

**Scuola Superiore Meridionale**  
**Università degli Studi di Napoli Federico II**  
**PhD course in Law and Organizational Studies for People with Disability**  
**a.y. 2021/2022**

**Adaptive E-learning for disability**

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**Course Description**

The course aims to introduce the basic elements of e-learning and adaptive e-learning systems and their application in universities as organizations. Knowledge will be provided through which to identify and analyze, in academic contexts, the issues related to the diversity management, using these technologies, about people with disabilities.

This course is aimed at doctoral students and ordinary students at the school.

Specifically, the lessons can be divided into three parts.

In the first part of the course, we will try to make people understand the concept of e-learning and its application in universities. The main e-learning systems adopted in academic contexts will be dealt with and the concept of adaptive e-learning will be discussed.

In subsequent lessons, the focus will be on making people understand the concept of diversity in organizations in general and its management. The issue of disability in organizational areas will be studied.

In the final part, we will try to understand the connections between adaptive e-learning and disability in universities.

The final lesson will be dedicated to the presentation by the Ph.D. students of a topic chosen from those covered during the course.

The different topics will be explained, assigning first the didactic material that the students / doctoral students will have to read before the lessons.

**Aims**

At the end of the course the students will be able to:

- understand the concept of e-learning and adaptive e-learning and their application in academic contexts.
- discern the different e-learning systems and their use.
- better recognize the role of diversity in organizations in general and its management.
- have knowledge about the disability management in organizational contexts.
- identify the connections between adaptive e-learning and disability in universities.

## Learning methods

- Students will have to read before classes the mandatory readings.
- Classes will be based on discussions between the professor and students regarding the main issues emerging from the background readings. Also, students will have to highlight the main strengths and weaknesses of the assigned readings.
- All students are expected to actively participate in the debate providing comments and raising questions on the issues discussed in class.
- Doctoral students will have to prepare a final presentation which has to examine in depth one of the aspects touched upon in the class. The work will be presented during the final class.

## Course material

The course material will consist of book chapters, and journal articles. In addition to the required readings listed for each session, further readings will be suggested for deepening the knowledge on specific topics that will be covered during the lessons.

## Exam & Evaluation

Doctoral students will be evaluated based on their constructive participation in class and the final paper. In-class participation accounts for 60% of the evaluation.

## Final presentation

Students will have to prepare a presentation which examines in depth one of the aspects touched upon in the class, at their choice. The presentation will have to be realized in power point and will have to be discussed with the class during the final lesson.

Further details regarding the number of slides to be prepared and the time available for each learner to be able to present their work to the class will be defined during the lessons.

## Detailed program

Class 1 22/04/2022 11:00-13:00	<b>Introduction to the concept of e-learning: theoretical approaches.</b>
Mandatory readings	<ul style="list-style-type: none"><li>• Gabrielli G., Di Renzo M. R., and Mormino S., (2012) <i>Conoscenza e apprendimento: gli strumenti della formazione</i> in Gabrielli, G., and Profili, S., <i>Organizzazione e gestione delle risorse umane</i>, Torino, Isedi, p. 257 e ss.</li><li>• Al-Qahtani, A. A., and Higgins, S. E. (2013). Effects of traditional, blended and e-learning on students' achievement in higher education. <i>Journal of computer assisted learning</i>, Vol. 29, No. 3, pp. 220-234.</li></ul>

<b>Class 2</b> 28/04/2022 11:00-13:00	<b>A brief history of distance learning.</b>
Mandatory readings	<ul style="list-style-type: none"> <li>• Corbeil, J. R., and Corbeil, M. E. (2015). E-learning: past, present, and future. In Khan, B.H. and Mohamed Ally M. International Handbook of E-learning, Volume 1. Theoretical Perspectives and Research, (pp. 79-92). Routledge.</li> <li>• Taylor, J. C. (2001). Fifth generation distance education, in Instructional Science and Technology, Vol. 4, No. 1, pp. 1-14.</li> </ul>

<b>Class 3</b> 06/05/2022 11:00-13:00	<b>Learning as a process in e-learning systems.</b>
Mandatory readings	<ul style="list-style-type: none"> <li>• Ghiringhelli C., Quacquarelli B., (2003), Progettare l'apprendimento dentro e fuori dalla rete in Nacamulli, R. C. D., La formazione, il cemento e la rete, Milano, Etas.</li> </ul>
Optional reading	<ul style="list-style-type: none"> <li>• Fee, K. (2013). Delivering e-learning. A complete strategy for design, application, and assessment. Kogan Page Publishers.</li> </ul>

<b>Class 4</b> 19/05/2022 09:00-11:00	<b>The main e-learning systems: Blended Learning; Mobile Learning and MOOCs.</b>
Mandatory readings	<ul style="list-style-type: none"> <li>• McKenzie, S., Hains-Wesson, R., Bangay, S., and Bowtell, G. (2020). A team-teaching approach for blended learning: an experiment, in Studies in Higher Education, 1-15.</li> <li>• Ozdamli, F., and Cavus, N. (2011), Basic elements and characteristics of mobile learning, in Procedia-Social and Behavioural Sciences, Vol. 28, pp. 937-942.</li> <li>• Yuan, L., and Powell, S. J. (2013). MOOCs and open education: Implications for higher education (JISC CETIS).</li> </ul>

<b>Class 5</b> 31/05/2022 15:00-17:00	<b>The literature on Adaptive e-learning.</b>
Mandatory readings	<ul style="list-style-type: none"> <li>• Hariyanto, D., and Köhler, T. (2020). A Web-Based Adaptive E-learning Application for Engineering Students: An Expert-Based Evaluation. <i>International Journal of Engineering Pedagogy (iJEP)</i>, Vol. 10, No. 2, pp. 60-71.</li> <li>• Kostolányová, K., Šarmanová, J., and Takács, O. (2012) Adaptive E-learning and its evaluation. <i>Journal on Efficiency and Responsibility in Education and Science</i>, Vol. 5, No. 4, pp. 212-225.</li> </ul>

<b>Class 6</b> 01/06/2022 09:00-11:00	<b>Diversity Management in organizations.</b>
Mandatory readings	<ul style="list-style-type: none"> <li>• Profili S., and Innocenti L., (2012) Valorizzare la diversità in Gabrielli, G., and Profili, S., <i>Organizzazione e gestione delle risorse umane</i>, Torino, Isedi, p. 341 e ss.</li> <li>• Sicca, L. M., Pezzillo Iacono, M. and Esposito; V. (2009). Diversity management e retorica del linguaggio manageriale in Di Guardo, M.C., Pinna, R, and Zaru D., <i>Per lo Sviluppo, la Competitività e l'innovazione del Sistema Economico. Il contributo degli studi di Organizzazione Aziendale</i>, Milano, Franco Angeli, pp. 277-301.</li> </ul>

<b>Class 7</b> 07/06/2022 11:00-13:00	<b>Disability in organizations.</b>
Mandatory readings	<ul style="list-style-type: none"> <li>• Angeloni, S. (2013). Integrated disability management: An interdisciplinary and holistic approach. <i>Sage Open</i>, Vol. 3, No. 4, 2158244013510303.</li> <li>• Romanelli M and Iannotta M. (2016). Aprirsi alla disabilità in azienda: le sfide del disability management, <i>Prospettive in Organizzazione</i>, ASSIOA, n. 4/2016.</li> </ul>

<b>Class 8</b> 08/06/2022 11:00-13:00	<b>Use of technology to manage disability</b>
Mandatory readings	<ul style="list-style-type: none"> <li>Migliaccio, G. (2016). ICT for disability management in the net economy. <i>International Journal of Globalisation and Small Business</i>, 8(1), 51-72.</li> </ul>

<b>Class 9</b> 14/06/2022 11:00-13:00	<b>Adaptive e-learning and people with disability</b>
Mandatory readings	<ul style="list-style-type: none"> <li>Fichten, C. S., Asuncion, J., Barile, M., Fossey, M., and De Simone, C. (2000). Access to educational and instructional computer technologies for postsecondary students with disabilities: Lessons from three empirical studies. <i>Journal of Educational Media</i>, Vol. 25, No. 3, pp. 179-201.</li> <li>Fichten, C. S., Ferraro, V., Asuncion, J. V., Chwojka, C., Barile, M., Nguyen, M. N., ... and Wolforth, J. (2009). Disabilities and e-learning problems and solutions: An exploratory study. <i>Journal of Educational Technology &amp; Society</i>, Vol. 12, No. 4, pp. 241-256.</li> </ul>

<b>Class 10</b> 30/06/2022 11:00-13:00	<b>Final presentation</b>
	<p>The presentation will have to be realized in power point and will have to be discussed with the class during the final lesson.</p> <p>Further details regarding the number of slides to be prepared and the time available for each learner to be able to present their work to the class will be defined during the lessons.</p>