



Čedavičienė, D., Ona Daukšienė, D., Indrašienė, V., Januškevičienė, R., Kunigėlienė, A., Navickaitė, A., and Pupeikis, V. (2012) *Inovatyvių mokymo(si) metodų ir IKT diegimo pradiniam ugdymui organizavimo metodika*. I-II dalis [Methodology of organization of innovative teaching methods and ICT implementation in primary education. Part 1 and 2]

<http://www.upc.smm.lt/ekspertavimas/biblioteka/biblioteka1.php>

## Abstract

The publication aims to provide professional assistance to school communities which seek to improve educational quality, meaningfully and effectively apply innovative education methods and ICT use in primary grades and create preconditions for creative and purposeful student learning in the classroom. The methodology was developed while implementing the project 'Testing and applying the model of primary school teacher and special education teacher competency to use ICT and innovative teaching methods'.

The publication aims to:

- provide an understanding of how innovative education is perceived in modern pedagogy and its significance to an individual teacher and find out the factors influencing its success;
- encourage reflection on innovative teaching methods and techniques and ICT use;
- motivate teachers to accept and share good practice examples;
- introduce an organisational methodology for innovative teaching methods and ICT implementation in primary education and share teachers' and education support professionals' experiences;
- introduce implemented innovations in pilot schools and encourage other schools to embrace meaningful innovation and ICT use and create their own success stories.

The accompanying DVD includes examples of innovative teaching methods and successful application of ICT in different subjects and extra-curricular activities.

## Main findings

In order to choose ICT tools, teachers need to understand the principles of modern education:

- learning is a personal, unique process; student activities are based on previous learning and unique, personal and individual experience;
- learning is based on experience, skills and distinctive learning strategies;
- there are no one-size-fits-all teaching methods or strategies, so teachers must select a variety of teaching methods, tasks and experiences to encourage and enable active student participation in learning and meet individual needs.

Schools that are determined to introduce innovative teaching methods and ICT are advised to comply with the following principles:

- The application of innovation in schools should not be a voluntary activity carried out by a few enthusiastic individuals or an additional task for a particular team of teachers, but rather an important part of the school's strategic and operational plan.



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- The planned change must radically change the educational environment. The process must be effective and useful for students and the results of the change must be clear and measurable.
  - In-service training for school staff must be planned taking the latest innovations into account.

The recommended stages for innovative teaching methods and ICT implementation are:

- precise definition of the desired innovations;
- formation of the innovation implementation team;
- team activity co-ordination and organisation;
- innovation implementation strategic planning;
- reflection on and evaluation of the achieved results;
- teacher motivation and in-service teacher training.

Teacher teamwork is a part of the internal school culture. Teamwork-oriented school staff believe that discussion and co-operation are the best means of achieving optimum results in planning joint activities, carrying out various tasks relevant to the whole community and finding and developing solutions to problems. Teachers working in a collaborative environment feel important and contribute to the school's overall success.

**Web link for additional information**

<http://www.upc.smm.lt/ekspertavimas/biblioteka/biblioteka1.php>