



## ***INCLUSIVE LIFE***

*Erinevate erialade üliõpilased rakendasid interdistsiplinaarselt oma teadmisi, et luua kasutajasõbralikke õppevahendeid, mänge ja keskkondi, arendasid uurimismetoodikaid arvestades erinevate erivajadustega.*

In 2016/2017 Tallinn University added LIFE ( Interdisciplinary Focused Environment ) to the curriculum in which students from different disciplines, in cooperation with the supervisors develop a project on a topic of their interest, choosing the appropriate ways to carry out their ideas.

Creating an inclusive environment and finding and implementing innovative solutions is becoming increasingly important worldwide.

Inclusion in education means: teaching children with special needs in mainstream schools, teacher support, a common agenda for children with special needs and normal students ,encouraging student friendships.

### ***What is include LIFE?***

Opening a cottage cheese paste in the morning can be compared to making a hole in a pressurized pipe – cottage cheese splashes on the table, floor and clothes. Everyone probably has the same experience, with candies, cakes, ice creams, for example. In airtight containers. Opening the package with a hand is crushing the contents and one must accept eating a dripped product. Well, no biggie, after all, it is not really a problem, because eating too much sweet is harmful. There are often situations in everyday life that can be so disruptive as to accessing buildings, information, services and inaccessible learning .Constant exposure to failures emotionally affects a person.

Nowadays we are moving towards an inclusive environment and the need to create products and services that take into account the needs of different target groups is becoming increasingly important. It is in the interests of society as a whole, it is natural for all children to be educated in accordance with their mental and physical preconditions, needs and capabilities. Therefore, students' needs should be taken into account when designing both teaching aids and learning environments.

User-centered design principles are needed when creating teaching materials. When dealing with the learning as well as designing everyday objects, more and more attention is paid to experiencing positive emotions by the learner / user. The emotional side of learning has been found to be very important and when a student feels secure, they are able to focus much more on the learning. In the design of items the evaluation of the user's emotion plays an important role.

When creating something for people with special needs, the designer's own experience may be quite different from what the user experiences. When working with people with intellectual disabilities, this difference can be even greater because the specific needs (abilities, limitations, behavior, etc.) of this target group are very diverse. There should be a move towards inclusive design where creators take into account the needs and interests of the widest possible group of users, regardless of age or ability.

***Experience shows that students, teachers, scientists, professionals, designers, manufacturers and others should be involved in the design of teaching aids. In this way, truly innovative tools can be created.***

<http://www.tlu-craft.ee/elu-erialasid-loimiv-uuendus>

*Even the smallest details can be the starting point for making the study materials or everyday objects more accessible.*

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