

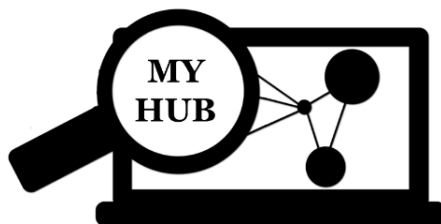
MyHUB

604454-EPP-1-2018-1-LV-EPPKA3-IPI-SOC-IN

“MyHub – a one-stop-shop on inclusion practices, tools, resources and methods for the pedagogical staff at formal and non-formal educational institutions”



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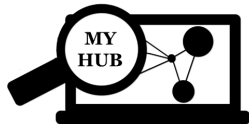


WP7: Pilot upscaling and implementation onto practice

DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”

December, 2021

Project partner: University of Latvia, Latvia



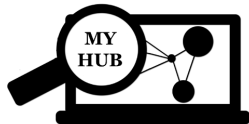
Sarmīte Tūbele on inclusive education and MyHUB materials

UL FEPA Youtube link <https://www.youtube.com/watch?v=bMOBGoEbNxA>



In this video, **Sarmīte Tūbele**, a professor at the University of Latvia and a member of the board of the Latvian Association of Speech Therapists, shares her experience of inclusive education and expresses her opinion on the materials developed within the MyHUB project. The professor's research interests are related to speech therapy and various aspects of special and inclusive education. She has been involved in various projects related to inclusive education and has been represented Latvia in the European Speech and Language Therapy Association for about ten years, establishing contacts with speech therapists and special education teachers throughout Europe. Sarmīte Tūbele regularly participates as a speaker at various seminars, congresses, conferences and participates as a listener in lectures led by teachers from other countries.

She has learned about the MyHUB project from her University of Latvia's colleagues and students. According to her, the main benefit of the handbook developed within the MyHUB project is an opportunity to compare the situation of inclusive education in Latvia and other European countries. It could be useful not only for teachers but also for speech therapists. It might be used in teacher education and improvement of daily working with pupils and students, as new knowledge about current processes is always useful. The professor notes that young speech therapists are interested in professional development and are really happy to try new methods and get acquainted with current information, the materials elaborated in the MyHUB project are useful for implementation.



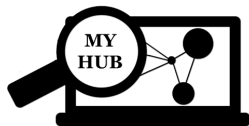
Kārlis Greitāns on inclusive education and MyHUB materials

UL FEPA Youtube link <https://www.youtube.com/watch?v=g7sJHxWvQwY>



In this video, **Kārlis Greitāns**, a researcher at the Interdisciplinary Center for Educational Innovation of the University of Latvia, a teacher of chemistry and natural sciences and a PhD student of a study programme “Educational Sciences”, shares his experience of inclusive education and expresses his opinion on MyHUB project materials. Kārlis Greitāns has learned about the repository and handbook developed in the MyHUB project while studying for a doctorate at the University of Latvia. In the MyHUB repository, he has found useful material on teaching and learning strategies in science. The information obtained helps him to better organize work with students with different learning needs. According to him, the materials could be used by teachers, university teaching staff and creators of in-service teachers’ professional development programmes.

Kārlis Greitāns believes that the MyHUB repository has managed to summarize the achievements of various authors in the field of inclusive education from different points of view. He recommends using the MyHub platform for teachers and educators with good ICT skills and experience related to working with Moodle courses.

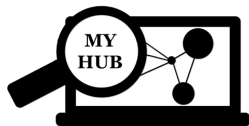


Agnese Slišāne on inclusive education and MyHUB materials

UL FEPA Youtube link https://www.youtube.com/watch?v=2FQi8wA_m40

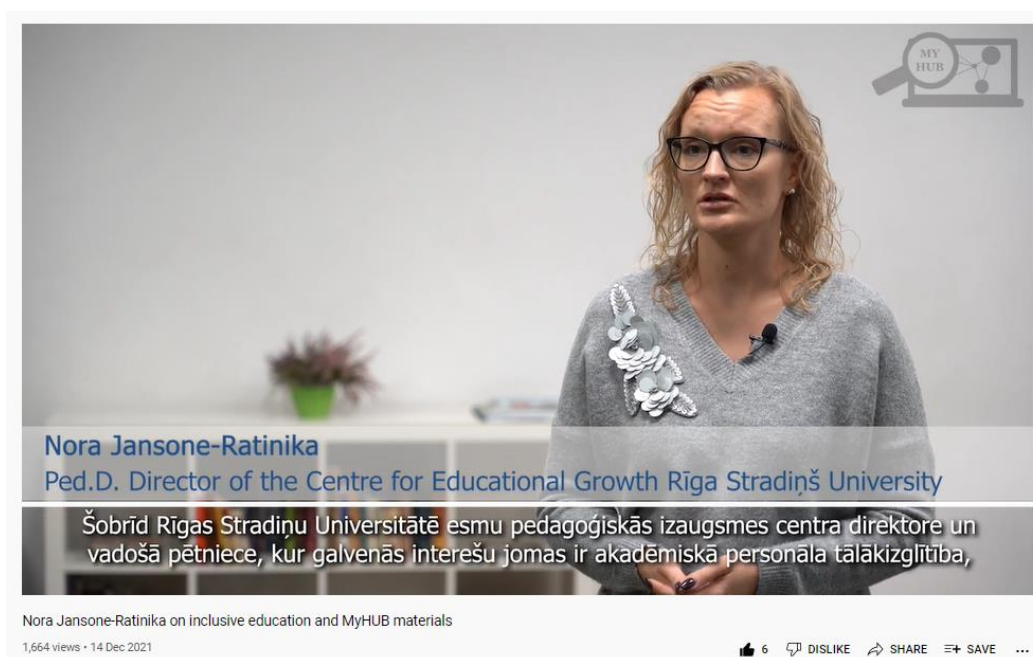


In this video, **Agnese Slišāne**, a teacher of economics and business at Ogre Secondary School No 1 and a PhD student of a study programme “Educational Sciences” at the University of Latvia, shares her experience in the field of inclusive education and expresses her opinion about MyHUB materials. Having worked as a school teacher for almost 10 years, she has observed that inclusive education is a daily necessity, as students with different needs study in each class. According to her, teachers' understanding of creating an inclusive classroom environment is especially important. Agnese has learned about the MyHUB project from the Faculty of Education, Psychology and Art of the University of Latvia and her colleagues, which have given a positive feedback after using the materials collected on the MyHUB platform. Agnese believes that the main value of the project is the availability of materials. Each teacher can find useful information for their needs in the MyHUB repository. Agnese believes that the materials are not only educational, but also practical, those not only help to better understand inclusive education, but are also useful for improving pedagogical practice working with students. She recommends to use the MyHUB project materials, because those are useful for teachers, interest education leaders, young people and everyone involved in education. The MyHUB materials are valuable because they highlight the importance of inclusion and education for everyone.



Nora Jansone-Ratinika on inclusive education and MyHUB materials

UL FEPA Youtube link <https://www.youtube.com/watch?v=cB9DU6r0Kek>



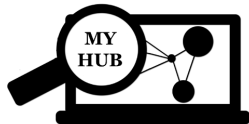
In this video, **Nora Jansone-Ratinika**, a director and leading researcher of the Centre for Educational Growth at Riga Stradins University, shares her experience in the field of inclusive education and expresses her opinion about MyHUB materials. Currently, her main areas of interest are continuing education of academic staff, innovation research, analysis and improvement of study process quality. Nora believes that inclusive education significantly improves the quality of studies, so it is worth researching and evaluating its quality. Nora is involved in the development of inclusive education policy, as well as in the organisation of further education, and works closely with colleagues at the University of Latvia and other experts in inclusive education on a daily basis. Nora and her colleagues use the handbook and repository developed in the MyHUB project to improve the institutional policy of inclusive education, to develop various didactic materials, to improve the study process and in further education. She believes that the materials collected in the MyHUB repository provide a rich insight into global practice and improve everyone's understanding of inclusive education initiatives, as well as offer practical, usable tools and methodologies for improving inclusive education practice. She recommends the diverse use of the materials collected in the MyHUB project in higher education. Everyone will find useful information - students, teaching and administrative staff.

Santa Iesmiņa on inclusive education and MyHUB materials

UL FEPA Youtube link <https://www.youtube.com/watch?v=qKGPgPTKSRA>



In this video, **Santa Iesmiņa**, an English teacher shares her experience in the field of inclusive education and expresses her opinion about MyHUB materials. Santa works as a teacher and teaches English as a foreign language to 7th-12th grade students. She perceives inclusive education in a broader context, not just as working with students with learning difficulties. According to her, school practices are affected by intercultural differences caused by globalisation. When planning lessons, it is necessary to take into account the individual development peculiarities of each student, as well as the cooperation of a teacher with parents. Santa Iesmiņa has learned about the MyHUB platform from Zanda Rubene, a professor of the University of Latvia. Santa is approached by the fact that in this platform interested persons can find not only previously tested teaching materials, lesson plans, tasks and descriptions of activities, but also a wide range of current publications and conclusions about inclusive education in the world. In Santa's case, the materials collected on the MyHUB platform have been used to improve communication with students and their parents, as well as for personal and professional development. As an English teacher, she often encounters students for whom reading is a challenge. Santa notes that the materials collected in the MyHUB repository provide insight into the world experience and help to improve the quality of working with students with dyslexia. She recommends that the platform be used by colleagues not only in Latvia but also elsewhere in the world, as almost every student has his/her own unique learning needs or learning challenges. In this platform, you will find not only valuable tools, resources and materials to deal with these challenges, but also inspiration to implement inclusive education on a daily basis.



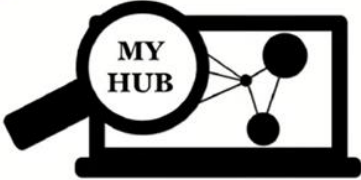

MyHUB

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MyHUB – a one-stop-shop on inclusion practices, tools, resources and methods for the pedagogical staff at formal and non-formal educational institutions

604454-EPP-1-2018-1-LV EPPKA3-IPI-SOC-IN

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We invited 5 people to participate
in a focus group discussion.

We invited different specialists from
different academic fields to test MyHub. And
give their opinions on the platform.

This is what they had to say.

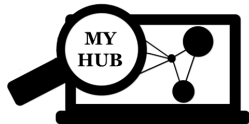


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MyHUB

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“MyHub – a one-stop-shop on inclusion practices, tools, resources and methods for the pedagogical staff at formal and non-formal educational institutions”

- Researchers of the University of Latvia (UL) Faculty of Education, Psychology and Art (PPMF) Pedagogical Science Institute launched ERASMUS + project “My HUB - Online Repository for Inclusive Good Practices, Resources, Methodologies for Educators in Formal and Non-formal Education” (MyHUB)
- On January 31, 2019, within the framework of this project program, UL is launching an ERASMUS + project “My HUB - Online Repository for Inclusive Good Practices, Resources, Methodologies for Educators in Formal and Non-formal Education” as a Lead Partner with partners from Belgium, Bulgaria, Austria and Cyprus. (604454-EPP-1-2018-1-EN EPPKA3-IPI-SOC-IN), which will develop a digital site that will gather, categorize and systematize materials and examples of good practice on inclusive education. The project will run for 36 months and will finish on January 30, 2022.
- Recognizing that much has been done in the area of inclusive education over many years in different countries, it is concluded that this information is not systematized and organized in Europe, which makes it difficult for professionals to work towards the goals of inclusive education. Therefore, this digital site will initially gather information from the countries represented by the partner organizations involved in the project, in Latvia, Belgium, Bulgaria and Cyprus, but the project aims to create a European wide site accessible to education policy makers, school management teams, academics and students, teachers, parents, social workers and other stakeholders.



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Follow us:

Mobile app



Web page
www.inclusion-hub.eu



Handbook
www.handbook.inclusion-hub.eu



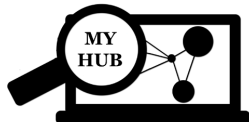
Learning hub
www.elearning.inclusion-hub.eu



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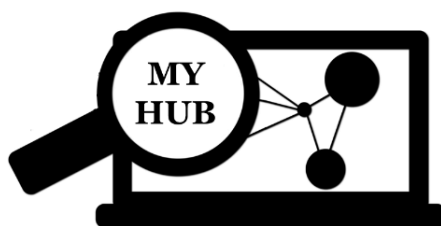
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WP7: Pilot upscaling and implementation onto practice

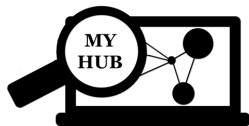
DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”

Case study 6

December, 2021

Author: UL, Elīna Kviese

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CASE STUDY No 6 “Personal hygiene and hand washing”

Introduction:

- ☐ Gender: female
- ☐ Age: preschool
- ☐ Role: teacher
- ☐ How the person has been involved? She received information about the project.

As a teacher.

Participation:

- ☐ How/where the participant received the information about MyHub portal?

During workshops organised by MyHub team, professor Dita Nimante.

- ☐ What was the reason to decide to take part in the pilot phase.

Reading the materials and decided that they are useful, encouragement by professor.

- ☐ Does the participant ask for support by the training facilitator on behalf of local partner?

Only during the lecture.

Implementation:

- ☐ Did the participant face any problems while using the MyHUB platform? If Yes, please specify:

I read the materials in the MyHUB repository, which extensively describes the experiences of different countries in inclusive education. I believe that it would be necessary to share these experiences more and learn from them, because in general, teachers in Latvia face similar problems as in other countries. Sorry, links to individual games and activities are no longer active.

The other MyHUB section I looked at was the MyHUB handbook, which had extensive information on creating different types of lessons. The various videos and many websites with materials on any topic and various issues were very valuable.

Advanced search is missing, for example, if you want a lesson on something specific.

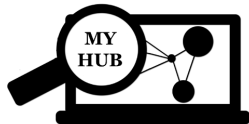
- ☐ What was the most useful part for him/her?

Practical examples.

Achievements:

- ☐ What progress did the participant make throughout the organised workshops in terms of his/her skills and competence to implement inclusive education with student(s)?

As the lesson was carefully planned before, as well as the specifics of the child and the specifics of attention span were taken into account, I felt more confident about the possible preventive factors.



☐ Did the participant feel more confident to provide adequate teaching as well as to communicate more easily with students?

I reaffirmed my conviction that children with disabilities need visual support and practical action.

☐ How has MyHUB project made a difference in participants' understanding of the inclusive education?

Tasks can be adapted to different children, regardless of the child's disorder.

☐ Key message of the participant:

Useful experience.

Attachment (in Latvian language):

Ievads: Uzskatu, ka ar šīm pieredzēm būtu nepieciešams vairāk dalīties un mācīties no tās, jo kopumā Latvijā skolotāji saskaras ar līdzīgām problēmām, kādas tās ir arī citās valstīs. Diemžēl linki uz atsevišķām spēlēm un aktivitātēm vairs nav aktīvi.

Otra MyHUB sadaļa, kuru izskatīju, bija MyHUB rokasgrāmata, kur bija plaša informācija ar dažādu veidu nodarbību veidošanu. Ļoti vērtīgi bija dažādi pievienoti video un daudzas mājaslapas, kurās ir pieejami materiāli par jebkādam tēmām un dažādiem traucējumiem.

Pietrūkst paplašinātas meklēšanas iespējas, piemēram, ja vēlas nodarbību par ko konkrētu.

No MyHUB rokasgrāmatas izvēlējos divas nodarbības, ko novadīt bērniem.

Izmantotais resurss: Marianna Gregoriou, Angelos Nicolaou and George Milis (EUROCY Innovations Ltd, Cyprus).

Mācāmais priekšmets: personīgā higiēna un roku mazgāšana

Vecumposms: pirmsskola

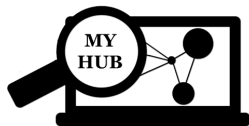
Nodarbībai nepieciešamais laiks: vidēji 30 min

Nepieciešamie materiāli: ziepes, dvielis, izlietne, attēlu kartītes, rakstāmpiederumi

Ievads/informācija par bērnu:

► Dzimums: meitene

► Vecums: 6 gadi



► Apmeklē pirmsskolu, speciālās izglītības programmas kods 55 (bet aizdomas par garīgās attīstības traucējumiem).

► Kopā ar meiteni arī brālis, kuram 8 gadi. Attīstības traucējumu nav.

Aktualitāte:

Izvēlējos šo aktivitāti, jo ķermeņa kopšana ir aktuāla jebkurā vecumā un nepieciešama nepārtraukti, kā arī šobrīd ir aktuāla gan dēļ Covid-19, gan dēļ tā, ka rudenī ir novērojama lielāka saslimstība ar vīrusiem. Kā arī personīgā higiēna ir saistīta ar manu maģistra darba tēmu, līdz ar to vērtīgi ir izvērtēt, kā teroija "strādā" dzīvē.

Šāda nodarbība noderīga gan speciālajā skolā, gan iekļaujošā, kā arī mājas apstākļos ikdienas dzīvē.

Īstenošana:

► **Vai bija kādas grūtības, imantojot metodes, materiālus, vietas?** Kopumā ar šo uzdevumu problēmu nebija. Bet tā kā uzdevumam pievienotais links nebija vairs aktīvs, pievienoju citus attēlus (manis izmantotais avots arasaac.org). Kā arī pievienotajos youtube.com video bija dziesmas angļu valodā, tās arī pievienoju latviski, lai bērnam ir vieglāk uztvert (manis izmantotais video pieejams <https://www.youtube.com/watch?v=oHrOBTGI1xs>).

► **Kas bija visnoderīgākais?** Piedāvātā ideja, secība un struktūra.

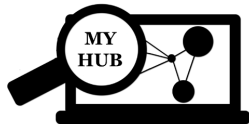
Rezultāti:

► **Kādi bija rezultāti, kas mainījās?** Bērnam radās papildus interese par roku mazgāšanu. Uzskatu, ka interesi radīja raibā krāsa, kas, mazgājot rokas, tecēja prom. Kā arī kopīgi ar bērnu izvietotie vizuālie atbalsti (secīgi attēli ar roku mazgāšanu, ko pievienojām blakus izlietnei vannas istabā). Pēc darbošanas vēl stāstīja un rādīja attēlus. Pievērsa uzmanību savām rokām. Uzskatu, ka nodarbība sasniedza mērķi, jo, protams, bērni regulāri mazgā rokas un ievēro, ka tas ir jādara, bet bieži šis process paliek paviršs, jo bērniem tas bieži ir garlaicīgi. Līdz ar to ir būtiski šīs zināšanas ik pa laikam ar bērniem atkārtot.

► **Vai bija kādas izmaiņas pedagoga pašefektivitātē? Vai skolotājs jutās labāk, pārliecinošāk?** Tā kā nodarbība tika rūpīgi pirms tam plānota, kā arī ņemtas vērā bērna īpatnības un uzmanības noturības specifika, iespējamie novērsošie faktori, jutos pārliecinātāk.

► **Vai un kā tas mainīja izpratni par iekļaujošo/ speciālo pedagogiju?** Apstiprināju sev pārliecību, ka bērniem ar attīstības traucējumiem ir nepieciešams vizuālais atbalsts un praktiska darbošanās.

► **Galvenais, ko noslēgumā var secināt:** uzdevumus ir iespējams pielāgot dažādiem bērniem neatkarīgi no bērna traucējuma.



Nodarbības gaita:

Tā kā nodarbības mērķis bija mācīties mazgāt rokas, pirms nodarbības apzināti kopā ar bērnu krāsojām ar guaša krāsām, lai bērnam varētu uzskatāmi parādīt, ka rokas ir netīras un tās nepieciešams nomazgāt, jo nevar ar netīrām rokām ņemt, piemēram, rotaļlietas vai ēst ēdienu.

Kopā ar bērniem noskatāmies video par roku mazgāšanu.

Kopā ar bērniem izrunājām, ka mazgāsim rokas.

No sākuma rokas nomazgāju es, lai bērniem būtu pirms savas darbošanās bijis demonstrējums.

Bērni mazgā rokas, brālis pats, bet meitenei es sniedzu daļēju fizisku palīdzību un saku instrukcijas, ko kurā brīdī darām. Pēc tam bērni noslauka rokas.

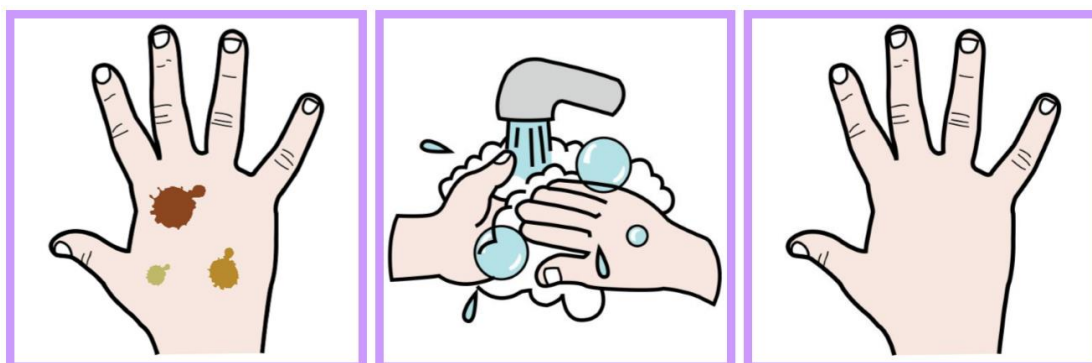
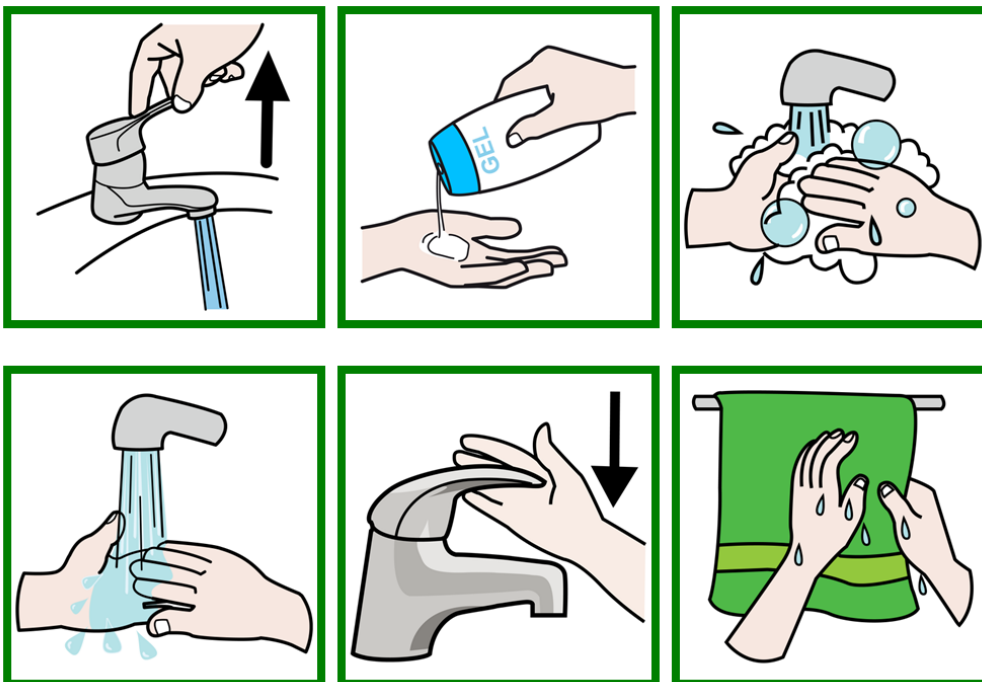
Bērniem katram dodu sagatavotas 6 ielaminētas kartītes, kuras jāsaliek secībā. Zēnam klāt jāpieraksta, kas attiecīgajā attēlā ir, piemēram, atgriezt ūdeni, noslaucīt rokas utt (var izmantot arī jau sagatavotus uzrakstus). Abi bērni salīdzina, vai attēli abiem ir vienādi.

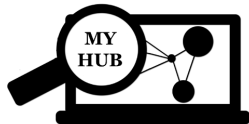
Kopā ar bērniem ar abpusējo līmlenti pievienojam ielaminētos attēlus blakus izlietnei pareizā secībā. Pārrunājam izdarīto un vienojamies, kādās situācijās turpmāk bērni mazgās rokas, piem., pirms ēšanas, pēc tualetes apmeklēšanas, pēc ierašanās mājās u.t.t.

Vēlamais sasniedzamais mērķis: bērns izpilda instrukciju “nomazgā rokas”, mazgā rokas kārtīgi.

Papildus mērķi: izpratnes par roku mazgāšanas nozīmīgumu, pareiza roku mazgāšanas secība, izpratne par nepieciešamo roku mazgāšanai un situācijām, kad jāmazgā rokas.

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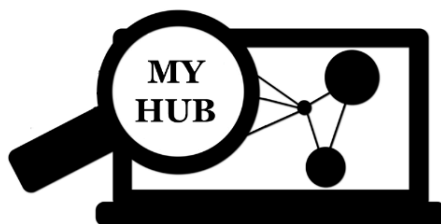
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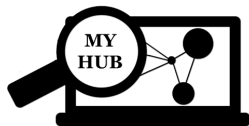
DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”

Case study 7

December, 2021

Author: UL, Elīna Kviese

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CASE STUDY No 7 “Parts of body”

Introduction:

- ☐ Gender: female
- ☐ Age: preschool
- ☐ Role: teacher
- ☐ How the person has been involved? She received information about the project.

As a teacher.

Participation:

- ☐ How/where the participant received the information about MyHub portal?

During workshops organised by MyHub team, professor Dita Nimante.

- ☐ What was the reason to decide to take part in the pilot phase.

Reading the materials and decided that they are useful, encouragement by professor.

- ☐ Does the participant ask for support by the training facilitator on behalf of local partner?

Only during the lecture.

Implementation:

- ☐ Did the participant face any problems while using the MyHUB platform? If Yes, please specify:

I read the materials in the MyHUB repository, which extensively describes the experiences of different countries in inclusive education. I believe that it would be necessary to share these experiences more and learn from them, because in general, teachers in Latvia face similar problems as in other countries. Sorry, links to individual games and activities are no longer active.

The other MyHUB section I looked at was the MyHUB handbook, which had extensive information on creating different types of lessons. The various videos and many websites with materials on any topic and various issues were very valuable.

Advanced search is missing, for example, if you want a lesson on something specific.

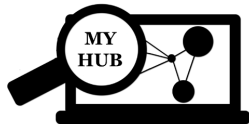
- ☐ What was the most useful part for him/her?

I chose this activity because mastering body parts is related to the topic of my master's thesis. From an early age, children need to be able to be aware of their bodies and point out, for example, places that hurt.

Such a lesson is useful in both special and inclusive schools.

Achievements:

- ☐ What progress did the participant make throughout the organised workshops in terms of his/her skills and competence to implement inclusive education with student(s)?



Proposed idea, sequence and structure was useful.. I liked that there was an extra activity (Lotto), which is useful if the children do the task quickly. I think this is important, because children do not always follow the pace we already know. The teacher should make sure that there are extra materials in the lesson that, if needed, for example, if the children have done everything quickly or do not do a task at all, there is a spare option to give to the children.

☐ Did the participant feel more confident to provide adequate teaching as well as to communicate more easily with students?

I reaffirmed my conviction that children with disabilities need visual support and practical action. I have confirmed my conviction that children with developmental disabilities need visual support and practical activities.

☐ How has MyHUB project made a difference in participants' understanding of the inclusive education?

Tasks can be adapted to different children, regardless of the child's disorder.

☐ Key message of the participant:

Tasks can be adapted to different children, regardless of the child's disorder. When looking for different types of ideas, it is safe to get ideas for lessons for foreign literature and other subjects, as in this case, when I use the lesson in English as a basis. .

Attachment (in Latvian language):

Izmantots resurss: Dita Nimante (University of Latvia, Latvia)

Izvēlējos šo materiālu, jo tas ir saistīts ar manu maģistra darba tēmu, tikai izmantoju to latviešu valodā, nevis angļu, kā tas bija paraugā.

Mācāmais priekšmets: ķermeņa daļas

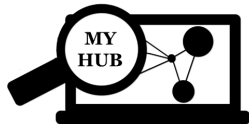
Vecumposms: pirmsskola

Nodarbībai nepieciešamais laiks: vidēji 30 min

Nepieciešamie materiāli: attēlu kartītes

Ievads/informācija par bērnu:

- Dzimums: meitene
- Vecums: 6 gadi
- Apmeklē pirmsskolu, speciālās izglītības programmas kods 55 (bet aizdomas par garīgās attīstības traucējumiem).
- Kopā ar meiteni arī brālis, kuram 8 gadi. Attīstības traucējumu nav.



Aktualitāte:

Izvēlējos šo aktivitāti, jo ķermeņa daļu apgūšana ir saistīta ar manu maģistra darba tēmu. Jau no mazotnes bērniem ir jāspēj apzināties savu ķermeņi un norādīt, piem., uz vietām, kas sāp.

Šāda nodarbība noderīga gan speciālajā, gan iekļaujošā skolā.

Īstenošana:

► **Vai bija kādas grūtības, imantojot metodes, materiālus, vietas?** Kopumā ar šo uzdevumu problēmu nebija. Bija papildus jāmeklē līdzīgi materiāli latviešu valodā.

► **Kas bija visnoderīgākais?** Piedāvātā ideja, secība un struktūra. Patika, ka bija papildus aktivitāte (Lotto), kas noderīga, ja bērni ātri izdara uzdoto. Uzskatu, ka tas ir būtiski, jo ne vienmēr bērni ievēro mums jau zināmo tempu. Skolotājam ir jānodrošinās, ka nodarbībā ir papildus materiāli, ko vajadzības gadījumā, piem., ja ātri viss izdarīts vai kāds uzdevums bērniem nemaz nepadodas, ir kāds rezerves variants, ko bērniem iedot.

Rezultāti:

► **Kādi bija rezultāti, kas mainījās?**

► **Vai bija kādas izmaiņas pedagoga pašefektivitātē? Vai skolotājs jutās labāk, pārliecinošāk?** Tā kā nodarbība tika rūpīgi pirms tam plānota, kā arī ņemtas vērā bērna īpatnības un uzmanības noturības specifika, iespējamie novērsošie faktori, jutos pārliecinātāk.

► **Vai un kā tas mainīja izpratni par iekļaujošo/ speciālo pedagogiju?** Apstiprināju sev pārliecību, ka bērniem ar attīstības traucējumiem ir nepieciešams vizuālais atbalsts un praktiska darbošanās.

► **Galvenais, ko noslēgumā var secināt:** uzdevumus ir iespējams pielāgot dažādiem bērniem neatkarīgi no bērna traucējuma. Meklējot dažāda veida idejas, droši var idejas smelties ārzemju literatūrā un citiem priekšmetiem domātām nodarbībām, kā piemēram šajā gadījumā, kad par pamatu izmantoju nodarbību angļu valodā.

Nodarbības gaita:

Pārrunājam, ko šodien darīsim un kāpēc ir svarīgi, ka mēs zinām savas ķermeņa daļas.

Izmantojam darba lapu. Zēns saraksta pats ķermeņu daļu uzrakstus (paraugs, kā tika īstenots, zemāk). Mēs ar meiteni izrunājam, aicinu norādīt uz sevi, uz mani.

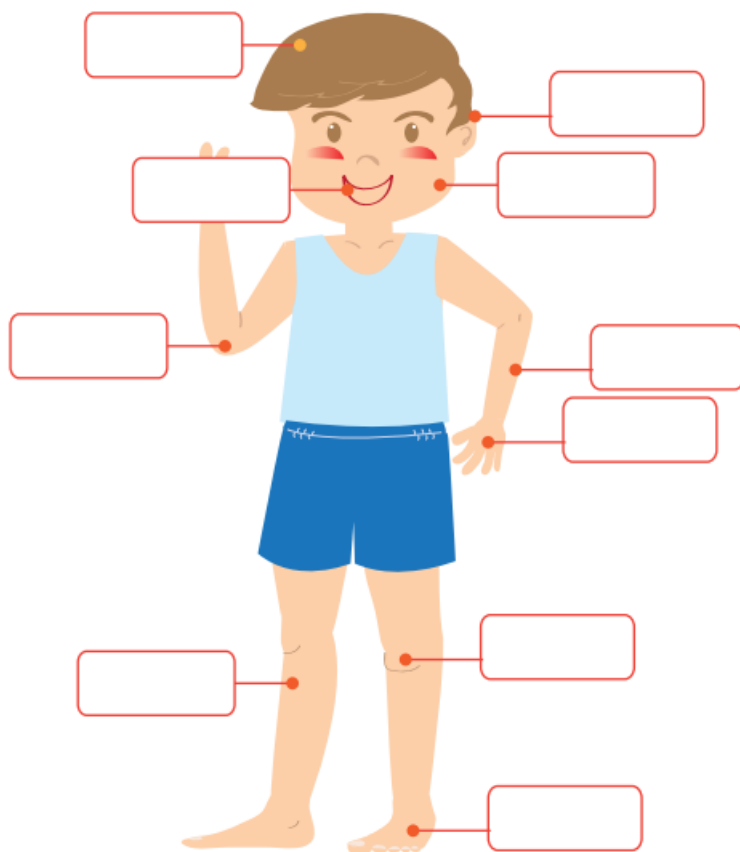
Piedāvātajā nodarbībā piedāvāta dziesma angļu valodā, savukārt es izvēlējos piedāvāt dziesmu latviski. Manis izmantotais: [youtube.com/watch?v=55au57bKYNQ](https://www.youtube.com/watch?v=55au57bKYNQ). Šī dziesma ir latviskots variants bērniem labi zināmajai dziesmai *Head, shoulders, knees, and toes*.

Izmantojam darba lapu. Zēns griež pats un pats līmē. Meitene ar fizisku palīdzību izgriež lielākās daļas un salīmē pati nepieciešamajās vietās (ieskats zemāk).

Tā kā bērni izrādīja interesi skatīties atkārtoti video, skatāmies video un kustamies līdzī, kā norādīts. Dziedam līdzī.

Pārrunājam, kas tika darīts. Pēc tam brīvā gaisotnē spēlējam LOTTO.

MANS ĶERMENIS





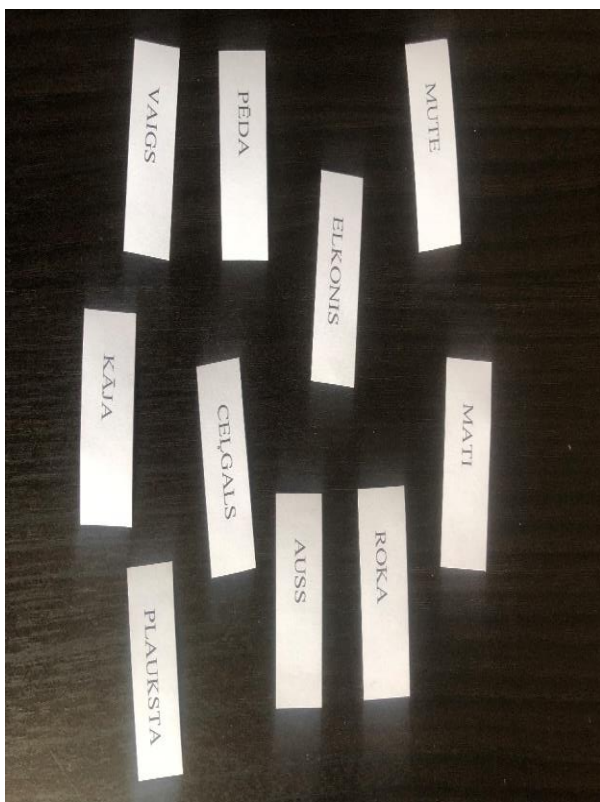
MyHUB

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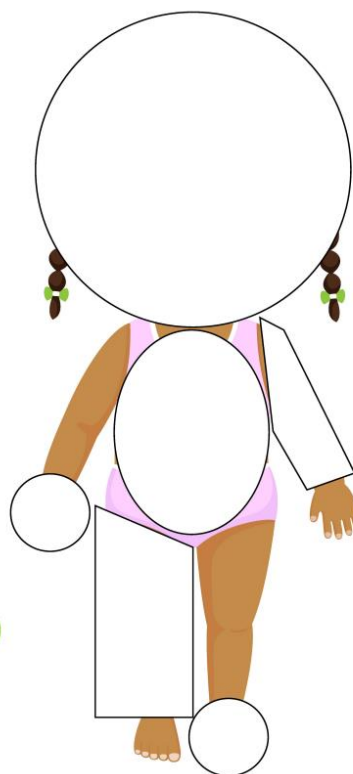
“MyHub – a one-stop-shop on inclusion practices, tools, resources and methods for the pedagogical staff at formal and non-formal educational institutions”

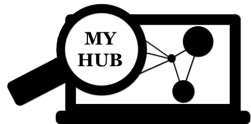


My Body Parts



 totschooling.net





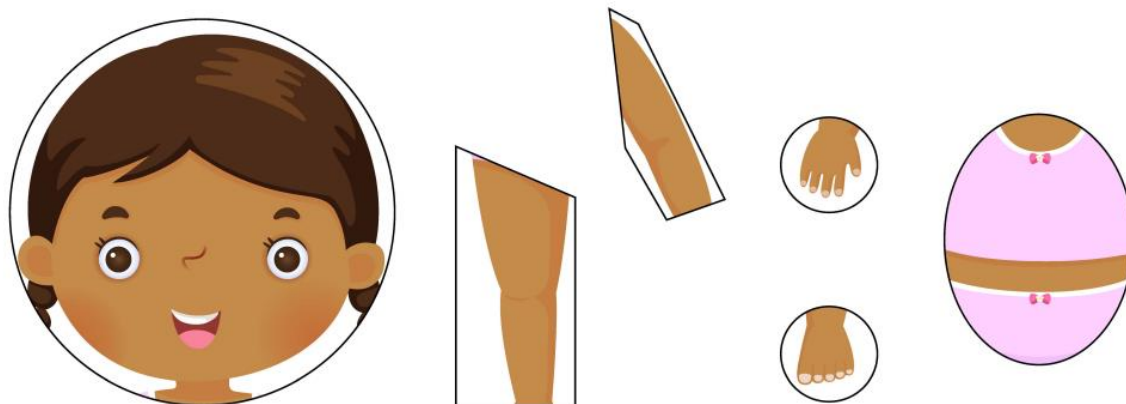
MyHUB

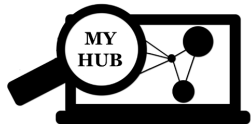
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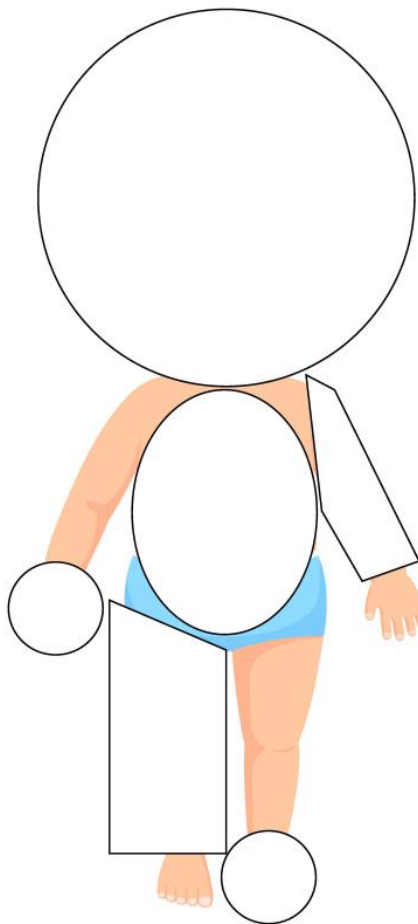
“MyHub – a one-stop-shop on inclusion practices, tools, resources and methods for the pedagogical staff at formal and non-formal educational institutions”

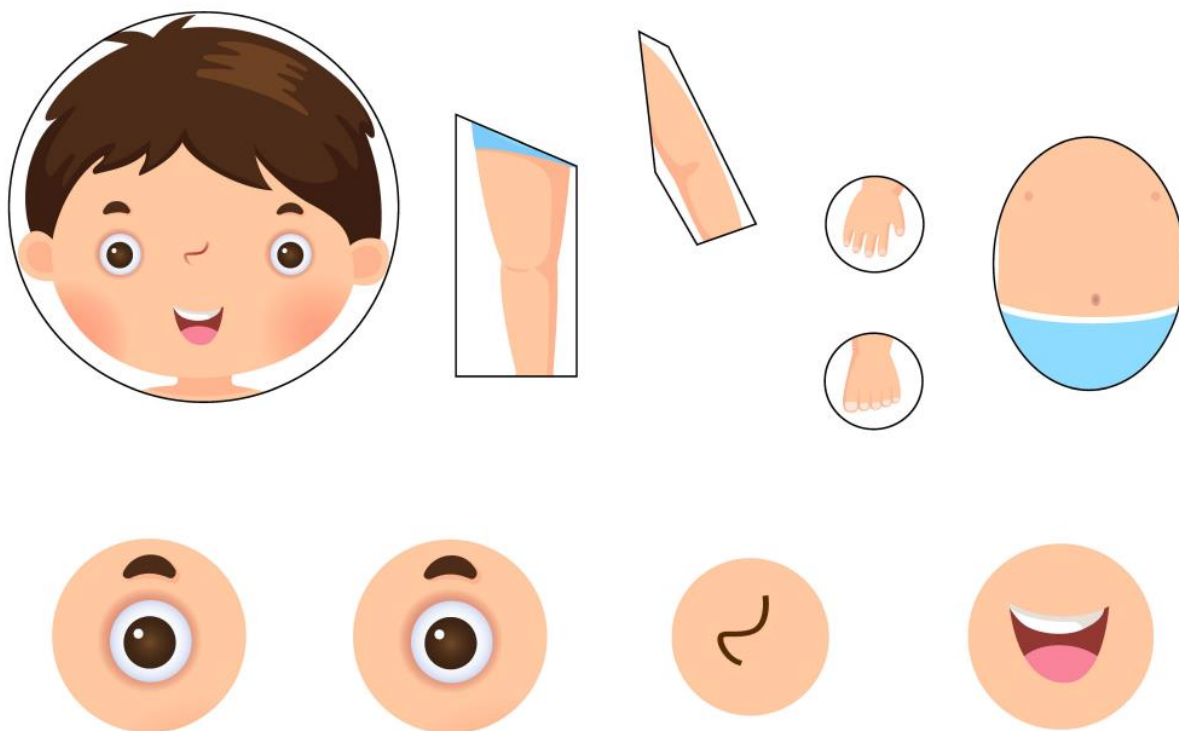
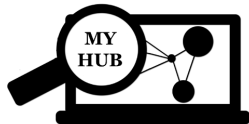




“MyHub – a one-stop-shop on inclusion practices, tools, resources and methods for the pedagogical staff at formal and non-formal educational institutions”

My Body Parts





Piedāvātajā nodarbībā tika piedāvāta arī spēle LOTTO. Zemāk ieskats.

Šajā gadījumā meitene ņēma attēlus, zēns uzrakstus.



MyHUB

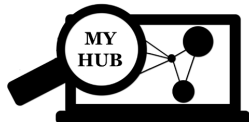
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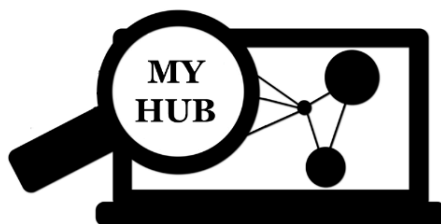
MyHUB

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WP7: Pilot upscaling and implementation onto practice

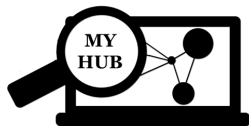
DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”

Case study 8

December, 2021

Author: UL, Ieva Kalniņa

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CASE STUDY No 8 "Group work / creation of visual material"

Introduction:

- ☐ Gender: mail/female
- ☐ Age: 12.grade (age ~17+)

There is no information on whether a student has special needs, but all students were included.

- ☐ Role: teacher
- ☐ How the person has been involved?

She received information about the project during the lecture.

As a teacher.

Participation:

- ☐ How/where the participant received the information about MyHub portal?

During workshops organised by MyHub team, professor Dita Nimante..

- ☐ What was the reason to decide to take part in the pilot phase.

Reading the materials and decided that they are useful, encouragement by professor.

- ☐ Does the participant ask for support by the training facilitator on behalf of local partner?

Only during the lecture.

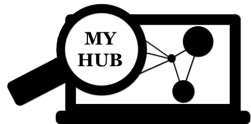
Implementation:

- ☐ Did the participant face any problems while using the MyHUB platform? If Yes, please specify:

The idea of using mind cards seemed very compelling, as it is usually done on paper, but it is not possible to implement it remotely. This exercise gives students the opportunity to collaborate in groups, which was one of the ideas mentioned in the MyHUB document (For Students with Mild Learning Disabilities). There was some difficulty at first using MyHUB, but overall the process wasn't complicated.

- ☐ What was the most useful part for him/her?

The document from the MyHUB repository mentioned group work and visual materials to help students with learning disabilities understand the sequence of topics. Mind maps allow each student to express themselves and form their own 'sequence of actions', and by creating a mind map in a group, students have the opportunity to be inspired by each other. However, the most useful thing, in my opinion, was the opportunity to write / draw rather than speak, because many students are quiet and shy, but this gave everyone the opportunity to participate. I used MURAL website, which offers the opportunity to see what each student has done, thus allowing the teacher to assess the extent to which each student has participated.



- ☐ What progress did the participant make throughout the organised workshops in terms of his/her skills and competence to implement inclusive education with student(s)?

More students took part, not just those who usually take part in class discussions. Pupils had the opportunity to get to know the site, where they then had to do the practical work.

- ☐ Did the participant feel more confident to provide adequate teaching as well as to communicate more easily with students?

Although the site is not specifically designed for inclusive education, but with the practical use of this tool, it can be seen that students are ready to be more active if they have the opportunity to write down and then tell, and many enjoyed working in a group.

- ☐ How has MyHUB project made a difference in participants' understanding of the inclusive education?

Tasks can be adapted to different children, regardless of the child's disorder.

- ☐ Key message of the participant:

Many sites and strategies can be adapted for children with special needs and other students in the classroom. In this way, the teacher can promote collaboration and inclusion without highlighting any students.

Attachment (in Latvian language):

Izmantots resurss: MY HUB vietne un tiešsaistes vietne “MURAL”

Izmantotā stratēģija: Grupu darbs/vizuāla materiāla veidošana

Ievads:

Dzimums: Meitenes un zēni

Vecums: 12.klase (~17+)

Loma: Skolotāja

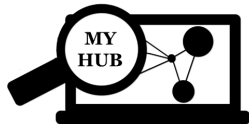
Iesaistes līmenis: Nav informācijas par to vai kādam skolēnam ir īpašas vajadzības, bet visi skolēni tika iekļauti.

Dalība:

Kā ieguvāt informāciju?: vietne myHUB

Kā izvēlējāties aktivitāti? Kādēļ tieši to?: Ideja izmantot domu kartes šķita ļoti saistoša, jo parasti tas tiek darīts uz papīra, bet to nav iespējams īstenot strādājot attālināti. Šis uzdevums dod skolēniem iespēju sadarboties grupās, kas bija viena no idejām kura tika pieminēta myHUB dokumentā (Skolēniem ar viegliem mācīšanās traucējumiem).

Vai bija nepieciešama palīdzība, atbalsts, vai jautāja palīdzību?: Skolēniem tika sagatavota veidne ar galvenajām tēmām. Palīdzība bija nepieciešama tikai uzdevuma uzsākšanai apgūstot rīku. Ņemot



vērā to, ka šī aktivitāte tika īstenota Zoom nodarbības ietvaros tad mutiski visas problēmas tika pārrunātas. Pamatā skolēni darbojās bez skolotāja iesaistes un pēc tam diskutēja un pamatoja to, ko bija sarakstījuši.

Īstenošana:

Vai bija kādas grūtības, izmantojot metodes, materiālus, vietnes? Ja jā, tad kādas?: Bija nelielas grūtības apgūt vietni, bet kopumā process nebija sarežģīts. Uzdevums bija saistīts ar apgūstamo tēmu (gramatika).

Kas bija visnoderīgākais?: Dokumentā no myHUB repozitorija tika pieminētas grupu darbs un vizuāli materiāli, kuri skolēnam ar mācīšanās traucējumiem palīdzētu izprast tēmu secību. Domu kartes ļauj katram skolēnam izpausties un veidot savu "darbību secību", un veidojot domu karti grupā skolēniem ir iespēja iedvesmoties vienam no otra. Visnoderīgākais tomēr, manuprāt, bija iespēja rakstīt/zīmēt nevis runāt, jo daudzi skolēni ir klusi un kautrīgi, bet šis deva iespēju piedalīties ik vienam. Vietne MURAL piedāvā arī iespēju apskatīt katra skolēna izdarīto, tādā veidā ļaujot skolotājam izvērtēt, cik lielā mērā katrs skolēns piedalījās.

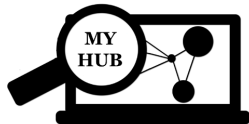
Rezultāti:

Kādi bija rezultāti, kas mainījās?: Iesaistījās vairāk skolēnu, ne tikai tie, kas parasti piedalās klases diskusijās. Skolēniem bija iespēja iepazīt vietni, kurā pēc tam bija jāveic praktiskais darbs.

Vai bija kādas izmaiņas pedagoga pašefektivitātē? Vai skolotājs jutās labāk, pārliecinošāk?: Šī nodarbība un vietnes izmantošana noteikti bija noderīga jo daži skolēni to turpina izmantot arī citiem darbiem/projektiem. Arī no skolotāja puses šī vietne ir ļoti "lietotājam draudzīga", jo ļauj redzēt ko katrs skolēns ir rakstījis, tātad novērtēt iesaistīšanos. Vietne palīdzēja strukturēt nodarbību, skolēniem bija iespēja praktiski darboties, ne tikai klausīties teoriju.

Vai un kā tas mainīja izpratni par iekļaujošo/ speciālo pedagoģiju?: Lai gan vietne nav īpaši paredzēta iekļaujošajai izglītībai, bet praktiski izmantojot šo rīku, var novērot, ka skolēni ir gatavi aktīvāk darboties, ja ir iespēja pierakstīt un pēc tam pastāstīt, kā arī daudziem patika darboties grupā.

Galvenais, ko noslēguma var secināt: Daudzas vietnes un stratēģijas var tikt pielāgotas gan bērniem ar īpašām vajadzībām, gan pārējiem skolēniem klasē. Tādā veidā skolotājs var veicināt sadarbību un iekļaušanos īpaši neizceļot nevienu skolēnu.



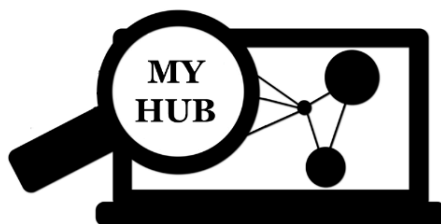
MyHUB

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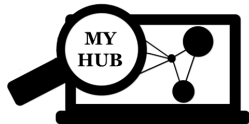
WP7: Pilot upscaling and implementation onto practice

DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”

Case study 9

December, 2021

Author: UL, Ieva Kalniņa



CASE STUDY No 9 "Changes 1900-1990 and Transport"

Introduction:

- ☐ Gender: male
- ☐ Age: 14 year

The pupil attends a comprehensive school, but additionally learns English individually.

- ☐ Role: teacher
- ☐ How the person has been involved?

She received information about the project during the lecture.

As a teacher.

Participation:

- ☐ How/where the participant received the information about MyHub portal?

During workshops organised by MyHub team, professor Dita Nimante..

- ☐ What was the reason to decide to take part in the pilot phase.

Reading the materials and decided that they are useful, encouragement by professor.

- ☐ Does the participant ask for support by the training facilitator on behalf of local partner?

Only during the lecture.

Implementation:

- ☐ Did the participant face any problems while using the MyHUB platform? If Yes, please

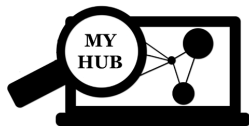
specify:

Did not have any particular problems.

- ☐ What was the most useful part for him/her?

The activity is from the document "Guidelines for Teachers of Students with MILD General Learning Disabilities". Although it is not known whether the boy has a learning disability or other special needs, he often complains that he does everything too quickly in the teacher's lesson and is unable to keep up, and often dreams, so I think it would be worthwhile to visit a special teacher or someone. Other professionals to determine the causes of these problems. In general, I believe that these materials and many of the activities are applicable to everyone, both students with learning disabilities and any other student, in order to create diversity in their learning tasks.

- ☐ What progress did the participant make throughout the organised workshops in terms of his/her skills and competence to implement inclusive education with student(s)?



The lesson was held individually and the goals and objectives were explained to the student. It is often difficult to define whether a task is particularly suitable for students with learning disabilities. This material also highlights solutions and strategies to specific problems.

☐ Did the participant feel more confident to provide adequate teaching as well as to communicate more easily with students?

There were no any problems.

☐ How has MyHUB project made a difference in participants' understanding of the inclusive education?

The strategies and activities in this document are appropriate for both students with learning disabilities and the classroom as a whole, promoting inclusive education.

☐ Key message of the participant:

The student liked to act differently than usual, because usually the guy only works with the materials in the textbook. Although the student is not diagnosed with a learning disability, he or she has difficulty learning the subject and often has difficulty concentrating. The offered tasks are easy to modify and can be used with all students both individually and in groups.

Attachment (in Latvian language):

Izmantots resurss: “Changes 1900-1990 and Transport”

Izmantotā stratēģija:

Ievads:

Dzimums: Zēns

Vecums: 14 gadi

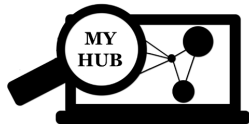
Loma: Skolēns

Iesaistes līmenis: Skolēns mācās vispārizglītojošajā skolā, bet papildus mācās angļu valodu papildus individuāli.

Dalība:

Kā ieguvāt informāciju?: MyHUB repozitorijs

Kā izvēlēties aktivitāti? Kādēļ tieši to?: Aktivitāte ir no dokumenta “Guidelines for Teachers of Students with MILD General Learning Disabilities”. Lai gan nav zināms vai zēnam ir kādi mācīšanās traucējumi vai citas speciālas vajadzības, viņš bieži izsaka sūdzības par to ka skolotāja stundā visu dara pārāk ātri un viņš nespēj tikt līdzi, kā arī bieži aizsapņojas, tādēļ domāju ka iespējams būtu vērtīgi apmeklēt speciālo pedagogu vai kādu citu speciālistu, lai noteiktu iemeslus



šīm problēmām. Kopumā uzskatu, ka šie materiāli un liela daļa aktivitāšu ir piemērojamas visiem, gan skolēniem kuriem ir mācīšanās traucējumi, kā arī jebkuram citam skolēnam, lai veidotu dažādību mācību uzdevumos.

Vai bija nepieciešama palīdzība, atbalsts, vai jautāja palīdzību?: Palīdzība nebija nepieciešama, jo individuālā nodarbība notika diskusijas formātā.

Īstenošana:

Vai bija kādas grūtības, izmantojot metodes, materiālus, vietnes? Ja jā, tad kādas?: Nodarbība notika individuāli un skolēnam tika paskaidroti mērķi un uzdevumi.

Kas bija visnoderīgākais?: Kopumā visas aktivitātes šajā materiālā bija interesantas un tās ir iespējams izmantot uzreiz. Tām nav nepieciešama īpaša vai ilgstoša sagatavošanās, kā arī daudzas no tām iespējams modificēt un izmantot klasē, kurā ir bērns vai bērni ar mācīšanās traucējumiem, šos traucējumus īpaši neizceļot, bet tieši pretēji, iekļaujot visus skolēnus vienlīdzīgi. Konkrēti šī aktivitāte puisim šķita interesanta un viņš aktīvi diskutēja, ne tikai klausījās.

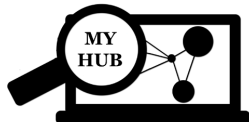
Rezultāti:

Kādi bija rezultāti, kas mainījās?: Parasti skolēns individuālajās nodarbībās pilda mājas darbus vai pārruna to, ko ir palaidis garām stundā. Šī aktivitāte šķita jauna un interesanta.

Vai bija kādas izmaiņas pedagoga pašefektivitātē? Vai skolotājs jutās labāk, pārliecinošāk?: Bieži ir grūti definēt vai uzdevums ir īpaši piemērots skolēniem ar mācīšanās traucējumiem. Šis materiāls uzsver arī risinājumus un stratēģijas konkrētām problēmām.

Vai un kā tas mainīja izpratni par iekļaujošo/ speciālo pedagogiju?: Stratēģijas un aktivitātes šajā dokumentā ir piemērotas gan skolēniem ar mācīšanās traucējumiem, gan arī klasei kopumā, veicinot iekļaujošo izglītību.

Galvenais, ko noslēguma var secināt: Skolēnam patika darboties citādāk nekā ierasts, jo parasti puisis darbojas tikai ar materiāliem kas ir mācību grāmatā. Lai gan skolēnam nav diagnoze par mācīšanās traucējumiem, tomēr viņam ir grūtības apgūt mācību vielu un bieži ir grūti koncentrēties. Piedāvātos uzdevumus ir viegli modificēt un ir iespējams izmantot ar visiem skolēniem gan individuālajā darbā, gan grupās.



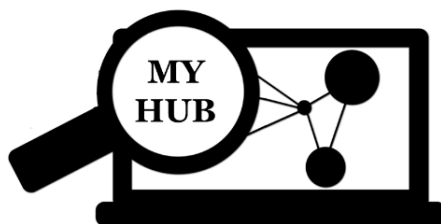
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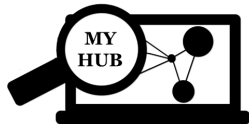
DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”

Case study 10

December, 2021

Author: UL, Santa Rauzāne

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CASE STUDY No 10 “Liveworksheets Use in science lessons (www.liveworksheets.com)

Introduction:

- ☐ Gender: male/female
- ☐ Age: 1-4. Grade, 7-11 age

All students currently in the class are involved (maximum 15 students). The worksheet at home can be filled in independently by those students who were not in school or want to complete it again.

Digital worksheets are completed at the end of the lesson so that students can test themselves during the lesson. Participants are interested in acting and achieving the best possible result. Healthy competition can be observed among the students for whom it is important.

- ☐ Role: teacher
- ☐ How the person has been involved?

She received information about the project during the lecture.

As a teacher.

Participation:

- ☐ How/where the participant received the information about MyHub portal?

During workshops organised by MyHub team, professor Dita Nimante..

- ☐ What was the reason to decide to take part in the pilot phase.

Reading the materials and decided that they are useful, encouragement by professor. Use new technologies, differentiate the learning.

- ☐ Does the participant ask for support by the training facilitator on behalf of local partner?

Only during the lecture.

Implementation:

- ☐ Did the participant face any problems while using the MyHUB platform? If Yes, please specify:

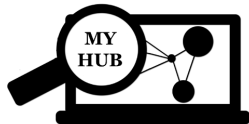
Sometimes had technical difficulties finding the right information, takes a lot of time.

- ☐ What was the most useful part for him/her?

The most useful, in my opinion, was the interest and desire of the students to work, to achieve the best possible result. Ability to work with a digital worksheet at home.

- ☐ What progress did the participant make throughout the organised workshops in terms of his/her skills and competence to implement inclusive education with student(s)?

More students were involved in learning.



☐ Did the participant feel more confident to provide adequate teaching as well as to communicate more easily with students?

New approaches and methods enhance the opportunities for all learners. Pupils listened more carefully and became more actively involved in other lesson activities, knowing that there would be an interesting task on the tablets at the end. The students wanted to fill in the worksheet again to improve the result and were happy with what they had done. The positive reaction and active involvement of the students increased the motivation to invest time and create such worksheets. Time was saved for correction, as the correct and incorrect answers appeared to the students automatically.

☐ How has MyHUB project made a difference in participants' understanding of the inclusive education?

Worksheets can be used in a variety of ways to speak audio (for example, task conditions), which is especially useful in my case because I work with students with language disabilities. It is possible to put videos on the worksheet, as well as in comparison with the printed worksheet, students have colorful pictures that attract attention and help to perceive information. Each student can increase the letters or decrease them, adjust the brightness of the tablet as needed.

☐ Key message of the participant:

Because not all classroom classes have textbooks in my workplace, a digital worksheet is a great alternative. Its use motivates students to work and interest. It should be noted that this worksheet can be used in primary school lessons if the school has technical support (tablets or computers). to understand how to create a worksheet, you must have knowledge of English to understand the tutorial. It should also be noted that creating a worksheet is a time-consuming process. It is also possible to find worksheets created by other teachers in Latvian and English in the search engine. A total of 10 digital worksheets in science were created



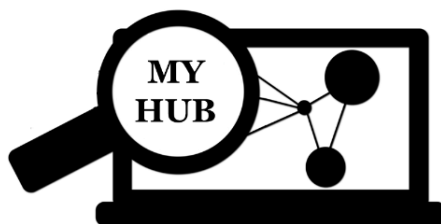
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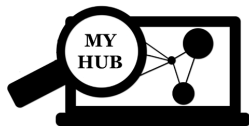
DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”

Case study 11

December, 2021

Author: UL, Santa Rauzāne

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CASE STUDY No 11 “Applications PictureThis use in science lessons”

Introduction:

Applications Picture.:https://www.youtube.com/watch?v=Peg7k_OvH2o&t=38s&ab_channel=PictureThis

- ☐ Gender: male/female
- ☐ Age: This use in field work in 3rd grade, plant identification, age 10-11.

Students engage in the lesson with interest. The lesson is set in the woods, students work in pairs. The task is to determine how many different plant species are present in a given area. The territories are deliberately chosen differently (sunny, shaded place, hill, downhill) so that the differences can be compared later. The task of one student is to identify plants with the help of an application, the other student searches for Latvian terms, students can change their responsibilities during the work.

- ☐ Role: teacher
- ☐ How the person has been involved?

She received information about the project during the lecture.

As a teacher.

Participation:

- ☐ How/where the participant received the information about MyHub portal?

During workshops organised by MyHub team, professor Dita Nimante..

- ☐ What was the reason to decide to take part in the pilot phase.

Reading the materials and decided that they are useful, encouragement by professor. Opportunity to use new technologies, differentiate the teaching and the learning.

- ☐ Does the participant ask for support by the training facilitator on behalf of local partner?

Only during the lecture.

Implementation:

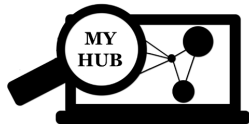
- ☐ Did the participant face any problems while using the MyHUB platform? If Yes, please specify:

Lots of resources, take time to find the right one.

- ☐ What was the most useful part for him/her?

To facilitate the process of identifying diverse plant species, as well as to promote students' understanding of how technology can be used when walking in nature

- ☐ What progress did the participant make throughout the organised workshops in terms of his/her skills and competence to implement inclusive education with student(s)?



A more convenient and faster method of plant identification, students do not have to search in printed plant identifiers, books. Students are more able to act independently. I as a teacher had to translate, because students at this age do not yet have such extensive knowledge of English. Latvian plant names in printed form are required, or another student (if working in pairs) searches for found plant names on the web.

☐ Did the participant feel more confident to provide adequate teaching as well as to communicate more easily with students?

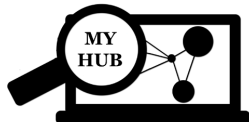
The application facilitated the teacher's work (less questions and confusion from students), accelerated the pace of teaching.

☐ How has MyHUB project made a difference in participants' understanding of the inclusive education?

Worksheets can be used in a variety of ways to speak audio (for example, task conditions), which is especially useful in my case because I work with students with language disabilities. It is possible to put videos on the worksheet, as well as in comparison with the printed worksheet, students have colorful pictures that attract attention and help to perceive information. Each student can increase the letters or decrease them, adjust the brightness of the tablet as needed. Engaging students is one of the determining factors in students' willingness to meet the challenges of the learning process. Dividing students according to ability in this activity is useful, provided that responsibilities are divided. One student is looking for and taking photos, while the other can write and search in Latvian, so each of them feels useful and involved in the task, the pace of study work is even. The task can be differentiated by covering a larger or smaller field area,

☐ Key message of the participant:

In my opinion, this application could be used even better at the stage of primary school, when students' English level is more effective. The application has a variety of functions, it can also be used as a tool to learn about various plant diseases and their prevention, the necessary conditions for growth, proliferation, etc. It should be noted that the teacher has to figure out how the students will find the Latvian names of the plants.



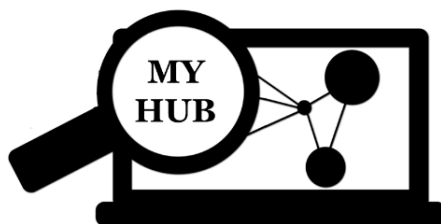
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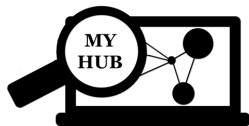
DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”

Case study 12

December, 2021

Author: UL, Anita Sinkevica

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CASE STUDY No 12 "Latvian language (speech therapy)"

Introduction:

- ☐ Gender: male/female
- ☐ Age: 1-4. Grade, 7-11 age

All students currently in the class are involved (maximum 15 students). The worksheet at home can be filled in independently by those students who were not in school or want to complete it again.

Digital worksheets are completed at the end of the lesson so that students can test themselves during the lesson. Participants are interested in acting and achieving the best possible result. Healthy competition can be observed among the students for whom it is important.

- ☐ Role: teacher
- ☐ How the person has been involved?

She received information about the project during the lecture.

As a teacher.

Participation:

- ☐ How/where the participant received the information about MyHub portal?

During workshops organised by MyHub team, professor Dita Nimante.

- ☐ What was the reason to decide to take part in the pilot phase.

I got acquainted with the materials of the MyHUB repository. This site describes the experiences of different countries with inclusive education. This site was new to me, so I think it should be promoted. This different national experience is what Latvian teachers should use and learn from. There is a lot of information and I think that everyone here could find a topic or solution to a problem that interests them.

- ☐ Does the participant ask for support by the training facilitator on behalf of local partner?

I also looked at the MyHUB guide, which had a lot of information on creating different types of lessons. I really liked that there were videos and many websites where you could find materials on various topics. This section of MyHUB seemed easier to use overall. Very valuable information is provided directly about the situation in Latvia, as well as the addresses of the websites of educational institutions - development centers, where you can get acquainted with the methodological materials created by these institutions.

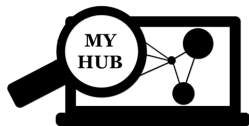
Implementation:

- ☐ Did the participant face any problems while using the MyHUB platform? If Yes, please

specify:

There were no specific difficulties.

- ☐ What was the most useful part for him/her?



From the MyHUB manual, I chose to use specialized assistive technology - augmented and alternative communication.

☐ What progress did the participant make throughout the organised workshops in terms of his/her skills and competence to implement inclusive education with student(s)?

More students were involved in learning.

☐ Did the participant feel more confident to provide adequate teaching as well as to communicate more easily with students?

New approaches and methods enhance the opportunities for all learners. Pupils listened more carefully and became more actively involved in other lesson activities, knowing that there would be an interesting task on the tablets at the end. The students wanted to fill in the worksheet again to improve the result and were happy with what they had done. The positive reaction and active involvement of the students increased the motivation to invest time and create such worksheets. Time was saved for correction, as the correct and incorrect answers appeared to the students automatically.

☐ How has MyHUB project made a difference in participants' understanding of the inclusive education?

Worksheets can be used in a variety of ways to speak audio (for example, task conditions), which is especially useful in my case because I work with students with language disabilities. It is possible to put videos on the worksheet, as well as in comparison with the printed worksheet, students have colourful pictures that attract attention and help to perceive information. Each student can increase the letters or decrease them, adjust the brightness of the tablet as needed.

☐ Key message of the participant:

Because not all classroom classes have textbooks in my workplace, a digital worksheet is a great alternative. Its use motivates students to work and interest. It should be noted that this worksheet can be used in primary school lessons if the school has technical support (tablets or computers). To understand how to create a worksheet, you must have knowledge of English to understand the tutorial. It should also be noted that creating a worksheet is a time-consuming process. It is also possible to find worksheets created by other teachers in Latvian and English in the search engine. A total of 10 digital worksheets in science were created.



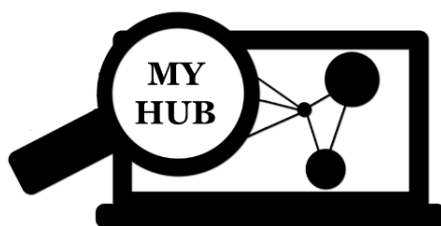
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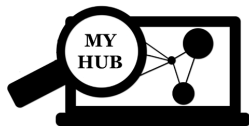
DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”

Case study 13

December, 2021

Author: UL, Anita Sinkevica

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CASE STUDY No 13 "Applications Picture This use in science lessons"

Introduction:

Applications Picture.: https://www.youtube.com/watch?v=Peg7k_OvH2o&t=38s&ab_channel=PictureThis

- ☐ Gender: male/female
- ☐ Age: This use in field work in 3rd grade, plant identification, age 10-11.

Students engage in the lesson with interest. The lesson is set in the woods, students work in pairs. The task is to determine how many different plant species are present in a given area. The territories are deliberately chosen differently (sunny, shaded place, hill, downhill) so that the differences can be compared later. The task of one student is to identify plants with the help of an application, the other student searches for Latvian terms, students can change their responsibilities during the work.

- ☐ Role: teacher
- ☐ How the person has been involved?

She received information about the project during the lecture.

As a teacher.

Participation:

- ☐ How/where the participant received the information about MyHub portal?

During workshops organised by MyHub team, professor Dita Nimante.

- ☐ What was the reason to decide to take part in the pilot phase.

Reading the materials and decided that they are useful, encouragement by professor. Opportunity to use new technologies, differentiate the teaching and the learning.

- ☐ Does the participant ask for support by the training facilitator on behalf of local partner?

Only during the lecture.

Implementation:

- ☐ Did the participant face any problems while using the MyHUB platform? If Yes, please specify:

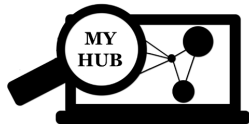
Lots of resources, take time to find the right one.

- ☐ What was the most useful part for him/her?

To facilitate the process of identifying diverse plant species, as well as to promote students' understanding of how technology can be used when walking in nature

- ☐ What progress did the participant make throughout the organised workshops in terms of his/her skills and competence to implement inclusive education with student(s)?

A more convenient and faster method of plant identification, students do not have to search in printed plant identifiers, books. Students are more able to act independently. I as a teacher had to translate,



because students at this age do not yet have such extensive knowledge of English. Latvian plant names in printed form are required, or another student (if working in pairs) searches for found plant names on the web.

☐ Did the participant feel more confident to provide adequate teaching as well as to communicate more easily with students?

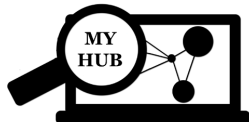
The application facilitated the teacher's work (less questions and confusion from students), accelerated the pace of teaching.

☐ How has MyHUB project made a difference in participants' understanding of the inclusive education?

Worksheets can be used in a variety of ways to speak audio (for example, task conditions), which is especially useful in my case because I work with students with language disabilities. It is possible to put videos on the worksheet, as well as in comparison with the printed worksheet, students have colourful pictures that attract attention and help to perceive information. Each student can increase the letters or decrease them, adjust the brightness of the tablet as needed. Engaging students is one of the determining factors in students' willingness to meet the challenges of the learning process. Dividing students according to ability in this activity is useful, provided that responsibilities are divided. One student is looking for and taking photos, while the other can write and search in Latvian, so each of them feels useful and involved in the task, the pace of study work is even. The task can be differentiated by covering a larger or smaller field area,

☐ Key message of the participant:

In my opinion, this application could be used even better at the stage of primary school, when students' English level is more effective. The application has a variety of functions, it can also be used as a tool to learn about various plant diseases and their prevention, the necessary conditions for growth, proliferation, etc. It should be noted that the teacher has to figure out how the students will find the Latvian names of the plants.



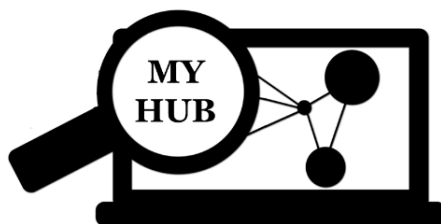
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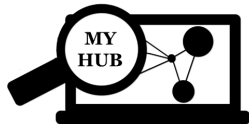
DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”

Case study 14

December, 2021

Author: UL, Maija Kulinska

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CASE STUDY No 14 "Adventure in preschool"

Introduction: Gaming program, <https://sites.google.com/view/piedzvojums-pirmsskola/par-projektu?authuser=0>

- ☐ Gender: female
- ☐ Age: 39, working with pre-schoolers (3-6 years)

The program has been used to improve knowledge and skills in working with preschool children (4-5 years).

- ☐ Role: preschool teacher
- ☐ How the person has been involved?

She received information about the project during the lecture.

As a teacher.

Participation:

- ☐ How/where the participant received the information about MyHub portal?

During workshops organised by MyHub team, professor Dita Nimante.

- ☐ What was the reason to decide to take part in the pilot phase.

I got acquainted with the materials of the MyHUB repository. There is a lot of information and I think that everyone here could find a topic or solution to a problem that interests them.

- ☐ Does the participant ask for support by the training facilitator on behalf of local partner?

No need for support.

Implementation:

☐ Did the participant face any problems while using the MyHUB platform? If Yes, please specify:

There were no specific difficulties.

- ☐ What was the most useful part for him/her?

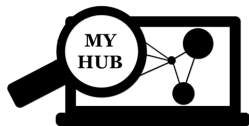
I chose an activity that corresponds to the age of the children and that can be included in the theme of the month to be learned, adjusting to the planned Achievable Results.

☐ What progress did the participant make throughout the organised workshops in terms of his/her skills and competence to implement inclusive education with student(s)?

More students were involved in learning.

☐ Did the participant feel more confident to provide adequate teaching as well as to communicate more easily with students?

Yes, I definitely felt more inspired



☐ How has MyHUB project made a difference in participants' understanding of the inclusive education?

I strengthened my knowledge

☐ Key message of the participant: Thank you!

Attachment (in Latvian language)

Gadījums: Piedzīvojums pirmsskolā

Izmantots resurss: Digiklase.lv

Izmantotā stratēģija: Spēliskošanas programma.

<https://sites.google.com/view/piedzvojums-pirmsskola/par-projektu?authuser=0>

Ievads-

☐ Dzimums/Gender: Sieviete

☐ Gadi: 39

☐ Loma: pirmsskolas skolotāja

☐ Iesaistes līmenis: Programma izmantota pilnveidojot zināšanas un prasmes darbā ar pirmsskolas vecuma bērniem (4-5 gadi).

Dalība/Participation:

☐ Kā ieguvāt informāciju?

Informācija saņemta maģistra studiju kursa ietvaros.

☐ Kā izvēlējāties aktivitāti? Kādēļ tieši to?

Izvēlējos aktivitāti, kura atbilst bērnu vecumposmam un kuru var iekļaut apgūstamās mēneša tematikas ietvaros, pieskaņojot plānotajiem Sasniedzamajiem Rezultātiem.

☐ Vai bija nepieciešama palīdzība, atbalsts, vai jautāja palīdzību?

Nepieciešama bija sadarbība ar pirmsskolas pedagoga palīgu ikdienas mācību procesa īstenošanā.

Īstenošana/ Implementation:

☐ Vai bija kādas grūtības, imantojot metodes, materiālus, vietnes? Ja jā, tad kādas?

Nē, programma nesagādāja grūtības.

☐ Kas bija visnoderīgākais?

Teorētiskā bāze par spēliskošanu, tās struktūra un pamatojums, kā arī radošie piemēri.

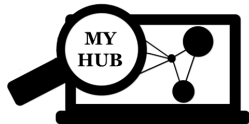
Rezultāti/Achievements:

☐ Kādi bija rezultāti, kas mainījās?

Bērni sasniedza plānoto rezultātu, mācījās interesanti un jautri.

☐ Vai bija kādas izmaiņas pedagoga pašefektivitātē? Vai skolotājs jutās labāk, pārliecinošāk?

Jā, noteikti jutās iedvesmotāka.



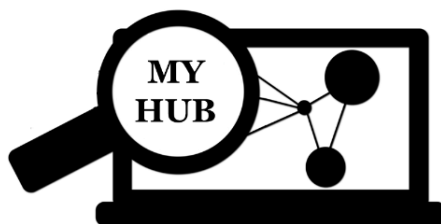
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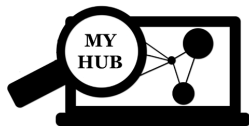
DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”

Case study 15

December, 2021

Author: UL, Maija Kulinska

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CASE STUDY No 15 "The alphabet of boys"

Introduction:

33 letters of the alphabet on coloring worksheets and the game "Letter Circus"
<https://puikualfabets.lv/krasojamas-lapas/>

- ☐ Age: 39, working with pre-schoolers (3-6 years)

The program has been used to improve knowledge and skills in working with preschool children (4-5 years).

- ☐ Role: preschool teacher
- ☐ How the person has been involved?

She received information about the project during the lecture.

As a teacher.

Participation:

- ☐ How/where the participant received the information about MyHub portal?

During workshops organised by MyHub team, professor Dita Nimante.

- ☐ What was the reason to decide to take part in the pilot phase.

Reading the materials and decided that they are useful, encouragement by professor. Opportunity to use new technologies, differentiate the teaching and the learning.

- ☐ Does the participant ask for support by the training facilitator on behalf of local partner?

Only during the lecture.

Implementation:

☐ Did the participant face any problems while using the MyHUB platform? If Yes, please specify:

After you do it for first time, then the second time is easy.

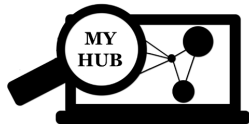
- ☐ What was the most useful part for him/her?

I chose an activity that corresponds to the age of the children and that can be included in the learning process.

☐ What progress did the participant make throughout the organised workshops in terms of his/her skills and competence to implement inclusive education with student(s)?

Preparing the game (the children painted it themselves) and using it in the moments of play, as well as playing, learned the skill to wait their turn, win, lose.

☐ Did the participant feel more confident to provide adequate teaching as well as to communicate more easily with students?



The children improved their knowledge, learned unconsciously, interestingly and fun. I felt good as a teacher.

☐ How has MyHUB project made a difference in participants' understanding of the inclusive education?

Had more practice.

☐ Key message of the participant: Thank you!

Attachment (in Latvian language)

Gadījums: Puiku alfabēts,

Izmantotā stratēģija: 33 alfabēta burti krāsojamās darba lapās un spēle “Burtu Cirkis”

<https://puikualfabets.lv/krasojamas-lapas/>

Ievads-

- Dzimums/Gender: Sieviete
- Gadi: 39
- Loma: pirmsskolas skolotāja
- Iesaistes līmenis: Programma izmantota kā papildinājums un interesanta aktivitāte darbā ar pirmsskolas vecuma bērniem (4-5 gadi).

Dalība/Participation:

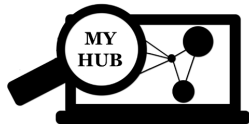
- Kā ieguvāt informāciju?
Informācija saņemta maģistra studiju kursa ietvaros.
- Kā izvēlēties aktivitāti? Kādēļ tieši to?
Izvēlējos aktivitāti, kura atbilst bērnu vecumposmam un kuru var iekļaut mācību procesā.
- Vai bija nepieciešama palīdzība, atbalsts, vai jautāja palīdzību?
Nepieciešama bija sadarbība ar pirmsskolas pedagoga palīgu ikdienas mācību procesa īstenošanā.

Īstenošana/ Implementation:

- Vai bija kādas grūtības, imantojot metodes, materiālus, vietnes? Ja jā, tad kādas?
Nē, programma nesagādāja grūtības.
- Kas bija visnoderīgākais?
Spēles sagatavošana (bērni paši to krāsoja) un izmantošana rotaļu brīžos, kā arī spēlējot apguva prasmi gaidīt savu kārtu, uzvarēt, zaudēt.

Rezultāti/Achievements:

- Kādi bija rezultāti, kas mainījās?
Bērni pilnveidoja zināšanas, mācījās neapzināti, interesanti un jaukti.



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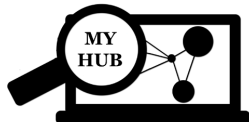
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- Vai bija kādas izmaiņas pedagoga pašefektivitātē? Vai skolotājs jutās labāk, pārliecinošāk?
Skolotājs jutās kā rotaļu biedrs un koordinators.



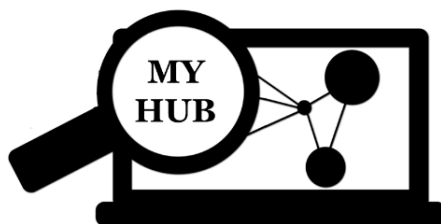
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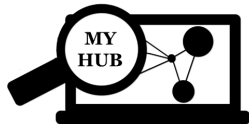
DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”

Case study 16

December, 2021

Author: UL, Elita Šneidere

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CASE STUDY No 16 "Online resource"

Introduction: do2Learn - an online resource for people with special needs, teachers

<https://do2learn.com/>

- ☐ Gender: female
- ☐ Age: 51
- ☐ Role: support teacher
- ☐ How the person has been involved?

She received information about the project during the lecture at the university.

As a teacher.

Participation:

- ☐ How/where the participant received the information about MyHub portal?

During workshops organised by MyHub team, professor Dita Nimante.

- ☐ What was the reason to decide to take part in the pilot phase.

Acquainted with the materials of the MyHUB repository.

- ☐ Does the participant ask for support by the training facilitator on behalf of local partner?

No need for support.

Implementation:

- ☐ Did the participant face any problems while using the MyHUB platform? If Yes, please specify:

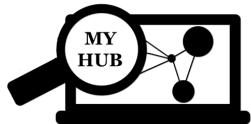
There were no major difficulties. Not all tasks can be used without knowledge of English. At the same time, it can be a plus for children with good English language skills. There were no specific difficulties.

- ☐ What was the most useful part for him/her?

Possible to use during the Covid restrictions.

- ☐ What progress did the participant make throughout the organised workshops in terms of his/her skills and competence to implement inclusive education with student(s)?

The program is well-suited, especially now that training needs to be provided during COVID. Both during distance learning and in person, if another teacher has to replace mathematics lessons. Children who were reluctant to engage in math problems both in class and at home did so with interest. The children were interested in accumulating possible points, thus practicing a specific skill. As the student's profile is maintained, it is convenient to continue working. The teacher also has the opportunity to follow the children's progress, seeing which issues are causing the child difficulties. Using IXL, it is possible for



everyone to mark individual tasks according to their abilities, which in turn allows them to work independently. Good for homework assignments.

☐ Did the participant feel more confident to provide adequate teaching as well as to communicate more easily with students?

Not specifically.

☐ How has MyHUB project made a difference in participants' understanding of the inclusive education?

Not specifically.

☐ Key message of the participant: Thank you!

Attachment (in Latvian Language)

Izmantotie resursi: IXL - 1. tiešsaistes resurss <https://www.ixl.com/>

2. do2Learn - tiešsaistes resurss cilvēkiem ar īpašām vajadzībām, skolotājiem. <https://do2learn.com/>

Izmantotās stratēģijas: 1. programmas IXL izmantošana matemātisko prasmju treniņam klasē, mājās, ņemot vērā skolēnu dažādās spējas.

2. Vizualizācijas izmantošana dienas/stundas/uzdevuma strukturēšanai.

Ievads

Dzimums: Sieviete

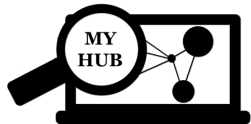
Gadi: 51

Loma: Strādāju individuāli ar bērniem, kam nepieciešams papildu atbalsts mācībās. Atbalstu skolotājus iekļaujošo risinājumu meklēšanā ikdienas darbā skolā.

Iesaistes līmenis: 1.-5. klašu skolotāji, kas māca matemātiku (IXL izmantošana). Skolotāji, kas māca 1.un 3.klasi.

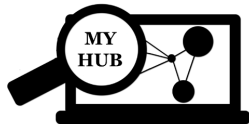
Dalība: Informāciju par IXL ieguvu no kolēģiem un MansHubs iekļaujošai izglītībai, savukārt par struktūras vizualizēšanu ar pamata ieteikumiem iepazīnos literatūrā par darbu ar bērniem, kam ir autiskā spektra traucējumi un papildus mājas lapā do2Learn.com.

Īstenošana: Izmantojot programmu IXL pamatā, var teikt, lielu grūtību nebija. Ja neskaita sākotnējo ieviešanas procesu, kamēr skolotāji saprata/apguva kā atzīmēt/uzdot katram savu uzdevumu, kā ērtāk orientēties programmā. Kamēr apgūst ko jaunu, katram ir svarīgi zināt, ka ir pie kā vērsties neskaidru jautājumu gadījumā (konkrēti par IXL pie cita kolēģa, kurš jau izmanto, vai manis). Pagaidām nepietiekoši



apgūta iespēja redzēt stundas laikā, ko dara katrs skolēns un uzreiz uz to reaģēt (arī attālināti). Pie grūtībām varētu izdalīt, ka tā kā programma ir angļu valodā, tad ne visas iespējas ko piedāvā programma visi uzreiz var izmantot (piem.,izvēlēties uzdevumus pa tēmām). Dažus skolotājus tas attur no programmas aktīvas izmantošanas. Bet, ja ir kolēģi, kas ierāda kur/ko/kā darīt, tad tas ir iespējams. Runājot par piedāvātajiem uzdevumiem - ne visus uzdevumus var izmantot, ja nav angļu valodas zināšanas. Tai pat laikā kā pluss tas var būt bērniem kam labas angļu valodas zināšanas.

Rezultāti: Programma labi izmantojama, sevišķi jau šobrīd, kad jānodrošina mācību darbs COVID laikā. Gan attālināto mācību laikā, gan klātienē, ja kādam citam skolotājam nākas aizvietot matemātikas stundas. Bērni, kuri nelabprāt iesaistījās matemātikas uzdevumu risināšanā gan stundās, gan mājās, to darīja ar interesi. Bērni bija ieinteresēti krāt iespējamus punktus, tādējādi vingrinot konkrētu prasmi. Tā kā skolēna profilā viņa darītais saglabājas, ir ērti turpināt darbu. Skolotājam ir arī iespēja sekot līdzi bērnu progresam, redzot, kuri jautājumi sagādā bērnam grūtības. Izmantojot IXL ir iespēja katram atzīmēt individuālus uzdevumus atbilstoši spējām, kas savukārt dod iespēju strādāt patstāvīgi. Labi izmantojams, uzdodot mājas darbus.



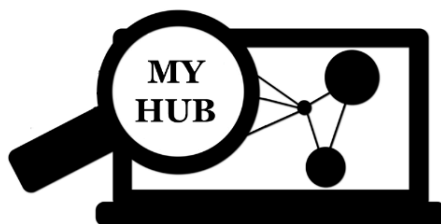
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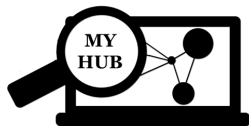
DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”

Case study 17

December, 2021

Author: UL, Elita Šneidere

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CASE STUDY No 17 "Visualisation"

Introduction:

I chose the strategy because it is very useful not only for children with autism spectrum, but also for other children with impaired executive functions, working memory, difficulty starting, continuing and completing tasks (focus on what to do). The benefits of using the strategy are for more students. Visualizing the daily plan is especially important for younger children.

- ☐ Gender: female
- ☐ Age: 51
- ☐ Role: support teacher
- ☐ How the person has been involved?

She received information about the project during the lecture at the university.

As a teacher.

Participation:

- ☐ How/where the participant received the information about MyHUB portal?

During workshops organised by MyHUB team, professor Dita Nimante.

- ☐ What was the reason to decide to take part in the pilot phase.

Acquainted with the materials of the MyHUB repository.

- ☐ Does the participant ask for support by the training facilitator on behalf of local partner?

Only during the lecture.

Implementation:

☐ Did the participant face any problems while using the MyHUB platform? If Yes, please specify:

Not specifically.

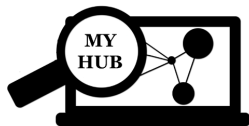
- ☐ What was the most useful part for him/her?

I chose an activity that corresponds to the children with autism.

☐ What progress did the participant make throughout the organised workshops in terms of his/her skills and competence to implement inclusive education with student(s)?

In this exercise, I divided the visual structuring into 3 parts. I could also talk about creating a homework plan, a weekly plan, etc., I will focus now on what a teacher can do in the classroom.

- The classroom has a visual reminder of the daily plan (lesson list, course of the day), which the students arrange themselves in the morning, under the guidance of the teacher. If changes to the schedule are expected, they will also be included in the class day plan. The plan also marks other parts of the day that



need to be highlighted (breakfast, lunch, going out, watching a movie, etc.). There may be a student who needs an individual day plan.

- In class - Usually, the teacher notes the sequence of lessons for the whole class when writing lesson goals on the board. Pupils who need individual support to follow parts of the lesson / assignments are given a 'What to do' page where they can note what they have done. This page is also used in individual lessons, which allows students, especially those with impaired management functions, to “see” the tasks to be done, to follow what has been done, as well as to be more successful in tasks that are less enjoyable because they see them ending. tam.

- In a specific task, we could also call visualization a step-by-step breakdown. It could also be used as a reminder, for example, when solving text problems in mathematics. A visual breakdown of steps is often useful in art lessons as well, where you need to understand / remember the sequence of several steps to get to the result. Or, for example, in Latvian to work with a text - 1. read the text, 2. find and underline the subject of the sentence and the expressor in all sentences, 3. Check the underlined.

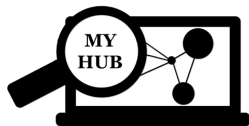
☐ Did the participant feel more confident to provide adequate teaching as well as to communicate more easily with students?

The IXL program is easy to use for both children and teachers, as a result of which colleagues were mostly very responsive and used the opportunities of the program at different levels in their work.

☐ How has MyHUB project made a difference in participants' understanding of the inclusive education?

From my practice, helping teachers to find solutions on a daily basis to better involve all children, I have noticed that often easy-to-implement strategies (how to draw the attention of all children, etc.) are sometimes more difficult to implement because it goes without saying. . And it is unlikely that some seemingly simple activities could make a significant contribution to improving the involvement of all children in class work, such as the need for a visual plan (although there is knowledge that a visual structure can be very helpful). For example, a teacher with a long teaching experience began to create an individual plan for a lesson / task (to be done) for a girl with autism spectrum with great care, despite the fact that in some cases this strategy was already used at school. I would like to point out that it is very important for teachers to have the opportunity to be heard individually, to talk about the children I did / tried, who managed to do what I did, and to think further in the overall conversation about what I can do as a teacher. There is also time for group discussions. Over and over again, we need to see how important a particular strategy is, learn to understand and why children need visual support (or another method).

☐ Key message of the participant: The fact that distance learning has been (and still is) distance has, in my view, accelerated the use of different online curricula, as teachers have been forced to look for



different ways to teach, including technology, with a view to making it more accessible to children. it is interesting that the assignment does not take much time, so that you can also see how the student is doing, provide feedback.

Attachment (in Latvian language)

Kā otru stratēģiju izmantoju vizualizāciju klases, stundas, uzdevuma strukturēšanai. Šo stratēģiju izvēlējos, jo tā ir ļoti noderīga ne tikai bērniem ar autisko spektru, bet arī citiem bērniem, kam ir traucētas vadības funkcijas (executive functions), darba atmiņa, grūtības uzsākt, turpināt un pabeigt uzdevumus (koncentrēties uz darāmo). Ieguvumi no stratēģijas pielietošanas ir lielākam skaitam skolēnu. Īpaši svarīgi vizualizēt dienas plānu ir mazākiem bērniem.

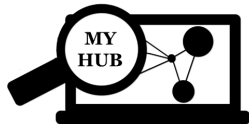
Šī uzdevuma ietvaros, vizuālo strukturēšanu es sadalīju 3 daļās. Vēl varētu runāt arī par mājas darbu plāna veidošanu, nedēļas plānu uc., es šobrīd koncentrēšos uz to, ko var darīt skolotājs klasē.

- Klasē ir vizuāla atgādnē dienas plānam (stundu saraksts, dienas gaita), ko skolēni no rīta sakārto paši, skolotāja vadībā. Ja ir paredzamas izmaiņas stundu sarakstā, arī tās tiek paredzētas klases dienas plānā. Plānā tiek atzīmētas, pēc vajadzības, arī citas īpaši izceļamas dienas daļas (brokastis, pusdienas, iešana ārā, filmas skatīšanās uc.). Iespējams, ka ir kāds skolēns, kuram ir nepieciešams individuāls dienas plans.
- Stundā - Parasti skolotājs, stāstot stundas mērķus uz tāfeles atzīmē darbu secību visai klasei. Skolēniem, kam ir nepieciešams individuāls atbalsts lai sekotu stundas daļām/veicamajiem uzdevumiem, tiek iedota "Kas jādara" lapa, kurā viņš var atzīmēt padarīto. Arī individuālajās nodarbībās tiek izmantota šī lapa, kas skolēniem, īpaši jau ar vadības funkciju traucējumiem ļauj "ieraudzīt" darāmos uzdevumus, sekot līdzī paveiktajam, kā arī veiksmīgāk noskaņoties uz uzdevumiem, kas nav tik patīkami, jo redz, ka tie beigsies un kas sekos pēc tam.
- Konkrētā uzdevumā vizualizāciju mēs varētu saukt arī par sadalījumu pa soļiem. Tā varētu būt arī kā atgādnē, piem., matemātikā risinot teksta uzdevumus. Vizuāls soļu sadalījums nereti noder arī mākslas stundās, kur ir jāsaprot/jāatceras kādā secībā veicamas vairākas darbības, lai nonāktu pie rezultāta. Vai, piemēram, latviešu valodā, lai strādātu ar tekstu - 1. izlasi tekstu, 2. atrodi un pasvītrot teikuma priekšmetu un izteicēju visos teikumos, 3. Pārbaudi pasvītrotu.

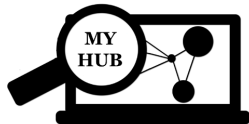
"Kas jādara" lapu, skolotāja sāka izmantot latviešu valodas un matemātikas stundās skolniecei ar autiskā spektra traucējumiem, kurai bija grūtības uzsākt un turpināt uzdevumus klasē patstāvīgi. Skolotājai bieži bija jāatgādina atgriezties pie darba un turpināt iesākto. Jau no pirmajām reizēm, kad tika izmantota "Kas jādara" lapa, pēc skolotājas teiktā, skolniece labāk strādāja stundā. Retāk bija nepieciešami papildus individuāli atgādinājumi. Meitene mācās sekot padarītajam, atzīmējot lapā. Tas palīdz viņai koncentrēties uz uzdevumu, kas jādara. Skolotāja šajā gadījumā jūt, ka viņa var ko darīt, lai meitene kļūtu patstāvīgāka un efektīvāk iesaistīta stundas darbā. Mazinās arī skolotājas individuālo atgādinājumu nepieciešamība.

Galvenais ko noslēgumā var secināt:

1. Tas, ka bija (un pa laikam joprojām ir) attālinātas mācības, manuprāt, ir paātrinājis dažādu tiešsaistes mācību programmu izmantošanu mācību procesā, jo skolotāji bija spiesti meklēt dažādus veidus kā mācīt, iesaistot tehnoloģijas, domājot arī par to, lai tas bērniem būtu interesanti, lai uzdevumu ielikšana neprastu daudz laika, lai varētu arī redzēt kā skolēnam sokas, sniegt atgriezenisko saiti.



2. Programma IXL ir ērti izmantojama gan bērniem, gan skolotājiem, kā rezultātā, kolēģi pārsvarā bija ļoti atsaucīgi un izmantoja savā darbā programmas iespējas dažādos līmeņos.
3. No savas prakses, palīdzot skolotājiem ikdienā meklēt risinājumus, kā veiksmīgāk iekļaut visus bērnus, esmu novērojusi, ka nereti vienkārši īstenojamas stratēģijas (kā pievērst/sagaidīt visu bērnu uzmanību uc.) reizēm mēdz būt grūtāk iedzīvināmas, jo it kā pats par sevi saprotams. Un iespējams, nav ticība, ka dažas, it kā pavisam vienkāršas darbības, varētu sniegt nozīmīgu ieguldījumu, lai uzlabotos visu bērnu iesaiste klases darbā, piemēram, vizuāla plāna nepieciešamība (kaut arī ir zināšanas par to, ka vizuāla struktūra var būt ļoti palīdzīga). Piemēram, skolotāja, kurai ir ilgs pedagoģiskā darba stāžs ar lielu piesardzību sāka veidot individuālo plānu stundai/uzdevumam (kas jādara) meitenei ar autiskā spektra traucējumiem, neskatoties uz to, ka skolā atsevišķos gadījumos jau tika izmantota šī stratēģija. Gribu atzīmēt, ka ļoti svarīgi ir lai skolotājiem, būtu iespēja arī individuāli tikt uzklautiem, sarunāties par bērniem, ko izdarīju/pamēģināju, kas izdevās, kas nē un kopējā sarunā domāt tālāk, ko es kā skolotājs varu darīt. Arī sarunām skolotāju grupā ir atvēlams laiks. Atkal un atkal kopā mums jāierauga cik liela nozīme ir tieši konkrētajai stratēģijai, jāmacās saprast un nosaukt, kāpēc tieši vizuāls atbalsts (vai cita metode) ir nepieciešams bērniem.



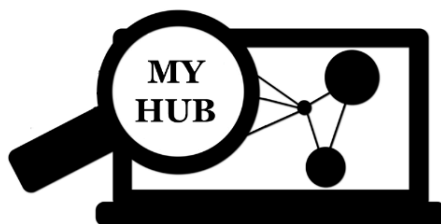
MyHUB

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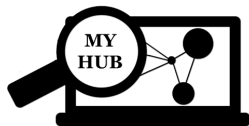
DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”

Case study 18

December, 2021

Author: UL, Inese Ozola-Zaļā

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CASE STUDY No 18 “Animaker”

Introduction:

- ☐ Gender: female
- ☐ Age: 38
- ☐ Role: teacher
- ☐ How the person has been involved?

She received information about the project during the lecture at the university.

As a teacher.

Participation:

- ☐ How/where the participant received the information about MyHub portal?

During workshops organised by MyHub team, professor Dita Nimante.

- ☐ What was the reason to decide to take part in the pilot phase.

Acquainted with the materials of the MyHUB repository.

- ☐ Does the participant ask for support by the training facilitator on behalf of local partner?

No need for support.

Implementation:

- ☐ Did the participant face any problems while using the MyHUB platform? If Yes, please specify:

There was no difficulty, but it took time to adapt the tasks to a specific lesson, and for Animaker it was necessary to create several short tutorials for children as a step-by-step creation of their own avatar and finally a short film. I would like to add that I also use the third resource from Digiklase.lv, which is the site Skolo.lv, where I place all my own materials, so that children can view and use the instructions on how to operate the Animaker site at any time.

- ☐ What was the most useful part for him/her?

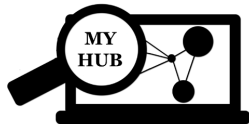
Practical materials, links to other resources.

- ☐ What progress did the participant make throughout the organised workshops in terms of his/her skills and competence to implement inclusive education with student(s)?

Animaker was addressed because it offers opportunities to create your own avatars, which can then be revived by putting them in motion and making short films.

- ☐ Did the participant feel more confident to provide adequate teaching as well as to communicate more easily with students?

As a teacher, I felt fantastic to see that each of the students was passionate about games that strengthen vocabulary and spelling. There was a great atmosphere in the classroom, three students were



working at the interactive whiteboard, the others were using their phones or tablets, but during the class they were cooperating with each other, the guys were trying to compete.

☐ How has MyHUB project made a difference in participants' understanding of the inclusive education?

Each lesson should be designed so that each student works and feels a sense of belonging.

☐ Key message of the participant:

It is a great addition to make lessons interactive and engaging for all students. At the same time, I am aware that, as an educator, I have to constantly look for new and exciting methods to use in my lessons to help students understand how they are learning best, which is what makes learning a new subject easy. and interesting for children to be happy to come to school and want to learn more and more.

Attachment (in Latvian Language)

Ievads:

- Vecums/: Sieviete
- Gadi: 38
- Loma/Role: skolotāja
- Iesaistes līmenis/:

Savam pētījumam izmantoju MYHUB un Digiklasi. Biju iepriekš par tādu dzirdējusi, bet nebiju izmantojusi, lai atrastu sev noderīgas vietnes

Dalība/Participation:

- Kā ieguvāt informāciju?

Par MyHub portālu uzzināju studiju laikā, lai gan papētot informāciju neatradu sev interesējošo, tāpēc izvēlējos Digiklase.lv piedāvātos resursus

- Kā izvēlējāties aktivitāti? Kādēļ tieši to?

Meklējot resursus Digiklase.lv es pievērsu uzmanību tiem resursiem, kurus iespējams izmantot angļu valodas stundās. Animaker vietne uzrunāja, jo piedāvā iespējas veidot savus avatārus, kurus pēc tam var atdzīvināt, ieliekot kustībā un veidot mazas īsfilmiņas.

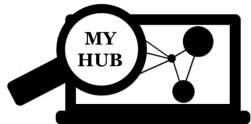
- Vai bija nepieciešama palīdzība, atbalsts, vai jautāja palīdzību?

Ar visu tiku gala pati, izmantojot piedāvātās online video pamācības.

Īstenošana/ Implementation:

- Vai bija kādas grūtības, imantojot metodes, materiālus, vietnes? Ja jā, tad kādas? /

Grūtību nebija, bet bija vajadzīgs laiks, lai pielāgotu uzdevumus konkrētai stundai, un priekš Animaker vajadzēja izveidot vairākas īsas pamācības bērniem kā soli pa solim izveidot savu avatāru



un beigās arī īsfilmu. Piemetināšu, ka papildus izmantoju arī trešo resursu no Digiklase.lv, kas ir vietne Skolo.lv, kurā ievietoju visus pašveidotos materiālus, lai bērni jebkurā brīdī var apskatīties un izmantot pamācības kā darboties Animaker vietnē.

► Kas bija visnoderīgākais?/

Educandy visnoderīgākais ir tas, ka ļoti ātri var izveidot interaktīvu un skolēniem saistošu stundu. Animaker ir interesants, jo attīsta skolēnos iztēli un radošumu, veidojot savu avatāru un izdomājot sava video ainas.

Rezultāti/Achievements:

► Kādi bija rezultāti, kas mainījās?/

Animaker vēl nav pielietots praksē līdz galam, attālinātās mācības aizkavēja šo procesu, bet domāju, ka katrs skolēns atradīs sev interesantāko un atbilstošāko veidu, kā izveidot savu mazo video.

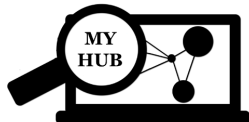
► Vai bija kādas izmaiņas pedagoga pašefektivitātē? Vai skolotājs jutās labāk, pārliecinošāk?/

Es kā skolotāja jutos fantastiski, redzot, ka ikviens no skolēniem ir ar azartu un aizrautību pievērsies spēlēm, kuras nostiprina vārdu krājumu un pareizrakstību. Klasē valdīja lieliska atmosfēra, trīs skolēni darbojās pie interaktīvās tāfeles, pārējie ar saviem telefoniem vai planšeti, bet stundas laikā viņi sadarbojās savā starpā, puīši mēģināja sacensties.

► Vai un kā tas mainīja izpratni par iekļaujošo/ speciālo pedagoģiju?

Katra stunda ir jāveido tā, lai ikviens no skolēniem darbotos un justos piederīgs. Galvenais, ko noslēguma var secināt/

Laba vietne. Tajā pašā laikā apzinu, ka man, kā pedagogam, visu laiku ir jāmeklē jaunas un aizraujošas metodes, ko pielietot stundās, lai palīdzētu skolēniem saprast kādā veidā viņi paši vislabāk mācās, kas ir tas, kas palīdz apgūt jauno mācību vielu, lai mācības būtu vieglas un interesantas, lai bērni ar prieku nāktu uz skolu un vēlētos apgūt aizvien vairāk un vairāk.



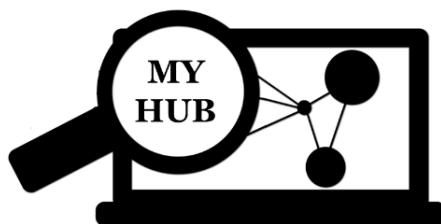
MyHUB

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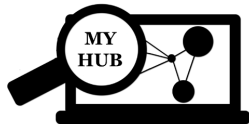
DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”

Case study 19

December, 2021

Author: UL, Inese Ozola-Zaļā

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CASE STUDY No 19 "Educandy"

Introduction:

- ☐ Gender: female
- ☐ Age: 38
- ☐ Role: teacher
- ☐ How the person has been involved?

She received information about the project during the lecture at the university.

As a teacher.

Participation:

- ☐ How/where the participant received the information about MyHub portal?

During workshops organised by MyHub team, professor Dita Nimante.

- ☐ What was the reason to decide to take part in the pilot phase.

Acquainted with the materials of the MyHUB repository.

- ☐ Does the participant ask for support by the training facilitator on behalf of local partner?

No need for support.

Implementation:

- ☐ Did the participant face any problems while using the MyHUB platform? If Yes, please

specify:

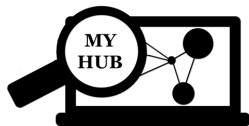
Not specifically.

- ☐ What was the most useful part for him/her?

I chose two examples in the small pictures. In the first, students had to strengthen their knowledge of countries and nationalities. Educandy offers 5 games with these word pairs. Everyone can choose the one that works best for them, although I encouraged them to try everything. The first game where children play "sausages" either in pairs or against the computer is very interesting. The boys enjoyed the memory game, where they competed for the sooner time. Educandy offers 3 games related to notion "Family". In the first game, the words appear on the side, they must be found in a crossword puzzle. In the second game, you have to try to guess the word by pressing a letter that is not in the name of someone who starts eating a bar of chocolate. In the third game, all letters are given, but in a mixed order.

- ☐ What progress did the participant make throughout the organised workshops in terms of his/her skills and competence to implement inclusive education with student(s)?

I drew attention to the resources that can be used in English lessons. Educandy seemed very interesting and easy to create, as well as engaging for children, as it offers several options for learning or strengthening vocabulary while playing games.



☐ Did the participant feel more confident to provide adequate teaching as well as to communicate more easily with students?

Pupils' interest increased

☐ How has MyHUB project made a difference in participants' understanding of the inclusive education?

Individualised learning was implemented by using technology. Educandy clearly offers differentiation options for each level of play. I'm excited about this site, I've also advised some moms to use this as a way to help their little ones learn the subject more successfully.

☐ Key message of the participant: Education should be such that learning is new, easy and interesting, so that children are happy to come to school and want to learn more and more.

Attachment (in Latvian language):

Ievads:

- Vecums/: Sieviete
- Gadi: 38
- Loma/Role: skolotāja
- Iesaistes līmenis/:

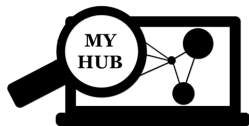
Savam pētījumam izmantoju MYHUB un Digiklasi. Biju iepriekš par tādu dzirdējusi, bet nebiju izmantojusi, lai atrastu sev noderīgas vietnes

Dalība/Participation:

- Kā ieguvāt informāciju?
Par MyHub portālu uzzināju studiju laikā, lai gan papētot informāciju neatradu sev interesējošo, tāpēc izvēlējos Digiklase.lv piedāvātos resursus
- Kā izvēlējāties aktivitāti? Kādēļ tieši to?
Meklējot resursus Digiklase.lv es pievērsu uzmanību tiem resursiem, kurus iespējams izmantot angļu valodas stundās. Educandy likās ļoti interesanta un vienkārši izveidojama, turklāt bērniem saistoša, jo piedāvā vairākus variantus kā spēlējot spēles apgūt vai nostiprināt vārdu krājumu.
- Vai bija nepieciešama palīdzība, atbalsts, vai jautāja palīdzību?
Ar visu tiku gala pati, izmantojot piedāvātās online video pamācības.

Īstenošana/ Implementation:

- Vai bija kādas grūtības, imantojot metodes, materiālus, vietnes? Ja jā, tad kādas? /
Grūtību nebija, bet bija vajadzīgs laiks, lai pielāgotu uzdevumus konkrētai stundai, un priekš Animaker vajadzēja izveidot vairākas īsas pamācības bērniem kā soli pa solim izveidot savu avatāru



un beigās arī īsfilmu. Piemetināšu, ka papildus izmantoju arī trešo resursu no Digiklase.lv, kas ir vietne Skolo.lv, kurā ievietoju visus pašveidotos materiālus, lai bērni jebkurā brīdī var apskatīties un izmantot pamācības kā darboties Animaker vietnē.

► Kas bija visnoderīgākais?/

Educandy visnoderīgākais ir tas, ka ļoti ātri var izveidot interaktīvu un skolēniem saistošu stundu.

Rezultāti/Achievements:

► Kādi bija rezultāti, kas mainījās?/

Izmantojot Educandy stunda izdevās lieliska, visi bērni iesaistījās, neatkarīgi no zināšanu līmeņa un spējām. Katrs varēja izvēlēties atbilstošāko spēlīti, lai nostiprinātu vārdu krājumu.

► Vai bija kādas izmaiņas pedagoga pašefektivitātē? Vai skolotājs jutās labāk, pārliecinošāk?/

Es kā skolotāja jutos fantastiski, redzot, ka ikviens no skolēniem ir ar azartu un aizrautību pievērsies spēlēm, kuras nostiprina vārdu krājumu un pareizrakstību. Klasē valdīja lieliska atmosfēra, trīs skolēni darbojās pie interaktīvās tāfeles, pārējie ar saviem telefoniem vai planšeti, bet stundas laikā viņi sadarbojās savā starpā, puīši mēģināja sacensties.

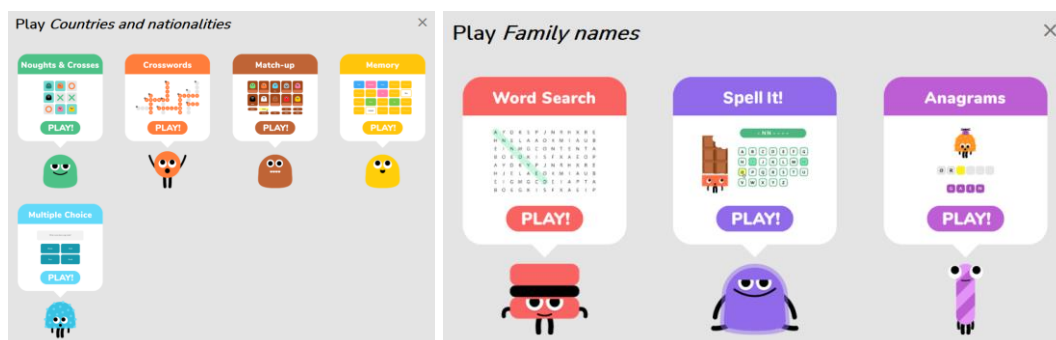
► Vai un kā tas mainīja izpratni par iekļaujošo/ speciālo pedagoģiju?

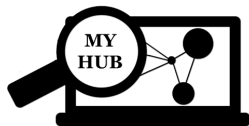
Katra stunda ir jāveido tā, lai ikviens no skolēniem darbotos un justos piederīgs. Educandy viennozīmīgi piedāvā diferenciacijas iespējas, katra līmenim atbilstošu spēlīti. Esmu sajūsmā par šo vietni, esmu ieteikusi arī dažām mammām izmantot šo kā veidu, lai palīdzētu mazajiem ģipariem veiksmīgāk apgūt mācību vielu.

► Galvenais, ko noslēguma var secināt/

Vietne ir kā lielisks papildinājums, lai veidotu stundas interaktīvas un visu skolēnu iesaistošas. Tajā pašā laikā apzinot, ka man, kā pedagogam, visu laiku ir jāmeklē jaunas un aizraujošas metodes, ko pielietot stundās, lai palīdzētu skolēniem saprast kādā veidā viņi paši vislabāk mācās, kas ir tas, kas palīdz apgūt jauno mācību vielu, lai mācības būtu vieglas un interesantas, lai bērni ar prieku nāktu uz skolu un vēlētos apgūt aizvien vairāk un vairāk.

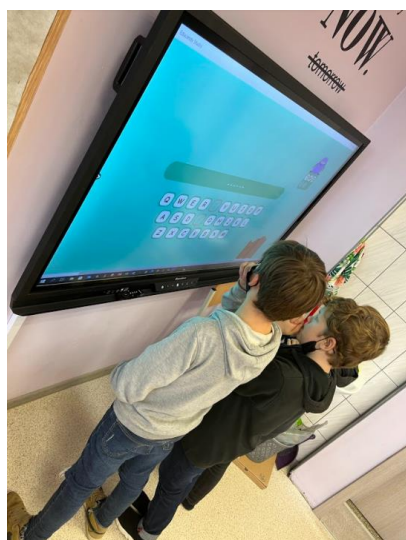
Educandy

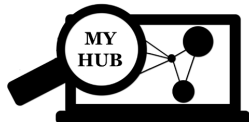




Mazajos attēlos var redzēt divus piemērus. Pirmajā skolēniem bija jānostiprina zināšanas par valstīm un tautībām. Educandy piedāvā 5 spēles ar šiem vārdu pāriem. Katrs var izvēlēties sev saistošāko, lai gan es mudināju viņus pamēģināt visas. Ļoti interesanta ir pirmā spēle, kur bērni spēlē "desas" vai nu pa diviem vai pret datoru. Puišiem patika atmiņu spēle, kur viņi sacentās uz laiku, kurš ātrāk izies.

Otrs attēls ir par vārdiņiem "ģimene". Educandy piedāvā 3 spēles. Pirmajā spēlē vārdi ir redzami malā, tie jāatrod krustvārdu mīklā. Otrajā spēlē pašiem jāmēģina uzmināt vārds, ja nospiež burtu, kurš nav vārdā, kāds sāk ēst malā esošo šokolādes tāfelīti. Trešajā spēlē visi burti doti, bet sajauktā secībā.





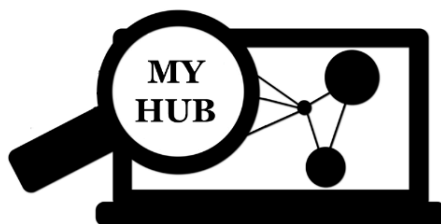
MyHUB

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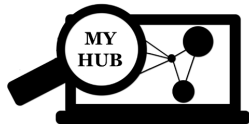
DEL. 7.3 “Case studies from implementers – pedagogical staff who used the inclusive learning resources”

Case study 20

December, 2021

Author: UL, Dita Nīmante

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CASE STUDY No 20 "Higher education"

Introduction:

- ☐ Gender: female
- ☐ Age: 52
- ☐ Role: higher education teacher
- ☐ How the person has been involved?

Part of the project as a higher education teacher.

Participation:

- ☐ How/where the participant received the information about MyHUB portal?

During workshops organised by MyHUB team, participated in the project development.

- ☐ What was the reason to decide to take part in the pilot phase.

Use of additional materials to enrich students' opportunities to read further, get acquainted with the collected good practices for inclusive education from Latvia and abroad.

- ☐ Does the participant ask for support by the training facilitator on behalf of local partner?

Students had to practice several times to use the MyHUB platform.

Implementation:

☐ Did the participant face any problems while using the MyHUB platform? If Yes, please specify:

Although there were no particular difficulties, the students had to repeat and I as a teacher demonstrate several times how to use the resource. The most complicated part was registration. There were questions - as to whether it was possible to use the platform without registration.

- ☐ What was the most useful part for him/her?

Practical materials, cases, links to other resources. Materials in Latvian, English.

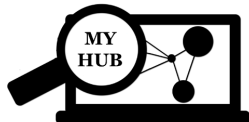
☐ What progress did the participant make throughout the organised workshops in terms of his/her skills and competence to implement inclusive education with student(s)?

Students' digital skills and ability to orientate and select the necessary materials improved. The critical thinking was developed.

☐ Did the participants feel more confident to provide adequate teaching as well as to communicate more easily with students?

The materials provided a much broader approach to methodological materials and supported the implementation of inclusive education in practice.

☐ How has MyHUB project made a difference in participants' understanding of the inclusive education?



MyHUB

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Students had the opportunity to get acquainted in depth with various target groups of inclusive education.

☐ Key message of the participant:

It is very much appreciated that all the materials are together collected in one place, a good foundation has been laid for the continued accumulation of materials and resources, good examples for inclusive education, with the future involvement of teachers and schools to continue to put materials in the repository.