

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**

<b>Basic information</b>	
<b>Institution</b>	The Maria Grzegorzewska University, Warsaw, Poland
<b>Date</b>	04.2017
<b>Target group</b>	<p>Students of the Tyflopädagogie in the field of Special pedagogy.</p> <p>Subject: Methodology of Environmental Education</p> <p>Tyflopädagogie students acquire skills to work with both blind and visually impaired children and youth. During their studies they gain qualifications of a teacher working in special kindergartens, special primary schools, special schools, special upper secondary schools, special education centres and special educational centres. Students will also be familiarized with the most important issues related to the education and rehabilitation of blind and visually impaired children.</p>
<b>Number of participants</b>	10-14
<b>How is the target group related to the people with special educational needs / with disabilities?</b>	<p>Graduated students of tyflopädagogie will work with both blind and visually impaired children and young people in various institutions dealing with the education and rehabilitation of people with disabilities. Working with the blind and visually impaired requires knowledge of the forms of support, education, rehabilitation and therapy of people with special educational needs. Consequently, they should also have the ability to individualize the educational and therapeutic process to the abilities of children and young people resulting from disabilities.</p>
<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 scenario of creating educational projects enriches the workshops of tyflopädagogists with a new spectrum of ideas for the educational process of blind and visually impaired children and adolescents. Taking part in the i-Lab session students will have a chance on the one hand to develop their own workplace and on the other - enrich the educational process by activating blind and visually impaired children and adolescents. Moreover, the scenario is extremely universal because the subject matter of the educational project may vary depending on the current needs of the blind and visually impaired and their possibilities.</p>

### A brief presentation of i-Lab

<p><b>What is i-Lab?</b></p>	<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"> <li>- 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;</li> <li>- technology - the laboratory is equipped with the appropriate computer software called Virtual Brainstorm (VBS);</li> <li>- moderating techniques - social techniques to stimulate the creativity, motivation, and group dynamics.</li> </ul> <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>
<p><b>Description and characteristics of i-Lab</b></p>	<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>
<p><b>What is VBS software and why is it important?</b></p>	<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**

<b>Number of the scenario</b>	PL-013
<b>Title of the scenario</b>	What project can be realized with blind and visually impaired children in the field of environmental education?
<b>Area of the scenario</b>	Special pedagogy, tyflopädagogie, environmental education
<b>Description of the scenario</b>	The scenario focuses on the practical dimension of the educational process based on the project method as a tool for the holistic development of a blind and partially sighted child. After previous training in creativity aimed at stimulating creative thinking and creative problem solving, students are introduced to the topic of writing educational projects contributing to the overall development of skills, competences and attitudes of blind and partially sighted children and adolescents. The task of students is to prepare an educational project in the area of nature and the environment, which could be conducted with people with sight dysfunction.

**Didactic process**

<b>Goals</b>	<p>The purpose of the session is to:</p> <ol style="list-style-type: none"> <li>1. develop soft skills such as: ability to cooperate, ability to communicate effectively, ability to build relationships;</li> <li>2. group integration;</li> <li>3. deepen engagement in the educational process and taking initiative;</li> <li>4. develop creativity;</li> <li>5. develop the ability to construct educational projects and construct therapeutic content;</li> <li>6. develop the ability to recognize the educational needs of children and adolescents with visual dysfunction.</li> </ol>
<b>A short description of the didactic process</b>	<p><b>Introduction</b></p> <ol style="list-style-type: none"> <li>1. Presentation of the i-Lab concept and its basic assumptions.</li> <li>2. Presentation of the objectives of the actions undertaken.</li> <li>3. Implementation of the ice-breakers to deepen group cognition and to stimulate creative thinking.</li> <li>4. Introduction to the problem of the session –reference to the project method as a tool to ensure the holistic development of the child in the perspective of education of children and young people with visual impairment.</li> </ol> <p><b>Main part</b></p> <ol style="list-style-type: none"> <li>1. presentation of the historical aspect of the project method (reference</li> </ol>

	<p>to Kilpatric's treatment of the project method as a didactic principle, concentration on values such as independence, responsibility, taking on challenges and initiatives); presentation and discussion of the project scheme, drawing attention to the project's preparation and description, discussing formal issues related to project implementation;</p> <ol style="list-style-type: none"> <li>2. computer brainstorming - searching for ideas for an environmental education project that could be of interest of blind and visually impaired children and young people taking into account their needs and possibilities;</li> <li>3. discussion of ideas generated during computer brainstorming with regard to the method of the six de Bono brain hats;</li> <li>4. conceptual work in groups - analysis of generated ideas in groups.</li> </ol> <p><b>End</b></p> <ol style="list-style-type: none"> <li>1. Choice of the most interesting ideas.</li> <li>2. Summary of the session – active reviewing.</li> </ol>
<p><b>The methods</b></p>	<p>Activation methods, active reviewing methods, discussion, talk, ice-breakers, brainstorm, drama elements, de Bono hats</p>
<p><b>Functions of the didactic methods</b></p>	<ol style="list-style-type: none"> <li>1. Group activation and integration.</li> <li>2. Awakening the involvement of the occupational group.</li> <li>3. Crossing barriers and taking risks.</li> <li>4. Awakening the creative thinking and creativity of the participants.</li> </ol>

**Methods and material used during the implementation of the scenario:**

<p><b>Icebreakers (title, short description, link)</b></p>	<p><b>Unusual quarrel</b></p> <p>The facilitator tells the participants: Imagine that you are an object that is in your home (e.g. refrigerator, book, washing machine, etc.). Think about how you move, how you communicate, what are your advantages and disadvantages. Then, an incredible thing happens: all objects become alive and they begin to argue among themselves which one is the best. The task of the participants is to reach a consensus in the role of the object. Duration: 20 minutes.</p> <p><b>How do emotions sound?</b></p> <p>Participants are choosing a few sentences or titles (not too long) and a few emotions from the newspaper. Then, the participants' task is to find a person and to read the sentence strongly presenting the chosen emotion. The second person's task is to decode the emotion. Then, the other person presents his choice. After exchanging sentences, people look for new partners. Duration: 10 minutes.</p>
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	<p><b>With lemon and a pen</b></p> <p>Participants have blindfolded eyes and wonder how to use the objects they "sensed" in their work during their lessons. At the end of the exercise there is a short summary of activity about the use of senses in the classroom. This task focuses on awareness of using various senses in their work. Duration: 10 minutes.</p> <p><b>Public speech</b></p> <p>Participants are divided into smaller groups. Each group prepares a 1-minute public presentation on "What was the first: an egg or a hen?". However, before the speech, the group receives information about who is its auditorium (a group of respected professors, priests, children, therapists... etc). The task of the participants is to properly adjust the speech to the audience with a focus on the mobilization process. At the end, there is a discussion on emotions and feelings connected with unexpected. Duration: 20 minutes.</p>
<p><b>Materials (what is necessary)</b></p>	<p>Newspapers, scissors, eye band, bags with various things, paper, pen</p>
<p><b>The other techniques (title, a short description, link), recommendations</b></p>	<p>Active reviewing – is based on an active analysis of own experience; it helps to engage people in learning from their experiences.</p>

**Benefits for Participants**

<p><b>How to work individually? (short description)</b></p>	<p>The selected group consists of students without any disabilities. However, if the participants of the session are people with disabilities, the implementation of individual tasks is based on the principle of individualization of education in accordance with the needs of students with disabilities. In case of:</p> <ul style="list-style-type: none"> <li>- visual impairments – to provide help in verbal messages describing things from the Public speech as well as more time for their touch cognition;</li> <li>- hearing impairment - use of sign language as a means of communication or if the instructor does not know it, then the student receives a card with instructions. The facilitator’s job is to identify which task the group is working on;</li> <li>- motor difficulties - the i-Lab recreational space should be rearranged to ensure a student's place, for example, in a wheelchair. In the computer part, the adequate distance between the computer and a wheelchair should be provided. Moreover, in case of difficulties concerning coordinating movements it is recommended to use a keyboard with a frame, a larger keyboard, or a special overlay.</li> </ul>
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<b>How to work with the group? (short description)</b>	<p>In the case of group tasks, attention should be paid to:</p> <ul style="list-style-type: none"> <li>- people with vision dysfunctions - to get to know the i-Lab environment to ensure safe movement especially during a task How does the feeling sound? Creating conditions;</li> <li>- people with hearing impairment – to use a sign language and, if necessary, provide an interpreter; to ensure verbal transcription before presenting Public Speaking or presenting your own person;</li> <li>- people with motor difficulties - providing a safe space and an adequate role for the possibilities of a person with motor difficulties.</li> </ul>
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### The Results

<b>Achieved goals</b>	<p>It is assumed that the following results are achieved:</p> <ol style="list-style-type: none"> <li>1. development of soft skills such as: ability to cooperate, ability to communicate effectively, ability to build relationships;</li> <li>2. group integration;</li> <li>3. deepening engagement in the educational process and taking initiative;</li> <li>4. developing creativity;</li> <li>5. developing the ability to construct educational projects and construct therapeutic content;</li> <li>6. developing the ability to recognize the educational needs of children and adolescents with visual dysfunctions;</li> <li>7. prepare an initial idea for an educational project;</li> <li>8. gaining basic knowledge about the design method and the functioning of people with visual impairment.</li> </ol>
<b>Work cards (if used)</b>	<p>Lack</p>

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

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

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