Preface

In this book, we explore the ground-breaking notion of "Holistic Inclusive Phygital Learning", which by combining physical and digital elements, revolutionizes the way special needs children are educated. We want to develop inclusive learning environments that respect each learner's distinctive strengths and difficulties while also changing the face of education by exploring the potential for combining these components. Based on the conviction that inclusive education is the cornerstone of a just and emancipated society (Castro 2019), we give educators, policymakers, researchers, and activists a thorough knowledge of how this cutting-edge strategy may change learning possibilities for kids with disabilities. We want readers to picture a time in the future where obstacles are removed, and diversity is celebrated via the perspective of "Holistic Inclusive Phygital Learning".

It is crucial to consider how we can prevent a one-size-fits-all approach and make sure that the implementation of inclusive digital learning is responsive to the varied requirements and preferences of students with special needs. Additionally, we must push all parties involved to embrace a fresh viewpoint that sees inclusion as a complete approach, embracing diversity and enabling students to contribute their own viewpoints to the learning community. We can advance inclusive education, harness the power of technology, and collaborate to build a future in which every learner, regardless of their needs, can achieve by considering and responding to these issues (Haleem et al. 2022). We provide useful information, evidence-based strategies, and best practices for educators, policymakers, researchers, and activists who are devoted to furthering inclusive education throughout the whole book. Our main goals are to deliver customized experiences, promote stakeholder engagement, and use technology to promote autonomy and self-expression (Recupero, Marti & Guercio 2021). By providing readers with the knowledge and tools they require, we want to influence educational practices and, in the long run, promote a culture where diversity is respected, obstacles are eliminated, and all students can achieve. This book inspires children with special needs to make good changes in their life, and its influence goes beyond its readers to communities, organizations, and schools. We concur with this goal and will keep collaborating to build a warm and empowering

learning environment. By embracing the theory of "Holistic Inclusive Phygital Learning" and exploring its principles, we aim to inspire a shift in educational practices and policies, shaping a future where inclusive education is the norm rather than the exception.

To build a society that appreciates diversity, celebrates inclusion, and provides every kid with the resources they need to achieve and make a difference in the world, let's set out on this illuminating adventure that challenges the status quo, crosses borders, and embraces technology. We can create a future where inclusive education is a reality for all students by working together.

THE CHALLENGES

The subject of inclusive physical learning is extremely relevant in the quickly changing world of today, where technology permeates every aspect of our lives. Education is crucial in society's efforts to create inclusive communities that value diversity and empower people with special needs (Berman 2018). The digital revolution has created previously unimaginable chances to close gaps, get around physical constraints, and promote inclusivity in education (Keeley & Little 2017). We are at a turning point where technology's potential to revolutionize education for students with special needs is both inspiring and intimidating. On the one hand, we see the amazing ways that technology can engage people, empower them, and make information and resources more accessible. Access to individualized learning opportunities has been made possible by virtual classrooms, interactive learning platforms, and assistive technologies (Grimus 2020). However, these possibilities also present challenges, so it is up to us to move through the digital space with awareness and purpose. To ensure that it becomes an enabler rather than a barrier for students with special needs, technology must be used as a tool for inclusivity. In the quest for digital innovation, we must be vigilant against any potential for exclusion, fragmentation, or unequal access. With its practical advice, evidence-based methods, and best practices for developing inclusive physical learning environments that meet the various needs of students with special needs, this book serves as a beacon of hope amidst these difficulties (Capel, Leask & Younie 2019). It acts as a compass, pointing educators, decision-makers, and other interested parties in the right direction so they can embrace the potential of technology while upholding the values of equity and inclusivity.

This book also pushes us to look beyond technology and acknowledge the importance of human connection, empathy, and comprehension. It serves as a reminder that while technology can make learning easier, teachers and peers' skillful direction, encouragement, and one-on-one interactions are what really light the

spark of curiosity and cultivate a love for learning (Felten & Lambert 2020). The concept of inclusive physical learning is a paradigm shift that requires our focus and dedication. It is not just a fad or a catchphrase. It requires us to use purpose, compassion, and a keen awareness of the requirements of students with special needs as we navigate the complexities of technology (Kaur Majithia 2017). We embrace the opportunities and challenges that inclusive physical learning presents as we set out on this revelatory journey. Regardless of a student's abilities or disabilities, we support their right to access a quality education. While attempting to close gaps and leave no one behind, we are conscious of the ethical issues, equity concerns, and potential digital divides that may arise (Van Dijk 2020). The fusion of the physical and digital worlds is reshaping education, and it is within our collective power to ensure that this future is inclusive, empowering, and full of opportunities for students with special needs.

"Holistic Inclusive Phygital Learning" is emerging among the difficulties of incorporating technology into education. According to this hypothesis, combining physical and digital components can significantly improve learning settings for children with special needs. "Holistic Inclusive Physical Learning" meets the varied requirements and preferences of students while avoiding the problems of a one-size-fits-all approach by utilizing technology, customized experiences, stakeholder cooperation, and compassionate teaching. It provides new techniques for navigating the complexity of technology and fostering an inclusive educational environment that appreciates diversity, empowers students, and promotes equity. It acts as a guiding framework for educators, policymakers, and researchers. This theory opposes conventional educational paradigms and promotes a thoroughgoing inclusionary viewpoint, acknowledging that technology alone is insufficient to create inclusive education; rather, it is the deliberate and caring fusion of technology with human connection.

SEARCHING FOR A SOLUTION

While the allure of digital innovation may be captivating, we must remain steadfast in our commitment to inclusivity and equity. As we embrace the digital revolution, we must not lose sight of the diverse needs of students with special needs. Every decision we make, every resource we provide, must be rooted in a deep understanding of inclusivity and a dedication to breaking down barriers. While the potential benefits of digital innovation in education are undeniable, we must approach this revolution with a critical lens. The allure of new technologies and the promise of improved educational experiences can be captivating, but we must remember that technology is not a panacea for all the challenges we face in creating inclusive and

equitable learning environments (Ferri, Grifoni & Guzzo 2020). Technology has the potential to unintentionally reinforce exclusion and widen the gap between students from privileged and underprivileged backgrounds. A digital divide that marginalizes students with special needs can be caused by socioeconomic differences, unequal access to technological resources, and a lack of digital literacy skills (Tsolou, Babalis & Tsoli 2021). More technological barriers to their education and development are not something we can afford. Furthermore, given how quickly technology is developing, some students may lag. While some students may have no trouble adjusting to new platforms and tools, others may struggle to navigate the digital world, which would make them feel even more isolated and unqualified (Reza 2021). It is crucial that we consider the various needs, abilities, and learning preferences of students with special needs in our digital initiatives. One-size-fits-all strategies may unintentionally exclude some students or overlook their unique needs.

If we want to ensure inclusivity and equity in the digital age, we must adopt a deliberate and intentional approach. This necessitates making sizeable investments in thorough digital literacy programs that empower all students, including those with special needs, to effectively utilize digital resources (Sá et al. 2021). It entails providing tools and assistive technology that individuals with a range of disabilities and learning differences can use. To ensure that everyone can use digital platforms and content, it requires using universal design principles. Most importantly, we need to stop considering technology to be the only solution. Digital tools should strengthen the human connection between teachers and students rather than replace it. Technology cannot adequately take the place of teachers and other support personnel in fostering inclusive learning environments (de Klerk & Palmer 2021). We must strike a balance between utilizing technology and promoting meaningful human interaction to create truly inclusive and enriching learning environments.

This investigation is focused on the concept of universal design. Digital tools and content must be made with inclusivity in mind from the very beginning to be truly inclusive. We cannot just use recycled materials or make flimsy concessions. Instead, we must strive to make sure that every aspect of our digital environments adheres to the universal design principles. By recognizing the wide range of learning styles, aptitudes, and preferences, we can break free from the limitations of one-size-fits-all approaches and give students the tools they need to succeed in their academic endeavors (Coffman & Draper 2022). How can we ensure that all students, regardless of their circumstances or backgrounds, have equitable access to digital resources? is one such question. How can technology help us close the gaps in traditional education?

When considering new approaches to deal with the challenges of creating inclusive physical learning environments, emerging technologies and pedagogical strategies that push the boundaries of conventional education are considered. One innovative

approach that has great potential is personalized learning. Using artificial intelligence, adaptive learning systems, and data analytics, we can customize educational experiences to each student's needs and preferences (Xie et al. 2019). Personalized learning aims to involve students as active participants in their own education beyond simple customization. Using sophisticated algorithms and machine learning, educational platforms can change the content, pacing, and instructional strategies based on the performance, interests, and learning preferences of each individual student (Shemshack, Kinshuk & Spector 2021). This level of personalization makes sure that students with special needs receive the specialized support and adaptations they require to be successful in their academic endeavors.

Virtual and augmented reality technologies also offer cutting-edge chances for immersive and interactive learning experiences. By simulating real-world scenarios and providing virtual environments, these technologies can engage students with special needs in ways that conventional methods cannot (Rubio-Tamayo, Gertrudix Barrio & García García 2017). Students with mobility impairments can experience historical sites in virtual reality, while those with communication difficulties can practice social interactions in safe virtual settings. These technologies have the potential to completely transform education by eliminating physical limitations and creating new opportunities for learning and exploration. Moreover, for the creation of inclusive digital learning environments, social networking tools and collaborative learning platforms are crucial. By encouraging teamwork, communication, and knowledge sharing, these platforms offer opportunities for students with special needs to connect with their peers, participate in meaningful interactions, and create solid learning communities (Khan et al. 2021). Through online discussions, project-based collaborations, and shared learning experiences, teachers and students can help students build critical social and communication skills while fostering a sense of belonging and inclusion (Atchison, Marshall & Collins 2019).

Assistive technologies and accessible design principles must be combined to ensure that digital tools and content are truly inclusive. Thanks to advancements in assistive technology like screen readers, voice recognition programs, and alternative input devices, students with a variety of disabilities can now efficiently access and interact with digital resources (Chaidi, Drigas & Karagiannidis 2021; Nicolau & Montague 2019). By incorporating universal design principles into the development process, we can proactively address accessibility issues and ensure that all students can participate fully in the physical learning environment. Innovative answers go beyond the capabilities of current technology. Strong partnerships between educators, families, and community stakeholders are essential for developing inclusive physical learning environments. Cooperation and shared responsibility can lead to the development of comprehensive support systems that cater to the various needs of students with special needs (Anaby et al. 2019). We can all help create a more

diverse educational system by promoting open lines of communication, providing chances for professional advancement, and fostering ongoing conversation. By putting these innovations to use, we can revolutionize education, assist students with special needs, and set the stage for a time when every learner can thrive in an environment that is fair for phygital learning as well as truly inclusive.

In the field of inclusive education and the integration of physical and digital elements is the "Holistic Inclusive Phygital Learning Theory". This theory proposes a comprehensive framework that encompasses all aspects of inclusive education, considering the individual needs, preferences, and strengths of students with special needs. The "Holistic Inclusive Phygital Learning Theory" emphasizes the seamless integration of physical and digital elements in educational settings, with a focus on creating inclusive environments that promote active engagement, meaningful participation, and personalized learning experiences. It recognizes that technology alone is not enough to achieve inclusivity and highlights the importance of holistic approaches that consider physical, cognitive, emotional, and social dimensions.

Key principles of this theory include:

1. **Universal Design for Learning (UDL):** Applying UDL principles to the design of digital tools and learning materials to ensure accessibility, flexibility, and multiple means of engagement, representation, and expression (Evmenova 2018).
2. **Personalized Learning:** Tailoring instructional strategies, content, and assessments to meet the unique needs and learning styles of students with special needs, leveraging technology to provide individualized support and scaffolding (Zhang et al. 2022).
3. **Collaborative Partnerships:** Fostering collaborative partnerships among educators, families, students, and relevant professionals to create a cohesive support system that addresses the diverse needs of students and promotes inclusive practices (Ainscow 2020).
4. **Empowerment and Agency:** Empowering students with special needs to actively participate in their learning journey, make decisions, set goals, and advocate for their needs, utilizing technology as a tool for self-expression, creativity, and self-advocacy (Zacarian & Silverstone 2020).
5. **Continuous Professional Development:** Providing ongoing professional development opportunities for educators to enhance their knowledge and skills in inclusive practices, digital literacy, and the effective integration of technology in instruction (Falloon 2020).

The "Holistic Inclusive Phygital Learning Theory" represents a paradigm shift in inclusive education, emphasizing the interconnectedness of physical and digital elements to create truly inclusive and empowering learning environments for students with special needs. It recognizes the need to go beyond mere accessibility and accommodation, focusing on holistic support, personalized experiences, and fostering a sense of belonging and agency for every learner.

ORGANIZATION OF THE BOOK

The chapters in this book represent the culmination of the knowledge and experience of seasoned professionals and devoted practitioners in the field. Each chapter offers a distinct viewpoint and makes a significant contribution to the conversation about inclusive physical learning strategies for students with special needs. The authors present original concepts, research-based methods, and thought-provoking insights based on extensive research, scholarship, and practical experience. Readers can learn from the wide range of experiences and expertise about the difficulties, possibilities, and potential solutions in this developing field. The chapters demonstrate the experts' and practitioners' dedication to advancing inclusive education and making sure that every student, irrespective of ability, receives the support and opportunities they need. A summary of the significance and contribution of each chapter submission promotes a sense of the depth of knowledge and expertise that are present in this book.

Chapter 1, "Amplifying Voices, Empowering Perspectives: Exploring the Experiences of Children With Disabilities in Inclusive Education During the Pandemic" by Dr. Efthymia Efthymiou, delves into the experiences of children with disabilities in inclusive education during the COVID-19 pandemic in the United Arab Emirates (UAE). Through a thorough literature review and thematic analysis of narratives provided by children in the UAE, the study aims to understand the complexities of inclusive education, identify the challenges faced by these children, and highlight factors that contribute to their inclusion. The research questions guiding this study are centered around the experiences, issues, and pivotal factors ensuring inclusion of children with disabilities in the UAE during the pandemic. The themes that emerged shed light on their concerns, interactions, strategies, and recommendations, providing valuable insights into the specific challenges and opportunities within the UAE context. The importance of cultural sensitivity, collaboration among stakeholders, and targeted support systems is highlighted as key elements in ensuring inclusive education for children with disabilities in the UAE.

Chapter 2, "Cultural Competence at Schools: The Effectiveness of Educational Leaders' Intervention Strategies" by Dr. Alexandros Argyriadis, Dr. Efthymia Efthymiou, and Dr. Agathi Argyriadis, highlights the extraordinary significance of educational leadership for the motivation of teachers about the development of inclusive rationale in the school context. At the same time, due to the increased incidents of violence at schools, the need for inclusion of vulnerable groups seems to be constantly raising, as well as the need to develop cultural competence in both teachers and the student population. The purpose of this study was to measure the cultural competence of educational leaders as well as the effectiveness of their intervention strategies to enhance the cultural competence of teachers. For the study, a mixed method was used using a tool to measure the cultural competence of teachers and at the same time conducting semi-structured interviews with both teachers and leaders. The results of the research showed that there is a gap between the participants' self-assessment of their cultural competence and the effectiveness of the leaders' intervention strategies.

Chapter 3, "Empowering Minds, Transforming Mathematics: Harnessing the Potential of Self-Efficacy in Instruction" by Mr. Georgios Tsakirakis, explores the impact of the COVID-19 pandemic on Mathematics instruction and the need for instructors to adapt their teaching strategies to engage students in virtual or hybrid learning environments. This chapter focuses on two strategies to enhance self-efficacy in Mathematics instruction: inclusion and technology. Inclusion strategies such as understanding the diverse learning needs of students, using inclusive pedagogical approaches, and promoting collaboration and a supportive classroom environment are essential to enhance self-efficacy. Furthermore, technology strategies such as using online teaching platforms and resources, professional development on the use of technology in Mathematics instruction, and interactive and engaging technology-based learning activities can also advance self-efficacy.

Chapter 4, "Building Resilience in the Education System: Safeguarding Children in Inclusive Settings Through Teacher Empowerment and School Preparedness" by Dr. Salma Daiban and Dr. Efthymia Efthymiou, delves into the critical importance of building resilience among teachers and schools as a child protection strategy. Recognizing the challenges faced in implementing effective child protection policies and procedures, including a lack of awareness, and understanding among teachers, this chapter emphasizes the need for proactive communication and collaboration among various stakeholders. By prioritizing resilience, teachers and schools can address these obstacles head-on, promoting a safe and protective environment for all children. The chapter explores the concept of resilience and its profound relevance to the education sector, shedding light on the significance of self-care, coping strategies, and social support in fostering resilience. By providing practical

recommendations, such as comprehensive training, supportive systems, and fostering a culture of openness and accountability, this chapter offers actionable insights for building resilience among teachers and schools.

Chapter 5, "Examining Teachers' Perspectives on Equitable Digital Education: A Case Study on Delivering High-Quality and Inclusive Learning Experiences in Special Education" by Dr. Efthymia Efthymiou, investigates the teachers' perspectives on the provision of inclusive, accessible, and exceptional digital education to students with special needs. This chapter explores the emerging theory of" Holistic Inclusive Phygital Learning", which recognizes the transformative potential of combining physical and digital elements to create inclusive learning environments. Through qualitative analysis of interviews with teachers, the study uncovers the obstacles faced when integrating digital technology in the classroom, such as limited resources, insufficient training, and the need for technical support. The insights gained from the research shed light on the importance of accessible tools, equitable access to technology, and empowering students to use technology inclusively and proficiently. By understanding the challenges and exploring strategies for leveraging digital tools, this chapter lays the foundation for designing effective phygital learning approaches that cater to the diverse needs of students with special needs, aligning with the principles of "Holistic Inclusive Phygital Learning".

Chapter 6, "Inclusive Education between Theory and Practice" by Dr. Elazab Elshazly, delves into the intricate relationship between theory and practice in the realm of inclusive education. This chapter offers academic and practical suggestions that can empower both pre-service and in-service teachers. By exploring the origins of inclusion and the underlying principles, this chapter lays the foundation for effectively integrating children with special needs into mainstream public classrooms. The overarching goal is to foster an inclusive environment where every child, regardless of ability, can fully participate in the general education classroom with the guidance of trained teachers and specialized educational technology. Through a high-level examination of inclusion theory, this chapter illuminates how schools and communities can create a welcoming atmosphere where all students feel a sense of belonging, and where special education students can learn alongside their typically developing peers. Additionally, this chapter delves into the multifaceted aspects of inclusion, encompassing its definition, characteristic features, and the perspectives of teachers. By providing a concrete example of the revelatory effects of an inclusive setting, as well as exploring methods for quantifying and assessing inclusion in various countries, including the United Arab Emirates (UAE), this chapter invites readers to critically reflect on the challenges and opportunities associated with implementing inclusive education practices.

Chapter 7, "Gamification as an Assistive Tool for Children With Autism Spectrum Disorder" by Dr. Ayşe Tuna, explores the revelatory potential of gamification in enhancing educational experiences for children with ASD. This stimulating chapter emphasizes that gamification can serve as a powerful and innovative tool to increase engagement and maximize the benefits derived from educational content. Through gamified approaches, children with ASD can experience improvements in their motor, behavioral, and communication skills. The key lies in carefully selecting tools that align with each child's unique needs and allowing for adjustments along the way to cater to their individual progress. Unlike traditional methods, gamification-based approaches offer accessibility both at home and in school environments, providing opportunities for children with ASD to learn in non-traditional ways. Moreover, this approach allows for the active involvement of parents in their children's education, enabling them to track their progress through measurement tools embedded within the gamification method. By presenting a comprehensive literature survey, this chapter encourages readers to reflect on the potential of gamification as a revelatory force in the education of children with autism spectrum disorder.

Chapter 8, "General and Special Teachers' Perceptions of Teaching SEN Students in Inclusive Phygital Learning in the UAE" by Dr. Ahmed Hemdan, Ms. Aisha Abdulkader Cheikhmous, and Mr. Mayson Mahfouz, gets on an exploration of the literature regarding the perceptions of special and general education teachers when it comes to teaching students with special needs in inclusive phygital learning environments. By delving into various cross-cultural experiences, this chapter engages in a comprehensive analysis of the topic. Moreover, through the utilization of focus group discussions with general and special education teachers, the chapter generates insightful themes that deepen our understanding of how teachers approach teaching students with special needs in inclusive phygital learning settings. These focus groups delve into the teachers' perceptions regarding teaching during and after the pandemic, their adaptations of their students individualized educational plans, assessment methods, and teaching strategies. Furthermore, the discussions explore how the teachers address the learning loss experienced by their students and the innovative strategies employed to tackle diverse learning challenges. As this chapter unfolds, it presents invaluable recommendations for teachers and practitioners, aiming to empower them in promoting the education of students with special needs within the realm of phygital learning.

Chapter 9, "Is Coteaching an Effective Way of Including Children With Special Educational Needs? Issues and Concerns" by Dr. Dimitra Katsarou, Dr. Eleni Nikolaou, and Dr. Panagiotis J. Stamatis, delves into the heart of inclusive education and its commitment to overcoming barriers that hinder the participation and learning of all children, irrespective of their diverse characteristics. Inclusive education goes beyond merely acknowledging the obstacles students encounter; it strives for

the comprehensive development of educational cultures, policies, and practices within educational institutions. These systems must be capable of embracing and responding to the unique diversity of students while ensuring equal treatment. With mutual ownership, pooled resources, and joint accountability, co-teaching stands as a potential powerful force in inclusive education. This compelling chapter aims to shed light on the multitude of benefits associated with co-teaching as an inclusive strategy, igniting critical discussions on its effectiveness, challenges, and implications for the inclusion of children with special educational needs.

Chapter 10, "Legal Protection of the Right to Education for People With Special Needs: Zayed Higher Organization for People of Determination as a Model" by Dr. Enas Mohammed Alqodsi and Dr. Sumaya Abdulrahim Aljahoori, delves into the realm of legal protection for the fundamental right to education in the United Arab Emirates (UAE). Recognizing the UAE's dedication to ensuring access to education for every child, the chapter examines the comprehensive legal framework, compulsory education laws, and specialized services provided for individuals with special needs. The Ministry of Education and the Ministry of Higher Education and Scientific Research bear the responsibility of upholding this commitment and eliminating discrimination against individuals with special needs. Amidst this backdrop, the chapter raises stimulating questions regarding the sufficiency of existing legislation in safeguarding the educational rights of people with special needs. By critically examining the legal landscape, the chapter invites readers to reflect on the extent to which these laws truly empower individuals with special needs to contribute to society, unbridling their potential in ways that align with their unique abilities and circumstances.

Chapter 11, "Examining Students' Satisfaction With and Perception of Inclusion in Higher Education" by Dr. Hala Elhoweris, Dr. Ahmed Mohamed, Ms. Saleha S. Alkarbi, Ms. Almaha A. Al Ali, Ms. Bushra A. Alhemeiri, Ms. Shihana M. Alqahtani, and Ms. Taha Y. Abdulrahman, presents an inspiring study into the perceptions of college students with disabilities (SWDs) on inclusive teaching and learning approaches, social inclusion, and satisfaction within higher education. Through a mixed methods approach, the study delves into the unique experiences and perspectives of SWDs, shedding light on their perceptions of support availability and learning quality. While quantitative analysis revealed positive perceptions and overall satisfaction among the students, unstructured interviews uncovered areas where their satisfaction with inclusion fell short. These findings raise important questions about the true effectiveness of inclusive practices in higher education and the need for universities to be more proactive in understanding and addressing the specific needs of SWDs. By emphasizing the importance of non-discriminatory support and services tailored to diverse abilities, the chapter challenges institutions to reevaluate their approaches and ensure a truly inclusive environment that fosters satisfaction and empowers all students to thrive.

Chapter 12, "The Critical Role of Principals in Leading Effective Inclusive Schools" by Dr. Asma Khaleel Abdallah, Dr. Ahmed M. Al Kaabi, and Ms. Rana S. Ramadan, probes the pivotal role of school principals in promoting inclusivity and differentiating their leadership styles. Recognizing the increasing impact of school leaders on society, particularly in the realm of inclusive education, this study explores the inclusive behaviors exhibited by successful principals that enable them to effectively lead in special education schools. Through their inherent consciousness of inclusivity, these principals create a culture of equality within the community, laying the foundation for inclusive practices. The results of the study demonstrate that these visionary leaders undertake various school reform practices to enhance the capacity of their staff and foster a work environment that encourages collaboration for instructional modification and educational progress. By highlighting the crucial role of principals in shaping inclusive schools, this chapter urges educational leaders and policymakers to recognize the significant influence they possess in creating an inclusive educational landscape that values diversity, empowers students, and ensures equal opportunities for all.

Chapter 13, "The Role of the School Unit Leader in the Inclusion of Students With Disabilities" by Dr. Dimitra Katsarou, Dr. Irini K. Zerva, Dr. Evangelos Mantsos, and Dr. Panagiotis J. Stamatis, uncovers the critical role played by education leaders in fostering inclusive education. In the pursuit of an educational system that embraces and celebrates the diverse abilities of children, education leaders face the daily challenge of addressing inequalities within schools, particularly for students with disabilities. It is imperative for leadership training and education programs to cultivate socially just leaders who can create inclusive learning environments where every child can thrive. Special education stands as a complex and delicate issue that demands the attention of education leaders. Ensuring equal opportunities for all students, including those in need of special education, is not only a moral imperative but also a fundamental responsibility of leadership. School leaders serve as the driving force behind the development of inclusive education, paving the way for a more equitable and inclusive educational landscape. This chapter aims to illuminate the essential steps necessary to enhance inclusion in schools, urging education leaders to embrace their catalytic role as agents for positive change and advocates for every student's right to a quality education.

Chapter 14, "Is There a New Norm for Online Education?" authored by the late Dr. Doreen duBoulay (in memoriam), delves into an in-depth exploration of the impact of the COVID-19 pandemic on education. This chapter stands as a testament to Dr. duBoulay's valuable insights and contributions to the field, even as we mourn her loss. It prompts us to critically reflect on the disruptions and challenges brought forth by the pandemic, while also highlighting the potential for reimagining educational paradigms in a more inclusive and accessible manner. As we navigate the

shifting landscape of online education, Dr. duBoulay's chapter serves as a poignant reminder of her intellectual legacy and her commitment to advancing the discourse on educational transformations.

CONCLUSION

In conclusion, the exploration of "Holistic Inclusive Phygital Learning", which combines physical and digital components in education, has been a transformative journey for us as we authored the book, "Inclusive Phygital Learning Approaches and Strategies for Students with Special Needs." Throughout our extensive research, we have witnessed firsthand the profound potential of this approach in empowering students with special needs, dismantling barriers, and recognizing the unique skills and difficulties of each learner (Mitchell & Sutherland, 2020). By integrating the theory of Holistic Inclusive Phygital Learning into our discussions, this book strives to make a significant contribution to the field of inclusive education.

With a strong emphasis on tailored experiences, collaboration with stakeholders, and the role of technology as an enabler of autonomy and self-expression (Recupero, Marti & Guercio, 2021), our aim is to foster a society that celebrates diversity, removes barriers, and enables the success of all learners. We envision a future where inclusive digital learning considers the diverse needs and preferences of students with special needs, going beyond a one-size-fits-all approach. By embracing a comprehensive perspective of inclusion, we can create an environment where every student can contribute their unique perspectives to the learning community. Through this book, we provide educators, policymakers, researchers, and advocates with valuable knowledge, evidence-based strategies, and best practices to effect real change in their educational environments. By equipping readers with the necessary information and tools to implement Holistic Inclusive Phygital Learning, we strive to push the boundaries of inclusive education and harness the full potential of technology. We believe that "Holistic Inclusive Phygital Learning" has the power to shape future educational practices and policies. It empowers educators to create welcoming and empowering learning environments, where students with special needs can thrive and succeed. The impact of this book extends beyond its pages, as it inspires and empowers students with special needs to make positive changes in their lives and fosters collaboration among stakeholders to drive inclusivity in education.

In closing, we wholeheartedly embrace the theory of "Holistic Inclusive Phygital Learning" and remain dedicated to our collective mission of creating a truly inclusive society, where every learner, regardless of their needs, can flourish and reach their full potential.

Efthymia Efthymiou
Zayed University, UAE

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