

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	Palacký University Olomouc, The Czech Republic
Date	27.4. 2017
Target group	Experts in special pedagogy, pedagogy, psychology and social work including students from these areas
No. of participants	6
How is the target group connected to group of people with special education needs/ with disabilities?	The target group directly works with people with special educational needs within internships by means of practice which is supervised by experts. The target group could consist of students of psychology focusing on special education needs (e.g. educational psychology, school psychology, developmental psychology).
Short justification why such a group will use the scenario and what benefits we expect to achieve by using i-Lab.	The i-Lab is proper place for reaching changes in the field of educational processes in many ways, for example educational psychologists should be played a crucial role in education people with special educational needs and especially in case of the developmental dyslexia.

A brief presentation of the i-Lab

What is i-Lab?	<p>The i-Lab – the innovation laboratory – is a method of a group work triggering mechanisms of creativity and cooperation. The method is proved to be efficient in the work with various group of professionals. It can be used not only by the teachers but also by people with special educational needs. The method is based on the mixed effect of leader’s animation/moderation, environment, atmosphere, and technical equipment – software and hardware dedicated to this activity.</p> <p>The i-lab is a specific place where groups of people can come together to explore and extend their thinking. The environment is characterized by a unique interior design and the presence of a wide range of different media types.</p>
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	<p>Each innovation laboratory combines three elements:</p> <ul style="list-style-type: none"> - separated space providing with appropriate physical environment for both working and relaxation part. - software and hardware supporting a team work in the i-Lab - facilitator(s) who can properly use the opportunities created by space and software in order to support any group using the laboratory resources, moderation of the decision-making process or problem solving.
Description and characteristics of i-Lab.	<p>The Palacký University Olomouc's i-lab consists of two parts – working and relaxing part. There are six computers in the working part as same as a pleasure wooden table and comfortable chairs. Regarding the relaxing part participants could use various gadgets, very comfortable bags for sitting, a hidden place and many others. The basic concept of the Palacký University Olomouc's i-lab is "black and white" which includes five senses (sight, touch, smell, hear and taste). The black and white concept underlines a several level of human integrity. There is so many contrasting areas (e.g. introspective and extrospective processes; health and illness). This concept expresses the idea, that we use different senses for discovering the world as same as ourselves. In fact, our i-lab could stimulate people by particular senses and it is important for realization of scenarios which focus on different groups of people with special educational needs.</p>
What is VBS software and why it is so important.	<p>Virtual Brainstorm (VBS) software is a good tool for enhancing brainstorming by removing various limits and barriers of participants. People work with the VBS software could openly and anonymously express their ideas. The next function of the VBS software is voting for the best idea from all which were produced earlier by brainstorming. Therefore, using the VBS software leads to the best idea which is democratically agreed by all participants. The contributions and ideas can be kept and easily re-used (for instance in a report of what happened).</p>

Scenario:

Scenario No.	CZ-001
Scenario title	Developmental dysphasia
Area	Special pedagogy, school psychology, pedagogical psychology, diagnostics, social work
Description of scenario:	<p>Speech is defined as the ability of an individual to use expressive means for social interaction. To facilitate the discovery of developmental dysphasia and subsequent work with an individual or a family system, it is necessary to orientate well in the individual stages of speech development.</p> <p>The scenario will provide basic information to help identify disturbed or delayed speech development.</p>



	The target group will be able to identify the most common causes of speech retardation, will be oriented in degrees of disorder and understand what causes developmental dysphasia. The knowledge will apply.
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Didactic process:

Goals	The goal of group work through the scenario is to look for new solutions for practice, develop and present the chosen idea through VBS, to talk about critical places, to apply new knowledge in practice.
Short description of didactic process	<ol style="list-style-type: none"> 1. Provide basic information on developmental dysphasia: <ul style="list-style-type: none"> - to explain basic terms and abbreviations, - what causes and how developmental dysphasia is manifested, - what are the possibilities for working with people with developmental dysphasia. 2. Find new options that could help people with developmental dysphasia: <ul style="list-style-type: none"> - to use VBS software for brainstorming, - to vote for the best idea in connection with how to help people with developmental dysphasia. 3. Support and develop the best idea on how to help people with developmental dysphasia: <ul style="list-style-type: none"> - work in a group and develop the best idea on how to help people with developmental dysphasia. 4. Present the results and reflect the critical points and answer the questions.
Methods	Techniques for initiating cooperation and relaxed atmosphere (Icebreaker), presentation of basic and necessary information related to selected issue through presentation and discussions, the use of specialized software Virtual Brainstorm, group work and presentation of selected approach.
Functions of didactic methods	The focus of the didactic process is to understand and adopt the basic theoretical concept (cognitive function) and the subsequent verification and development of skills in direct work with the target group in the form of a written proposal.

Methods and material used during the implementation of scenario:

Icebreakers (title, short description, link)	<p>The method “BACK – TO – BACK” is useful for any group but especially for topic about communication skills.</p> <p>Purpose is to introduce one another and to become aware of the importance of feedback in communication (both nonverbal and verbal). Facilitator needs at least 20 minutes for activity and he does not need no another things.</p> <p>Method</p> <ol style="list-style-type: none"> 1. Ask participants to pair up, preferably with someone they don't know. (If you don't have even numbers in the group, you may decide to join in yourself. The exercise is difficult to do with an odd number.) 2. Ask the pairs to decide who is going to be A and who is going to be B (i.e., who's going first and second). 3. Ask each pair to place their chairs back-to-back so that they can't see each other. Tell them to spread out as much as possible to avoid being distracted by other pairs. 4. Ask A to speak to B for 3 minutes. A should introduce themselves during that time, say where they work, and tell something about themselves, e.g., interests, hobbies. 5. At the end of 3 minutes, B should briefly confirm what they heard with A so that they will be able to introduce A later. 6. The pairs switch roles so that B now speaks to A for 3 minutes. A confirms what they have heard from B. 7. The group reforms a large circle, and each participant introduces their partner to the rest of the group. 8. When all introductions are completed, ask participants what it was like: as a speaker or as a listener. <p>You can draw many learning points from the difficulties most people encounter in listening attentively when they cannot see the other person.</p> <p>Suggested Explanation</p> <p>“As a way of introducing ourselves, I'd like you to pair up with someone you don't know and decide who is going to be A and who is B. Move your chairs so that you sit back-to-back, and I'd like A to start introducing themselves to B, saying their name, where they work, and something about themselves (e.g., hobbies or interests).</p> <p>“I'll stop you after 3 minutes and ask B to quickly check what they've remembered from A so that they can introduce them at the end. Then we'll switch roles and do it the other way around.”</p> <p>Variation</p> <p>Participants can specifically be asked to talk about their expectations of the course rather than hobbies and you can write these on a flipchart during the feedback session.</p>
Materials (what is necessary)	<p>Pencil and paper for icebreaker, Power Point presentation, Presenter, Data projector, brainstorming computers, wi-fi network, group workgroup writers (whiteboards, flip chart).</p> <p>General recommendation:</p> <ol style="list-style-type: none"> 1. Choose appropriate exercises for your desired objective. 2. Do not expect participants to do things you would not do.

	<p>3. Be clear about the purpose and the outcome of each exercise.</p> <p>4. Be sensitive to individual differences.</p> <p>5. It is worth taking risks!</p>
Other techniques (title, short description, link, recommendation)	The "Socratic Dialogue" method is the procedure where the facilitator chooses the questions (partially prepared and partially spontaneous) to bring the participants to a new understanding. The main advantage of the method is the increased motivation of the participants who use it to find a solution.

Benefits for Participants

How to work with individual (short description)	<p>Pass factual information on the subject</p> <p>Work on active listening and effective feedback</p> <p>To train increasing empathy for people suffering from developmental dysphasia.</p> <p>Awareness of the complexity of the developmental dysphasia problem</p>
How to work with group (short description)	<p>Effect on changing prejudices</p> <p>Stimulate motivation of participants</p> <p>Applicable suggestions for practice</p>

Outputs

Achieved goals	<p>Participants received important information regarding developmental dysphasia.</p> <p>Participants are able to further develop new ideas in relation to working with people with developmental dysphasia.</p>
Work sheet (if was used)	

The scenario is the result of the project:

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