

**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	Youth workers with disadvantaged groups
No. of participants	10
How is the target group connected to group of people with special education needs/ with disabilities?	<p>To deal with people with fewer opportunities is one of the most important aim of the youth worker, especially for who is following the priorities of Europe 2020 strategy for the youth work.</p> <p>This group can be composed by youth workers that deal with disadvantaged groups within their organizations. Each of them has a different background and use different practices in his/her daily work</p>
Short justification why such a group will use the scenario and what benefits we expect to achieve by using i-Lab.	<p>The target group can use the scenario to increase the quality of their work within their organizations and with the different stakeholders, in order to have more impact on their target groups. Through testing the Scrum method, they will share good practices and find solutions for common problems.</p>

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</p>
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	collaborative activities, which can speed up the process of thinking and 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>

Scenario:

Scenario No.	IT-004
Scenario title	SCRUM for all
Area	Youth work with disadvantaged groups
Description of scenario:	<p>Through this Scenario, the youth workers dealing with disadvantaged groups and people with fewer opportunities can experiment a new methodology that can improve their work.</p> <p>Scrum is a management and control process that cuts through complexity to focus on building products that meet workers' needs. Management and teams are able to get their hands around the requirements and technologies, never let go, and deliver good outputs.</p> <p>The participants will get acquainted with the Scrum method, which itself is a simple framework for effective team collaboration.</p> <p>While working in the team during the session, they will also exchange their practices regarding their work on the field, analyzing weaknesses and strengths.</p> <p>Together they first will debate about the needs of a youth organization for increasing the quality of their work. Moreover they will understand how to use Scrum strategy to increase the quality of their work.</p> <p>Participants will meet each others, they will do some ice-breaking activity</p>

	and they will deal about the topic and starting the brainstorming using the VBS
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Didactic process:

Goals	<p>To Increase the quality of youth work with disadvantaged groups</p> <p>To Increase knowledge on Scrum methodology and practices</p> <p>To exchange practices in the field regarding youth work with disadvantaged groups</p> <p>To find common strategies and shared Ideas to deal with this target groups using Scrum</p>
A short description of didactic process	<ul style="list-style-type: none"> -Ice Breaking and get know each others activity -VBS Sessions - Selection of 2 group of Ideas after the rating -Discussion about the 2 group of ideas - Plenary Final Discussion - Evaluation
Methods	<p>Get know each other activities → Use of Non formal Education.</p> <p>Ice-breaking: Alphabet</p> <p>Virtual Brain Storming (VBS)</p>
Functions of didactic methods	<p>Non formal education for Get know each others and Ice Breaking it's very important for make the right learning environment, with horizontal relationship among the participants.</p> <p>The Virtual Brain Storming helps to avoid frustration and shyness in the moment of sharing ideas. Everyone can share an idea or a comment anonymously, without being afraid of judgment and reactions.</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
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	<p>many names as they can of people with these initials and write them down.</p> <p>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.</p> <p>6. Go around the group and make a note of the scores of each person.</p> <p>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 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>
<p>Materials (what is necessary)</p>	<p>The materials used were mainly computers, flipcharts, pencils and marker pens.</p>
<p>Other techniques (title, short description, link, recommendation)</p>	<p>Brainstorming was the main method used, applied both on the on-line platform and in the flip chart content. Flipchart 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.</p>

Benefits for Participants

<p>How to work with individual (short description)</p>	<p>Each participant should be in the condition to share and speak with the others. The facilitator should create an horizontal and safe environment. Each participant should participate to the ice-breaking and to the get knowing each others activities.</p> <p>Every participant should be able to use the VBS, followed by the moderators.</p>
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How to work with group (short description)	<p>Let the group feel in a comfortable zone. 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 have to be sure that no one be or feel excluded. He have to be aware that the sharing process is following the correct path.</p>
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Outputs

Achieved goals	<p>The goal of this Scenario is to give to youth workers new ideas for increasing the quality of their job.</p> <p>The possibility to use SCRUM methodology in their educational activities can be very fruitful for them, as showed by eduScrum (www.eduscrum.nl)</p> <p>I-lab and VBS help all the youth work organization to discover and understand how to use this methodology.</p>
Work sheet (if was used)	<p>A report must be produced after the scenario.</p>

The scenario is the result of the project:

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