiation) are recorded.
- Areas where students demonstrated autonomy or confidence are highlighted.



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METHODOLOGICAL TOOLKIT: Future Outlook

This project lays the groundwork for further interdisciplinary and inclusive learning experiences. It encourages students to connect **art, identity, language, and digital creation** in meaningful ways.

Possible Follow-Up Activities

1. Digital Exhibition or School Gallery

- Display the digital books on the school website, library screens, or during cultural events.
- Invite families to view the projects.

2. Extension into Personal or Local Identity Themes

- Students create new portraits or digital stories inspired by Their family history / Their community / Their personal identity

3. Cross-Curricular Integration

- **Art Education:** explore more portrait techniques (collage, watercolor, photography).
- **History:** study the Italian cultural context in the early 1900s.
- **English Language:** develop further narrative or descriptive writing units.
- **ICT:** introduce more advanced digital storytelling tools (Adobe Express, Keynote, Canva, iMovie).



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METHODOLOGICAL TOOLKIT: Future Outlook

4. Inclusive Growth Path

- Refine support strategies for SEN students based on observations from this project.
- Encourage student leadership roles (e.g., “tech mentors,” “art guides”).

Long-Term Skill Development Goals

- Greater confidence in creative expression.
- Improved English communication skills.
- Increased digital literacy and autonomy.
- Stronger cooperative learning behaviors and group awareness.



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