

**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	Project Managers of Schools and NGOs
No. of participants	15
How is the target group connected to group of people with special education needs/ with disabilities?	This group is composed by staff members and teachers acting as project managers in their organizations with Erasmus+ programs. Each of them works, develops and implements projects about inclusion of people with special needs.
Short justification why such a group will use the scenario and what benefits we expect to achieve by using i-Lab.	They will use the scenario to share and exchange best practices, ideas and activities that could be implemented through Erasmus+ projects for increasing the inclusivity among their target group of learners.

A brief presentation of the i-Lab

What is i-Lab?	<p>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.</p> <p>The i-Lab takes into account:</p> <ul style="list-style-type: none"> - inspiring learning environment - this is a unique place where a group of people can meet together to explore and develop their thinking. <p>It is characterized by an unusual design of the room and the presence of the multimedia;</p> <ul style="list-style-type: none"> - 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. <p>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</p>
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	creating.
Description and characteristics of i-Lab.	<p>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.</p> <p>The work zone provides possibilities for computer brainstorming. Both colors and design create a special aura and are aimed at stimulating creativity.</p>
What is the VBS software and why it is so important.	<p>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).</p> <p>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.</p> <p>The VBS represent the ICT contribution to this project. Thanks to it, workers working with SN people can immediately share ideas, good practices and opinion with peers on an everyday base.</p>

Scenario:

Scenario No.	IT-005
Scenario title	Increasing Erasmus+ project quality for social inclusion
Area	Project management in field of education and inclusion
Description of scenario:	<p>Through this scenario, the project managers of the addressed organization will exchange ideas for successful project that can be implemented through Erasmus+ program.</p> <p>Their ideas will be debated through VBS and they will be melted in big ideas from which it will be possible to develop proposals that could be carried out in local, national and European level.</p>

Didactic process:

Goals	<p>To Increase the quality of projects addressed to disadvantaged groups</p> <p>To Increase and facilitate the local networking process</p> <p>To exchange practices in the field of education with disadvantaged groups</p> <p>To develop good initiatives for reaching important goals.</p>
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A short description of didactic process	<ul style="list-style-type: none"> -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	<p>Get know each other activities.</p> <p>Ice-breaking: Alphabet</p> <p>Virtual Brain Storming</p>
Functions of didactic methods	<p>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.</p>

Methods and material used during the implementation of scenario:

Icebreakers (title, short description, link)	<p>Alphabet</p> <ol style="list-style-type: none"> 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. <p>Read these letters out as you are writing them so that participants can also add them to their first list.</p> <ol style="list-style-type: none"> 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
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	<p>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.</p> <p>8. While they are doing this, you can calculate the average by adding together all the individual scores and dividing by the number of people in the group.</p> <p>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.</p> <p>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.</p> <p>11. This can lead to a discussion or further exercises relating the importance of effective teamwork.</p>
Materials (what is necessary)	The materials used were mainly composed by 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)	The goal of the seminar is to develop a discussion with the software of i-lab. The discussion was focused on how to develop good project ideas for people with disabilities in the educational environment and about how to develop successful learning pathways.
How to work with group (short description)	<p>Let the group feel in a comfortable environment. The group must feel in a situation in which everyone can feel safe and free to express their opinion. Everyone should stay in a horizontal relationship with the others.</p> <p>Facilitator should not deal the group as a teacher but foster the sharing of contents and experiences. He/she should be sure that no one feel excluded. He has to take care that the sharing process follows the correct path.</p>

Outputs

Achieved goals	<p>Increased awareness about how to develop the quality of projects addressed to disadvantaged groups</p> <p>A better awareness about how to improve local networking process</p> <p>An exchange of good practices in the field of education with disadvantaged groups</p>
Work sheet (if was used)	The work sheets are the reports produced after the seminar.

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

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