



## **Improvement of primary and special education teachers' competences of using ICT and innovative methods of teaching and learning**

### **The context for the use of ICT for Inclusion**

'Improvement of Primary and Special Education Teachers' Competences of Using ICT and Innovative Methods of Teaching and Learning' was carried out in 2009–2012 by the Education Development Centre in co-operation with its partners. It was financed by the European Social Fund and the Lithuanian Government under the Operational Programme for the Development of Human Resources 2007–2013, Actions of Priority 2 of the 'Lifelong Learning programme' VP1-2.2-ŠMM-02-V: In-service General education, vocational education and training, High school pedagogical staff training (project code: VP1-2.2-ŠMM-02-V-01-004).

During the project's implementation, in-service training for primary school teachers was organised. It was attended by 300 special pedagogues, divided among ten groups in different towns of Lithuania as close as possible to their hometowns. The objective was to improve their ICT skills.

### **The policy context**

The participants were given anonymous surveys at the introductory and the final sessions (the same respondents and the same questionnaire).

### **The use of ICT**

According to special education teachers, the localised 'Little Mozart' ([http://www.inovacijos\\_upc.smm.lt/kompiuteriniu-mokymo-priemoniu-lokalizavimas](http://www.inovacijos_upc.smm.lt/kompiuteriniu-mokymo-priemoniu-lokalizavimas)) and 'Padamuck Planets' (<http://kmp.moko.lt/index.php>) digital learning objects were successfully applied in special education and made a positive impact on the students' achievements. For the majority of primary school teachers, ICT's benefit lies in the possibility to apply the curriculum more flexibly and attractively, with better student performance and increased motivation. According to teachers, ICT strengthens students' general skills, helps to individualise education, satisfies special education needs and encourages teachers to make a shift towards ICT usage.

### **Key outcomes and benefits**

Several conclusions can be drawn from the anonymous surveys carried out before and after the training: during the training session participants improved their skills in using digital learning objects, they discovered that 'ICTs can make learning easier, more individualised and flexible', that ICTs are good tools for formative assessment and that they encourage self-sufficiency.

### **Main challenges and obstacles**

The main obstacles include the following:

- the lack of modern ICT equipment
- the lack of adaptive and assistive technology for students with special needs
- an overly ambitious curriculum (according to the teachers)
- bad quality internet connections
- lack of technical support.

Furthermore, one third of teachers state that their level of computer literacy is insufficient.

### **Additional information**

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Project website: [http://www.inovacijos\\_upc.smm.lt](http://www.inovacijos_upc.smm.lt)

Research reports: [http://www.inovacijos\\_upc.smm.lt/tyrimai](http://www.inovacijos_upc.smm.lt/tyrimai)