ICT as a pedagogical instrument for practising inclusion and strengthening differentiated teaching

The context for the use of ICT for Inclusion

The Ministry of Children and Education has decided to focus on the use of ICT for inclusion in primary school. In 2012 the Ministry allocated financial resources for the development of new types of digital learning and pedagogical instruments for practising inclusion and for the use of IT-based tools to strengthen differentiated teaching.

Three projects were initiated. The projects are closely connected to the government's initiatives on inclusion.

The policy context

One core value of public schools is that all children are invited to be part of the community. The government has made an agreement with all Danish municipalities that more students must be included in ordinary classroom teaching.

All children's potential must be increased through inclusion, by strengthening the quality of teaching in general and by providing support for the individual student, together with their friends. In order to meet this challenge, a number of initiatives have been undertaken to support the reorganisation process in the municipalities, including:

- New legislation regarding inclusive public schools
- Follow-up on the transition to increased inclusion
- Development of inclusion initiatives
- Establishment of the National Resource Centre for Inclusion and Special Needs Education
- Informative and attitude campaigns for parents and students.

The use of ICT

The three projects were initiated in March 2013. They are:

- I-DIDAKT: a project concerned with the development of an ICT toolbox for the inclusion of pupils with attention deficit hyperactivity disorder in primary school. The toolbox is for the use of the teacher, the class, the pupil and the parents and must support their different needs.
- The effect of assistive technology on the motivation and development of reading, spelling and writing skills in children with dyslexia.
- Development of an iPad app for early reading instruction, focusing on at-risk readers in first grade for early intervention.

Key outcomes and benefits

The knowledge gained from the projects will be reported on the Ministry of Children and Education's website. The toolbox, app, etc. will also be available on the website for all primary schools.

Main challenges and obstacles

The projects focus on ICT as a pedagogical instrument for practising inclusion and for strengthening differentiated teaching. The focus is not on technology alone.

The projects involve both mainstream technology and assistive technology. Mainstream technology is developing rapidly, but it does not always offer the same compensatory effects as assistive technology.

Additional information

http://www.uvm.dk/Aktuelt/~/UVM-DK/Content/News/Udd/Folke/2013/Feb/130221-It-pulje-paa-10-millioner-kroner-til-elever-med-saerlige-behov (in Danish)

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Reports and further information will be available from autumn 2013. Full reports will not be completed until 2015.