

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	The Maria Grzegorzewska University, Warsaw, Poland
Date	03.2017
Target group	<p>Students of an <i>Early child development and pre-school education</i> in the field of Special pedagogy.</p> <p>Subject: <i>Integrated teaching in early school education – methodology.</i></p> <p>Students are prepared to work as specialists in the field of revalidation and intensive support for the development of children with disabilities or children at risk of disability as well as to help families of these children.</p> <p>Students acquire knowledge of teaching and educating the child in pre-school education and school education and adjust the learning process to the child's developmental potential as well as to the important problems of the family bringing up a child with disability. Students acquire knowledge on the development of children's knowledge and skills in all areas of early childhood education (as outlined in the Program Fundamentals). Graduates of this specialization may work as teachers of pre-school education or early childhood education, therefore they gain the ability to diagnose a child for activities that support his development including collaboration with other specialists.</p>
Number of participants	11
How is the target group related to the people with special educational needs / with disabilities?	<p>During the session, students learn about creating conditions for optimal psychomotor development of a child with developmental disability. They acquire knowledge of organizing a learning process in a classroom where children with disabilities or special educational needs may occur. They learn about intensive support for the psychomotor development of small and preschool children so that they can better understand their future pupils. During the university curriculum students try to better understand themselves as well as their surroundings, and thanks to that become more aware teachers who would work with passion and will give important benefits for the school education.</p>
Short justification why such a group will use the scenario and what benefits we expect to achieve by using i-Lab.	<p>While working with children, it is important to give the subject of lesson which is related to their experiences and to their interests. As a consequence, future teachers should be aware of the need to look for new sources and diverse inspirations to work with children, so the developed scenario could be useful for them in the future. It is also important to educate future teachers to collaborate with specialists</p>

	<p>in psychological and pedagogical counseling, management of institutions and other teachers. The i-Lab is a perfect place to develop teamwork skills.</p> <p>Teachers should also be encouraged to work on their own in recognizing and dealing with their own feelings.</p>
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A brief presentation of 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. 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. <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 creating.</p>
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. The work zone provides possibilities for computer brainstorming. Both colors and design create a special aura and are aimed at stimulating creativity. The whole room is designed on the basis of a metaphor for further support of the thinking process.</p>
What is VBS software and why is it 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). 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>

The scenario

Number of the scenario	PL-007
Title of the scenario	The role of inspiration in work with children in early school age
Area of the scenario	Special pedagogy, early child development, pre-school and early childhood education
Description of the scenario	The scenario focuses on organization of the process of early childhood education in integrated learning with particular emphasis on the role of a teacher as a person whose task is to encourage children to be actively involved in the process of learning by addressing their interests, high motivation and engagement by using a variety of inspirations.

Didactic process

Goals	<ol style="list-style-type: none"> 1. To learn in collaboration, to learn to solve problems together. 2. To raise awareness of the role and importance of a teacher's attitude in triggering student activity. 3. To remind the principles of creating integrated classroom scenarios. 4. To create a future teacher's professional skills. 5. To develop an integrated classroom scenario based on a selected work. 6. To get to know yourself, become aware of your own talents and use them skillfully in work with children.
A short description of the didactic process	<p>Introduction</p> <ol style="list-style-type: none"> 1. Presentation of the i-Lab concept and its basic assumptions. 2. Presentation of the objectives of the actions undertaken. 3. Implementation of the ice-breakers to deepen group cognition and to stimulate creative thinking. 4. Introduction to the problem of the session - presentation of the role of an early childhood education teacher, selection of education areas, definition of early school education goals and spheres of development, rules of early childhood education <p>Main part</p> <ol style="list-style-type: none"> 1. Inspirations in early school education - brainstorm with VBS software. 2. Discussion on students' proposals: selection of 3 suggestions, work in small groups – Identification of advantages and opportunities of their use during a lesson. 3. Work in small groups (3-4 persons) – preparing a task in the field of mathematical, language and technical education including the selected work - presentation of the task in the group forum. 4. Presentation of a scenario inspired by the poem "Kąpiel" by D. Geller. 5. Develop a common scenario based on a chosen inspiration - work with the snowball method.

	<p>End</p> <ol style="list-style-type: none"> 1. Presentation of the scenario. 2. Discussion and evaluation of the scenario, proposals for changes. 3. Summary of the i-Lab session.
The methods	Activation methods, assimilation of knowledge, self-gaining knowledge method, practical method
Functions of the didactic methods	<ul style="list-style-type: none"> - Each participant has the opportunity to actively engage in the task. - Knowledge consolidation about the organization of a learning process. - Learning the rules for creating integrated classroom scenarios in early childhood education. - Gaining knowledge on the opportunities and sources of inspiration for effective school work.

Methods and material used during the implementation of the scenario:

Icebreakers (title, short description, link)	<p>Dice conversations</p> <p>The facilitator prepares a list of topics to talk (1- home, 2-job, 3-hobby, 4- person, 5-favorite food, 6-music, etc.). Students match in pairs, one person in pair throws a dice- the thrown number sets the subject of a talk for 1 minute. After this period of time, the pair changes and throws the dice again (if they drop the same number at the dice, they have to roll again). Summary of conversations.</p> <p>Adjective puns</p> <p>The facilitator chooses one person and presents her a card with an adjective that she has to present by using gesture so that the rest of the group could guess it. It is important to mix adjectives of different meanings: emotional tones and difficulty (eg. fast, late, wise, rich, etc.). Duration: 10 minutes.</p> <p>Guess if it truth</p> <p>The facilitator asks participants to write two things about themselves that others do not know - one information should be true and the other not. The facilitator reads two information and the person on the right should guess which one is not true. Duration: 15 minutes.</p> <p>Source: http://www.eslcafe.com/idea/index.cgi?Ice:Breakers</p>
Materials (what is necessary)	Paper, scissors, markers, Bristol Paper, pens, sample illustrations, books, texts, works of art, stopwatch
The other techniques (title, a short description, link), recommendations	<p>Discussion - exchange of arguments of opinions and assessments in which, after defining the rules of discussion, the group comes to a common solution to the problem.</p> <p>Snowball - a technique of work from pairs, small groups to the whole group at the same time.</p>

Benefits for Participants

How to work individually? (short description)	<p>During the session each participant has an opportunity to express his own opinion. People who during traditional classes seemed timid, in small i-Lab groups they have a chance to open and participate actively in the session.</p> <p>Considering the profession of an early childhood education teacher, students have the opportunity to practice self-presentation and speaking as well as breaking various fears associated with them.</p>
How to work with the group? (short description)	<p>When working with a group, it should be noted that every person has the opportunity to speak. Due to different temperaments of participants, the more active ones can be disciplined by setting the time and those who need to practice longer free speech in the forum can be encouraged to extend their speech for a specific time.</p> <p>It is also important to encourage everyone to participate actively in group work, for example by dividing specific tasks into groups.</p>

The Results

Achieved goals	<p>During the session students:</p> <ul style="list-style-type: none"> - learn to find interesting sources of inspiration for creating integrated scenarios; - understand that school learning does not always have to be connected with schoolbooks and that the content of the Program Fundamentals can be realized in joy, fun and engagement which arise from the experience of children; - have the opportunity to speak in the group forum, practice self-presentation skills; - have the possibility to know the i-Lab idea and to notice the importance of proper space arrangements in education.
Work cards (if used)	<p>Lack</p>

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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