ANNUAL SEMINAR REPORT (D7.2-2)

Capacity building for Access for All: teacher education in ICT and inclusion

HELSINKI, FINLAND, 4TH DECEMBER 2013

Project information	
Project acronym:	SENnet
Project title:	Special Education Needs Network
Project number:	518426-LLP-1-2011-1-BE-COMENIUS-CNW
Sub-programme or KA:	Comenius Multilateral Network
Project website:	http://sennet.eun.org/
Report version:	Final
Date of preparation:	November 2013
Beneficiary organisation:	EUN Partnership AISBL (European Schoolnet)
Project coordinator organisation:	EUN Partnership AISBL (European Schoolnet)
Project coordinator email address:	roger.blamire@eun.org
Author of the report: Co-authors:	Roger Blamire Project partners European Agency for Development in Special Needs Education

ABSTRACT

The Special Educational Needs network (SENnet: http://sennet.eun.org) part-funded by the European Commission's Lifelong Learning programme, organises each year a conference describing its activities in the three areas of activity in the network: the integration of learners with special needs into mainstream schools, innovative learning environments and raising teacher awareness. This first report describes the 2013 event.

Table of Contents

INTRODUCTION

The Special Educational Needs network (SENnet: http://sennet.eun.org) part-funded by the European Commission's Lifelong Learning programme, is a network of education ministries, national agencies and key organisations working in the area of ICT to improve access to learning for students with special educational needs (SEN).

The network organises each year a workshop presenting its activities in the three areas of activity in the network: the integration of learners with special needs into mainstream schools, innovative learning environments and raising teacher awareness. This report describes the 2013 workshop (D7.2-2) in Helsinki, Finland, which included contributions from partners in Belgium, and Italy.

Further information about SENnet can be found at http://sennet.eun.org. The authors welcome comments and can be contacted at the address above.

The annual expert meeting, EMINENT, took place at the Helsinki Exhibition and Convention Centre, Finland, 4-5 December 2013. It brought together 150 invited policy-makers, practitioners and industry representatives nominated by the ministries of education in the European Schoolnet consortium. The focus this year was teacher education.

As demonstrated by results of research such as the "ICT in school survey" from European Schoolnet and many of its projects, teacher training is essential to allow for innovation in the classroom, improving pupils' results and reaching teaching excellence. Online training possibilities are evolving fast and so are the requests to teachers to integrate new competences and adjust to an ever-changing environment. EMINENT 2013 aimed to provide a global overview on innovative teacher professional development initiatives from various educational systems and take stock of provisional results on this matter from European projects such as ITEC, KeyCoNet, Sennet and STEM ones.

What are the best practices in term of teacher training initial and in- service programmes? How expectations towards teachers have changed? Is online training the answer to provide teachers with adequate professional skills during the duration of their career? Can a European core programme such as the European Schoolnet Academy make a difference and answer some of the national education systems challenges? Those questions were at the heart of discussions for this edition of the annual EMINENT conference.

Special needs and inclusion issues featured in a number of plenary sessions including research, initial teacher education and continuing professional development, and in the workshop reports on day two. In addition a report on SENnet was presented and discussed at the December meeting of European Schoonet's Steering Committee attended by 30 representatives from ministries of education on 2 December.

One of the four parallel workshops on Day 1 concerned special needs and SENnet, entitled Capacity building for Access for All: teacher education in ICT and inclusion. It was chaired by Jan de Craemer, Belgium Flemish Community Ministry of Education.

Full details of the conference are at http://www.cvent.com/events/eminent-4-5-december-2013-helsinki/event-summary-351dde3ede6748128550d03bb05b2c04.aspx. Presentations can be downloaded here: http://www.eun.org/about/eminent.

WORKSHOP

GENERAL

Present: 27 registered for the workshop, including presenters.

Photos

GOOD PRACTICE IN UNIVERSAL DESIGN FOR LEARNING

Universal Design for Learning: Patrizia Lotti and Silvia Panzavola, INDIRE, Italy describe work across the special needs network, with case studies, on how teachers can design more accessible learning by adopting UDL principles, for example having multiple means of

representation, expression, and engagement. The presentation is here: http://www.eun.org/c/document_library/get_file?uuid=4fa34810-6e45-40ed-a36f-bcfb7291af1c&groupId=43887.

Work in 2013 was outlined, relating to games and inclusion and the thematic topic chosen by the network: Universal Design for Learning, introduced by a video[1], showing how UDL is based on research, e.g. neuro-science. "There are no disabled students but the curriculum is disabled, because everyone has different learning styles and preferences." In the report[2], partners analysed school practices to determine to what extent there is UDL in Europe. There is a move from integration (making SEN pupils participate in mainstream education) to inclusion (transforming the education system so that all pupils (with their differences) can exploit the educational offers and opportunities whatever their individual needs. The report is available on the SENnet web site.

Discussion included the fact that UDL seems to be a US idea. Perhaps this is because of the different educational systems and the existence of specific standards in the US.

The international review in the report covers inclusion in Europe and the national part includes contributions from partners. There is little trace of UDL in policy documents but it appears in scientific papers and research activities, and in classrooms without the term being used. Three videos were produced (Estonia, Italy and Portugal) and shown.

IMPROVING ACCESS TO DIGITAL CONTENT

Improving access to digital content: Jochen Vrancken, Eureka Die'-s-lekti-kus, Belgium, gave an overview of issues related to enabling teachers to find useful resources more easily, and demonstrates how an innovative approach to metadata and tagging has led to the identification of over 200 freely available resources of particular value for teachers working with students with special needs. The presentation is here: http://www.eun.org/c/document_library/get_file?uuid=9e8f672b-51e5-401b-aa05-85ecfbc3f347&groupId=43887.

Jochen described the network's work on digital learning resources. It began with a survey of ministries of education of existing content suitable for learners with special needs. Resources must be available under open licence. 14 web sites were identified with SEN resources in a particular section. The sites tend to omit specific metadata to be useful for a specific SEN pupil. They should have tags such as 'has audio description'. The project created criteria for inclusion of materials. Partners found resources in their own language and tagged them.

Software examples. Picto Selector to find pictures of objects (total 30 000 in ten languages), useful for autistic children. PowerTalk is another example: it speaks out loud a presentation (PowerPoint); it is easy to use and very clear.

Video example. A student with albinism shows how he uses a computer, having set it to

---

[1] http://www.youtube.com/watch?v=pGLTJw0GSxk&playnext=1&list=PL129D9113CA7AA4E9&feature=results_main

[2] available at
http://sennet.eun.org/wiki?p_p_id=36&p_p_lifecycle=1&p_p_state=exclusive&p_p_mode=view&p_p_col_id=column-1&p_p_col_pos=1&p_p_col_count=2&_36_struts_action=%2Fwiki%2Fget_page_attachment&p_r_p_185834411_nodeId=65129&p_r_p_185834411_title=FrontPage&p_r_p_185834411_title=FrontPage&_36_fileName=Thematic_Study_Year2.pdf

magnify the screen and have a white text on black background

PDF example. A Trip to the British Isles.

SENnet partners classified such resources, using a google survey form. The IMS Access for All specification was adapted to show features that support accessibility rather than on users' disabilities:

- Access mode: e.g. has an audio, video, colour, textual etc. component
- Adaptation media type: e.g. has braille, PDF, EPUB3 format
- Adaptation type: e.g. has alternative text, captions, high contrast, transcript
- Control flexibility: i.e. keyboard as well as mouse; useful for pupils with motor disability
- Display transformability: e.g. fonts can be changed and enlarged, colours changed, line spacing increased for dyslexic pupils
- Educational complexity: simplified or enriched
- Hazard: e.g. has flashing (in some educational games), sound

The results show that almost 200 resources have been tagged and added to the Learning Resource Exchange.

Work is on-going and results will be available via lre.eun.org for use by SEN students and teachers.

TEACHER EDUCATION

'Learning episodes' for teachers: Jan Rottier, Eureka Die'-s-lekti-kus, Belgium described issues and approaches to training and supporting teachers and demonstrate an online modular course developed in Portugal to help teachers use technology to integrate students with special needs; topics include assistive technologies, using open educational resources and teaching modifications for SEN students. The presentation is here: http://www.eun.org/c/document_library/get_file?uuid=6488b8d0-eb60-4726-abec-a54313b0ec17&groupId=43887

Jan Rottier (Eureka) outlined the development of online modules for teacher continuous professional development. "The inclusion story is about everyone – including parents." The benefits of online courses compared to face to face training include leverage, participant numbers (max. 40 face to face), time (limited in time, e.g. one day face to face), higher levels of retention, improved feedback and improvement of modules (even an enduring community online), stimulation (word of mouth encourages signing up). Topics include Inclusion, Instructional accommodations and modifications, Universal Design for Learning, and Open Educational Resources. You can log in as a guest and work through the modules. An example of instructional accommodations is to colour code modules. An example of UDL is in Word there is also an accessibility checker, e.g. for blind people (no one knew it existed). Text to speech software and screen readers are needed to make learning universally accessible. Web accessibility is more for school leaders, and is about ensuring a school's web presence is accessible. Web checkers are helpful.

The course has been localized, translated, edited, and uploaded to different platforms, in Portugal, Estonia (with a different look and feel), Austria (self-study, standalone approach), Italian (uses their own portal, Handitecno), Flemish (using letop.be platform, self-study; uses a Facebook group – because it keeps people connected; "you don't leave the course"; most members of the Facebook group in Belgium are 35-44 years old, and female).

Discussion: there are also accessibility checkers for PDF documents. Epub3 is the same as DAISY, which is readable. Some pupils have to hear a question, others to read it. A blind girl

had a tablet with an app that identifies objects in photos and says what it is, helping people 'view' images and become independent.

The auditory environment is also important – "an invisible environment". This needs good passive technology, e.g. the acoustics in the classroom. Getting classrooms right for hearing impaired students is good for all. Speech to text now is not perfect but should be used more.

DISCUSSION

The presentations were followed by panel discussion with the speakers on the topic *Continuing professional development on special needs: what are the priorities?*

Discussion points raised:

1. Immigrant students in Finland bring language difficulties, therefore teachers are looking for resources with minimal language and much visual information. This relates to UDL as well – information is provided by both word and image (multiple means of access)
2. Sweden has support centres to help mainstream teachers with students with special needs. They usually begin by showing the accessibility features of Microsoft Word.
3. Libraries of video clips are useful, for example showing how to turn text to speech.

CONFERENCE PROGRAMME

Day 1 - EMINENT conference | Wednesday 4 December 2013

9.15 – 10.00 **Registration and welcome coffee** → SOUTHERN ENTRANCE FOYER AND WINTER GARDEN CABINET, 1ST FLOOR - HOLIDAY INN HELSINKI - EXHIBITION & CONVENTION CENTRE

10.00 **Welcome session** → ROOM 103, 1ST FLOOR
Chair: **Giovanni Biondi,** *Chairman of European Schoolnet*
- Opening by Ms. **Krista Kiuru,** *Minister of Education and Science for Finland*
- Key note address by **Diana Laurillard,** *Professor of Learning with Digital Technologies in the Faculty of Culture and Pedagogy, and Assistant Director for Open Mode Learning, Institute of Education, University of London*
  "Educators as the drivers of innovation in digital pedagogy"

11.15 **First plenary round table:** Latest trends in education - what the research says → ROOM 103, 1ST FLOOR
Chair: **Patricia Wastiau,** *Principal Advisor for Studies, European Schoolnet*
- Summary of the latest trends identified by the researchers session
- Speakers: researchers and Policy and Innovation Committee members

12.30 **Lunch** → BUFFET RESTAURANT, 1ST FLOOR

14.00 - 15.00 **Roundtable on initial teacher training:** challenges and best practices → ROOM 103, 1ST FLOOR
Chair: **ROGER BLAMIRE,** *Senior Advisor, European Schoolnet*
- **Majella Dempsey,** *Maynooth University, Ireland*
- **Dr. Asa Morberg,** *Vice president of the Association for Teacher Education in Europe*

15.00 - 16.00 **Coffee break & poster session on European Schoolnet projects** → WINTER GARDEN CABINET, 1ST FLOOR
- Future Classroom Lab & Living School Lab
- Desire
- Creative Classroom and 1to1pedagogy
- Go Lab
- nanOpinion
- Global excursion

16.00 - 17.00 **Workshops**

1. **ITEC - A look into the future(s)**
Chair: **Will Ellis,** *ITEC Project Manager* → ROOM 103, 1ST FLOOR
In the final year of the iTEC project it has become evident that it has successfully achieved much of what it set out to do, in creating a sustainable and scalable model for bringing innovation to the classrooms of Europe through the effective use of ICT.
This workshop focuses on the current plans and developments towards achieving the potential scale and impact, that has remained elusive in the past, but which iTEC has the potential to achieve. A key element of this will be a focus on training and accreditation, to equip school leaders, teachers and others with the tools and techniques to create innovative visions of learning and teaching that can be used to direct improvements in teaching practice.

2. **Capacity building for Access for All: teacher education in ICT and inclusion**
Chair: **Jan de Craemer,** *Belgium Flemish Community Ministry of Education* → ROOM 206, 2ND FLOOR
Access to education is a universal human right, but, as students with special needs are being integrated into mainstream schools, they are finding that teachers are sometimes ill-prepared. In this workshop participants will find out more about developments to help teachers bring about the inclusive classroom arising from work in European Schoolnet's special needs education networks, particularly relating to:
- Universal Design for Learning - designing learning with accessibility in mind
- Games in special needs education - remarkable examples of how teachers are using serious games to help students with disabilities
- Tools for teachers - a toolkit for the inclusive classroom
- Digital content - improving the discoverability of inclusive learning resources
- An online modular course - launching a self-access course to inform and empower teachers.

3. **Teacher professional development and STEM: How to engage pupils better?**
Chair: **Dr. Águeda Gras-Velázquez,** *Science Programme Manager, European Schoolnet* → ROOM 207, 2ND FLOOR
- Review of activities we carry out with STEM teachers, with special emphasis on inGenious and Scientix
- Discussion on information mechanisms from EUN to/from MoE regarding these teachers / activities, how the activities fit in their programmes, how can their programmes enhance the project activities.
- Round Table with 4 teachers on how the participation in projects has improved their classes (examples from inGenious, Scientix, nano projects, remote lab projects)
- Wrap up with suggested improvements

4. **KeyCoNet and Entrepreneurial School project: can you teach entrepreneurship?**
Chair: **Maïté Debry,** *Project Manager, European Schoolnet* → ROOM 209, 2ND FLOOR
This workshops will focus on the importance of entrepreneurship education at school through two initiatives:
- The Entrepreneurial School project has developed two publications which will be presented to the audience: the Guide to Entrepreneurial Learning for teachers in primary, secondary and vocational schools and the quality framework and assessment tool for schools.
  Presenter: **Elena Ruskovaara,** *Lappeenranta University Finland, partner in The Entrepreneurial School project*

- The Key Competences Network (KeyCoNet) identifies and analyses emergent strategies in implementing key competences into education reforms. The presentation will focus on the activities linked to entrepreneurship competences and the recommendations formulated to policy-makers and industrialists on this matter.
  Presenter: **Livia di Nardo,** *Director of Development at Junior Achievement Young Enterprise Europe (JA-YE Europe)*

17.45 – 19.30 **Industry partners meeting (upon invitation)** → ROOM 209, 2ND FLOOR

20.30 **Gala Dinner** → WINTER GARDEN RESTAURANT, 1ST FLOOR

Day 2 - EMINENT conference | Thursday 5 December 2013

9.³⁰ - 10.⁰⁰	**Report from the workshops** by Roger Blamire, *Senior Advisor, European Schoolnet* → ROOM 103, 1ST FLOOR
10.⁰⁰ – 11.⁰⁰	**New opportunities for in-service teacher training** → ROOM 103, 1ST FLOOR **Chair: Jim Ayre**, *Senior Advisor, European Schoolnet* • A European overview on the organisation of professional development programmes for teachers: Presentation from the Eurydice network (**Bernadette Forsthuber**, *Executive Agency for Culture, Education and Audiovisual*) • Reform of teacher professional development in Spain (**José Luis Cabello,** *Spanish Ministry of Education*) • Best practices in Italy (**Samuele Borri,** *INDIRE*) • Experiences and good practices from large scale teacher training ICT projects in Greece (**Demetra Egarchou,** *CTI – "Diophantus"*) • Presentation of European Schoolnet Academy (**Patricia Wastiau**, *Principal Advisor for Studies, European Schoolnet*)
11.⁰⁰ - 11.³⁰	**Coffee break** → WINTER GARDEN CABINET, 1ST FLOOR
11.³⁰ – 12.¹⁵	**Debate on the future of in-service teacher training** → ROOM 103, 1ST FLOOR With experts from the panel and questions from the audience #EMINENT2013
12.¹⁵ - 12.³⁰ 12.³⁰	**Closing of the conference** by European Schoolnet → ROOM 103, 1ST FLOOR **Lunch** → BUFFET RESTAURANT, 1ST FLOOR

Venue:
Holiday Inn Helsinki

Exhibition & Convention Centre
Messuaukio 1
Helsinki 00520 Finland

PARTICIPANTS

EMINENT, 4-5 December 2013 - Helsinki: 2. Capacity building for Access for All: teacher education in ICT and inclusion

12/04/2013 4:00 PM - 12/04/2013 5:00 PM

	Name	Company	Title
☐	Arkko, Sirpa	Promethean	Teaching and Learning Consultant, TLC
☐	Blablova, Veronika	Centre for International Cooperation in Education	Officer
☐	Blamire, Roger	European Schoolnet	Senior adviser and project manager
☐	De Craemer, Jan	Flemish Ministry of Education and Training	
☐	Enochsson, Ann-Britt	Karlstad university	Associate Professor
☐	García Aparicio, Maria Henar	Education Ministry	Advisor

11

□	Jelen, Vaclav	Ministry of Education, Youth and Sports	Director of the Department of Statistics and Analyses
□	Jönsson, Per	Malmö University	Professor
□	Koitla, Ene	Estonia Information Technology Foundation for Education	Member of Management Board
□	Kurttila, Pasi	Finnish Teacher Training Schools (FTTS)	Project coordinator
□	Lang, Markku	Finnish Teacher Training Schools	Project Manager
□	Laurillard, Diana	Institute of Education	Chair of Learning with Digital Technology
□	Lind, Liisa	City of Helsinki Department of Education	Head of Media Centre
□	Lotti, Patrizia	INDIRE	researcher
□	Ouahdi, Nisdi	Fédération Wallonie-Bruxelles	In charge of international relations
□	Panzavolta, Silvia	INDIRE	dr.
□	Post, Philip	Kennisnet	Policy Advisor
□	Rillo, Kristel	Ministry of Education and Research	Adviser
□	Rottier, Jan	Eureka Die-'s-lekti-kus	Projectmanager
□	Sorsa, Timo	Nokia	Head of Student Innovation Lab
□	Szekely, Christina	MoE	Director of Education
□	Szybalska, Malgorzata	Ministry of National Education	Director, Quality of Education Department

☐	Terrades, Nathalie	ministry	teacher
☐	Vainio, Salla	Seurakuntaopisto	Teacher trainer
☐	Valantiniene, Kristina	Ministry of Education and Science of the Republic of Lithuania	Chief Specialist
☐	Vitor Pedroso, Jose	Direçao Geral da Educação	Head of Unit
☐	Vrancken, Jochen	Die-'s-lekti-kus	