

YES, I CAN! ICT AND ICT-AT SKILLS DEVELOPMENT FOR ALL FINAL SYMPOSIUM OF THE VIPI & ATLEC PROJECTS – 04/12/2013



ViPi, eMentoring and DICE
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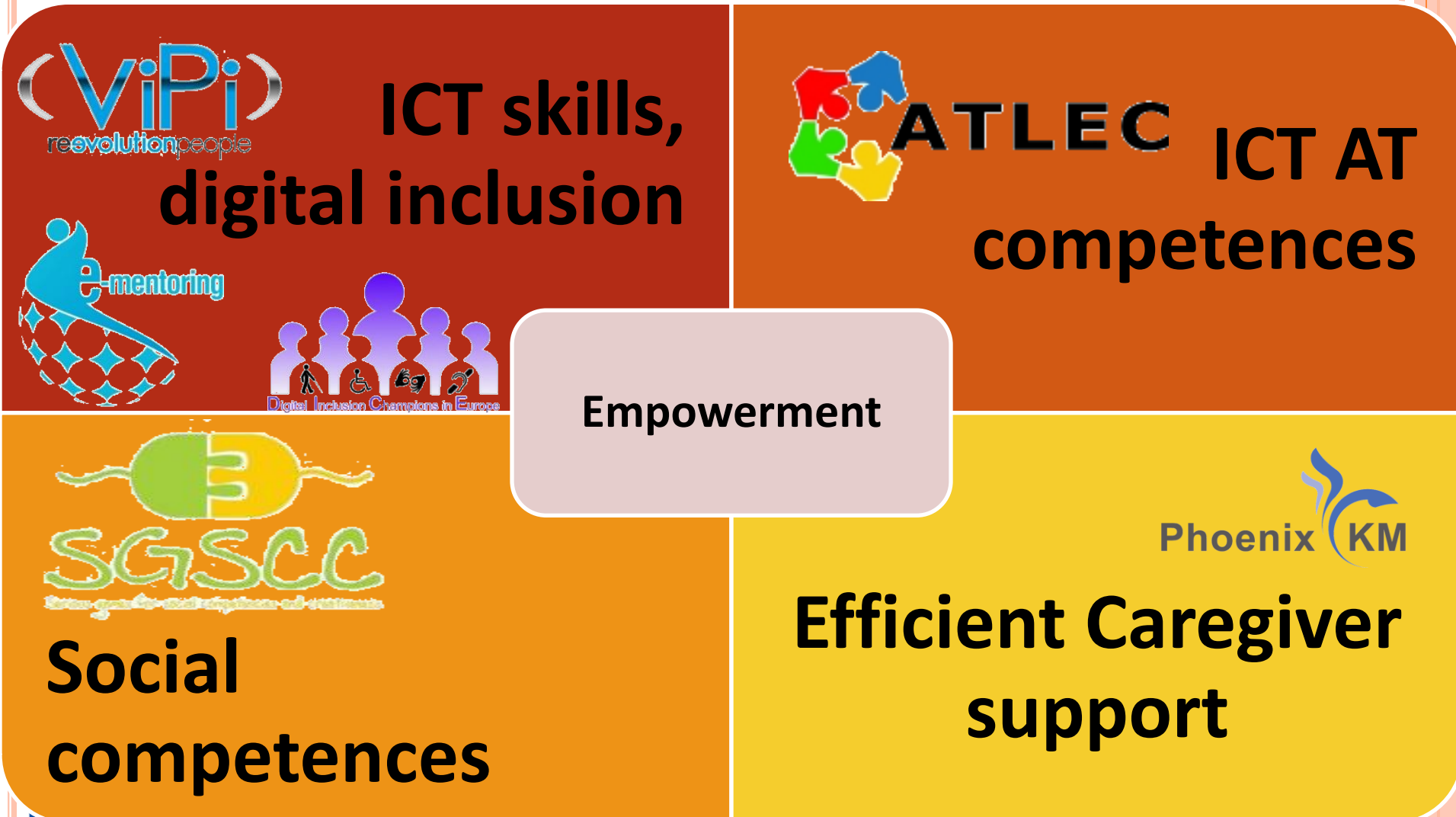
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THE START: ... A MOSAIC OF NEEDS AND INITIATIVES



MANY INITIATIVES TOWARDS ICT TAKE-UP

- ViPi (Virtual Portal for Interaction and ICT Training for People with Disabilities)
- e-MENTORING (European Mentoring Network for Disadvantaged Adults)
- ATLEC (Assistive Technology Learning Through A Unified Curriculum)
- SGSCC (Serious Games for Social & Creativity Competence)
- DICE (Digital Inclusion Champions in Europe)
- Future initiatives that are in the pipeline:
 - M-CARE (Mobile Training for Home and Health Caregivers For People with Disabilities and Older People)
 - ACAD2 (Accessibility in Accommodation & Catering Sectors for Disabled People)

OVERVIEW

- Aims of the various projects
- Involvement of end-users throughout entire project duration: user requirements, testing and validation, exploitation
- Why we adopt a blended games based and mobile learning approach in many of aforementioned initiatives
- Approach to the creation and use of the curriculum, training content and supporting ICT
- How to use the project results – e.g. ViPi blended educational and pedagogical framework.
- Importance of mentors, peer supporters

AIMS VARIOUS PROJECTS

- Enhancing (basic) ICT skills: ViPi, eMentoring, DICE
- Enhancing ICT –based AT skills: ATLEC
- Enhancing employability skills: ViPi, ATLEC, eMentoring, SGSCC
- Game-based learning: ViPi, SGSCC
- Mobile based learning: ViPi, ATLEC, SGSCC

INVOLVEMENT END-USERS & STAKEHOLDERS ACROSS ALL PROJECTS

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- Collection user requirements

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- Implementation and Testing

3

- Validation

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- Exploitation

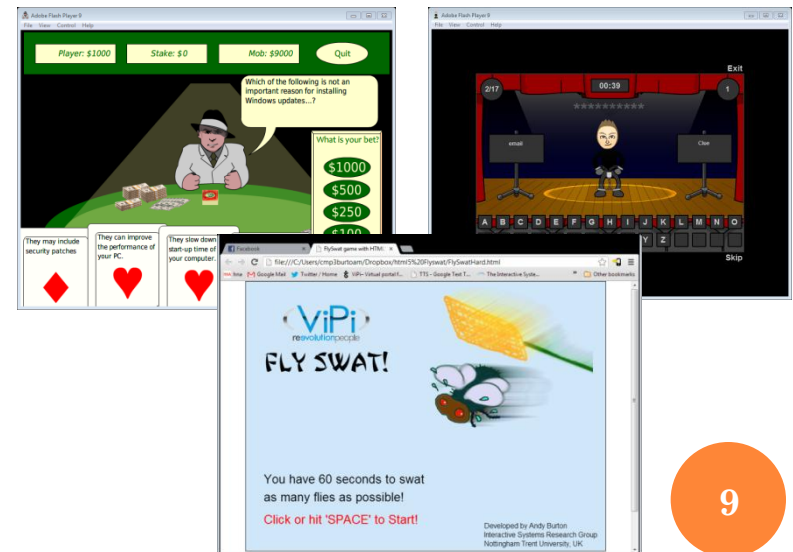




ViPi - VIRTUAL PORTAL FOR INTERACTION AND ICT TRAINING FOR PEOPLE WITH DISABILITIES

WHY WE ADOPT A BLENDED GAMES BASED LEARNING APPROACH

- The value of learning through playing computer or video games
- Earlier work on computer games tended to focus on the negative aspects
- Play and games had been recognized as having an important role in early learning
- More recently, the positive aspects of games in formal education have been explored
- The ability of games to engage the learner voluntarily in sufficient repetitions
- They provide immediate feedback - an activity is easily linked with a learning outcome



....AND A MOBILE LEARNING APPROACH

- The significance of this particular technology and the status it carries with peers
- First uses of mobile devices was in prompting individuals to complete everyday tasks
- As part of a programme to improve employability iPhone app to teach fire safety
- Supports learning in any environment the learner chooses
- Particularly important for a target audience described as 'concrete thinkers':
- Moving the environment of learning to a real world context might also help to compensate for the poor memory skills
- Recognizing the social dimension of learning



ViPi AIMS

- Creating accessible and flexible basic ICT skills training, designed to meet the specific needs of people with disabilities, and their trainers.
- Project outcomes are especially designed for people with disabilities who wish to acquire practical ICT skills and SEN trainers and learning facilitators who are willing to introduce user oriented approaches in ICT training.
- Secondary target groups are:
 - disability officers
 - company training departments
 - supported employment and pre-vocational projects, day care centres
 - bodies providing counselling and services to people with disabilities, etc.

APPROACH TO THE CREATION AND USE OF A CURRICULUM, TRAINING CONTENT AND SUPPORTING VIPI GAMES

- Curriculum with games forms a blended learning approach
- Combines face-to-face methods with an online elearning platform
- ViPi curriculum has three levels
- Allows identification of appropriate entry level to balance challenge with progress
- Used with additional components to create personalised learning pathways
- Can be easily transferred into other accessible formats
- VIPI blended educational and pedagogical framework
- **Unit 1:** is the most basic level for complete beginners
- **Unit 2:** adds more detail and further content - creating docs and spreadsheets, email, the internet, being safe online.
- **Unit 3:** more detailed approach – covers specific packages and exercises.

VIPI BLENDED EDUCATIONAL AND PEDAGOGICAL FRAMEWORK.

- Trainees will vary considerably in needs & abilities and we cannot be prescriptive
 - The framework provides dimensions that can generate directives and questions
 - There are four dimensions to the ViPi blended educational and pedagogical framework
1. Social - issues related to collaboration and group working. D: students should be encouraged to engage in social activities
 2. Educational - factors that have a bearing on learning and teaching. Q: Can some peers act as tutors?
 3. Organisational - the way in which the institutions involved deal with introduction and use of ViPi. Q: what is the optimal ratio of trainers to trainees?
 4. Technological - factors related to access, implementation and maintenance of the tools and services. D: ensure sufficient support in use of technology to avoid demotivation.

PILOTING: DATA AND METHODS

- **RQ:** Can the ViPi components improve ICT skills in people with disabilities?
- **Materials Tested:** ViPi training curriculum, exercises, games and platform
- **Data for each Participant** – collected at each pilot site (Age, Gender, Disability, ...)
- **Competences and Skills Progress Radars** - to record changes over baseline measures after repeated intervention (Basic ICT Skills, Physical interaction with ICT, Confidence in use of ICT, self esteem, numeracy, literacy, timekeeping).
- **Observational Checklist:** identifies remaining usability/accessibility issues, engagement, cultural appropriateness etc.
- **Likert Scale Questionnaire:** effectiveness of each element of all ViPi resources and how it met their needs.

PILOTING SITES

Country	Period	Target group(s)	Training course units	Games	Local end-user organisation
BE	May-November 2013	People with learning difficulties, mixed with intellectual disabilities (18+), teachers, trainers	Unit 1 (and 2) Online and offline	Desktop and mobile games	In cooperation with various end-user groups
CY	May-October 2013	People with vision and mobility impairment (16+), teachers, trainers.	Unit 2 and 3 Online and offline	Desktop and mobile games	School for the Blinds “Ayios Varnavas”, G.E English Center and individuals
GR	May-October 2013	People with mobility impairments (18+), teachers, trainers.	Unit 2 and 3 Online and offline	Desktop and mobile games	Disability Now / ΑΝΑΠΗΡΙΑ ΤΩΡΑ
LT	May-November 2013	People with intellectual disabilities (18+), teachers, trainers.	Unit 1 Online and offline	Desktop and mobile games	Valakupiai Rehabilitation Centre, the association of people with mental retardation “VILTIS” (“Hope”).
UK	May-October 2013	People with intellectual disabilities (16+), teachers, trainers.	Customised version of unit 1 Online and offline	Desktop and mobile games	Older students and ex students from Oak Field School & Sports College.

PILOT DETAILS: UK & BELGIUM

○ In UK:

- 17 Participants at Oak Field School, key stage 5 and ex-students, 16-19 years and 2 in mid 30s with severe/moderate intellectual disabilities
- Voluntary participation, up to 4 sessions, and 1hr/session

○ In Belgium:

- 20 trainees and 6 teachers/trainers, mostly in sheltered work schemes, moderate-severe learning/intellectual disabilities
- Bi-weekly sessions 50 mins. each (3 sessions per day combined with lunch)

HEADLINE RESULTS

- Enables retention of information, increased measures of engagement and confidence and communicational skills
- Identification of barriers to use of ICT and methods to overcome these
- Improved evaluation Methods for those with severe intellectual disabilities

CASE STUDIES - UK

- **Case Study 1:** 17 with Downs Syndrome – learnt to turn on a tablet, start apps, take photos; use input technology on a PC and improve confidence
- **Case Study 2:** 16 with physical disabilities, and intermediate ID – was engaged by the games, retained info between sessions, and used TTS
- **Case Study 3:** 18 with mod ID – used games to maintain focus, retained information between sessions and could identify peripherals and remember procedures

CASE STUDIES - BELGIUM

- **Case study 4:** 37 with Williams Syndrome – very focussed on Facebook and training developed email, doc creations and editing skills. Training also developed awareness of online security
- **Case study 5:** 47 mod/severe ID in sheltered workshop, lacking confidence – prospect of new PC at work was causing anxiety. Training developed skills needed and overcame anxiety and become more confident, and supported other members of the group



E-MENTORING - EUROPEAN MENTORING NETWORK FOR DISADVANTAGED ADULTS

(E)MENTORING IN SUPPORTING BASIC ICT SKILLS TRAINING

○ Mentor:

- A person guides trainees in their ICT training, but also towards employment
- A confidence person

○ Identifying need for mentoring

- Selecting mentors
- Matching mentors and mentees

○ ICT training and mentoring employed in all Belgian pilots



DICE - DIGITAL INCLUSION CHAMPIONS IN EUROPE

PEER SUPPORT AND ICT SKILLS TRAINING

○ DICE aims to:

- help people with disabilities build the digital literacy skills needed to transition from VET centre training to mainstream education and employment,
- by creating an online community based on a peer support model,
- promoted and sustained by Digital Inclusion Champions.

○ Target groups:

- People with disabilities
- VET digital skills trainers
- Mainstream educators
- Employers

TRAINERS, MENTORS, TRAINEES, SUPPORTING STAFF



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