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

Institution	CEIPES – Centro Internazionale Per la Promozione dell'Educazione e lo Sviluppo
Target group	People with migration background
No. of participants	12
How is the target group connected to group of people with special education needs/ with disabilities?	This group normally is composed by young people with migration background (1st or 2nd generation). In the Italian educational system this target group is included in the group of learners with special education needs
Short justification why such a group will use the scenario and what benefits we expect to achieve by using i-Lab.	They can use the scenario to share experience and educational needs to feel more integrated with the local culture and the local educational system. They can share good practices and exchange their experience, because they have different background based on their stories, their personalities, their studies, etc. ect.

A brief presentation of the i-Lab

What is i-Lab?	The i-Lab is a method that reflects the synergy of the several components such as a special design of an environment, activities stimulating creativity, appropriate equipment, or the access to the computers with Virtual Brainstorming (VBS) software. The i-Lab takes into account: - inspiring learning environment - this is a unique place where a group of people can meet together to explore and develop their thinking. It is characterized by an unusual design of the room and the presence of the multimedia; - technology - the laboratory is equipped with the appropriate computer software called Virtual Brainstorm (VBS); - moderating techniques - social techniques to stimulate the creativity, motivation, and group dynamics. The combination of these three components encourages people to: work effectively, discover and develop thinking skills, participation in the collaborative activities, which can speed up the process of thinking and

	creating.
Description and characteristics of i-Lab.	The Innovation Lab is a place where two zones are separated: the relaxation zone and the work zone. Both parts are closely linked with an easy access from one to the other. Unusual equipment in the room plays a vital role in the relation and work zone, providing stimulation and comfort for the i-Lab users. In the zone of the relaxation one can conduct a part of the workshop, dedicated to the development of creative thinking. The work zone provides possibilities for computer brainstorming. Both colors and design create a special aura and are aimed at stimulating creativity.
What is the VBS software and why it is so important.	The Virtual Brainstorming (VBS) software is an example of the adaptation of the brainstorming method directed to the development of a group creative thinking to an internet application. It is an integral part of the Innovation Laboratory which technically supports the brainstorming process (collection of ideas, evaluation, summary report). The brainstorming put in the IT system provides the opportunity to organize the learning process more effectively which manifests in a more effective acquisition and idea management. This eliminates the difficulty of the traditional brainstorming. The software is accessible to visually impaired people.

Scenario:

Scenario No.	IT-003
Scenario title	InclusILAB
Area	Tutoring students with disabilities
Description of scenario:	Through this scenario, people with migration background can share their educational experience, the challenges and the problems. They can advance new ideas to the educational organizations (like CEIPES) about how the learning pathways can be more inclusive for them. They can share common problems and find common suggestion, through the use of the anonymity in the Brain Storming process. Together they will find common suggestion and strategies to increase the quality of the inclusive activities carried out by the main educational institutions and organizations. Participants will meet each others, they will do some ice-breaking activity and they will deal about the topic and starting the brainstorming using the VBS

Didactic process:

Goals	To increase the knowledge and the skills of NGO that work for inclusion To increase the awareness of people with migrator background about the

	local educational system To promote a sharing of experience and a mutual support among people with similar special educational needs To increase the knowledge about the needs of students and youth with migrator background To increase the skills of youngsters with migrator background to cooperate and propose new ideas
A short description of didactic process	- Ice Breaking and get know each other's activity - VBS Sessions - Selection of 3 group of Ideas after the rating - Discussion about the 3 group of ideas - Plenary Final Discussion - Evaluation
Methods	Get know each other activities. Ice-breaking: Alphabet Virtual Brain Storming Group Discussion Plenary final discussion
Functions of didactic methods	The didactic methods used combined a mixture of formal (plenary discussion) and non formal (ice-breaking) approaches. That was done in order to generate a holistic and far-reaching understanding of the i-Lab.

Methods and material used during the implementation of scenario:

Icebreakers (title, short description, link)	**Alphabet** 1. Write the letters of the alphabet A through Z down the left hand side of a piece of flipchart paper, one under another. 2. Ask participants to write this in the same way on their paper. 3. Choose a sentence or two (which has 26 letters) from any text, and beside each letter of the alphabet, write a second letter taken from your text so that you end up with 26 pairs of letters. Read these letters out as you are writing them so that participants can also add them to their first list. 4. Explain that these pairs of letters could be the initials of famous people, living or dead, real or fictional. Tell them they have 5 minutes to think of as many names as they can of people with these initials and write them down. 5. Give them time to do this and then ask them to swap their list with

	someone else in the group. Their partner will now review the list and agree or disagree with the names written down whether they are in fact famous people. If they agree, then their partner scores one point; if they disagree, then their partner has to try to convince them that they are right. If they can convince them, they score another point, but if they cannot, they have to cross out that name and score nothing. Allow enough time (about 5 minutes) for both people to look at each other's list. 6. Go around the group and make a note of the scores of each person. 7. Divide the group into subgroups (about six maximum) and ask each group now to repeat the process of finding names of famous people using the same letters. They can offer the names they have already thought of individually or find new ones; it doesn't matter. Give them the same time (5 minutes) and a sheet of flipchart paper to prepare their list. 8. While they are doing this, you can calculate the average by a dding together all the individual scores and dividing by the number of people in the group. 9. At the end of the time, each group presents their list, and the other group(s) or the trainer if there is only one group has the right to challenge as before. 10. Look at the score(s) for each subgroup and write the average for the group you calculated earlier (see #8 above). On almost every occasion, you will find that the scores achieved by people working together in groups are greater than that achieved by each individual. 11. This can lead to a discussion or further exercises relating the importance of effective teamwork.
Materials (what is necessary)	The material used was mainly computers, flipcharts, pencils and marker pens.
Other techniques (title, short description, link, recommendation)	Brainstorming was the main method used, applied both on the on-line platform and in the flip chart content. Flip chart were used as "physical" support to the on-line platform and used to develop the ideas and structure the conclusions at the end of the meeting.

Benefits for Participants

How to work with individual (short description)	Each participant should be in the condition to share and speak with the others. The facilitator should create an horizontal and safe environment. Each participant should participate to the ice-breaking and to the get knowing each other's activities. Every participant should be able to use the VBS, followed by the moderators.

How to work with group (short description)	The group should be able to be a safe place for every participant, in order that everyone can share his/her experience. The group should be an environment of sharing and expression of needs and problems. Ice-breaking are necessary to deal shyness moment.

Outputs

Achieved goals	The work sheets are the reports produced after the seminar.
Work sheet (if was used)	Final Report

The scenario is the result of the project:

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Project implement in "Erasmus +" program
Action KA2 – Cooperation for Innovation and the exchange of good practices
Strategic Partnership for vocational and education training
Project No: 2014-1-PL01-KA202-003428