

1 Manager

Pedagogy and teaching / learning approaches

Context

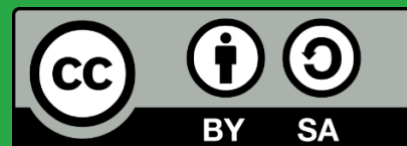
The main objective of the Strategic Partnership EICON is to **support organizations / institutions providing vocational education and training (VET) to become more inclusive using information and communication technology (ICT)**. Organizations / institutions that are active in VET are particularly in need for guidance on how to further develop, as they often have to work towards multiple aims simultaneously, i.e. inclusion usually is one among many other aims. **EICON particularly explores the inherent potential and synergies in the overlapping section between education, inclusion and digitalisation.**

How to use this list of inclusion opportunities?

There is no 'one best way' for any organization / institution active in VET to increase its inclusive capacity with ICT. Rather, each organization / institution needs to find its own solution that then fits perfectly to its respective situation and requirements. Therefore, this list of inclusion opportunities aims to guide organizations / institutions through a process of reflection and planning. List entries contain both examples of good practice and innovative examples and focus specifically on inclusion potential in an organisation.

Lists of opportunities may be used by different groups: **teachers, managers** of VET institutions / organizations and **facilitators** that support these organisations in organizational change processes. These lists have a slightly different focus depending on the respective role, so make sure you select the ones that fit to your role. Teachers use them, for example, to formulate requirements for their management with regard to the procurement of new ICT. Facilitators in turn can use the lists to discuss and decide on possibilities for specific ICT change projects together with the organisation's representatives. Managers can also use the lists to identify potential uses of ICT for inclusive leadership.

EICON (Enhancing inclusion capacity of educational organizations / institutions providing VET with information and communication technologies (ICT)) is an ERASMUS+ KA2 Strategic Partnership for vocational education and training during 2018 - 2020 (Grant Agreement No.2018-1-DE02-KA202-005110). This list of inclusion opportunities has been developed in the context of EICON. It represents the results of discussions among the experts involved in the project as well as a subsequent public consultation process that involved a wider audience in reviewing the intermediate results.



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Pedagogy & teaching / learning approaches

(Numbers in brackets, e.g. [3], refer to examples listed in the final section.)

Accessing and creating digital resources

Reflect on hardware or software that ...

- ☐ helps to identify, assess and select digital resources that are **accessible to all learners**, including those with special needs. [13]
- ☐ helps to identify, assess and select digital resources that **allows learners to advance** at different levels and speeds. [3]
- ☐ helps to identify, assess and select digital resources that **foster learners' active and creative engagement** with a subject matter. [6]
- ☐ helps to identify, assess and select digital resources that **link to real-world contexts**, which involves learners in **hands-on activities**, scientific **investigation** or **complex problem** solving, or increases learners' **active involvement** in complex subject matters. [5][14]
- ☐ provides access to **openly licensed resources**. [13]
- ☐ supports to create, modify or **co-create new digital educational resources** for all learners, including those with special needs. [14]
- ☐ supports to create, modify or co-create **personalised digital resources** for students with special educational needs / disabilities.
- ☐ allows to **organise digital content** and **make it available** to all learners, parents and other educators. [5]
- ☐ effectively **protects sensitive digital content**.
- ☐ supports everybody to respect and correctly apply **privacy and copyright rules**.
- ☐ helps to **create open licenses** and **open educational resources**?



Pedagogy, guidance and support

Reflect on hardware or software that ...

- ☐ enhances the **effectiveness of teaching interventions** for all learners. [11]
- ☐ helps to **manage and orchestrate digital teaching strategies** so that all learners' diverse learning needs are addressed. [8][12]
- ☐ facilitates to **experiment with and develop new formats and pedagogical methods** for instruction. [6]
- ☐ enhances the **two-way communication** with learners, individually and as a group, during and beyond school hours. [7]
- ☐ enhances the **two-way communication with learners with special educational needs / disabilities** within and outside the classroom.
- ☐ provides means to offer **timely and targeted guidance and assistance** to all learners?
- ☐ facilitates to experiment with and develop new forms and formats for **offering guidance and support**. [4] [15]
- ☐ fosters and enhances **learner collaboration**, irrespective of learners' (digital) expectations, abilities, uses and misconceptions, as well as contextual, physical or cognitive constraints to their use of digital technologies. [1]
- ☐ enables all learners to **use digital technologies as part of collaborative assignments**, as a means of enhancing communication, collaboration and collaborative knowledge creation. [2]
- ☐ supports learners' **self-regulated learning**, enabling learners to plan, monitor and reflect on their own learning, recording progress, sharing ideas and finding creative solutions.
- ☐ facilitates **innovative teaching methods** or to **adapt pedagogical methods and techniques** that support learner-centred approaches. [8]
- ☐ helps to **maintain a good balance** between theoretical subjects and practical training?
- ☐ contributes to a **focus on practical learning approaches** that also includes theoretical/academic subjects. [5]

Assessment

Reflect on hardware or software that ...

- ☐ allows efficient **formative assessments** for continuous monitoring of learners' progress and possible adjustments of their learning goals.
- ☐ supports efficient **summative assessments**.
- ☐ provides **innovative or engaging assessment** formats and approaches. [10]
- ☐ provides helpful **insights on assessment or other data** on learner activity, performance and progress, in order to inform teaching. [9]
- ☐ provides targeted and timely **feedback to learners**. [4]
- ☐ provides **targeted support**, based on the evidence generated by the digital technologies used.
- ☐ enables all learners and parents to **understand the evidence** provided by digital technologies and use it for decision-making.
- ☐ allows **learner assessment** prior to the start of courses in order to **tailor a VET programme** to the individual.

Personalisation and individualisation

Reflect on hardware or software that ...

- ☐ contributes to **identify individual needs**. [6][9]
- ☐ helps to **tailor the curriculum** to individual needs.
- ☐ helps in **choosing the right pedagogical methods** for individual needs?
- ☐ helps to **tailor materials** to individual needs. [14]
- ☐ helps to **tailor assessment methods or goals** to individual needs.
- ☐ helps in development, implementation, monitoring and evaluation of easy-to-use **individual plans for education, learning, training or transition**.
- ☐ **informs and involves a multi-disciplinary team** inside the organisation to work with / on such individual plans.
- ☐ **informs and involves relevant stakeholders** outside the organisation to work with / on such individual plans.
- ☐ allows the **involvement / participation of learners** in the individual planning process.
- ☐ facilitates that **learners' voices are heard** throughout the individual planning process. [9]
- ☐ supports the implementation of **individualised and flexible curricula**.
- ☐ **increases the organisation's flexibility** in VET opportunities and courses to allow progress from one level to another.
- ☐ helps to **manage multi-disciplinary teams**?
- ☐ supports to **change the structure and duration** of the VET programmes if required.
- ☐ supports to provide **different pathways and options** that allow for **exploration** (i.e. horizontal) or **progression** (i.e. vertical).

Preventive measures

Reflect on hardware or software that ...

- ☐ provides **new options for preventive educational action** against dropouts (prevention). [1] [9] [16]
- ☐ **supports learners who become disengaged** to find new alternatives (intervention). [2][7]
- ☐ **improves offers to re-enter VET** once learners dropped out (compensation).
- ☐ supports staff to **put learners' abilities at the centre** of their approaches. [9][10][11]
- ☐ allows staff to **see opportunities rather than barriers or inabilities**.
- ☐ contributes to make learners **feel more confident and assertive**. [5]
- ☐ contributes to optimise the **teacher–learner and support staff–learner ratio** (e.g. by increasing efficiency). [12]
- ☐ supports **new or better options** to prevent or reduce **dropout**? [2][7] [17]
- ☐ supports to **maintain an atmosphere** of commitment, caring and belonging. [9]

Examples

- [1] Peer learning approaches to avoid or reduce dropout
- [2] Matching of peers online first, with face-to-face meetings afterwards if needed
- [3] Task decomposition into simpler steps explained in short videos
- [4] Using mobile phones to deliver assignments
- [5] Running an own Blog and publishing own news
- [6] Using interactive games
- [7] Having digital mentors
- [8] Plans for the professional development of teachers (similar to individual educational plans for learners)
- [9] Approaches to really listen to learners and to better understand them and their needs; e.g. using a voting platform with anonymous participation and asking questions regarding sensitive issues like bullying (e.g.: "Do you feel lonely often?")
- [10] Shifting from reactive behaviour to a proactive development of support needed to facilitate pupil participation
- [11] Potential of ICT for differentiated pedagogy / Universal Design for Learning (UDL)
- [12] Using ICT to make certain teacher tasks less time consuming / more efficient (e.g. documentation) and use the gained time for focusing on inclusive pedagogy
- [13] Platform to share teaching materials, allowing users (i.e. teachers) to judge/evaluate the applicability of the material (e.g. using voting scales with stars, with more stars meaning better applicability in the teaching context)
- [14] Platform to create new teaching material / educational resources that can be freely shared
- [15] Use instant feedback via website surveys
- [16] Reminders via social media to keep learners engaged to the content
- [17] Up-to-date tracking of learner absence to analyse risk of dropout

