

Innovative Examples of Practice

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Examples of ICT4I innovative practice

- Within the ICT4I project:
- Over 50 country examples have been received
- A simple web database of examples has been established to present country examples in an accessible way:

<https://www.european-agency.org/agency-projects/ict4i/country-resources>



Overview

- The predominant focus of the examples collected was the use of ICT as a tool for promoting equity and access
- Far fewer examples considered training issues, multi-disciplinary approaches to research or data collection
- Innovative examples may be to do with ICT content, but they may also be about other things as well ... the other things may have more impact than a pure technology focus!



Foci for innovative examples

- Important issues tackled within examples were technical, but attitudinal and personal factors: self confidence of users, teachers attitudes to ICT
- Key issues often considered in examples
 - Exploring how teachers work effectively with other professionals
 - The development of communities of ICT4I professional practice
- The best examples challenge ways of thinking about using ICT



ICT for distance learning

Bednet (Flemish Belgium)

- Children and adolescents 6 to 18 years
- Long-term and/or chronic illness
- Internet used to link in order to retain contact with outside world, family, friends and school - supporting social and educational inclusion
- Participation in collaborative learning during and after a lesson

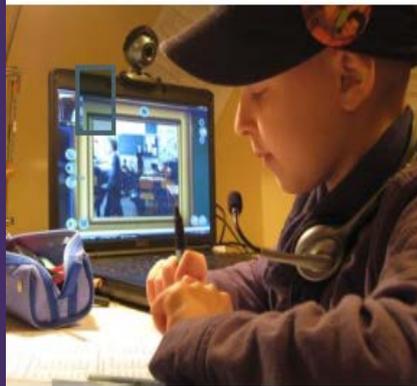


ICT for distance learning

Bednet (Belgium)

At home:

- Computer
- Webcam
- Printer/scanner
- Headset



In the classroom:

- Computer
- Movable camera
- Printer/scanner
- Speakers/microphone



<http://www.youtube.com/watch?v=aAqLDCLtTlo>

ICT for distance learning

TeleAula (Portugal)

Benefits for students

- maintain contact with school activities while hospitalised
- maintain contact with fellow students and (during longer stays) with their friends and classmates
- outside the hospital (in mainstream schools) work with and visit their hospitalised classmates; besides the curriculum, they acquire technology and social skills



ICT for distance learning

Belfast Hospital School (UK, Northern Ireland)

- Learning modules, delivered through national learning platform, are part of accredited courses
- Available anytime learners wants them, and able to collaborate with peers

Benefits

- online contact promoted self-esteem and confidence
- helped them to face the challenge of meeting the group face-to-face
- encouraged independent learning
- developed study, teamwork and ICT skills



Specialist support for reading and writing

Skoldatatek (Sweden)

- Support service for reading and writing using ICT
- Working closely with schools, teachers, learners and their families

Fredrik

- not making expected progress in reading and writing
- teacher recognises the problem and working with his parents and the Skoldatatek identify a solution
- specialist teacher works with school to demonstrate tools and pedagogical approaches
- Fredrik provided with support which reduces over time



Specialist support for reading and writing - Fredrik



<http://www.inclusive-education-in-action.org/iea/index.php?menuid=25&reporeid=240>



Centres providing tailored professional development

Special Resource Centres (Portugal)

- 25 regional centres in mainland Portugal
- Working closely with schools, teachers, learners and their families

Santarém CRTIC

- assessment of students for assistive technologies plus on-going support and evaluation
- training and information for teachers, parents, students and technical/therapeutic staff on these technologies
- use shared videos, open blended learning courses, individualised training, remote access and chat based support



Digital Question Papers

Scottish Qualifications Authority (UK, Scotland)

- Digital papers accessible to a wide range of learners with Additional Educational Needs (AEN)
- In 2012 used by 1 in 3 secondary schools in Scotland

Features

- Adobe Acrobat with built in accessibility features
- provided improved text-to-speech software and the provision of a synthetic Scottish voice
- trained staff in the examining body to use Adobe Pro to prepare exam papers so students can use interactive form fields to record answers on the digital version of most exam papers



Key aspects of innovative examples

- Important partners within innovative examples:
 - school leaders
 - parents and families
 - professionals from industry
- Examples often involve combinations of using ICTs in new ways or using mainstream technology in innovative, new ways
- Innovative examples are likely to involve a consideration of ICT to support effective teaching methods (e.g. personalisation)



Examples examining inclusion

- Increasing focus on use of ICT as a learning tool for all learners
- Importance of mainstream school based innovative examples to consider ICT4I issues
- Important that innovative examples really work to support equity and inclusive principles and supporting equity
- The most useful innovative examples inform mainstream teachers' practice



Sharing information on examples

- Positive effect of schools being 'models' and centres of excellence in using ICT and then supporting other schools in their use
- Issues about disseminating information on examples:
 - centralised information collection and sharing so examples get effectively disseminated
 - evaluation data that can inform the consideration of examples in other contexts



Supporting Transfer of Practice

- Pilot projects linked to new policy initiatives are important, but in order to ensure innovative examples do not 'die' there is a need for strategies to build on findings and roll out to other organisations must be planned
- Local initiatives can have an impact on the immediate people involved, but the innovative examples with most impact are formally supported by policy / funding etc.



Supporting Transfer of Practice (2)

- Roll out requires careful consideration of the implications of the example for all parts of the ICT system:
 - curricular development
 - infrastructure development
 - teacher training
- The relevance of specific examples in the long term involves it being directly relevant to potential ICT developments and initiatives, not getting easily out-dated



More information

<https://www.european-agency.org/agency-projects/ict4i>

www.european-agency.org

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