

Innovation Laboratories in the Development of Competences  
of Special Pedagogy Teachers and People with Special Educational Needs

project number: 2014-1-PL01-KA202-003428

**SCENARIO**

**Basic information**

<b>Institution</b>	CJD Maximiliansau, Germany
<b>Date</b>	02.05.2017
<b>Target group</b>	Teacher at schools of general education
<b>No. of participants</b>	9
<b>How is the target group connected to group of people with special education needs/ with disabilities?</b>	The target group consists of teachers of schools of general education (secondary education II), who have to teach pupils with special needs more often.
<b>Short justification why such a group will use the scenario and what benefits we expect to achieve by using i-Lab.</b>	<p>The i-Lab offers a lot of variety:</p> <ol style="list-style-type: none"> <li>1. Leave the familiar environment and discover a new learning environment.</li> <li>2. Learn with different methods that exactly fit the group.</li> <li>3. The catering is also important, the people get in touch with each other and it is something special for the participants.</li> </ol> <p>Important is the anonymity: many academics are afraid to be laughed at and are often more afraid of an embarrassing situation than the youth.</p> <p>And finally working on the computer with the software is fun!</p>

**A brief presentation of the i-Lab**

<b>What is i-Lab?</b>	The i-lab is a specific and inspiring place where people come together and get encouraged for creative thinking and actions. The environment is characterized by a unique interior design and the presence of a wide range of different media types.
<b>Description and characteristics of i-Lab.</b>	The CJD in Maximiliansau uses two rooms (80 sqm- work and relaxation area /60 sqm - computer laboratory) and a little kitchen as the i-Lab. The closeness to the Rhine has inspired us to assume the themes nature, water and shipping for our I-lab. We worked together with different departments of our institution for creating our i-Lab. The interior was planned by students of occupational therapy and their teachers (pedagogues and psychologists). The wall design and the furniture were

	made by our trainees.
<b>What is the VBS software and why it is so important.</b>	<p>This special software was designed to organize and support teamwork as well as the brainstorming process.</p> <p>The software enables an optimization of the brainstorming process through:</p> <ul style="list-style-type: none"> <li>- Collecting and gathering the ideas from the participants</li> <li>- Arrangement of the ideas</li> <li>- Reconciliation und discussion about the ideas</li> <li>- Selection of the best and most important ideas</li> </ul> <p>The report is automatically produced. Depending on the circumstances anonymity or personal sessions can be possible.</p>

**Scenario:**

<b>Number of the scenario</b>	DE-004
<b>Title of the scenario</b>	What makes a day in practice going to be a success?
<b>Area of the scenario</b>	Strengthening of the specialized skills
<b>Description of the scenario:</b>	After the presentation of the i-lab by the moderator, the participants get to know each other (Ice-breaker). The work in the "laboratory" with the "VBS" and the evaluation begins. After a short break the work in the groups continue with the presentation of the results. The scenario ends with feedback to the i-lab and the work of the moderators.

**Didactic process:**

<b>Goals</b>	<p>Didactical Process:</p> <p>The goal is that the participants prepare, accompany and evaluate the days in practice so that the practical experience is going to be a success. The second focus is on identifying and applying virtual brainstorming and on working with the i-lab. Teachers also serve as multipliers by applying the method independently.</p>
<b>A short description of didactic process</b>	<p><b>1. Strengthening and expansion of skills</b> I work with new methods in a special learning environment and get support. I use my knowledge and skills even in new situations. I test and consolidate what I have learned and try it independently with a group.</p> <p><b>2. From a learner to a teacher</b> I change my teacher's role into the role of a learner. I cherish what I have achieved, try to improve and make suggestions for further activities.</p>
<b>The methods</b>	Ice breaker, virtual brainstorming, different questioning techniques, teamwork

<b>Functions of the didactic methods</b>	<p>The participants are sensitized how they can make the practical experience more successful and which problems can inhibit success. The found solutions are transferred into practice, applied and their success is checked.</p>
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**Methods and material used during the implementation of scenario:**

<b>Icebreakers (title, short description, link)</b>	<p>Game description:</p> <p>The game is similar to the game “packing a suitcase”, only motion gestures are given. The first participant starts and says, "My name is ... and I have brought a ... (head shaking, foot kick, nose rubbing, handshaking...) along". For the particular sentence the corresponding movement is made simultaneously. Then it's the next persons turn. The person stands up and repeats the name and text of the previous neighbor: "This is ... (name of the neighbor) and he / she has a ... (name the first movement and make it) brought along. I am ... (own name) and have brought a ... (name an own gesture and perform it)." The game goes on like this by naming and performing the names and gestures of the previous players.</p>
<b>Materials (what is necessary)</b>	<p>pin boards, funny educational toys to improve the creativity, for example geometric assembling blocks, little puzzles, Rainbow Color Magnet Construction Toys</p>
<b>Other techniques (title, short description, link) recommendation</b>	

**Benefits for Participants**

<b>How to work with individual (short description)</b>	<p>Recognize that the success of the days in practice has many reasons and barriers and that the teachers have lots of opportunities to make the days in practice a success. Get to know and apply the "VBS" and the i-lab as an effective method / learning space.</p>
<b>How to work with group (short description)</b>	<p>The participants are not the only ones having those difficulties referring to the days in practice, but they experience problems during the practical phase differently.</p> <p>The group develops ideas to make the practice more successful, is concerned with the subject, shows understanding for each other and supports each other.</p>

**Outputs**

<b>Achieved goals</b>	The participants achieve a better dealing with the days in practice through conflict management. The participants learn new methods and become moderators themselves.
<b>Work sheet (if was used)</b>	

**The scenario is the result of the project:**

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Action KA2 – Cooperation for Innovation and the exchange of good practices

Strategic Partnership for vocational and education training

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