INCLUSIVE AND DIVERSE CLASSROOM

28-29 November 2019, Brussels

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www.etwinning.net

AGENDA – DAY 1

⭐ Welcome and introduction to the workshop

⭐ Future Classroom Lab

⭐ Good practices in participants schools

⭐ Defining diversity in the classroom

⭐ Universal Design for Learning

⭐ Differentiated instruction and assessment

⭐ Conclusions and discussion

⭐ End of Day 1

AGENDA – DAY 2

★ eTwinning and inclusion

★ Instructional strategies for inclusion

★ Designing inclusive activities

★ Presenting inclusive activities

★ Time for collaborative action! eTwinning projects

★ Final conclusions

★ End of the workshop

LEARNING OBJECTIVES OF THE WORKSHOP

★ Learn the basics of inclusive and diverse classrooms

★ Practice on designing inclusive lessons and activities

★ Explore accessibility principals and different digital tools

★ Learn about the Universal Design for Learning

★ Introduce innovation and creativity into eTwinning projects

★ Encourage professional development through networking and sharing

★ Promote partner finding for new eTwinning projects

★ Integrate key competence development in eTwinning projects

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eTwinning AND INCLUSION

"Every learner matters and matters equally"

- How to overcome geographical obstacles

- How to enhance intercultural understanding

- How to deal with educational challenges
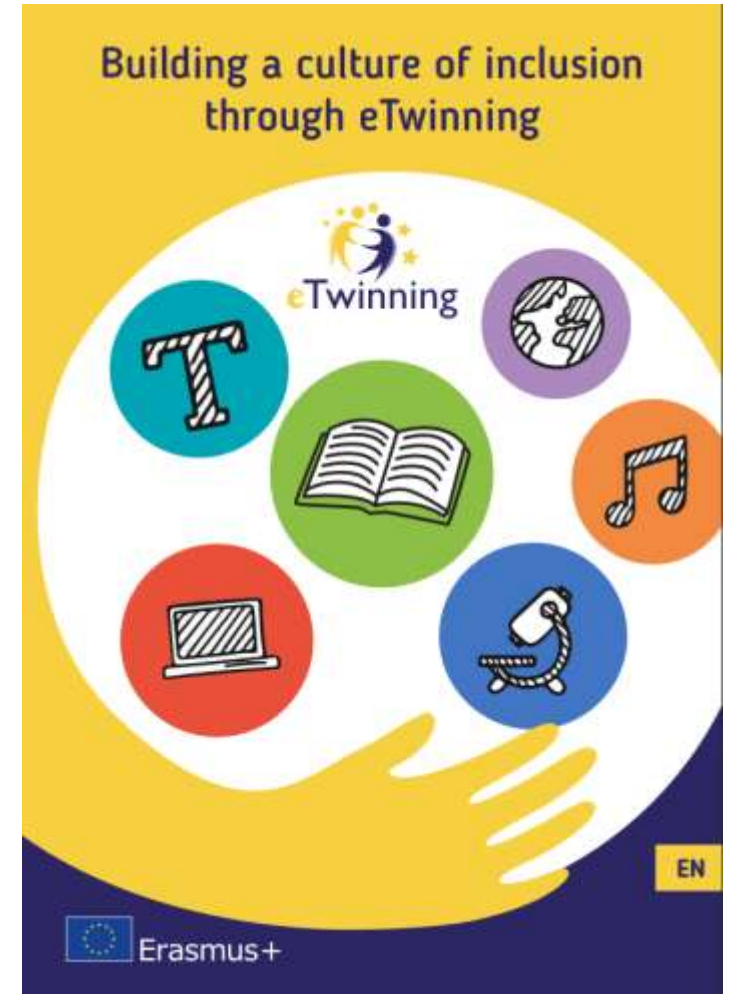
LET'S MEET EACH OTHER FIRST…

Donal O Reilly
@DpDonal

Efi Saltidou
@Efi_Saltidou

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LET'S MEET EACH OTHER FIRST…

★ Walk around the room

★ Introduce yourself with a nice handshake

★ Present some facts about yourself

★ Take the signatures of people who have the facts listed on the bingo sheet

★ 1 signature/person

★ Once you obtain a full row (5 in a row) whether horizontally, vertically or diagonally, you shout "BINGO!"

BINGO

Comes from Ireland	Teaches English	Is good at dancing	Speaks Spanish	Secondary school teacher
Primary school teacher	Teaches Math	Loves travelling	Teaches for more than 10 years	Comes from Lithuania
Teaches ICT	Teaches for more than 5 years	🙂	Comes from Croatia	Loves technology
Reads for pleasure	Comes from Cyprus	Teaches for less than 10 years	Wants to change the education	Teaches Language
Is active in eTwinning	Fun of teamwork	Comes from Moldova	Teaches Physical Education	Has 2 kids

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FUTURE CLASSROOM LAB

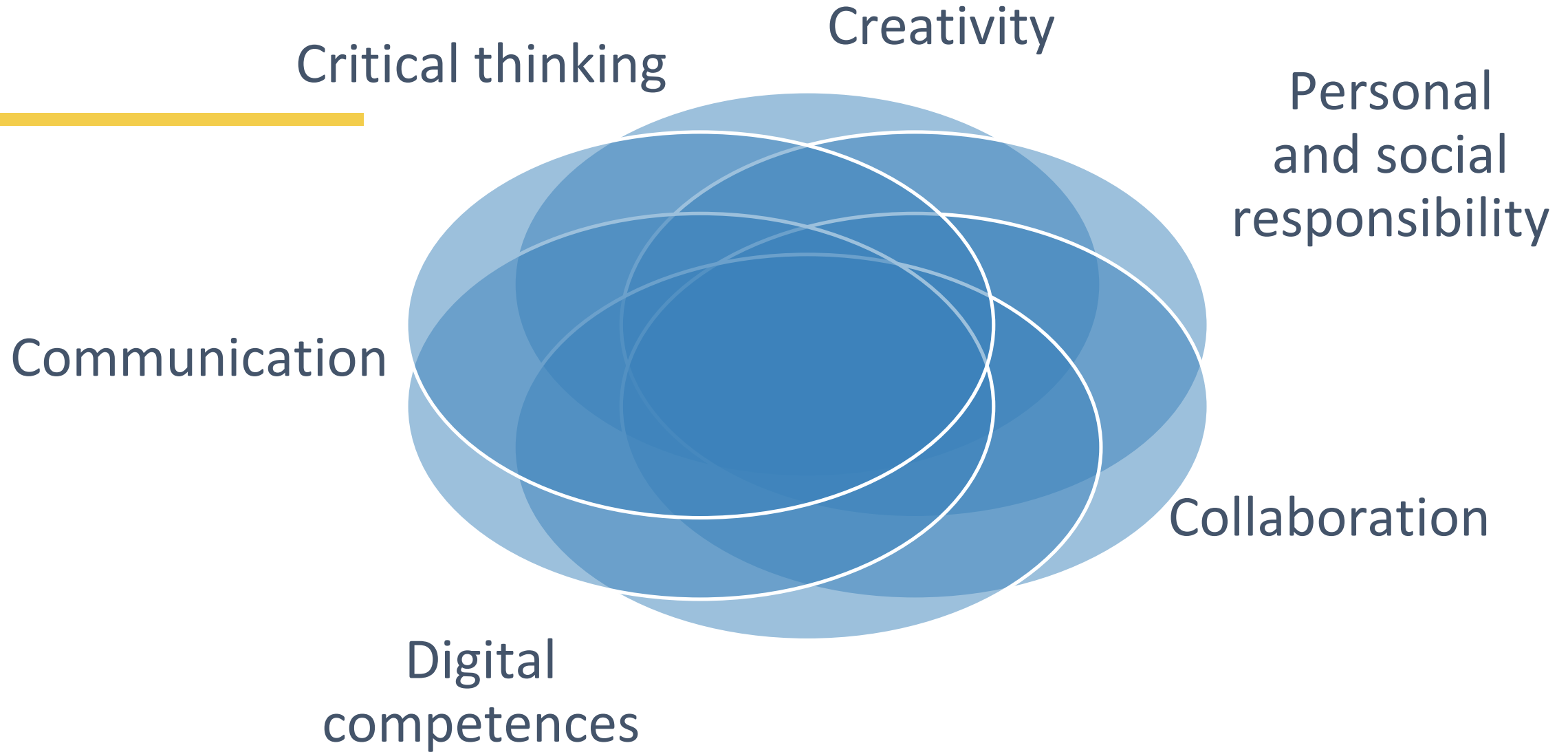# WHAT IS AT FIRST SIGHT THE MAIN DIFFERENCE WITH YOUR CLASSROOM?
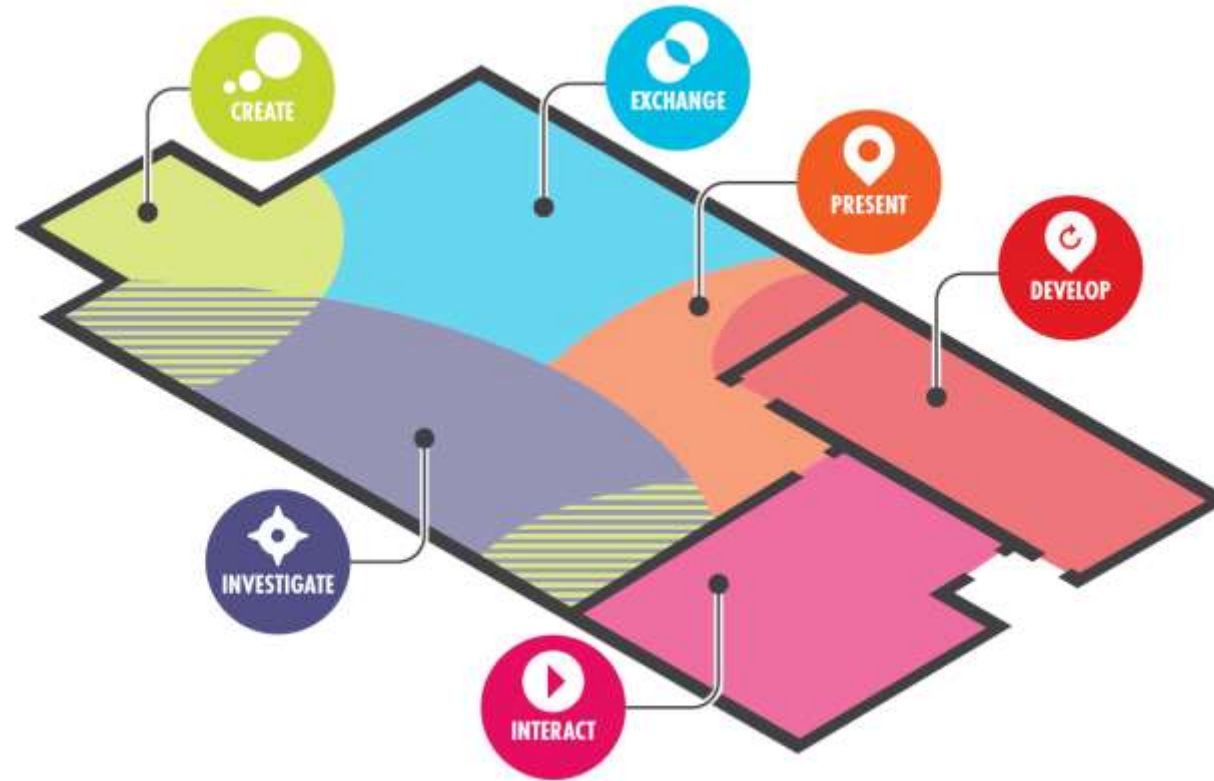
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FUTURE CLASSROOM LAB

Keep up with EDUCATIONAL TRENDS

ROOM for REFLECTION & DIALOGUE with STAKEHOLDERS

2 0 1 2

INTRODUCTION TO THE FCL LEARNING ZONES

ZONES – OUR PEDAGOGICAL VERBS

INVESTIGATE >

CREATE >

HARDWARE

INTERACT >

PRESENT

EXCHANGE >

DEVELOP >

VERBAL CONNECTION

also OUTSIDE CLASSROOM

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CREATE >

gamification

independence & ownership

digital content creation

imagination

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INVESTIGATE >

inquiry & project based learning

problem solving

critical thinking

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PRESENT >

communication
feedback skills
peer review
reflection

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eTwinning

INTERACT >

1:1 computing

differentiation

blended learning

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EXCHANGE >

teamwork
collaboration
debate

CHANGE >

INTERACT >

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eTwinning

flipped classroom

informal learning

self-expression

DEVELOP >

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eTwinning

SCOPE

LEARNING SPACE

CLASSROOM

SCHOOL

CLOUD

A growing community
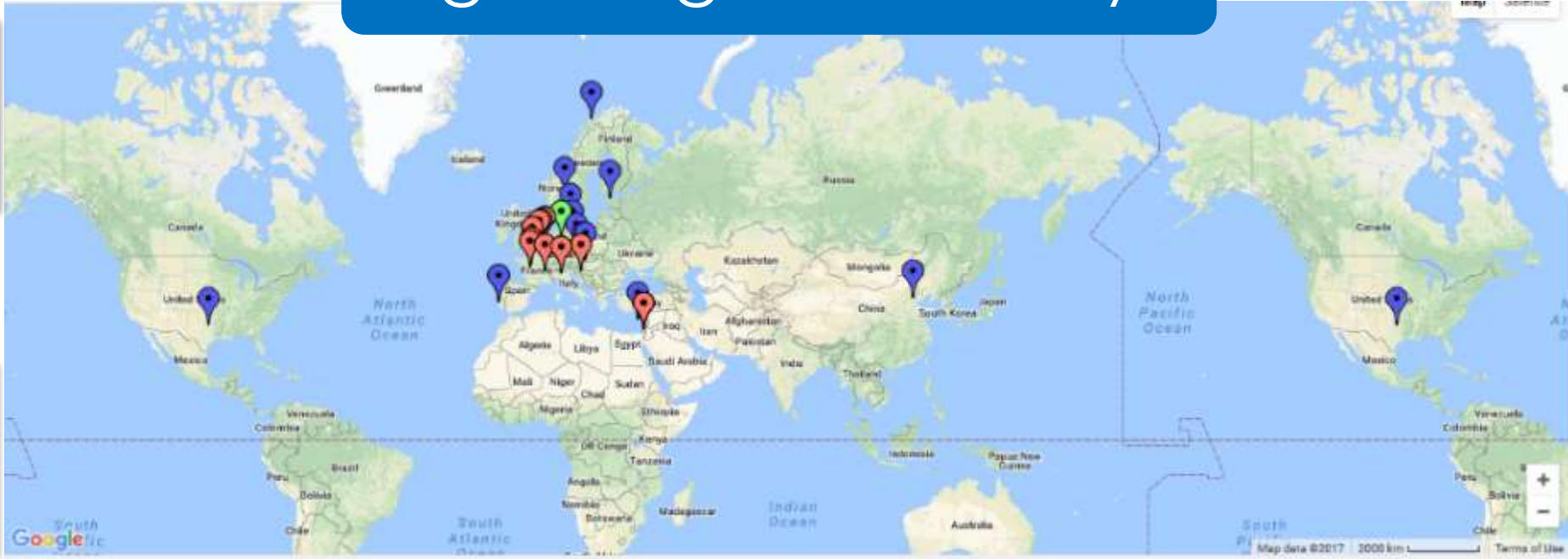
Croatian Future Classroom
Zagreb, Croatia

Chinese Future School Lab
Beijing, China

Future Classroom Laboratory
Denton, Texas USA

Beta School
Petah Tikva, Israel

ECLA
Lyon, France

Future Teacher Education Lab
Lisbon, Portugal

Rom for læring - Room for Learning
Tromsø, Norway

Future classroom lab ambassadors

Ignacio Casado Alda, Spain

Aivar Hiio, Estonia

Xavier Garnier, France

Darina Výbohová, Slovakia

Lasse Remmer, Denmark

Bart Verswijvel, Coordinator of the Future Classroom Ambassador network

Karina Batat, Petah Tikva, Israel

Boglárka Tóth, Hungary

Sümeyye Hatice ERAL, Turkey

Hermann Morgenbesser, Austria

Sampo Forsström, Finland

Ben Bastiaensen, Belgium Flanders

Alessandra Rucci, Italy

Jørund Høie Skaug, Norway

Maria Teresa Godinho, Portugal

Petra Bohackova, Czech Republic

Antonella Giles, Malta

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Future Classroom Lab Toolkit

Toolset 1: Identifying Stakeholders and Trends

Toolset 2: Future Classroom Modelling

Toolset 3: Creating a Future Classroom Scenario

Toolset 4: Learning Activities

Toolset 5: Evaluation

The current, updated version of the Future Classroom Toolkit was published in April 2018. The toolkit was originally developed within the EC-funded iTEC project (Innovative Technologies for an Engaging Classroom - FP7, Grant agreement N° 257566). The toolkit reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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INDUSTRY PARTNERS
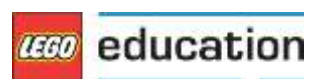
ECO-SYSTEM
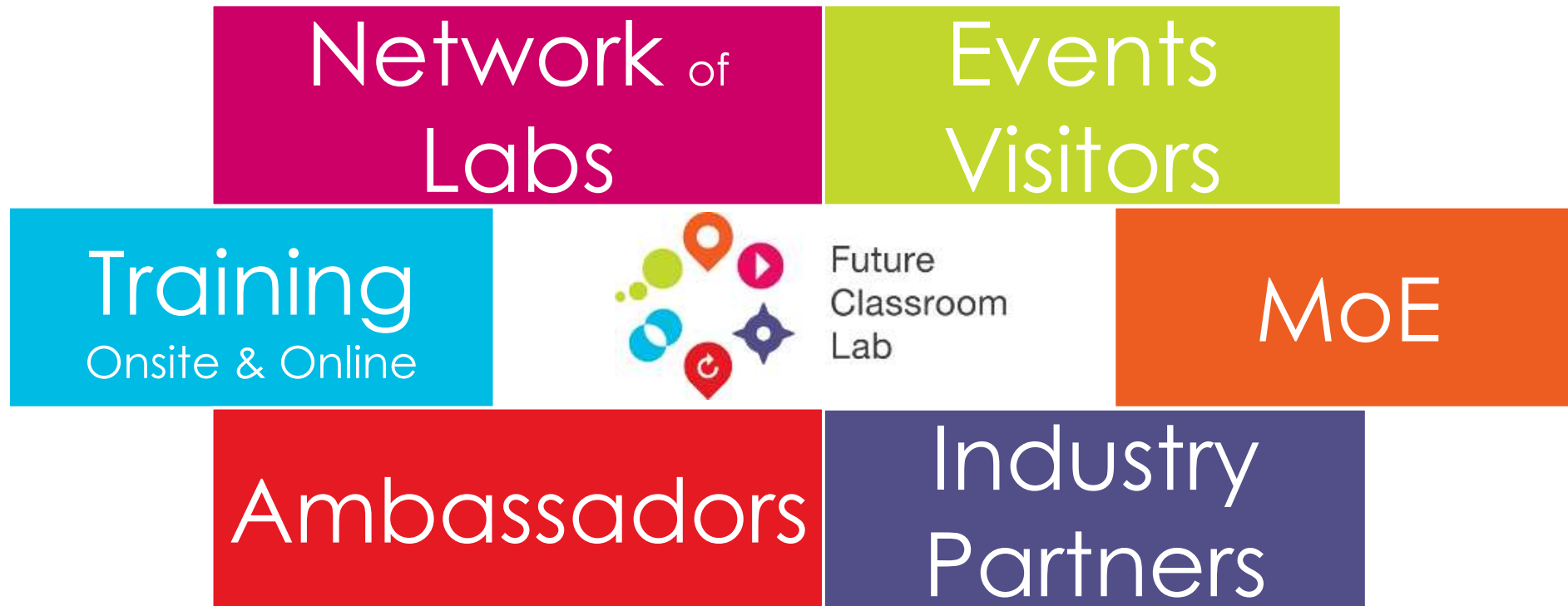
INCLUSION AND LEARNING SPACES

The space sends a message of what kind of learning is happening there

★ Does the physical space match the learning activity occurring?

★ Can all the students move around the classroom?

★ Does the room offer options to provide comfort while learning?

★ Does the space make learners feel safe, engaged and respected?

What easy changes can I do in my classroom to optimize the learning environment?

How supportive is my current learning environment?

What do i want to achieve?

How can i achieve it?

GOOD PRACTICES IN PARTICIPANTS SCHOOLS

DEFINING DIVERSITY IN THE CLASSROOM

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ALL STUDENTS ARE UNIQUE IN THEIR OWN WAY

Including:

- Reading level
- Athletic ability
- Cultural background
- Personality
- Religious beliefs
- Connectivity

    ……the list is endless

Is 'Diversity' something new? (Discuss –'Think-Pair-Share')

VALUE DIVERSITY

In todays society it is important to:

- Embrace diversity
- Value diversity & model with students
- Recognise & Respect that students are different
- Make positive use of it

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WHAT CAN TEACHERS DO

- Learning environment

- Take time to get to know your students

- Facilitate structured time to allow students to get to know each other

- 'One Good Adult' – expose students to a diverse range of people that they can relate to

- Establish norms around respect and inclusion - Culture

REFLECTION

Time to reflect on the diverse students that are in your classroom.

What can you do

Or

What have you done in your own context?

'Post it' exercise (based on five areas in previous slide)

UNIVERSAL DESIGN FOR LEARNING

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UNIVERSAL DESIGN FOR LEARNING

SEN AND INCLUSION
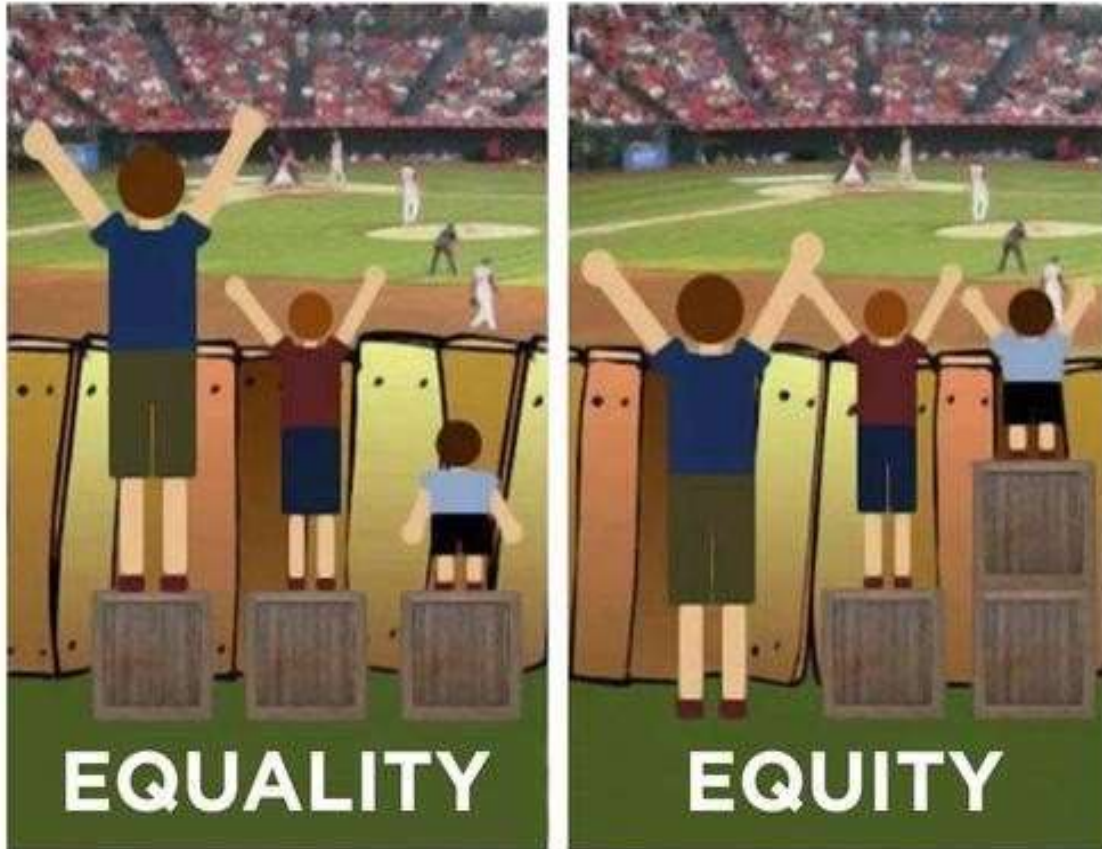
"Inclusive education does not mean making SEN pupils participate or attend mainstream education but transforming the education system so that all students (with their differences) can exploit the educational offers and opportunities regardless of their individual needs."

ACCESS TO EDUCATION AS A FUNDAMENTAL HUMAN RIGHT

UN Convention on the Rights of Persons with Disabilities 2006
ratified by 147 countries including all EU countries

Article 24 Education
1…States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed (…)

GUIDELINES FOR ACCESSIBLE INFORMATION

- Available in html format and for download in 25 languages (.doc, .pdf formats) at www.ict4ial.eu/guidelines-accessible-information

- An open educational resource (OER)

- Aim to support the creation of accessible information in general and for learning in particular

UDL

o Present information and content in different ways

o Differentiate the ways students that students can express what they know

o Stimulate interest and motivation for learning

Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
1: Provide options for perception	**4: Provide options for physical action**	**7: Provide options for recruiting interest**
1.1 Offer ways of customizing the display of information	4.1 Vary the methods for response and navigation	7.1 Optimize individual choice and autonomy
1.2 Offer alternatives for auditory information	4.2 Optimize access to tools and assistive technologies	7.2 Optimize relevance, value, and authenticity
1.3 Offer alternatives for visual information		7.3 Minimize threats and distractions
2: Provide options for language, mathematical expressions, and symbols	**5: Provide options for expression and communication**	**8: Provide options for sustaining effort and persistence**
2.1 Clarify vocabulary and symbols	5.1 Use multiple media for communication	8.1 Heighten salience of goals and objectives
2.2 Clarify syntax and structure	5.2 Use multiple tools for construction and composition	8.2 Vary demands and resources to optimize challenge
2.3 Support decoding of text, mathematical notation, and symbols	5.3 Build fluencies with graduated levels of support for practice and performance	8.3 Foster collaboration and community
2.4 Promote understanding across languages		8.4 Increase mastery-oriented feedback
2.5 Illustrate through multiple media		
3: Provide options for comprehension	**6: Provide options for executive functions**	**9: Provide options for self-regulation**
3.1 Activate or supply background knowledge	6.1 Guide appropriate goal-setting	9.1 Promote expectations and beliefs that optimize motivation
3.2. Highlight patterns, critical features, big ideas, and relationships	6.2 Support planning and strategy development	9.2 Facilitate personal coping skills and strategies
3.3 Guide information processing, visualization, and manipulation	6.3 Facilitate managing information and resources	9.3 Develop self-assessment and reflection
3.4 Maximize transfer and generalization	6.4 Enhance capacity for monitoring progress	
Resourceful, knowledgeable learners	**Strategic, goal-directed learners**	**Purposeful, motivated learners**

NEW POSSIBILITIES WITH MICROSOFT OFFICE, WINDOWS 10 AND SMARTPHONE APPS

IN A NUTSHELL

Alternative versions: digital, transcript ….

Check for accessibility: PDF, website, Word tools ….

Contrast colours

Electronic version: Use built in tools, latest software

Sans-serif fonts

Size: minimum font size

Small steps towards more accessibility **COUNT**!

YOUR TIME TO SHINE!

Think of one activity you have done

Think of ALL your students

How would you change it based on UDL?

DIFFERENTIATED INSTRUCTION AND ASSESSMENT

DIFFERENTIATION: WHAT IS IT?

It's the effort of the educators to respond to their learners' needs

I come from a different educational background

I have different language abilities

I have different interests and learning style

I come from a different cultural background

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DIFFERENTIATION: WHAT IS IT NOT?

- It's not tracking or grouping students into classes by "ability"

- It's not something EXTRA on top of good teaching

- It's not mostly for students with identified learning challenges

- It's no for students identified as gifted

- It's not a synonym for group work

DIFFERENTIATION: WHY?

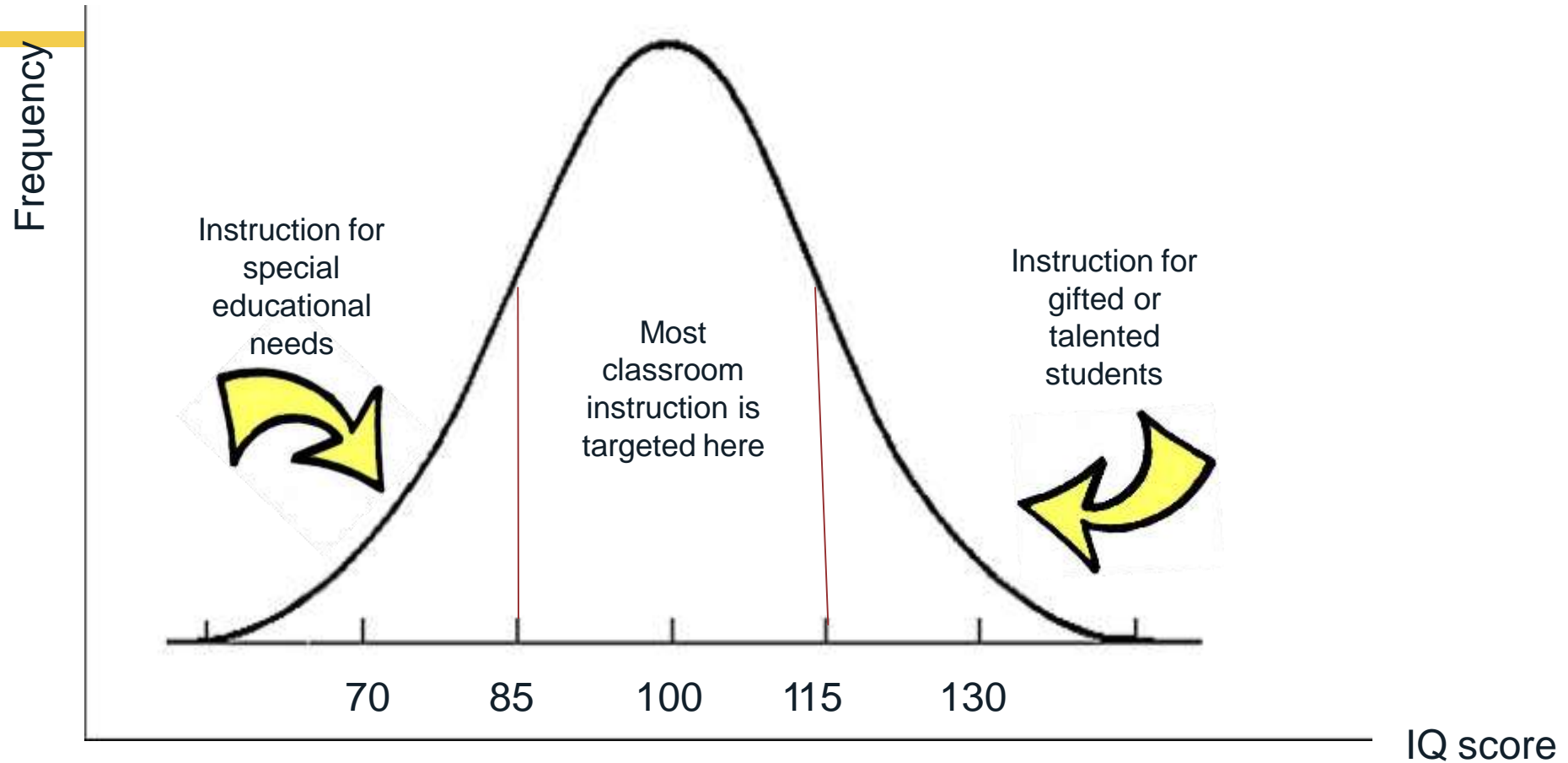**Within pedagogy, there are 4 core learning profiles**

DIFFERENTIATION: WHY?

Educators teach in mixed abilities classrooms and address unique learners

MY MIXED ABILITY CLASSROOM

Instruction for special educational needs

Most classroom instruction is targeted here

Instruction for gifted or talented students

Frequency

70   85   100   115   130

IQ score

TWICE EXCEPTIONAL CHILDREN

For example:

Student has
more than one
exceptionality

- Autism and gifted
- Specific learning disability and gifted
- Health impaired and gifted

CLASSROOM OF MANY SPEEDS

My mixed ability classroom

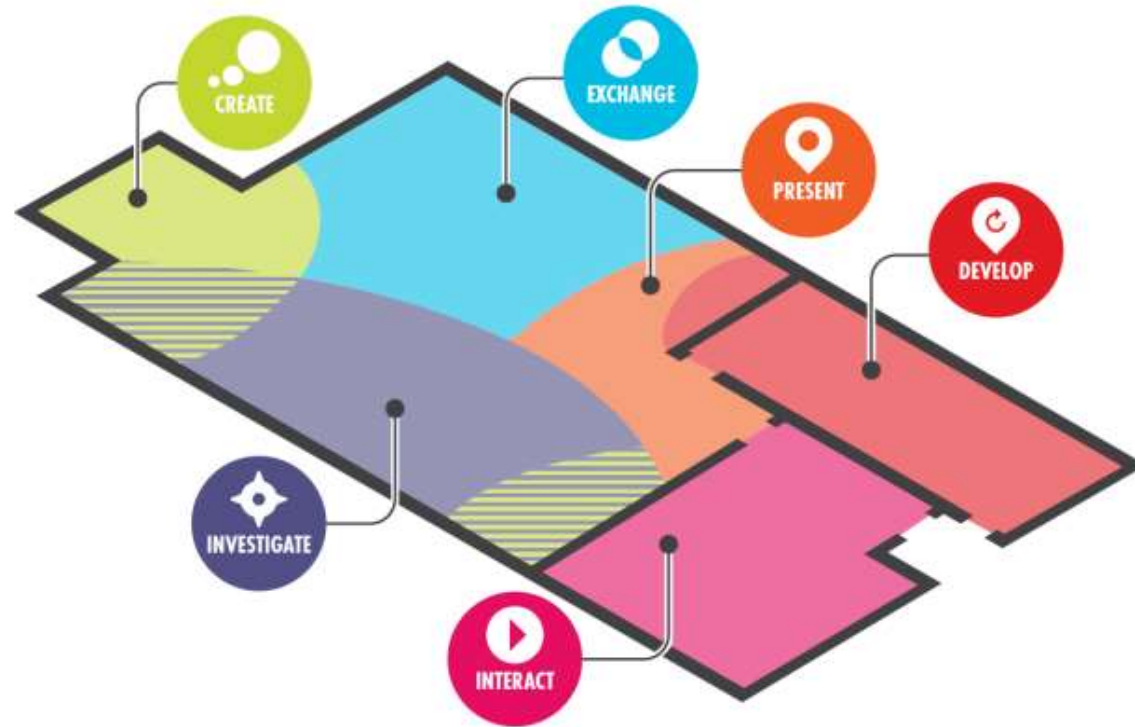How can I respond to my learners' needs?

RECOGNITION AND ACCEPTANCE

Peer acceptance

Social Acceptance

DIFFERENTIATION: HOW?

Content

Process

Product

Learning environment

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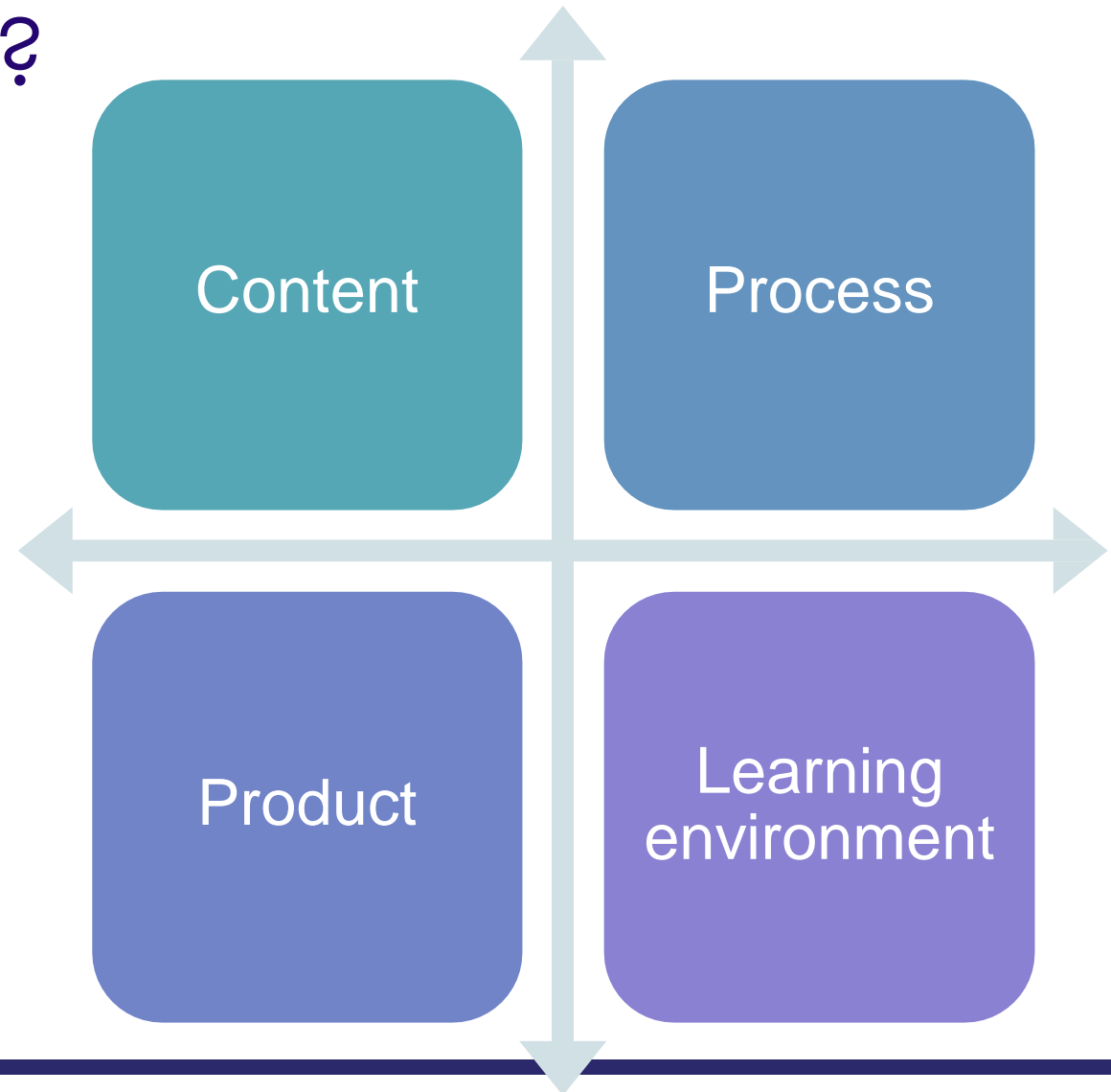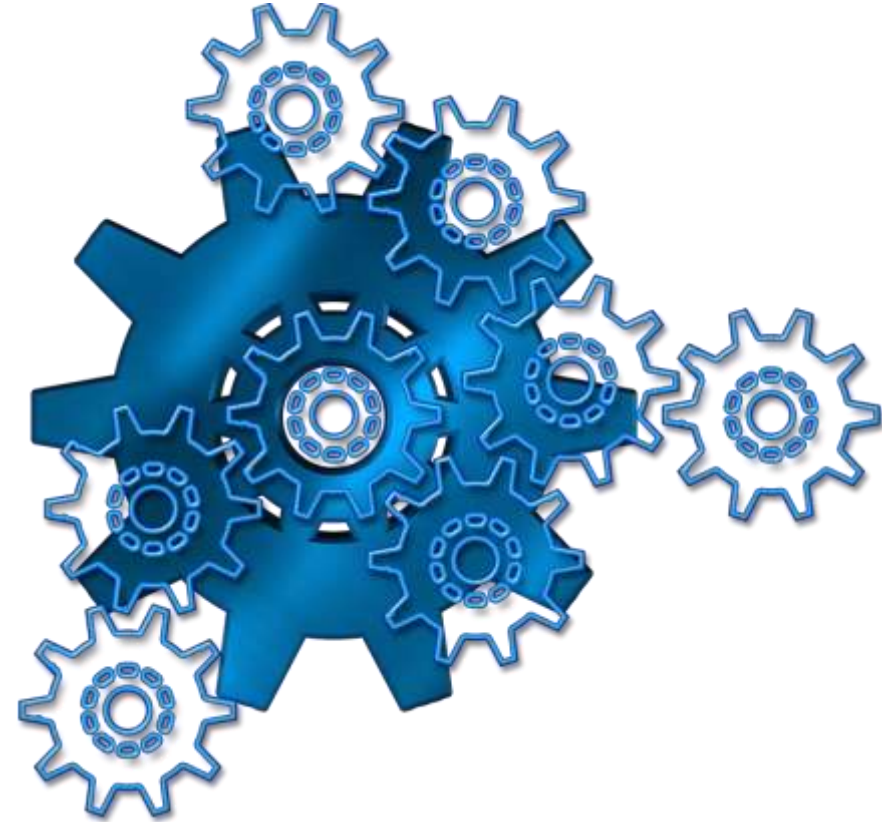
TEACHERS NEED INPUT

Entry Slips

Exit Slips

ORGANIZING THE CLASSROOM

INDEPENDENT LEARNING PROJECT

The project:

-Is student-centered

-Requires active learning

-In intellectually challenging

-Is generator of new knowledge

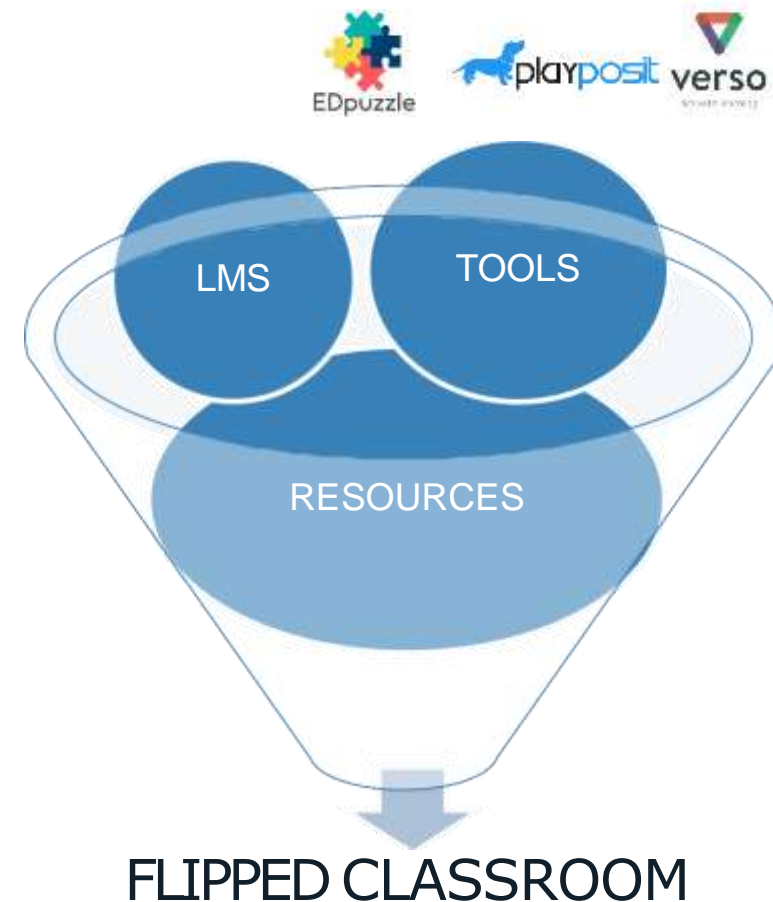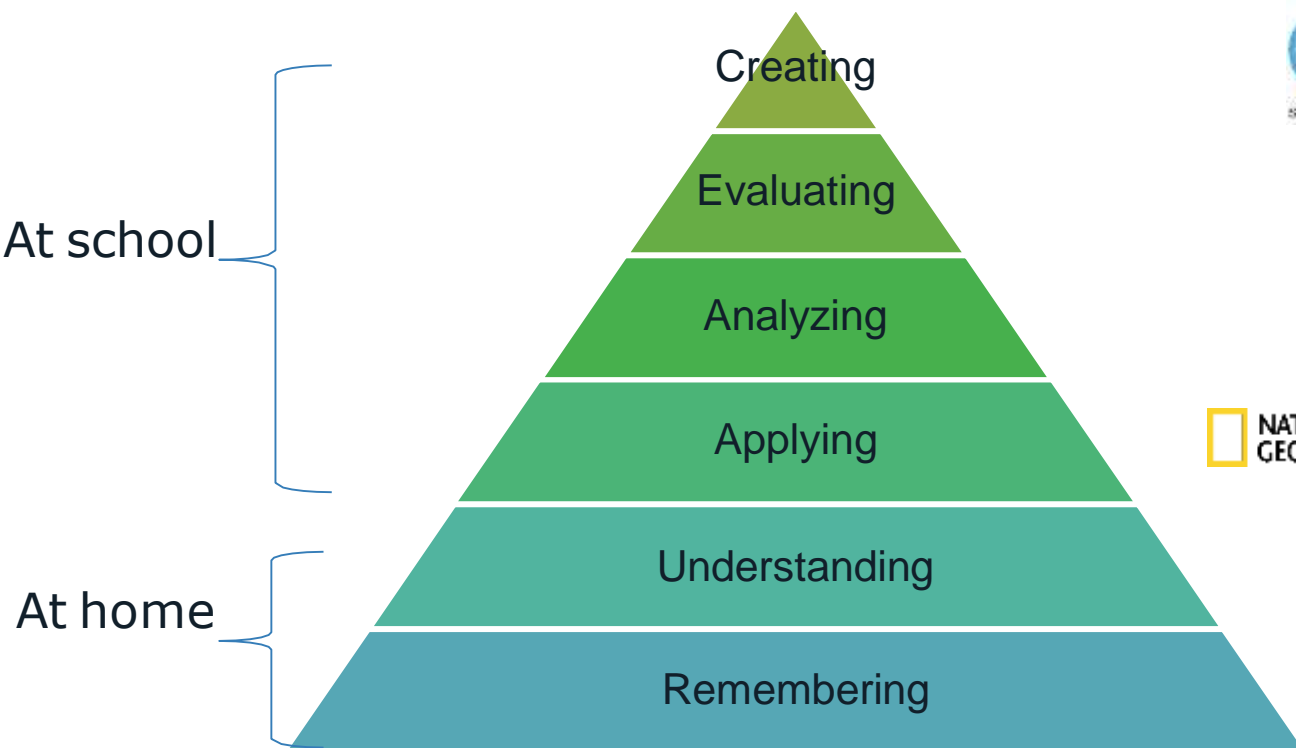-Requires broad spectrum of skills

KUDO'S

KNOW

UNDERSTAND

DO

THE POWER OF MISTAKES AND INSTANT FEEDBACK

- Mistakes are important for learning
- Mistakes as a source of understanding - "the most beautiful mistake" technique
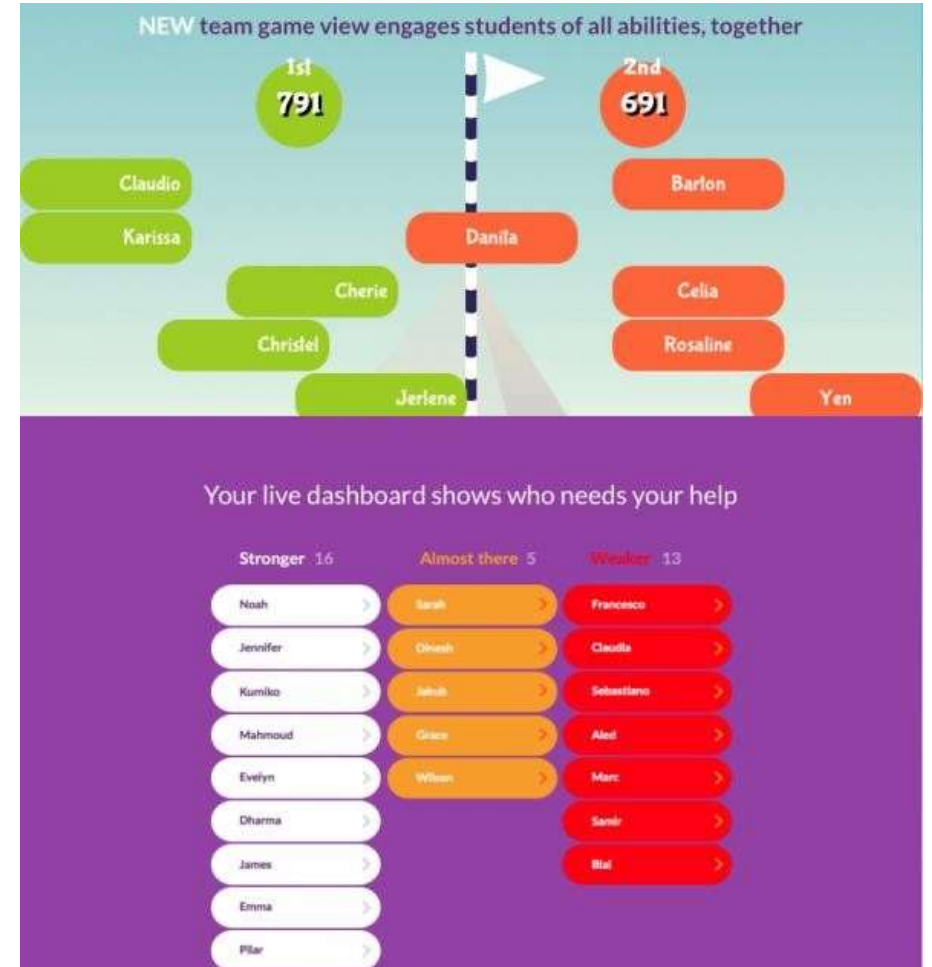- Mistakes as guidance for the teacher

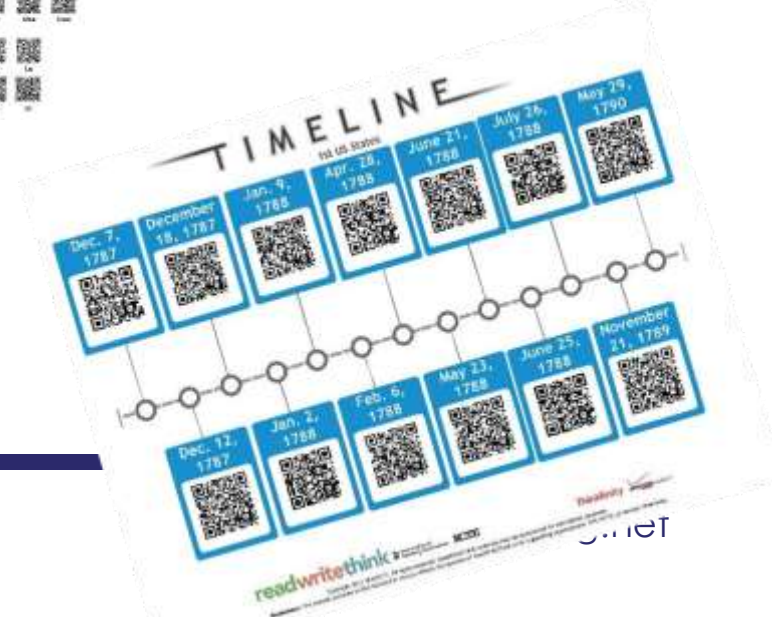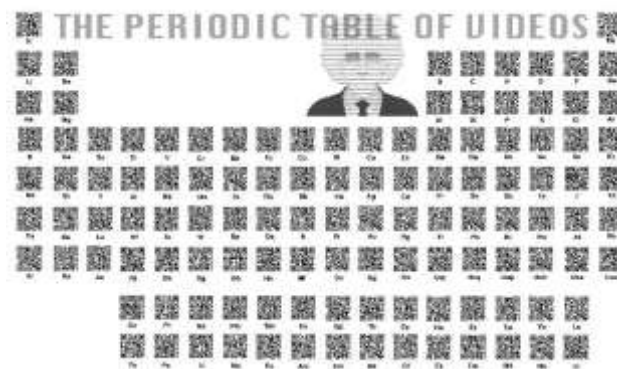FEEDBACK

F.A.I.L.

First Attempt In Learning

https://www.lbq.org/task

GAMIFICATION OF LEARNING

Quizalize

NEW team game view engages students of all abilities, together

1st 791   2nd 691

Claudio   Barton
Karissa   Danila
        Cherie   Celia
    Christel   Rosaline
        Jerlene   Yen

Your live dashboard shows who needs your help

Stronger 16   Almost there 5   Weaker 13

Noah	Sarah	Francesco
Jennifer	Dinesh	Claudia
Kumiko	Jakub	Sebastiano
Mahmoud	Grace	Aled
Evelyn	Wilson	Marc
Dharma		Samir
James		Blai
Emma		
Pilar		

QR CODES AND HUNTS TO DIFFERENTIATE

Mystery Math QR Code Scan 2

THE PERIODIC TABLE OF VIDEOS

TIMELINE

QR Code Generator

Unitag

Visualead

eTwinning

CONCLUSIONS AND DISCUSSION

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END OF DAY 1!

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