

## New possibilities and empowerment

The Estonian, Lithuanian and Slovenian partners and pilot schools found and developed new educational methods within the project framework. Especially for pupils with special education needs this meant empowerment in the form of a new kind of and more equal learning. For many teachers, participation in the project was valuable experience with improving teaching and with collaboration with a real European flavour. In Estonia, some teachers proved eager and skilled producers, in cooperation with the national coordinating institution, the Tiger Leap Foundation, of learning materials and initiators of new Comenius projects.

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IPM Tools, a Comenius 2.1 project  
(Socrates action) in 1 October 2001 –  
30 September 2004 in six participating  
countries:

- **Finland:** Institute for Educational Research (University of Jyväskylä), the coordinating unit together with Vitikkala School and Oy UniServices Ltd
- **Estonia:** Tiger Leap Foundation and Tallinn Pedagogical University/ Faculty of Educational Sciences
- **Lithuania:** The Centre of Information Technology for Education
- **Norway:** Sogn og Fjordane University College
- **Slovenia:** Srednja ekonomska šola Maribor
- **Galicia, Spain:** The Training and Research Centre of A Corunna and Centro Público Integrado O Cruce.

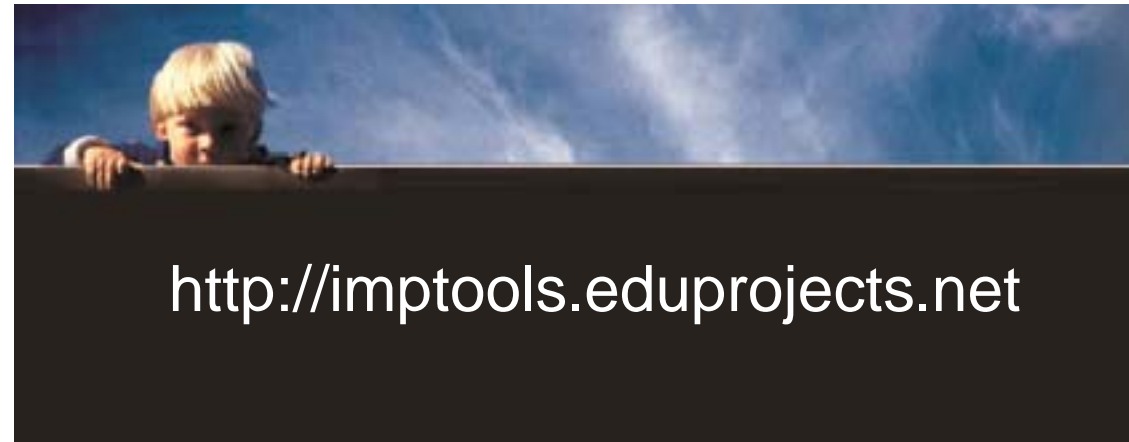


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# Innovative Pedagogical Methods for integrating web-based tools into learning and teaching

Finland Estonia Lithuania Norway Slovenia Spain



<http://imptools.eduprojects.net>



## AIMS AND ACTIVITIES

The main target groups of IPM Tools included pilot school teachers and primary and secondary school pupils, researchers active in the ICT field, and educational developers. The overall objective of the project was to assist pilot school teachers in the introduction of web-based learning and working tools and environments to the classroom. One aim was to support European multilingualism by producing versions of the publishing tool used in the project in eight different languages. In the beginning the partners shared the same web-based tools and environments, using the language versions produced in the project. During the last two project years other web-based tools were also used in the participating countries. This made it easier to address the mutual objectives focused on the enhancement of teachers' readiness to adopt and of the skills they need when adopting new technologies so as to develop and disseminate innovative and meaningful pedagogical methods. In the long term this was also expected to improve students' further and higher education opportunities.

Efforts to improve teachers' ICT readiness and ICT-related skills saw the coordinating institution and the partner institutions providing teachers with training and guidance. In addition to the process feedback, the participating teachers were surveyed to document their experiences and to gather examples of good practices. Four international seminars were organised to share them, and new pedagogical methods were developed by the partnership and in the participating schools. The teaching and learning methods and materials produced in dozens of web magazines were inspired and shaped by a community of peers. The project activities and their impact were evaluated and studied both nationally and internationally.

## IMPACT AND OUTCOMES

Thanks to the skilful work of the partner institutions, the IPM Tools project was successful in most of the participating countries. The partner institutions organised national seminars to initiate the pilot school teachers into the project and supported them in their search for new and motivating teaching and learning methods founded on web-based tools.

In the first project year the participating institutions familiarised themselves with the first web-based tool and its use in everyday school activities. In this way everybody acquired what may be called a common language. Over the second year schools learned to use new tools and expanded their collaboration at national or international level. The third year saw a further consolidation of collaborative activities. The four international seminars gave the participants an opportunity to share innovations and good experiences and learn from one another. According to feedback from the pilot school teachers, their ICT skills improved during the project and they were able to expand their teaching and learning methods. Some pilot schools also started a Comenius 1 project where they exploited the methods and tools they had learned. In addition, they found that the new methods enabled them to motivate also those pupils whom previously used pedagogical methods had not managed to stimulate to active work. The study reports prepared by the Tallinn Pedagogical University showed similar findings.

### The main project outcomes include:

- the home page of the project at <http://ipmtools.eduprojects.net> and national websites
- four international seminars in Jyväskylä (FI) in October 2001, in Vilnius (LT) in May 2002, in La Coruña (ES) in June 2003 and in Maribor (SI) in June 2004, and around 30 national training seminars and meetings
- versions of Peda.net Web Magazine in eight new languages
- thousands of articles and teaching and learning materials in web magazines
- two CD-ROMs presenting examples of good practices
- a publication, *Teaching With ICT: What Does it Mean? – "From E-Mail to Super Web Tools!"*
- a study report on the impact of a qualitative study of ICT and school culture
- web magazines for national reporting
- other dissemination materials: a leaflet, a brochure, a Power Point presentation
- a Comenius 2.2 in-service teacher training course, IPM Tools - Finding Pedagogical Methods to Integrate Web-Based Tools Into Teaching and Learning
- collaboration with Comp@ct, a Comenius 3 network around ICT in education.

### A New Comenius 2.2 Course

The participating institutions were active in developing an innovative pedagogical method and in designing an in-service teacher training course that disseminates good practices to teachers interested in integrating web-based tools into their teaching. The first course was held in Galicia, Spain in 20-26 September 2004.

### The European Dimension

The partnership was fruitful in those partner countries that were among the first EU members, countries with some years' experience of being a EU member, countries admitted as candidates for EU membership, and a country that did not intend to apply for EU. Thus, in the project's virtual and seminar contexts the participating schools and partner institutions were exposed to an useful and interesting range of cultural issues and educational arrangements.

### The Galician Partner Institutions: Productivity and Awards

The task of The Teacher Training and Research Centre of A Coruña was to define criteria for good practice in project contexts and to prepare guidelines for the use of web-based tools. The partner school C.P.I. O Cruce was awarded the European Label 2003 in Spain for novel projects in language teaching and learning. The award was given for innovative use of the thematic web magazine *Europe, 25?*. O Cruce was also involved in organising the first in-service teacher training course in Spain and successfully provided online training for its pilot schools. The Galician pilot schools have several times won recognition for the innovative exploration of various topics in web magazines.