

SHiFT

School Harnessing Inclusive Facilitator Technology



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Institut de Formació Contínua-IL3
UNIVERSITAT DE BARCELONA



Generalitat de Catalunya
Departament d'Educació



UNIVERSITAT DE
BARCELONA



Åbo Akademi



UNIVERSITY of NICOSIA

**Presentation of results from
WP1 19.6.2020**

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Tasks of wp 1



TASK1: Identify competences from previous training received

TASK2: Identify digital competences and multidisciplinary competences related to inclusion

TASK3: Identify different inclusion needs and outputs

Demographics of respondents

Number of participants: n = 583

- Spain: 119
- Cyprus: 318
- Finland: 147

Gender: females 379, males 203

Age: Young (aged 18-39) 195, middle aged (40-59 years) 371, older (60+) 17

Schools: Elementary 246, Secondary 274

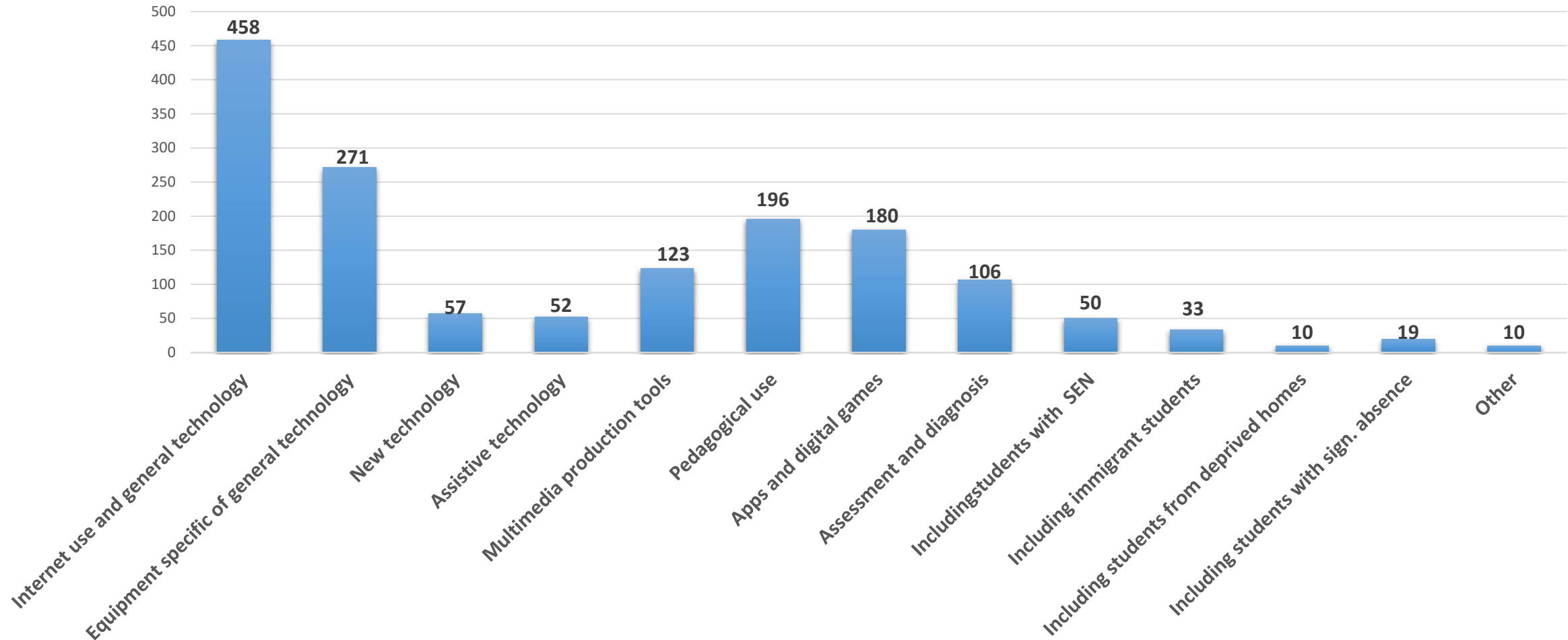
Location: Urban 243, suburban 34, rural 152, multiple 1

**Task 1: Identify competences from
previous training**

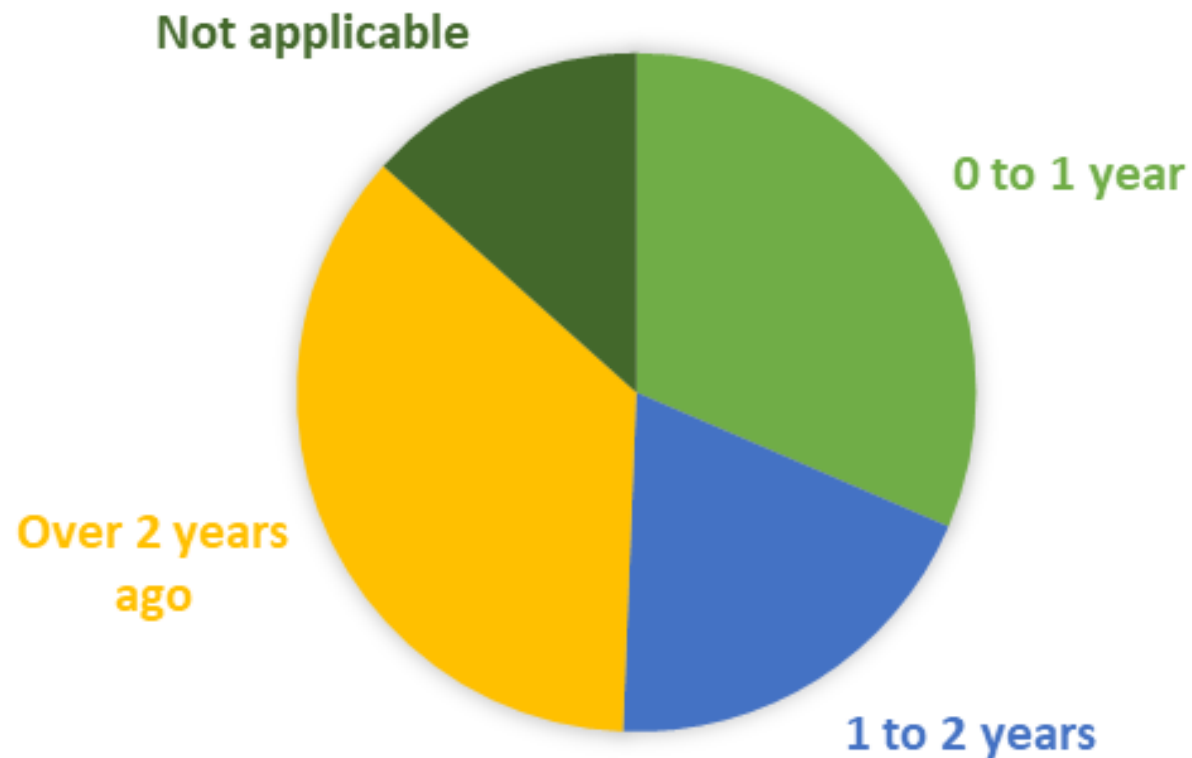
Training competencies



Training in the use of technology and software for students' inclusion in the classroom
(Spain, Cyprus, and Finland)



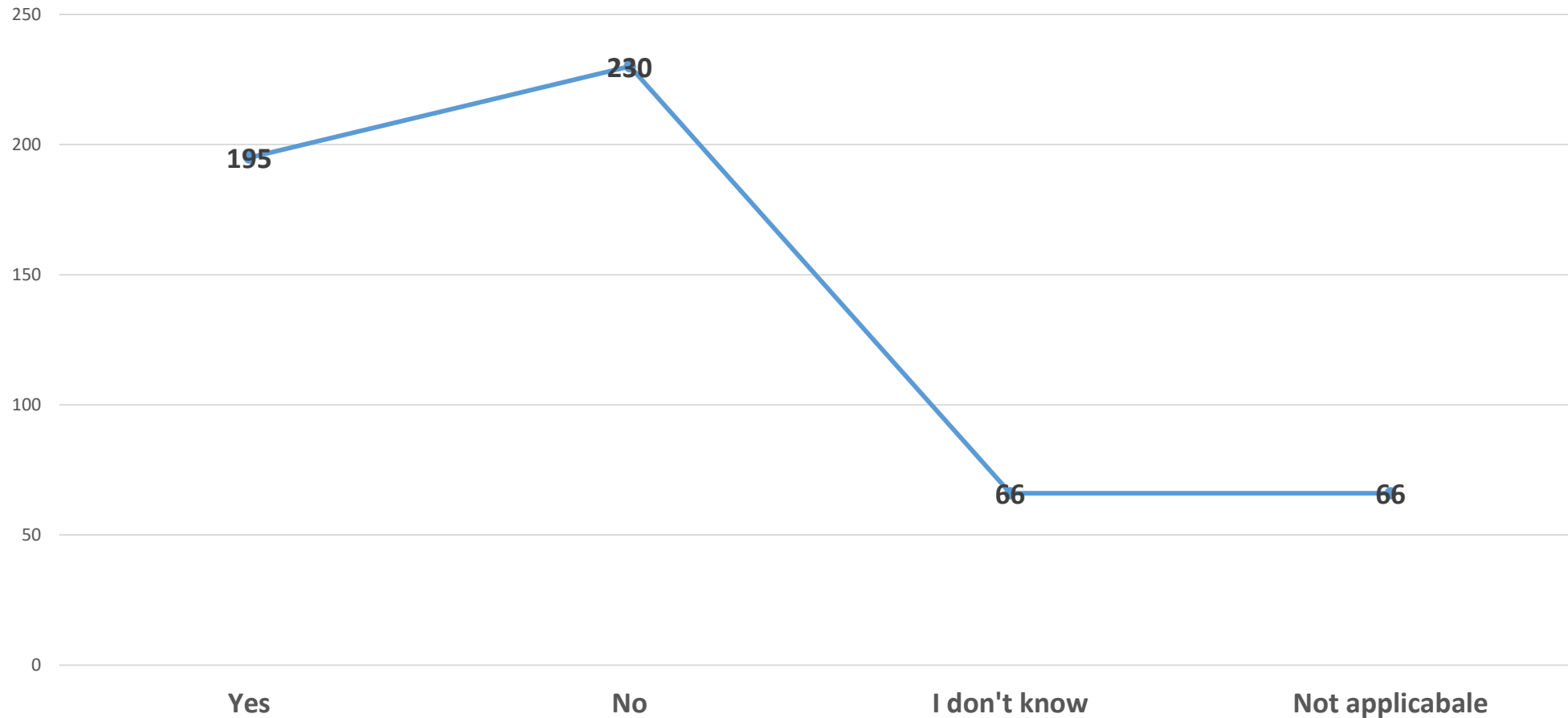
TIME SINCE LAST TRAINING (SPAIN, CYPRUS, AND FINLAND)



Training competencies



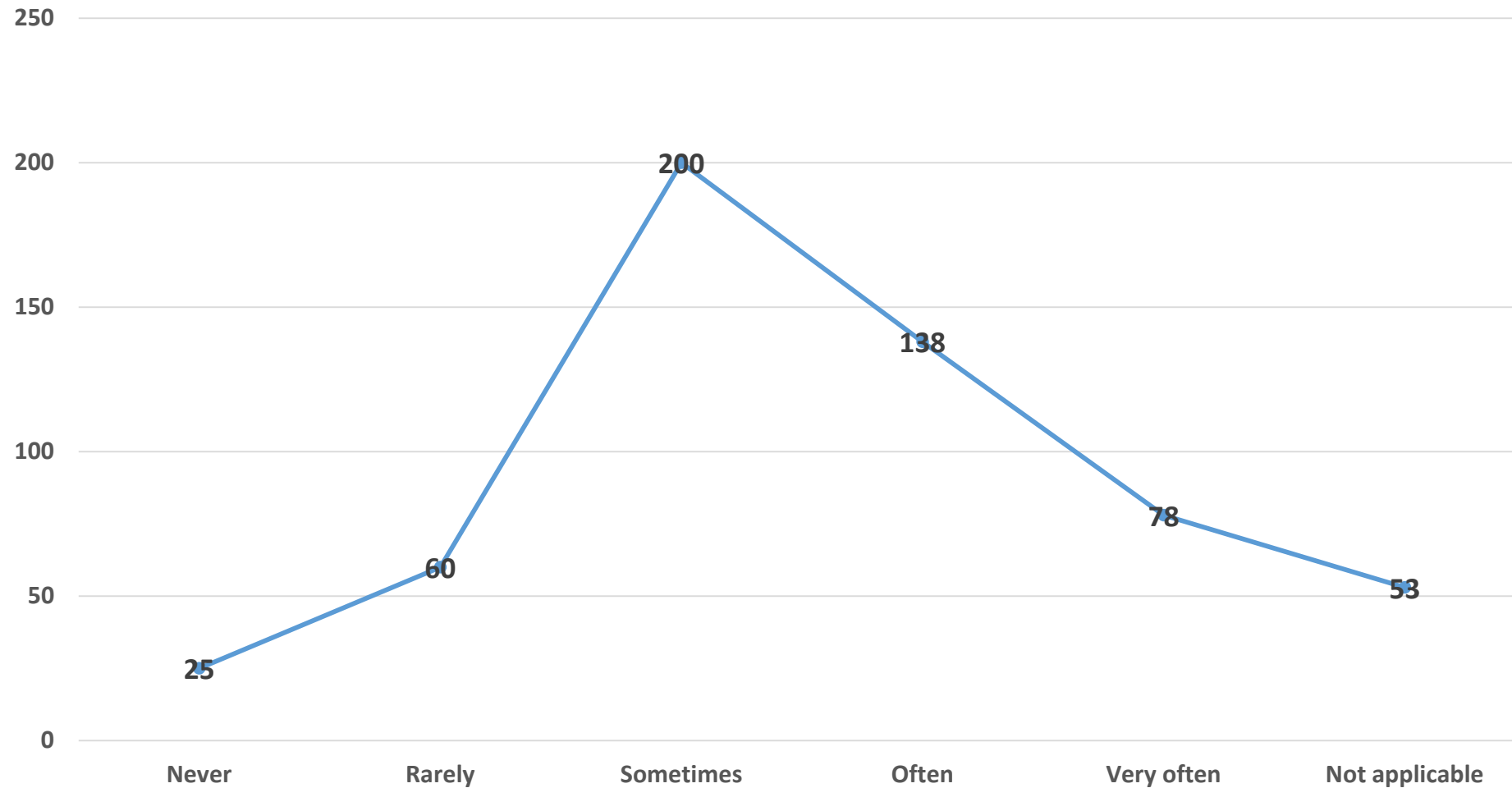
Training has provided enough competencies to use digital tools to facilitate inclusion in class



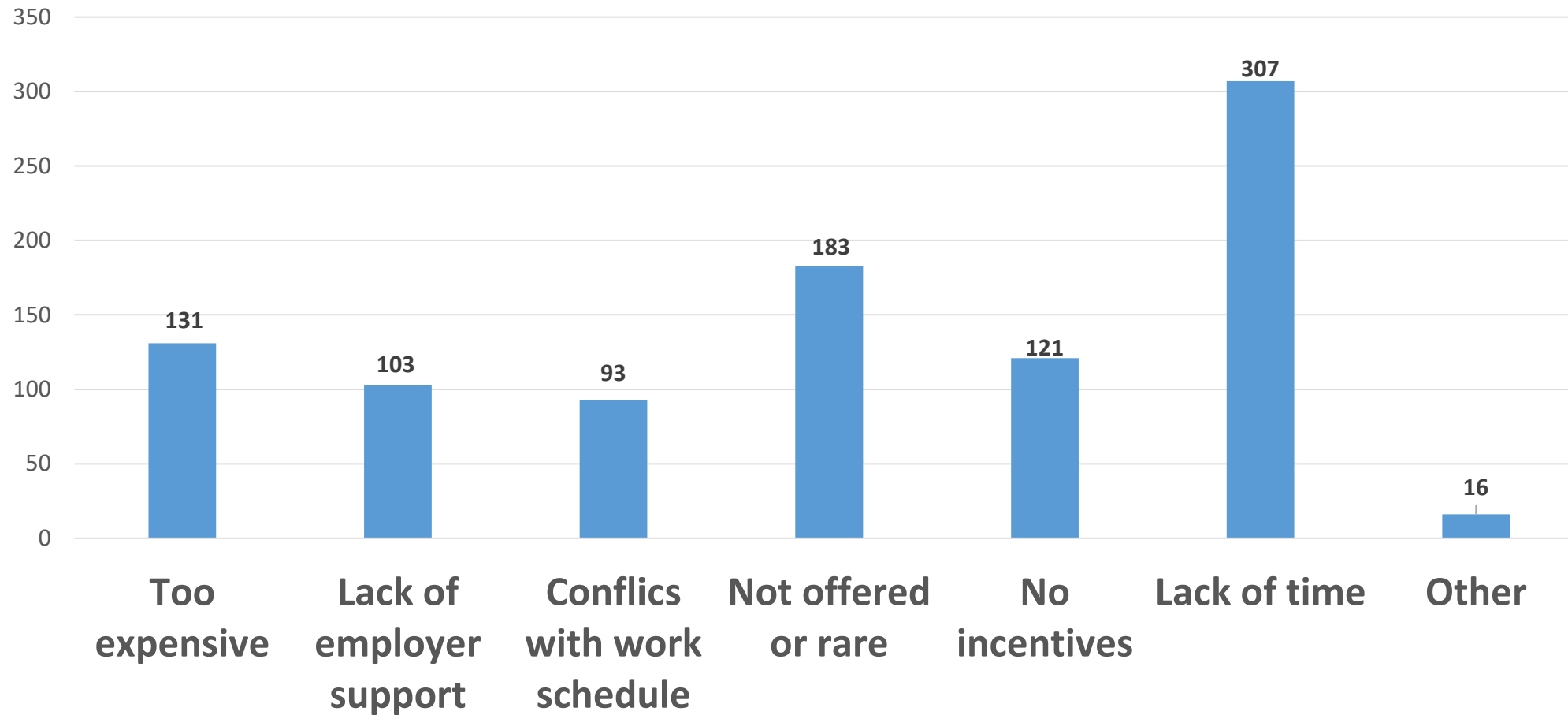
Training competencies



The extent to which competencies received from training are applied



Barriers to participate in training



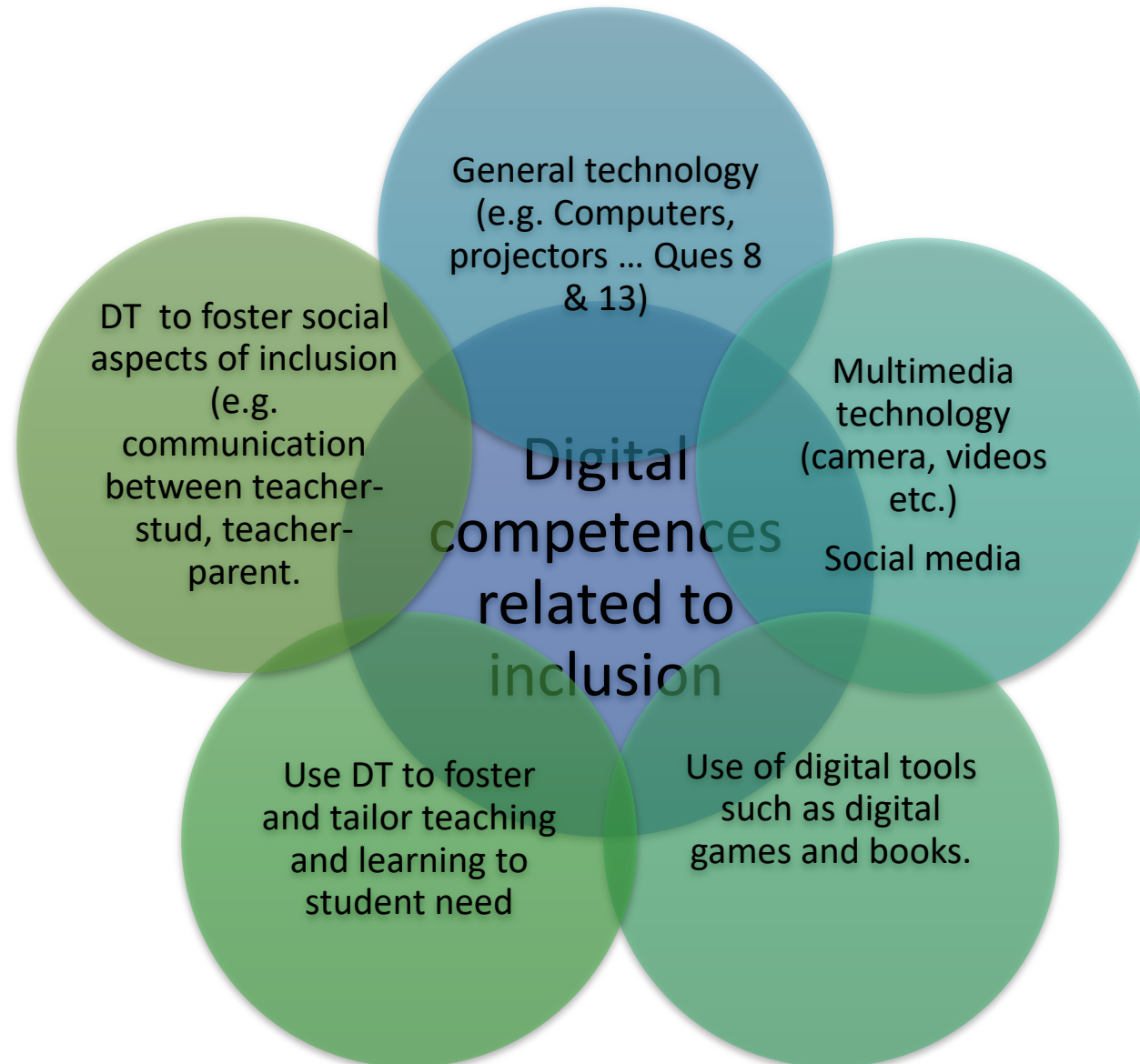
Training needs (qual. data)



- More focused training
- Digital training courses in general
- Specific training for special needs students
- Knowledge about apps that are user friendly
- Training in facilitating immigrant students and low achievers' language education with digital support tools
- ICT support
- Concrete training in the use of the technology
- Concrete examples of how digital tools may be used or the current purpose and information about results that are acquired
- Concrete examples of programs/apps/tools that may facilitate inclusion
- Concrete tips
- More time to participate in training
- Constant training

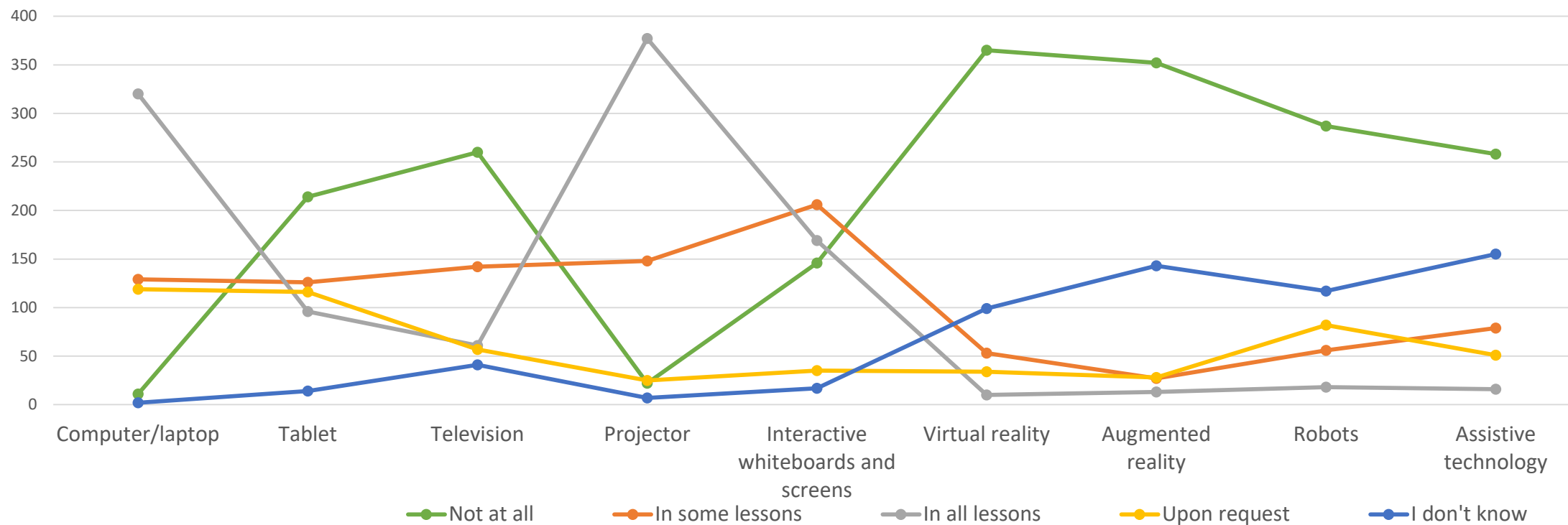
Task 2: Identify digital competences and multidisciplinary competences for inclusion.

Indicators/Identification digital competences



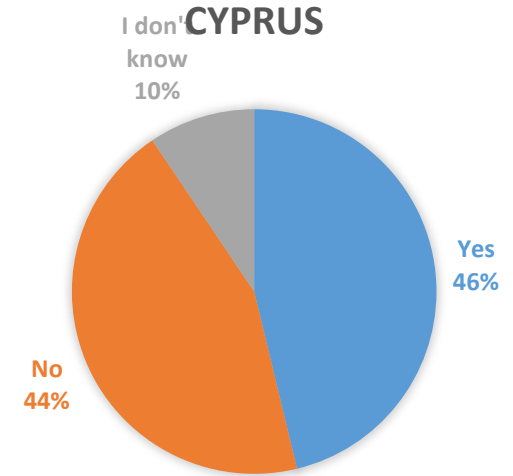
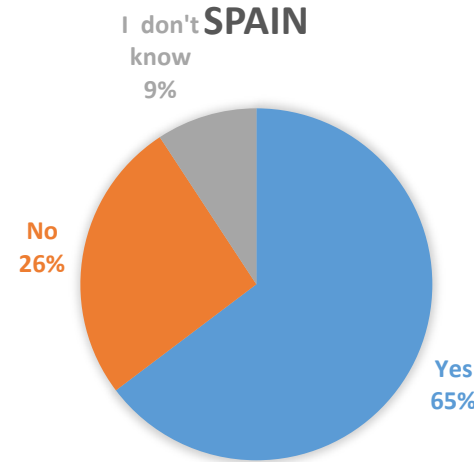
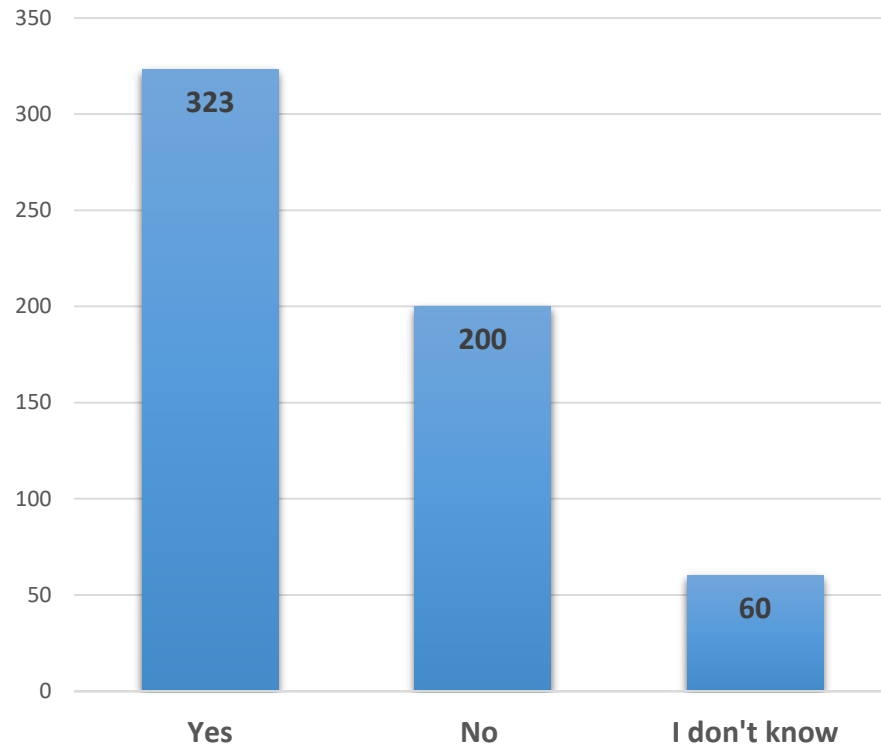
Available technology in schools

(Finland, Cyprus and Finland)

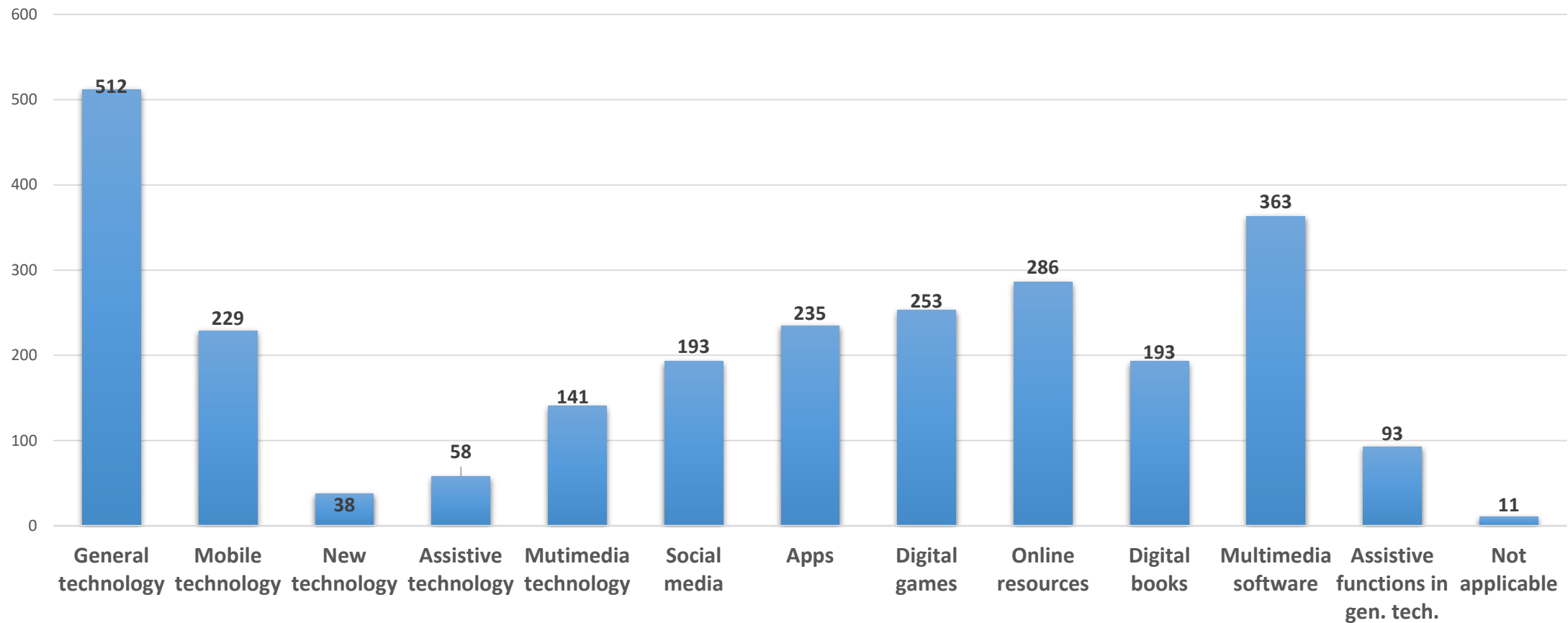


Digital competencies

Technology equally available to all students



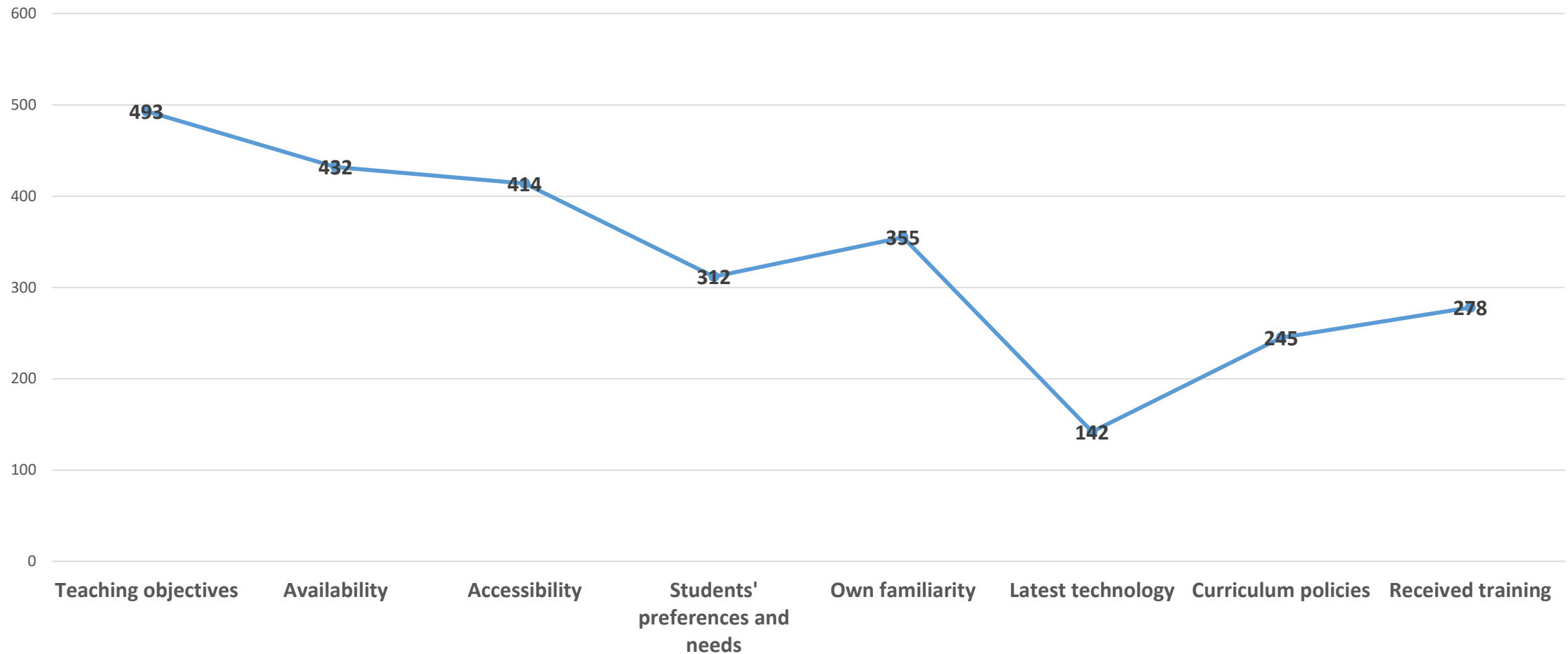
Frequencies of school staff's use of technology and software



Digital competencies



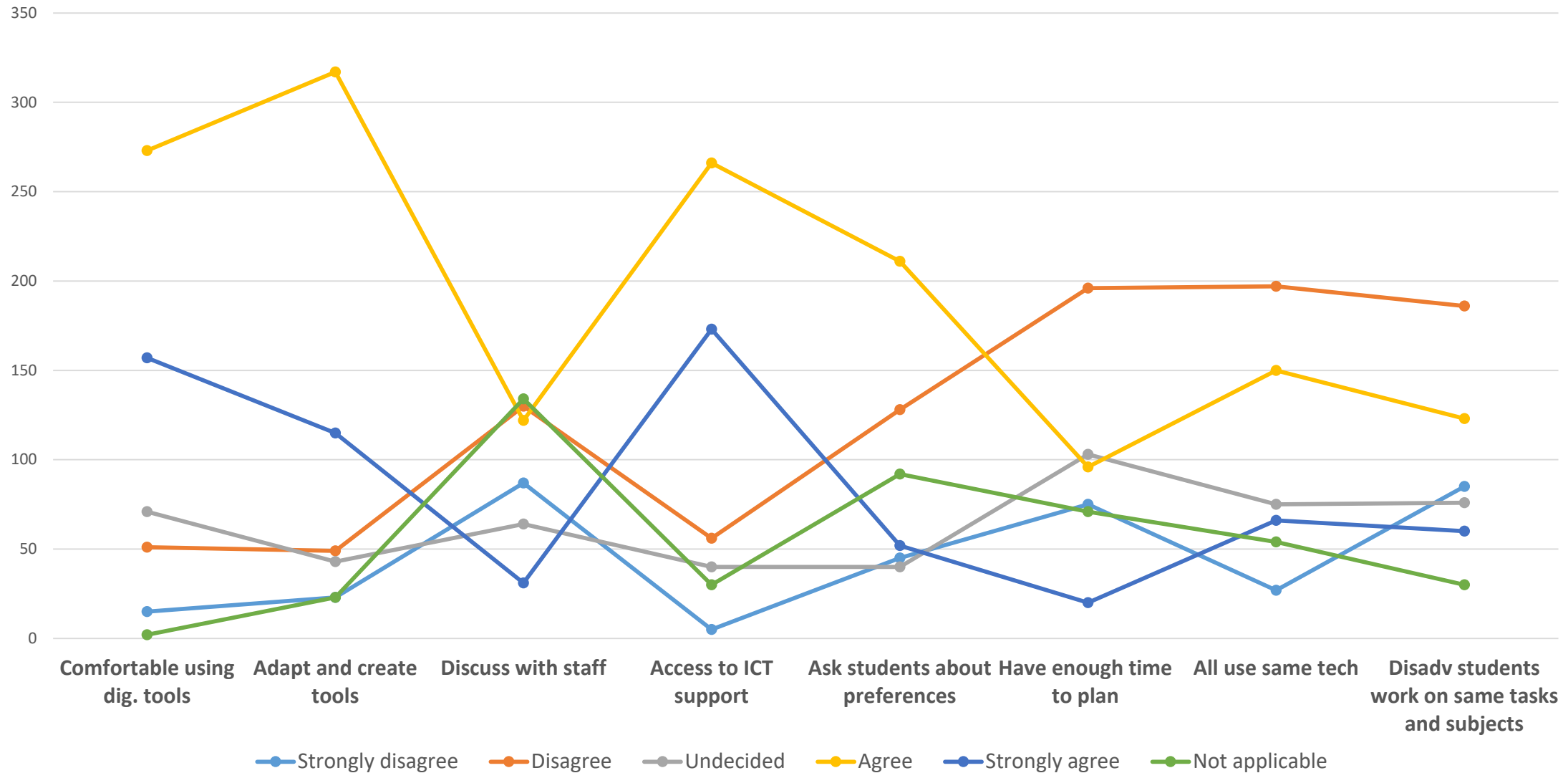
Frequencies of what the school staff base their choices and use of digital tools to facilitate inclusion in the classroom (all three countries)



Digital competencies



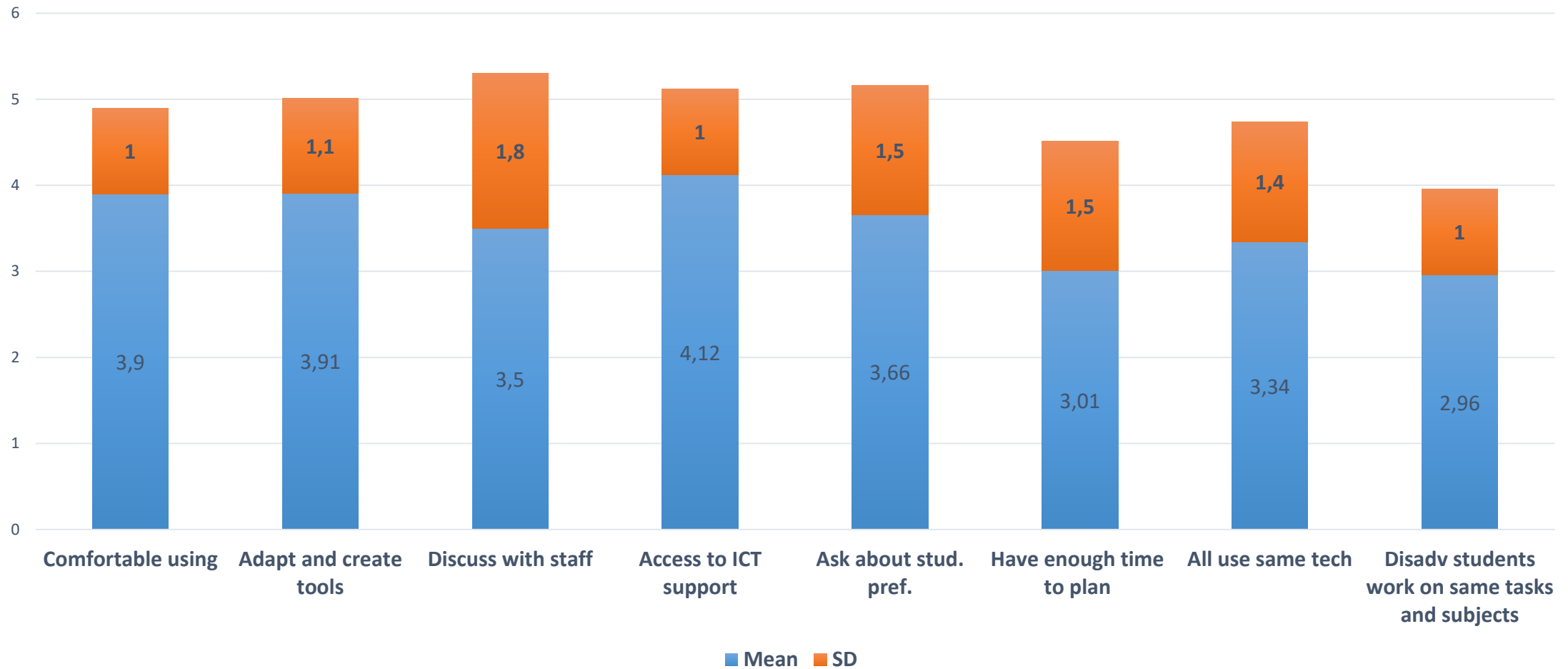
Respondents' use of digital tools to facilitate inclusion



Digital competencies



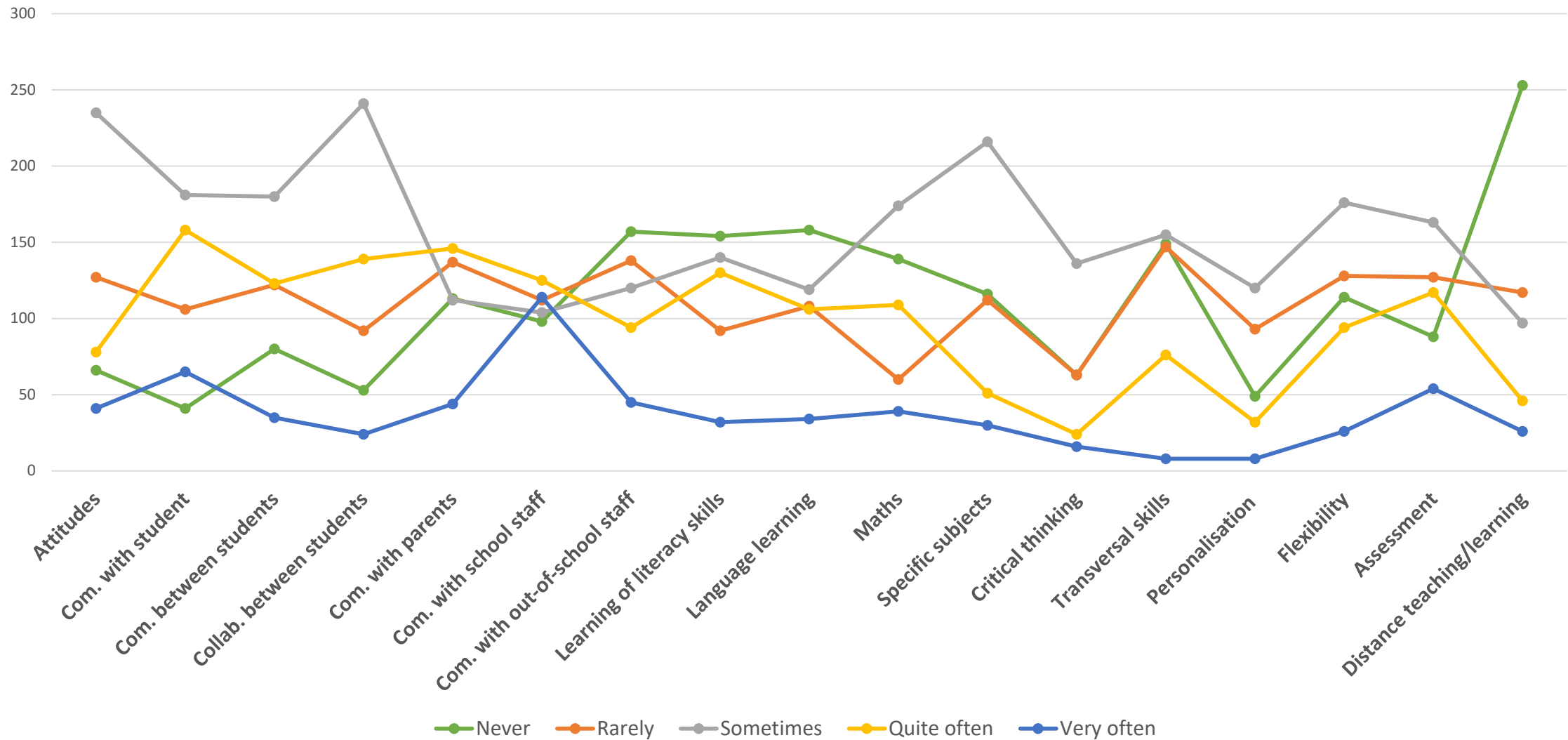
Mean values and standard deviations



Digital competencies



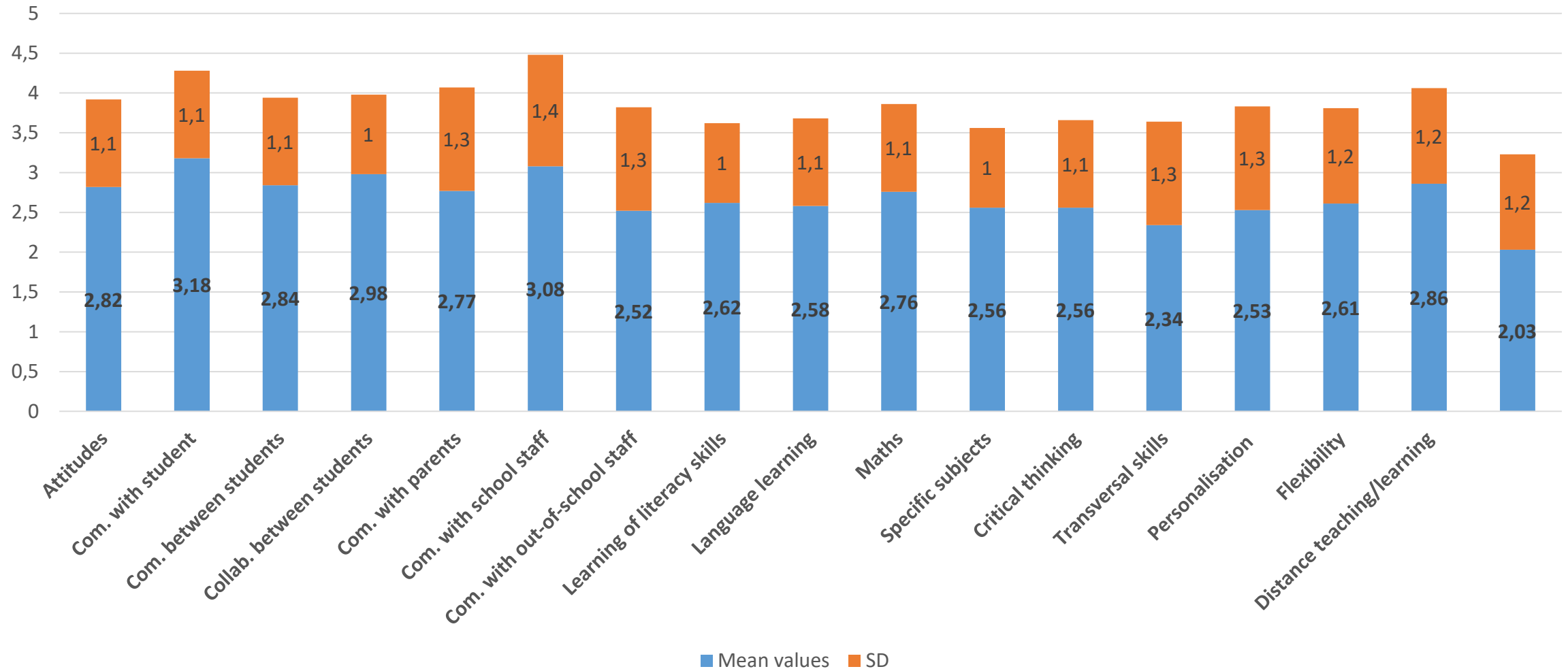
Frequencies of the use of digital tools to facilitate different aspects of inclusion (q. 15)



Digital competencies



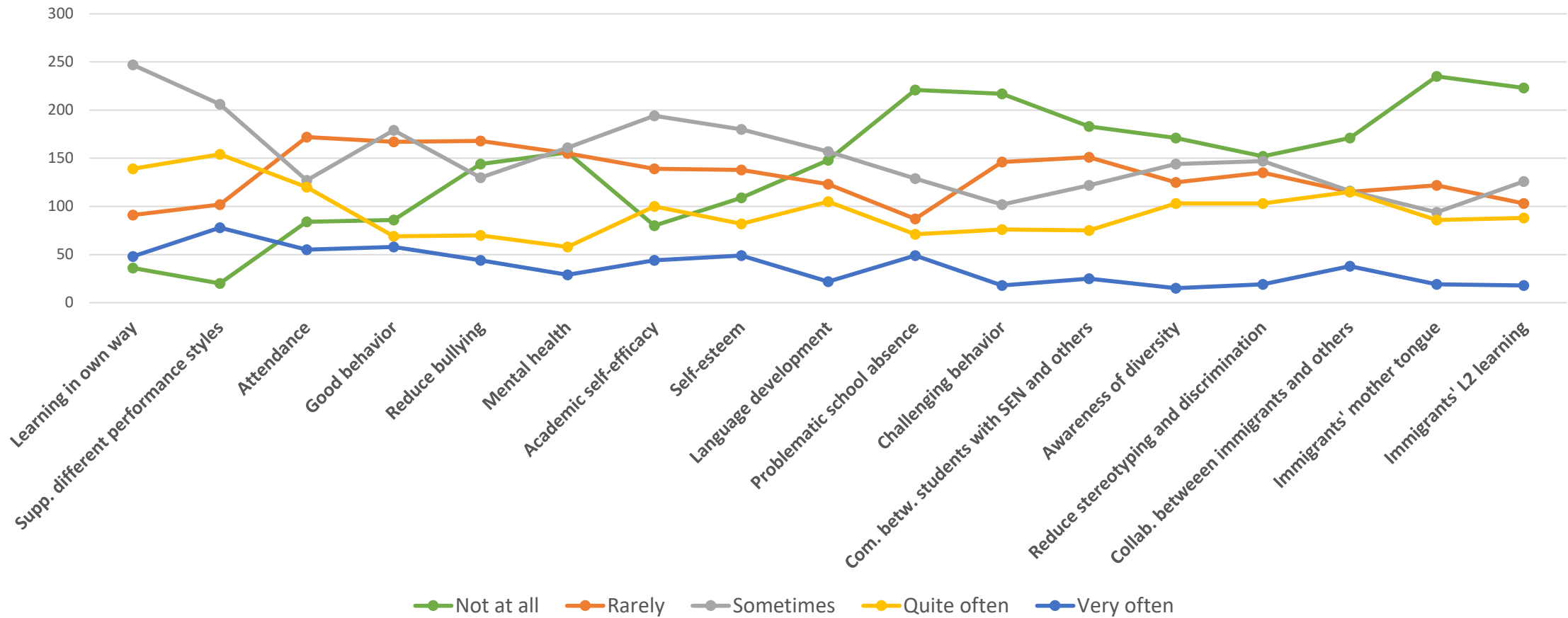
Mean values and standard deviations



Digital competencies



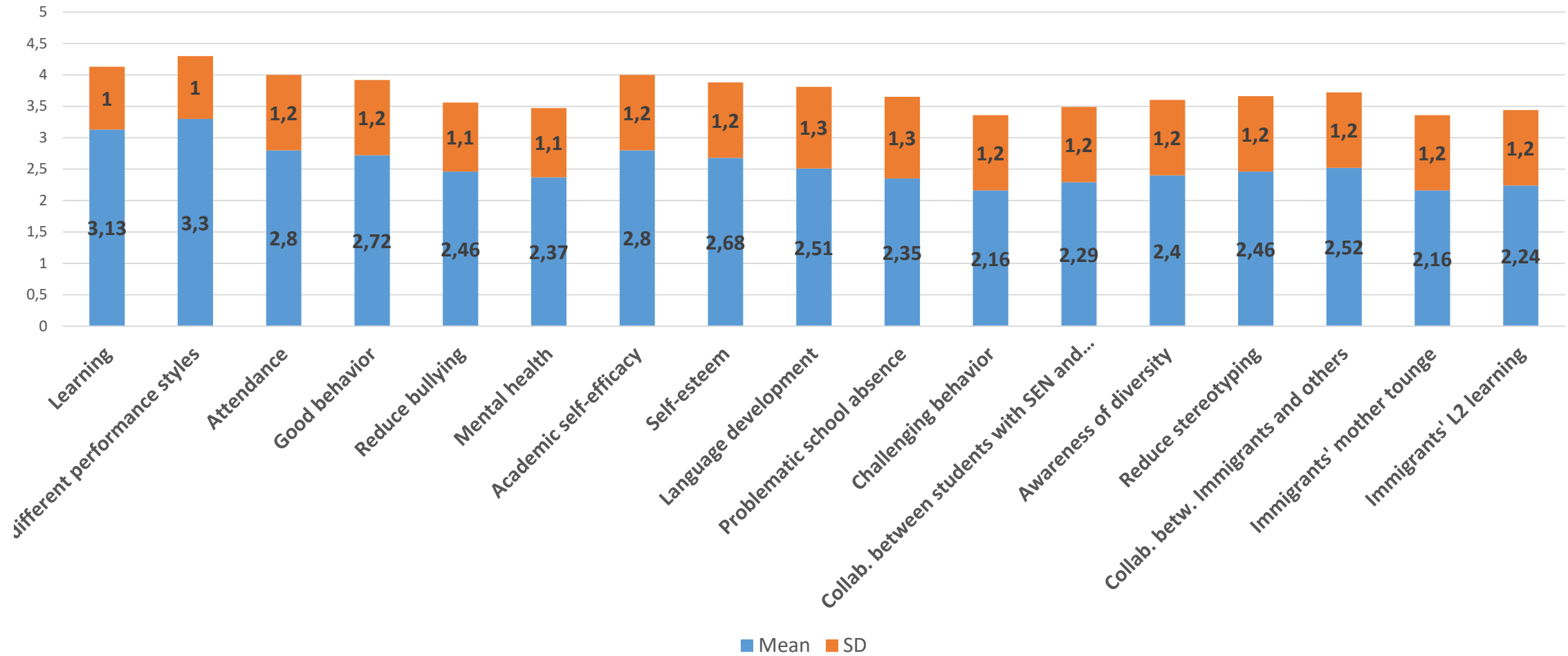
Teachers' use of digital tools to support academic, social and emotional/behavioral inclusion (q16)



Digital competencies



Mean values and standard deviations



Needs related to digital competencies (qual. data)



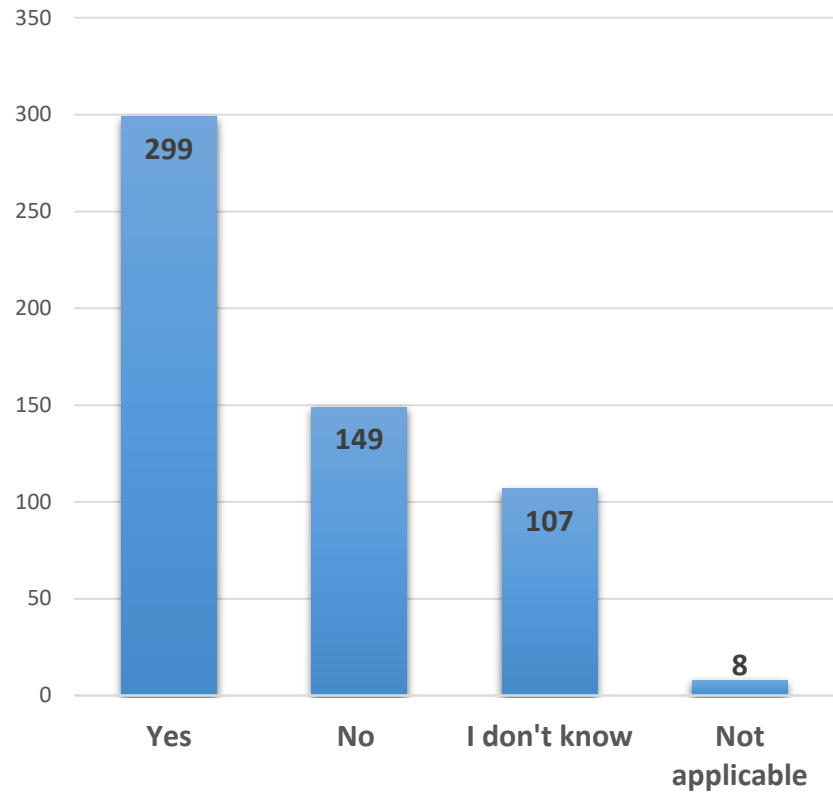
- Evaluation tools
- Training games for students
- Digital training courses in general
- Specific training for special needs students
- Access to information about the latest/newest technology and how to apply them
- Technology that functions properly
- Language facilitative material
- Knowledge about apps that are user friendly
- Training in facilitating immigrant students and low achievers' language education with digital support tools
- ICT support
- Concrete training in the use of the technology
- Concrete examples of how digital tools may be used or the current purpose and information about results that are acquired
- Concrete examples of programs/apps/tools that may facilitate inclusion
- Concrete tips
- More time to participate in training
- Constant training

**Multidisciplinary competencies for
inclusion.**

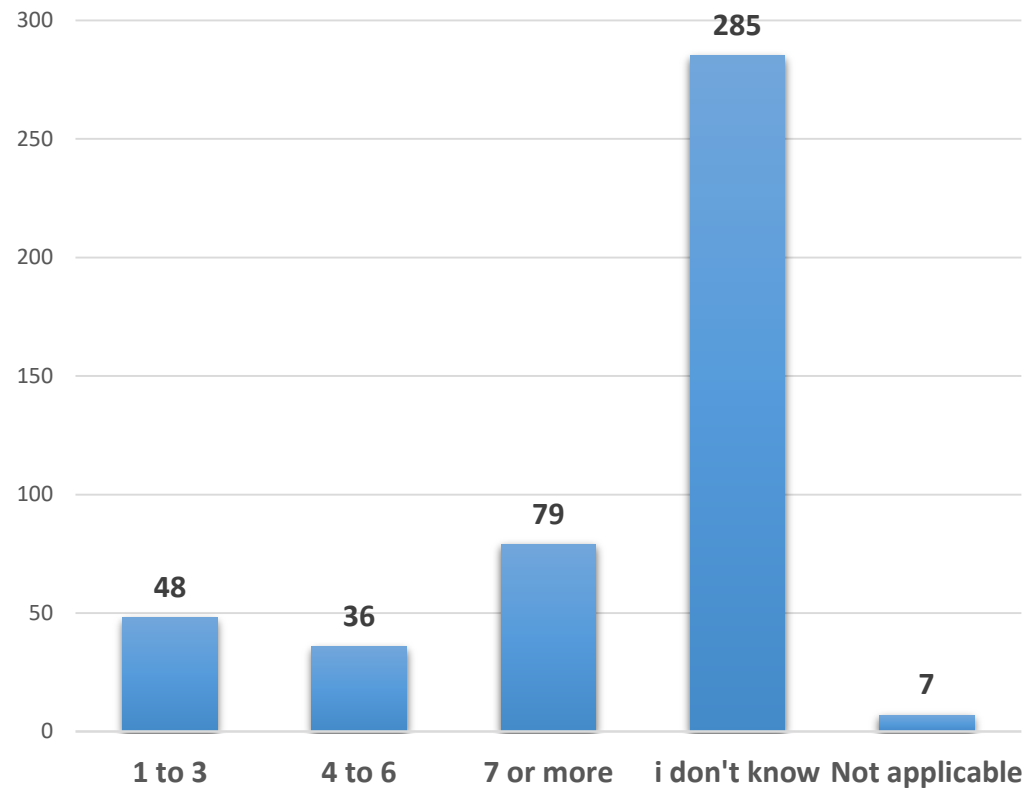
Multidisciplinary competencies



Use of multidisciplinary teams in schools



Number of times a team meets in a year

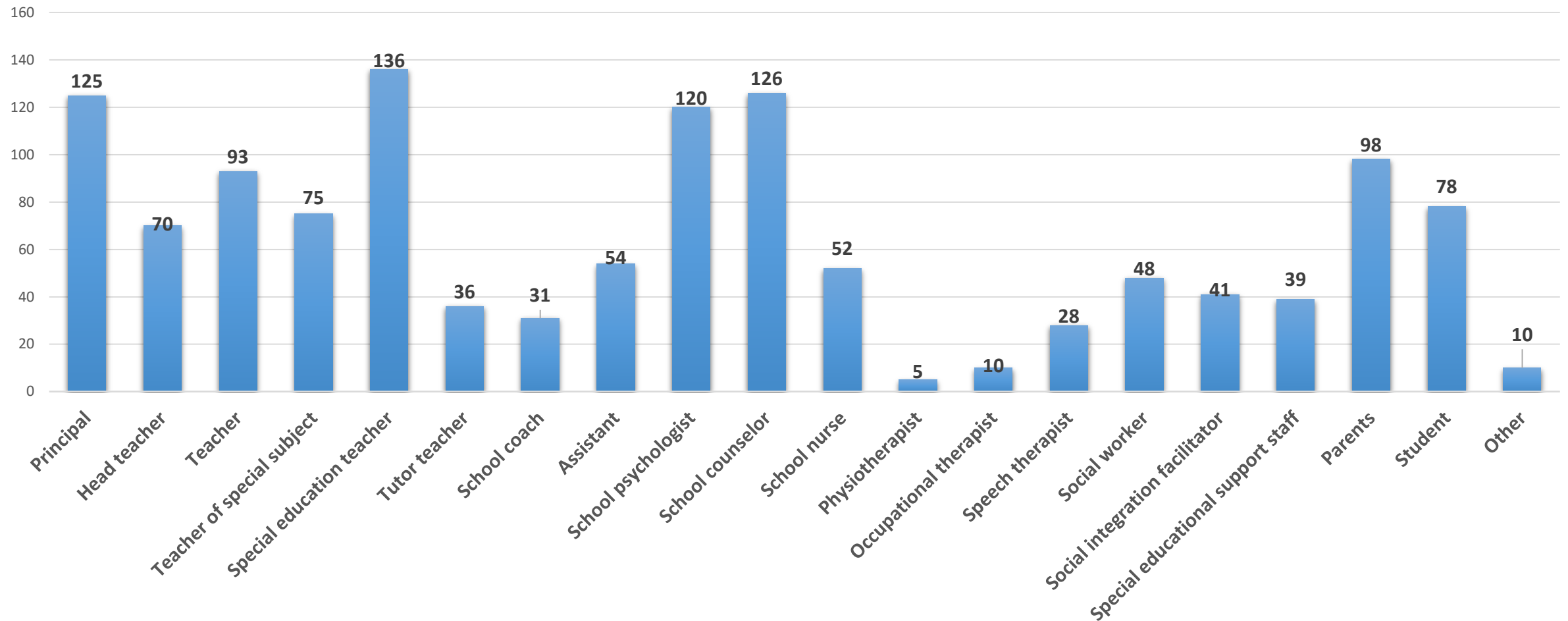


Current team involvement:
n = 147
(not involved: n = 394)

Multidisciplinary competencies



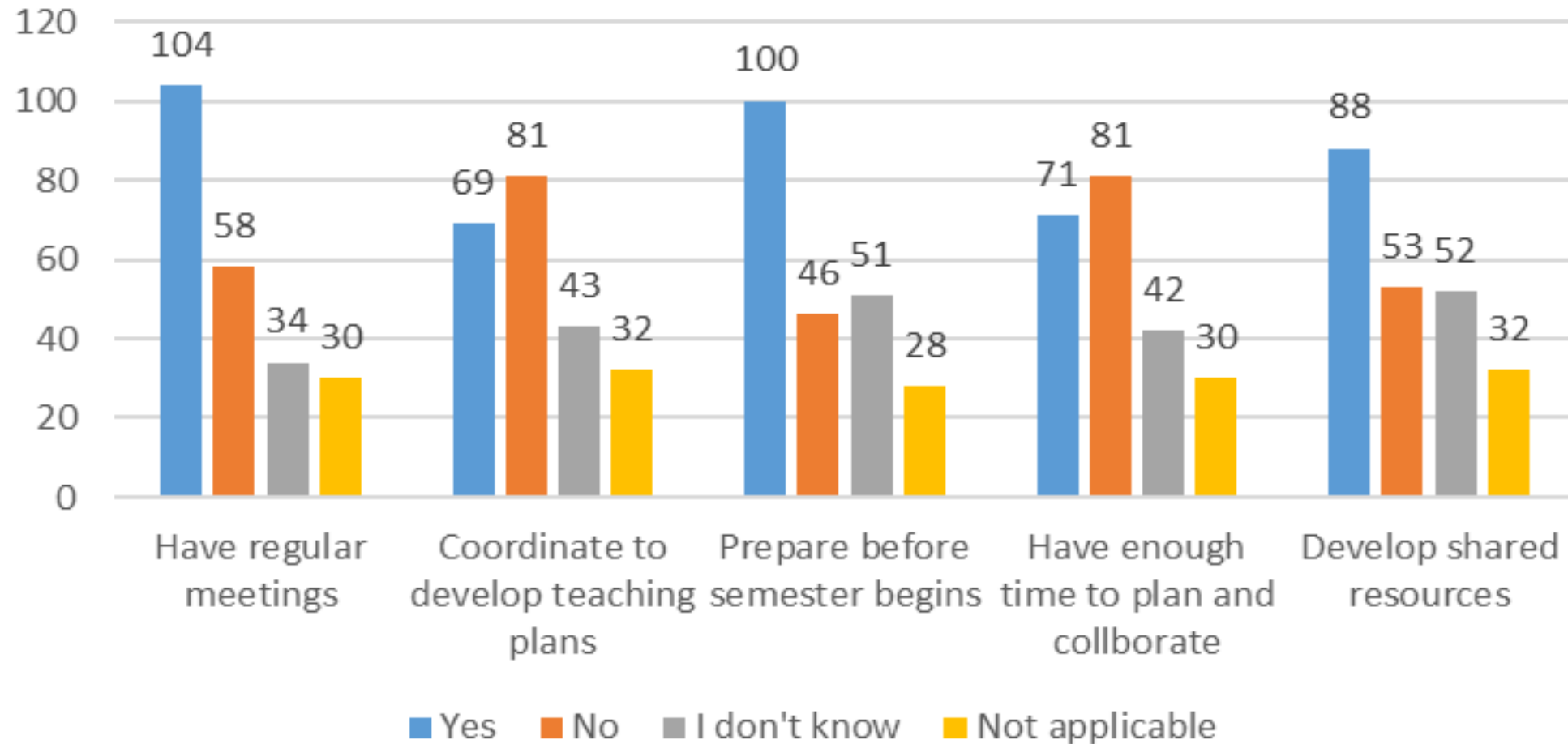
Professionals involved in multidisciplinary teams
(Spain, Cyprus, and Finland)



Multidisciplinary competencies

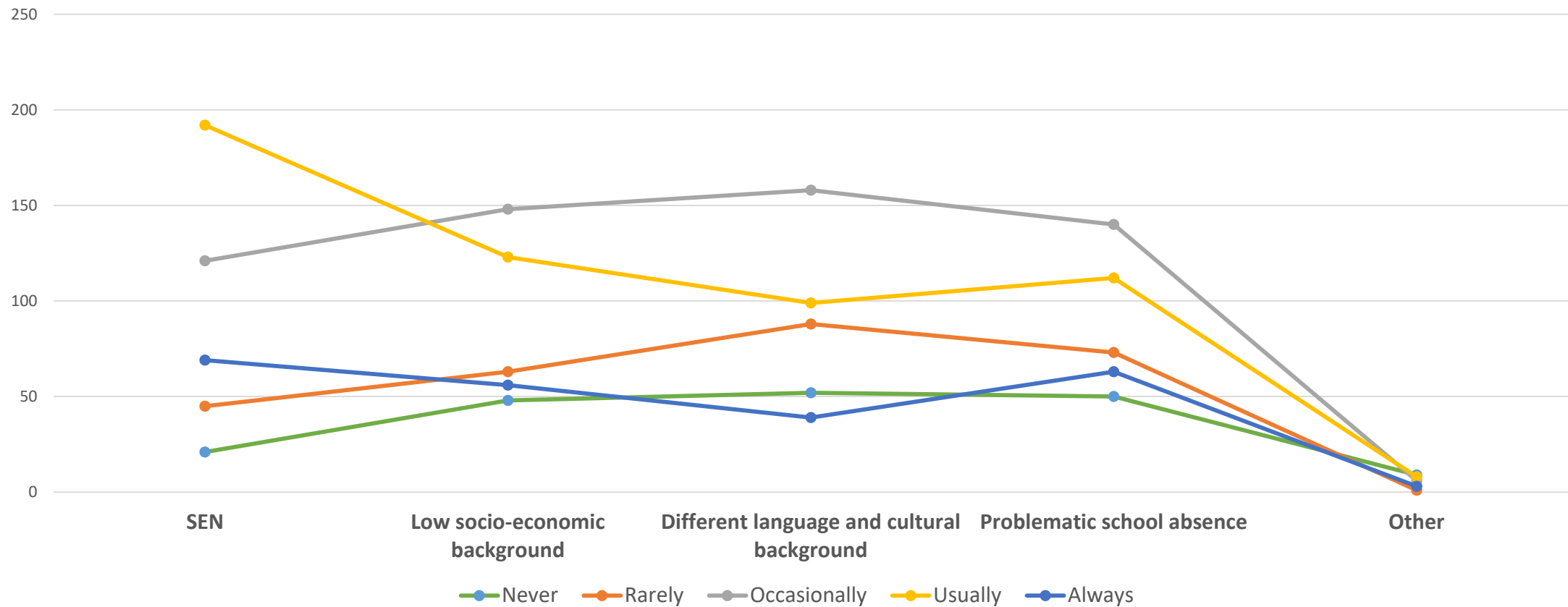


Multidisciplinary teamwork

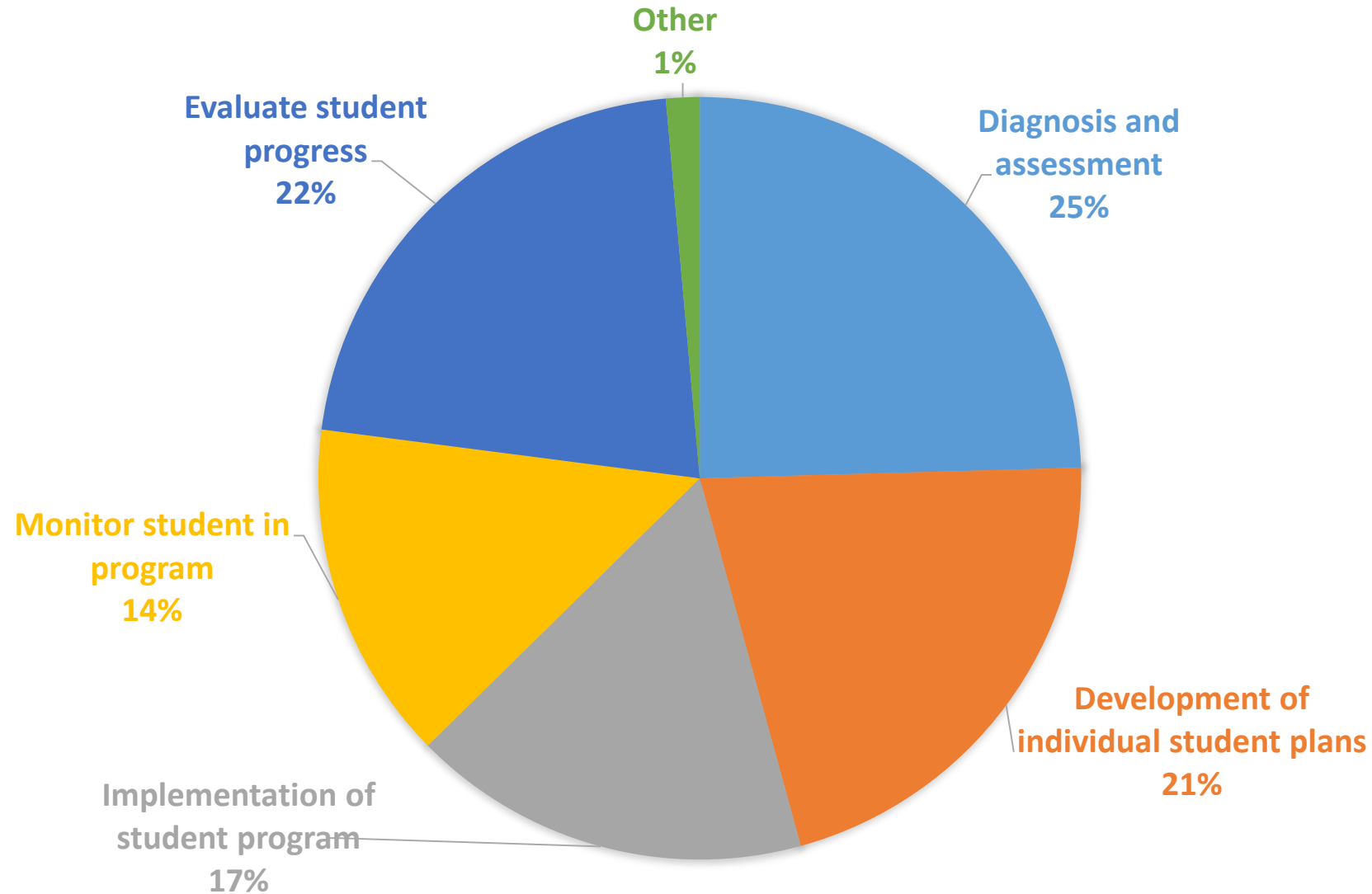


Multidisciplinary competencies

Multidisciplinary teamwork related to students with different characteristics
(Spain, Cyprus, and Finland)



FUNCTIONS OF MULTIDISCIPLINARY TEAMS (SPAIN, CYPRUS, FINLAND)



Strengths of multi-disciplinary work (qual. data),



- Diversity of perspectives, models for problem solving, expertise, experiences
- Collaboration and teamwork
- Mutual support
- Sense of belonging and cohesiveness
- Flexibility
- Foresight
- Security
- Student-oriented approach
- More comprehensive understanding of the student and his or her problems
- Several adults supporting the student

Barriers for participating in multidisciplinary work (qual. data)



- Lack of resources (economy, available professionals, energy, and time)
- Large number of cases
- Lack of motivation and willingness
- Vague leadership
- Different approach set by the management team
- Lack of support from the organisation
- Size of organisation
- Different perspectives of the severity of a student's problem
- Lack of incentives
- Forced confidentiality related to the students
- Language and cultural background

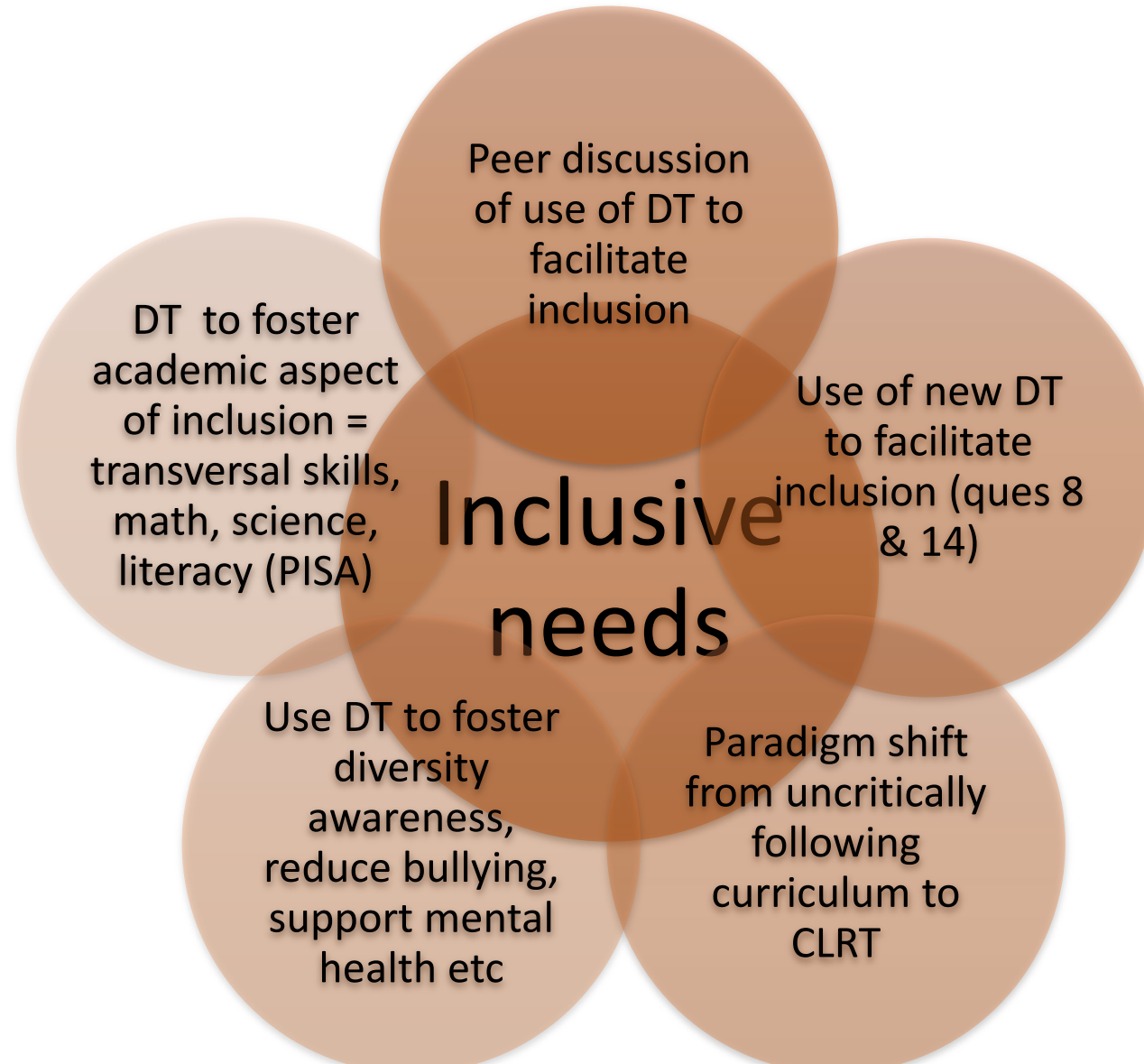
Multidisciplinary skills needed



- Empathy and assertiveness
- Social and collaborative skills
- Capacity for reflection
- Willingness and motivation
- Analytical capacities
- Conflict resolution skills
- Emotional intelligence
- Decision-making capacity
- Digital skills
- Ability to follow-up and support
- Knowledge about laws and regulations
- Self-awareness
- Flexibility

Task 3: Identify different inclusion needs and outputs

Indicators/Identification inclusion needs



SHIFT

Thank you!