

Special Needs Education: Participation in Society



A College of Queen's University



IT- og Telestyrelsen

Ministeriet for Videnskab
Teknologi og Udvikling

**Erasmus Intensive Programme
Special Needs Education:
Participation in Society
25 January – 5 February 2010
St. Mary's University College, Belfast**



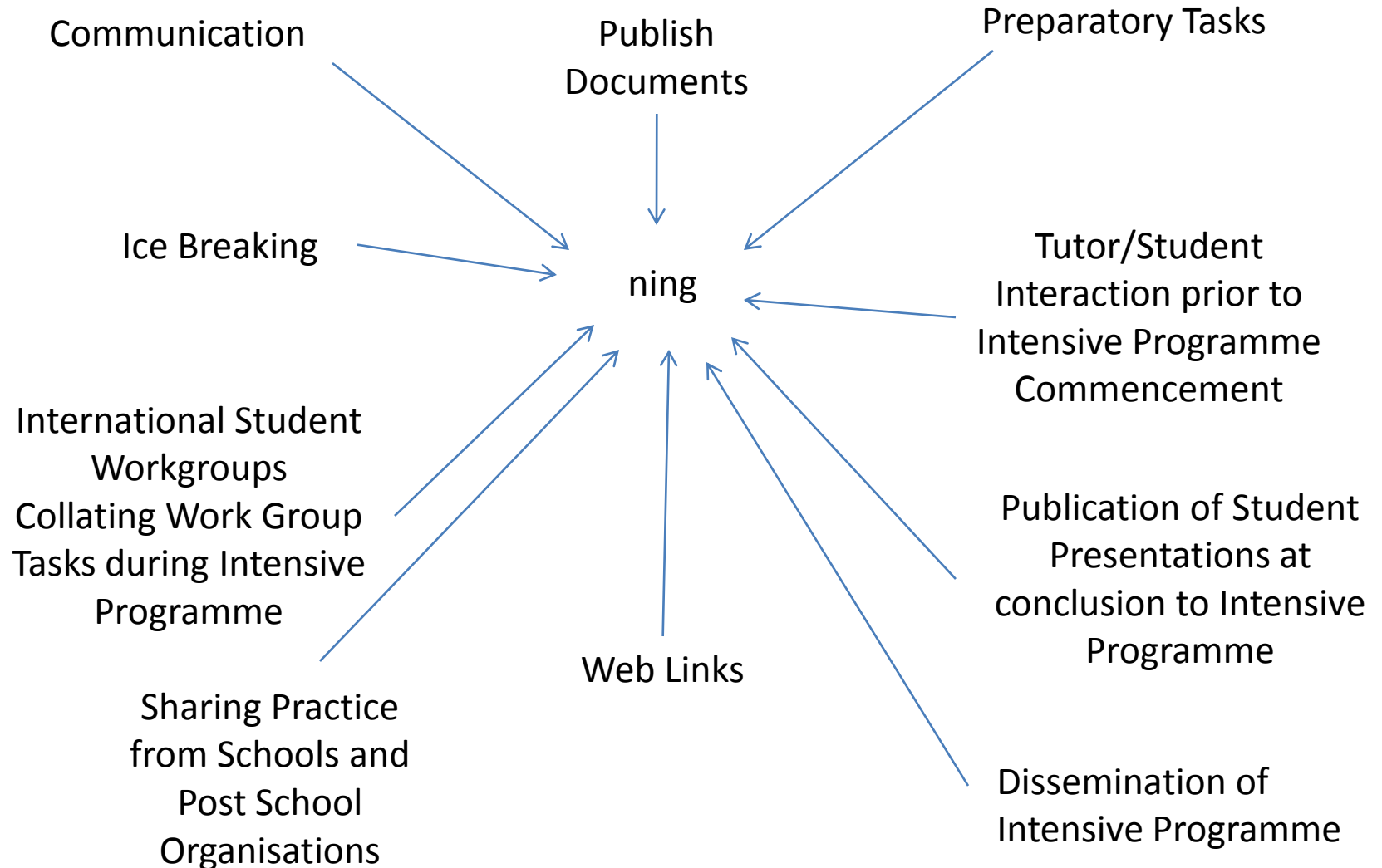
Special Needs Education: Participation in Society

Country	Partner Institution
Spain:	Universitat Autònoma De Barcelona (S4, T1)
Republic of Ireland	St Patrick's College, Drumcondra, Dublin (S4, T1)
Denmark	Professionshøjskolen University College Syd (UC South) (S4, T2)
Belgium	Katholieke Hogeschool Zuid-West-Vlaanderen (S4, T3)
Belgium	Arteveldehogeschool, Gent (S4, T2)
Netherlands	Windesheim University of Applied Sciences (S4, T2)
Sweden	Hogskolan I Gavle (S4, T2)
Northern Ireland	St Mary's University College (S7, T1)

Code: T = Tutors: S = Students

(T = 14) (S = 35)

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Special Needs Education: Participation in Society Communication

Strengths

Invitations to join the web page.

Provided opportunities to provide information on Logistics of Travel/Meeting/Accommodation.

Individual communication with Tutors and students by IP Organiser and between tutor/student participants.

Locked invitation ensured security.

Promoted a sense of belonging.

Weaknesses

Students found the invitation arrived in Spam or Junk Box of Institutional or Personal email account.

Typical issue of Word Package.

Students were invited to join 24 November 2009: some interacted immediately: some began to interact 22, 23 January 2010 when the IP would commence 25 January 2010.

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Publish Documents

Strengths

Documents were published by IP
Organiser prior to the IP
Commencement.

Tutors published documents and power-
points during and post the IP.

Students and tutors could access
documents central to the IP: Salamanca
Statement 1994.

Invited organisations could publish
documentation. (Orchardville Training
and Resource Centre, Belfast:
Orchardville Society)

Weaknesses

Access to Web page required technical
support: issue of filters within
institutional technology security

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Preparatory Tasks

Strengths

Secure platform for presentation of tasks in preparation for participation on the IP

Contributed to the reduction of introductory time on days 1 and 2 of the 10 day programme thus contributing to the learning experience

Promoted focus of the students upon the contextual issues of the IP

Weaknesses

Slowness of students to access the tasks, complete tasks and post completed outcomes.

Student year of Word Document (hindrance to accessing the task initially)
Solution: Publish in two word forms.

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Ice Breaking

Strengths

Time not required on day 1 to Ice Break.

Students and tutors had introduced themselves and/or place a photo on the web before the IP commenced.

International Workgroups published on the Web before IP commenced.

Communication had begun between tutors and students through the forum.

Weaknesses

Slowness of some students to access the web.

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Tutor/Student Interaction prior to
Intensive Programme Commencement**

Strengths

Students able to ask questions (related to logistics).

Students able to present power-points (Katho Belgium: December 2009).

Students able to seek clarification on Preparatory teaks.

Students interacting with fellow students.

Weaknesses

Slowness of students to access web page.

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International Student Workgroups

Collating Work Group Tasks during Intensive Programme

Strengths

International Student Workgroups collated developmental uploads addressing the set tasks during the process of the IP.

Each International Student Workgroup could review the work of peer International Student Workgroups.

Tutors could evaluate the commitment of the International Student Workgroups to the tasks set to complement the Lecture/ Seminar/Workshop/ External Visits.

Weaknesses

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Sharing Practice from Schools and Post School Organisations

Strengths

Orchardville Society uploaded essential contextual information and formal documents.

Teacher (Oakwood School: Rosemary Starrett uploaded information on “ A Busy Day” (Reading Scheme for ASD) and “A Busy Year” (Numeracy Programme for ASD).

Tutors have placed their lecture/seminar presentations on the site for access by students and peer tutors.

Weaknesses

C2K: Difficulty accepting invitation to the Web Site and participation: cause Security Lock-out

Two schools ;Oakwood School and Assessment Centre (SLD) and St. Joseph’s Primary School, Carryduff (Mainstream); experienced difficulty uploading. The latter used School Web Site .

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Publication of Student Presentations at conclusion to Intensive Programme

Strengths

International Student Workgroups 1, 2 and 4 uploaded.

Students have sought to access the presentations to further use in their home institutions.

Student Feedback in preparation to be uploaded from the assessment of the International Tutor Panel

Weaknesses

Issue exists with the uploading of International Student Workgroup 3.

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Dissemination of Intensive Programme

Strengths

This was a prerequisite stemming from the IP Application and highlighted by the IP Assessors as a positive aspect of the IP.

Students have accessed the Web to disseminate the IP outcomes in their respective home institutions.

Tutors have used power-points placed by tutors on the Web as part of on-going International work (Example: International Programme, Arteveldhes Gent, Belgium by a tutor from Sweden).

Weaknesses

The information on the site is not open to those other than the IP participants and other invited students/tutors. It was established as a locked invitation only site.

Action: To open the site on a further presentation of the IP in January 2011.

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Web Links

Strengths

Tutors have placed web links on the web page. (Windeshiem, Netherlands: "A Busy Day).

External Organisations have also accessed this opportunity (Orchardville Society)

Weaknesses

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Developments for 2011

- Tutors will promote students to join and participate from the point of invitation.
- Tutors wish to further develop use of the site with an open access approach (not invitation only).
- Participatory tasks will be presented earlier to students with a requirement to complete, submit and receive feedback before commencing on the IP.
- International Student Workgroups will be established earlier and students will be required to engage in dialogue in their groups and address set tasks.
- Institutions will seek to remove controls from internet to allow open access to the site.
- Documents posted on the Blog or Forum (in alternate word forms) will be accessed by the students and will be responded to and reported upon the site.
- Each European institution will ensure reference to the site on their Home Page.
- Each European institution will ensure that through the institutions the dissemination of the outcomes to the IP will be made available to a wider audience by the tutor and student participants and through use of outcome materials in student experiences.
- Greater use will be made of the facility to upload video, audio, and hyperlinks.
- Develop Assessment Instruments and Feedback Proforma Types to be employed on the SNEPS Ning to promote the student learning experience.
- International Tutors are committed to developing this aspect of the IP for 2011.