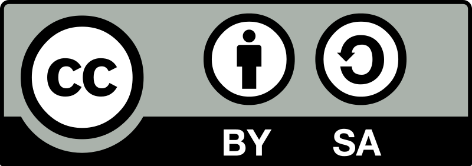
# u Teacher

# 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.**

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.

The list of inclusion opportunities is published under the **Creative Commons License CC BY-SA**, i.e. you are free to copy and redistribute the checklist in any medium or format, and to remix, transform and build upon the material for any purpose, even commercially. However, you must give appropriate credit, provide a link to the license, and indicate if changes were made. If you remix, transform, or build upon this material, you must distribute your contributions under the same license as this original. To give appropriate credit, please use the following information: **ERASMUS+ EICON Project Consortium,** [**www.eicon-project.eu**](http://www.eicon-project.eu)*(with clickable link)*

The European Commission support for the production of this publication does not constitute an endorsement of the content that reflects the views only of the authors, and the Commission cannot be held responsible for any use that may be made of the information contained therein.

# 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.

# Pedagogy & teaching / learning approaches

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

# Accessing and creating digital resources

|  |
| --- |
| Request from your management / ask for ICT which ...  *or*  Experiment with ICT which ... |
| 🞐 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

|  |
| --- |
| Request from your management / ask for ICT which ...  *or*  Experiment with ICT which ... |
| 🞐 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

|  |
| --- |
| Request from your management / ask for ICT which ...  *or*  Experiment with ICT which ... |
| 🞐 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

|  |
| --- |
| Request from your management / ask for ICT which ...  *or*  Experiment with ICT which ... |
| 🞐 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

|  |
| --- |
| Request from your management / ask for ICT which ...  *or*  Experiment with ICT which ... |
| 🞐 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



Please help us to further improve these results by taking part in our short survey.