

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	25.5.2017
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-labis "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 extrospectiveproceses; 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 the 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-002
Scenario title	Developmental dyslexia
Area	Special pedagogy, school psychology, pedagogical psychology, diagnostics, social work
Description of scenario:	<p>The developmental dyslexia is the most widespread disorder related to special educational needs. Reading is very important competency in educational process and dyslexia affects reading in specific negative ways.</p> <p>The focus of the group is on increasing skills to work with people with the developmental dyslexia.</p> <p>To help people with the developmental dyslexia, it is important</p>

	to understand what are causes and displays of the developmental dyslexia.
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Didactic process:

Goals	There are a lot of goals such as to inform about the subject, to stimulate discussion, to look for new solutions for practice, to develop and present the chosen idea from Virtualbrain software, to talk about critical places of application in practice.
A short description of didactic process	<ol style="list-style-type: none"> 1. To provide the basic information about the developmental dyslexia <ul style="list-style-type: none"> - to explain basic terms and abbreviations (e.g. specific developmental disorders of scholastic skills, ADHD, ADD) - what are causes and displays of the developmental dyslexia - what are possibilities within working with people with the developmental dyslexia 2. To brainstorm new possibilities how to help people with the developmental dyslexia <ul style="list-style-type: none"> - to use the VBS software for brainstorming - to vote for the best idea related to how to help people with the developmental dyslexia 3. To develop the best idea related to how to help people with the developmental dyslexia <ul style="list-style-type: none"> - to work in a group and to develop the best idea related to how to help people with the developmental dyslexia - to present results and to answer questions
Methods	Ice breaker, presentation, virtual brainstorming, group work, critical thinking, Socrates dialogue, discussion.
Functions of didactic methods	The Ice breaker was useful for increasing of group dynamics and for adapting to a new environment. Within the presentation were provided important information about the topic. The virtual brainstorming led to choosing the best idea. The group work enabled to develop the best idea and to present results.

Methods and material used during the implementation of scenario:

Icebreakers (title, short description, link)	<p>Colors and feelings</p> <p>Participants chose colors which expressed their actual feelings. After choosing everyone explained why chose your color.</p>
Materials (what is necessary)	<p>Colored lists for icebreaker, a power-point presentation, computers for virtual brainstorming, blackboards or other boards for group work.</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. 3. Be clear about the purpose and the outcome of each exercise. 4. Be sensitive to individual differences. 5. It is worth taking risks!
Other techniques (title, short description, link, recommendation)	

Benefits for Participants

How to work with individual (short description)	<p>Improvement of knowledge related to the developmental dyslexia.</p> <p>Increase the empathy to people with the developmental dyslexia</p> <p>To realize the complexity of problem of the developmental dyslexia</p>
How to work with group (short description)	<p>Exchange of options</p> <p>A search for compromise</p> <p>Application design for practice</p>

Outputs

Achieved goals	<p>The participants received important information related to the developmental dyslexia.</p> <p>The participants are able to develop new ideas how to work with people with developmental dyslexia.</p>
Work sheet (if was used)	

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

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