LeHo

Learning at Home and in the Hospital

A Compendium of the Information Cards produced during the LeHo Project

V 1.0

http://www.lehoproject.eu/

Lifelong Learning Programme

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Contents

Introduction

This document contains all the information cards that have been produced as part of the LeHo project.

LeHo is for teachers and all those involved with students with medical needs, either in hospital or at home, who face isolation, disengagement and regression. They cannot access mainstream education due to their illness and the associated treatment. Within this context, information and communication technology (ICT) can play a key role in providing better communication and enabling access to education during the period of absence from mainstream school.

The information cards have been produced with the aim to inform teachers of tried and tested technologies that can be used if they are faced with having to teach a child with a medical condition. It is not an exhaustive list, but it has been drawn up with the aid of a European board of experts, made up of individuals who have had many years' experience working with children with medical needs.

One important thing to notice is that all these Information Cards have been created as Open Educational Resources, which means they are free for you to use, re-purpose, share and copy, as long as you accredit the original authors.

Please have a look through the list, see if any of them could be applied in your school or situation, and give them a go! And if you do give them a go, please let us know how you got on by using the Survey Monkey questionnaire (there are links in all the documents).

Bednet: real-time distance education

Context:

Bednet is intended for youngsters (aged 6 – 18) with long-term or chronic illness, who are registered in Dutch-speaking schools in Flanders or Brussels, and is a free service for participating schools. Eligible children usually have suffered from a serious illness or have had an accident necessitating an absence from school for at least six weeks.

The Bednet system facilitates a live, real-time connection with lessons in the classroom. The pupil sees their teacher and classmates on a laptop screen and can follow everything that happens in the classroom. They can ask questions and communicate with everyone in the class. The camera can be focused on any part of the classroom and the pupil can zoom in on the board at the front of the class. The child can even take snapshots of what the teacher writes on the blackboard or projects on the smartboard. They can also call for the teacher's attention.

The systems allows for the use of reading materials, homework and tests, and it transmits messages and audiovisual materials. There is a dual print/scan option allowing the pupil at home to take part in tests and exams at the same time as their classmates. The teacher can set up reading materials, timetables and homework tasks so that the pupil has access to all the necessary items outside of school hours.

All the technical equipment required is supplied by Bednet free of charge. It is installed at home and in the classroom through a network of volunteers. Each Bednet project is supported by an IT helpdesk to avoid technical issues interrupting class time. The child and the school are also allocated a regional

support person to ensure swift communication, introduction to the system and counselling during the entire process.

Possible use in the HHE context

NB. This system is only available in Dutch-speaking schools in Flanders or Brussels. For similar solutions elsewhere, please see the Real-time Distance Education Information Card

To use the Bednet system, teachers will need the following:

1. Bednet-hardware:
   - In the schools: computer with moveable camera, speakers, wireless microphone, printer-scanner
   - At the pupils homes: laptop with webcam, headset with speaker, printer-scanner
2. Bednet-software:
   This has been developed by Bednet for use in schools in Belgium and is already a tried and tested system. They rights belong to Bednet and as such are not available for other schools to use free of charge.
3. Good wireless internet connection
4. Bednet- consultant: to explain how to use the Bednet-system
5. Bednet-helpdesk: to provide distance help with any technical problems
6. Lesson plans that can be adapted to work remotely
7. Willing teachers and students
8. Interactive whiteboards can also be used if the school already has these

What do teachers need to do?

If you are interested in using the Bednet system and have a pupil who will qualify for this service, please contact Bednet directly.

Homepage:

http://www.bednet.be/

Additional Notes

Teachers may choose to share any films they make during their project on the LeHo YouTube channel:
https://www.youtube.com/channel/UCMD5zSd3x4VqoBwDUVK7n4w

Evaluation of Bednet

If you are a teacher in Flanders and have used the Bednet system with a child at your school, we would value your feedback.

Evaluation of how this activity worked for you in the field (Fieldwork Experience) is via a short questionnaire on Survey Monkey.

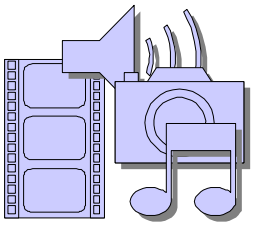
The questionnaire can be found via the link below:

https://www.surveymonkey.com/r/LeHoFieldwork

Many thanks.

Bednet System Information Card (2016) by Bednet, Belgium.

Creating an Educational Film



Context:

Makin films together, not only engages students in the subject matter, but also engages those who are more technically-included, in the production of the film. It can be used in a home and hospital education context (HHE) by teachers who want to make short films for their pupils while they are away from the classroom, or by the ill pupil to show his/her classmates what is happening to them while they are not at school. There are three main types of film which can be created - each of which can be used in a variety of ways.

1. Films which are solely intended to deliver factual information.
    - A pre-filmed lesson which students can watch in their own time.
    - A film which tells viewers about the school or hospital.
2. Films which are created to engage the students in the process of film making.
    - This could be about a subject of the students' choice, for example, cyberbullying.
    - The students could be asked to create a film about a topic relating to the concepts being learned in the curriculum, for example, a film about factors affecting photosynthesis.
3. Films which share information and are more sensitive and personal in nature.
    - A film created by students to share their feelings about their illness, for example, mental health or cancer, etc. This could be shared with classmates in their own school or health professionals.

The Children's Hospital School, Leicester have provided exemplar films for each type which can be found on the LeHo YouTube channel:

https://www.youtube.com/channel/UCMD5zSd3x4VqoBwDUVK7n4w

1. http://youtu.be/7v0L8CMKKdY
2. http://youtu.be/NnVPVCL_U18

What equipment is needed to implement the activity?

1. Any type of tablet computer (such as an iPad, Kindle Fire, Nexus, or equivalent)
2. Some form of editing software (such as iMovie or any suitable equivalent)
3. We would suggest a Tripod or 'Gorilla' pod, but these are not essential
4. LED Lights – if you have them, but these are not essential

Further details of some of the equipment are given below:

iMovie: http://en.wikipedia.org/wiki/IMovie

Gorillapod: 

Training

Staff who will be involved in creating the educational films should be trained in the use of iMovie. It is possible to access training clips on YouTube or Dailymotion (www.**dailymotion**.com/gb).

There are many websites which show you how to make films using mobile phones and other devices. A couple of these are listed in the box below.

http://youtu.be/rW9ENNUtGvA

http://mashable.com/2011/03/28/films-shot-with-mobile-phones/

http://thenextweb.com/creativity/2014/07/27/shoot-edit-upload-movie-android-smartphone/

What do teachers need to do?

1. Involved students and staff in the creation of a film.
2. Learn how to film, edit and provide a soundtrack / voice over / subtitles.
3. Created at least one educational film on a subject of their choice.
4. Uploaded the film to the LeHo YouTube educational channel or anywhere else for public sharing.
5. Shared the film with an audience appropriate to the film within their own community.
6. Evaluated the process and impact on pupils, and provide feedback following the trail of this activity via Survey Monkey (see the last page for links).

Timescales

Decided on which tablet computers and software, (such as ipad(s) with or without iMovie) or other film making equipment (such as mobile phones) they are going to use: 2 weeks

Staff training in the use of iMovie: 2 weeks

Schools to identify possible focus for the film(s): 2 weeks

Share experiences with appropriate audiences: over 5 months

Additional Notes

This activity is are based on an assumption that staff involved may have no prior knowledge of film making. Where teachers have some skills, they may wish to adapt the method of film making, and explore more sophisticated techniques. This will improve the technical quality of the film produced.

Teachers may choose to share any films they make during their project on the LeHo YouTube channel:
https://www.youtube.com/channel/UCMD5zSd3x4VqoBwDUVK7n4w

Evaluation of the activity

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https://www.surveymonkey.com/r/LeHoGerman

https://www.surveymonkey.com/r/LeHoArabic

Please select your language of choice and leave your feedback. Many thanks.

Creating an Educational Film Information Card (2016) by Nicola Anderson and Suzanne P Lavelle, Children's Hospital school, Leicester, UK.

Drawing Together

Context:

Drawing Together is a collaborative drawing app that allows you to connect with children while drawing, colouring or playing during a live voice call. It is released by the app publisher "Tipitap" and is available for iOS-devices in the App Store.

Drawing Together provides a good opportunity for both pupils and teachers to have some fun during lessons.

It provides the ability to draw pictures with brushes, pencils or spray guns in a variety of colours and has an erase function of the last actions. Children can also play games such as "Tic Tac Toe" with it.

Homepage:

http://www.tipitap.com/drawing-together.html

App Store:

https://itunes.apple.com/us/app/drawing-together!/id676685014?mt=8

Possible use in the HHE context

This system is very suitable for children with medical needs. Especially in the case of children with a long-term illness where the student can use the app to either draw by themselves or to play together with other children.

Sometimes it is good therapy to draw pictures to deal with a new situation – i.e. the hospital, the nurses, the doctors and the medical equipment. It can be easier for a young child to draw a situation than to talk about it. Using the App, the child can save pictures and send them to others, e.g. their parents or friends. Medical and mental health practitioners can also use the paintings to learn about the children´s feelings.

As an addition to normal classroom lessons, drawing together can be a good and unobtrusive way for the child to keep in contact with classmates, using the

app to draw a new common picture and to talk about it during the drawing process.

When children with medical needs have to stay in hospital or at home, they often have problems joining in with art lessons because they cannot practice in the painting or drawing in the hospital. With a collaborative drawing app they can draw a picture together with their classmates based on their teachers' instructions, e.g. "paint a bird" or "develop a coloured pattern consisting of different rectangles". During lessons, the hospitalised child can communicate with his or her classmates, find a common solution, and draw the pictures. This could also be an interesting new way of painting for the whole class. The teacher also has access to these paintings and can give qualified feedback.

What do teachers need to carry out the activity?

1. To use "Drawing together" students and teachers need iOS-based mobile devices (iPads, iPhones, Macs) at school and in the hospital/home. Other, similar tools are available for Android-based tablets and devices.
2. An internet connection (LAN or WiFi) is also required.
3. The app costs appropriately 2.00 Euros and can be downloaded and installed from the App Store.
4. Teachers/parents will need to sign the "Private Policy & Parental Permission"
5. Establish a password-protected connection with their classmates.

Training

There may be a need for permission from school IT managers to install and maintain the app.

Staff who will be involved in teaching students online must be familiar with their chosen software. However, as the system is very user friendly, teachers and students will be able to use it almost immediately.

Additional Notes

Teachers can choose to share any films they make during their project on the LeHo YouTube channel:
https://www.youtube.com/channel/UCMD5zSd3x4VqoBwDUVK7n4w

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https://www.surveymonkey.com/r/LeHoGerman

https://www.surveymonkey.com/r/LeHoArabic

Please select your language of choice and leave your feedback. Many thanks.

Drawing Together Information Card (2016) by Lutz Goertz, MMB, Germany.

Edmodo

Context:

Edmodo is a type of online social networking tool (it has an interface similar to Facebook), but which is aimed at online learning.

Teachers can create online classrooms and then invite their students to join using a unique secret code which enables the students to log into that class and follow lessons.

It is completely free of charge. Edmodo also allows teachers to load questions and tasks, and for students to interact safely with each other and with the teacher.

It is widely used and there are already cases of use in home tuition and hospital education in Italy, UK and the USA as well as many other countries.

Edmodo is totally flexible and can be used in any context and in any country. The interface can be configured to work in: English, Spanish, Portuguese, German, Greek, French, Turkish, Dutch, and Chinese.

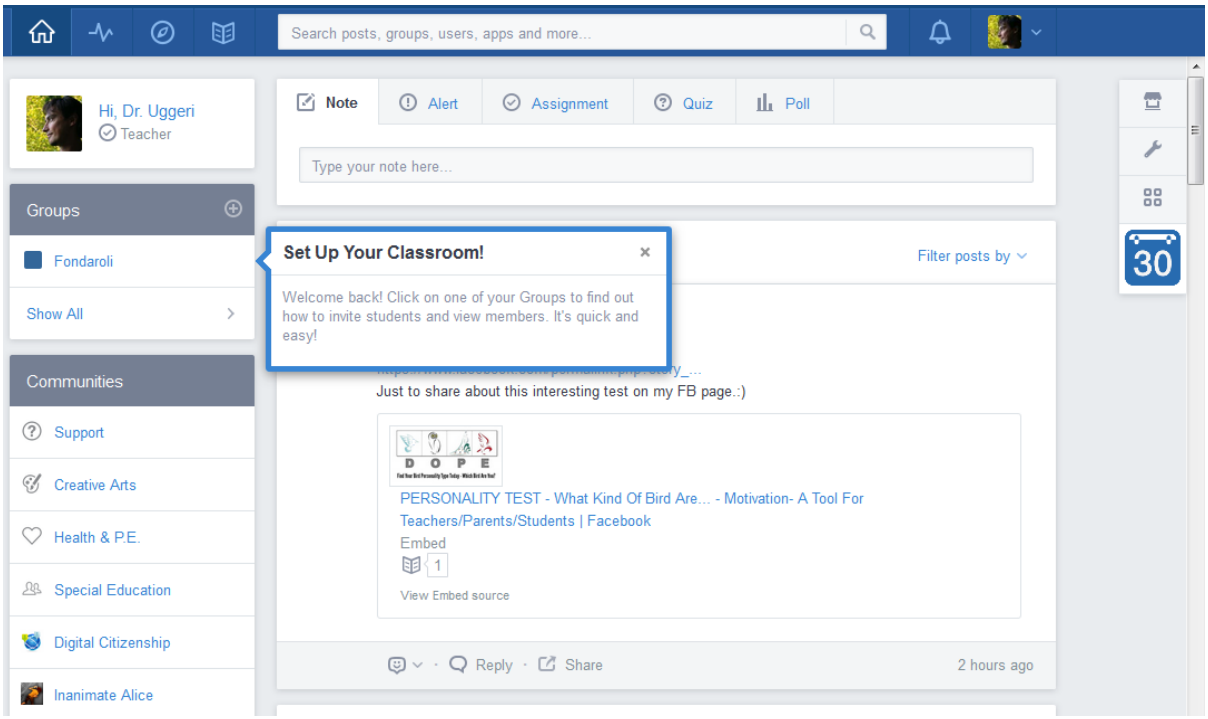
Homepage:

www.edmodo.com

Overall it has many advantages:

1. Pupils can access content quickly and easily and will be able to interact with it intuitively.
2. Even though it is based on the Facebook model, it is much more secure.
3. It isn't owned by a large company and people are more open to using it in a school context because it is not commercially driven, unlike Facebook.

4. It is very easy for children at home to access their homework, teaching materials and quizzes set by their teachers.



The system speaks in terms of 'groups' rather than classes. This for several reasons, such as a teacher of a given subject can create an online space for the subject, making access to 'real' classes for students different. Teachers can even use the 'small groups' function where small groups of 3 or 4 students can work together and the teacher can then send notifications specific to each group.

Teachers can monitor who has access to their group(s), create folders within these to load documents and link them to other systems (such as Google Drive), and each user can also collect these in their own Library files (which can include files of any type), and then - as always - share them.

The Edmodo interface for students and teachers differs substantially. For example, in the teacher's interface, there are management systems for assessment within a function called 'progress', which allows the use of badges, securities (grades) and also one for 'Insights'.

For the students, there is the 'backpack' tool where "no teacher can pry", and where digital space is unlimited, which is great for uploading presentations, music and movies.

Besides these basic functions, you can use additional *Apps,* ranging from small instruments to customise your avatar to other specific subjects or areas (there is also an interesting section on special education with games for dyslexic pupils). Nearly all of these *Apps* are freely available.

The Edmodo websites provides online articles, guides and suggestions on the use of this tool.

Many tutorials are available in video format or other formats, through a vast community of teachers and practitioners. Many can be found on YouTube in several languages.

Possible use in the HHE context

Edmodo can be used in multiple ways within a hospital school or in home tuition environment. The following are some of the potential areas of application:

Virtual classroom creation and content delivery:

As mentioned above, Edmodo can easily be used to teach children with medical conditions in home tuition. Teachers can create online classrooms where only their students can have access and then content can be uploaded and online communication activated with the ill students and their classmates.

It can be also used to support connections between the hospital school/section and their mainstream school classroom.

Our suggestion would be to integrate this tool with real-time education systems such as video-conferencing systems (Big Blue Button for instance) or other freely available tools such as Skype and Google Hangouts.

Notes:

- It may not appeal to non-technologically inclined users.
- It requires some familiarization for teachers to get the full benefit from it.
- The interface is available in several languages but some translations (including Italian) may need improvement.

What do teachers need to trial Edmodo?

1. Access to the internet.
2. Register on the Edmodo website.
3. Identify a project where you wish to use Edmodo.
4. Follow the FAQs on the website: https://support.edmodo.com/home#faq
5. Check the online tutorials in their own country's languages in order to be able to use it.
6. Decide which students they will use Edmodo with.
7. Created a virtual classroom and set up a teaching plan.
8. Invited the students (obviously including those with medical conditions) to join the group.
9. Evaluated the process, the impact on staff and pupils via feedback following the fieldwork trial of Edmodo using the Survey Monkey links at the end of this document.

Timescales

Register on the Edmodo website and identify teaching staff to lead the project: 2 weeks

Identify a project/product to be made and teachers and pupils to involve: 2 weeks

Create the classroom and manage it with the students: 6 weeks (approximately – but can be longer or shorter depending on need).

Additional Notes

Partners may choose to share any films they make during their project on the LeHo YouTube channel: https://www.youtube.com/channel/UCMD5zSd3x4VqoBwDUVK7n4w

Evaluation of the activity

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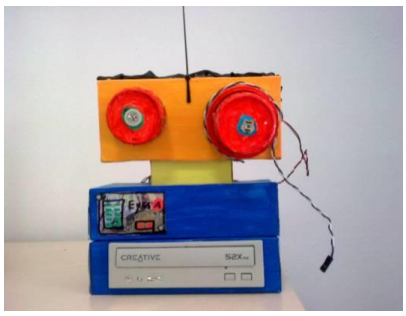
https://www.surveymonkey.com/r/LeHoGerman

https://www.surveymonkey.com/r/LeHoArabic

Please select your language of choice and leave your feedback. Many thanks.

Edmodo Information Card (2016) by Matteo Uggeri, Politecnico Milano, Italy.

Educational Robotics



Context:

In the Gaslini Children's Hospital in Genova, Italy, the principles of 'Educational Robotics' is used in a hospital context. In this case, a team of teachers and experts from the Robotics School of the CNR (Italian National Research Centre) taught students with medical needs how to build small robots.

This methodology has been used since 1996 with various additional developments and techniques. In the beginning, only simple home-made robots where created, often using materials that could be found in the hospital. Later, the Hospital and the Robotics School formalised an agreement with LEGO (kit Education WeDo - http://education.lego.com/it-it/preschool-and-school/lower-primary/7plus-education-wedo) to be able to use their materials in the wards.

Homepage (Italian only):

http://pso.istruzione.it/index.php/robot-realizzati-dai-bambini-in-ospedale

Possible uses in a Home and Hospital Education (HHE) context

Educational Robotics (ER) can be used in multiple ways within a hospital school or in home tuition, however, you will need experienced professionals/researchers or practitioners to use it effectively in any context.

The results can be exceptional, to the point where ER is used in rehabilitation-specific areas (for example, in visual impairment), both to promote the learning curriculum, but also to expand on it, as it includes other subjects such as logic, mathematics, science and technology etc. This constructive/constructionist methodological approach has allowed the children to learn how to play with- and even design and build their own toys.

Creating robots has motivated the children to approach study in a very appealing way, which is not common in an area that is heavily institutionalized,

such as that of a Hospital School, where teaching must carefully follow the institutional guidelines.

There is a video (which is in Italian) that can be accessed via the link below, which contains some examples:

https://www.youtube.com/watch?v=RcRnfokQyxg

There is also an interview with Immacolata Nappi, the teacher responsible for introducing ER in the Gaslini Hospital (which has been involved in the LeHo focus groups):

http://new.livestream.com/triwu/events/3060779

...however, this is also in Italian. Below is the link to a summary of the work, but this is also in Italian. A free, online translation service (http://www.freetranslation.com/) will provide you with some idea of the contents.

http://pso.istruzione.it/images/easyblog_images/71/Gaslini-Genova---Robotica-con-i-bambini-ospedalizzati_20140917-130914_1.pdf

Notes:

This activity is not expensive if you want to do it with basic resources, but it can cost more be if you want to use Lego and software to control the robots.

The main issue here is competence, as it is not so easy to find people experienced in robotics and moreover, educational robotics.

What do teachers need to carry out the activity?

1. Someone with some experience in robotics and educational robotics.
2. Access to the internet.
3. Identify a context (with one or more children with medical conditions) where you wish to try this practice.
4. Try to become familiar with the basic concepts, starting from scratch: https://en.wikipedia.org/wiki/Educational_robotics
5. Look for online tutorials to be able to use this activity and pass it on to other teachers.
6. Identified students that may suit this kind of interaction.
7. Gather the materials (in more advanced cases also software and hardware, but mostly just the basic stuff needed to create the robots).

8. Evaluated the process and impact on pupils, and provide feedback following the trail of this activity via Survey Monkey (see the last page for links).

Timescales

It would take at least two months for teachers to familiarise themselves with Educational Robotics and also to test it in a real HHE context.

Additional Notes

Teachers may choose to share any films they make during their project on the LeHo YouTube channel: (https://www.youtube.com/channel/UCMD5zSd3x4VqoBwDUVK7n4w).

Evaluation of the activity

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https://www.surveymonkey.com/r/LeHoArabic

Please select your language of choice and leave your feedback. Many thanks.

Educational Robotics Information Card (2016) by Matteo Uggeri, Politecnico Milano, Italy.

Electronic Bags

Context:

This is a practice that is suitable for use with all ages, but especially with younger children.

The basic idea is to create a set of CDs, per subject and stage, prepared by the teachers, which are placed in a display file and distributed, along with the student's books, at the beginning of the year, to enhance the learning process. Booklets for all subjects are also prepared in school, including summaries, worksheets, revision sheets, and model exams, to help the students grasp all aspects of the topics and to make learning simpler and clearer.

Possible uses in a Home and Hospital Education (HHE) context

This is a more formal version of what tends to happen already, with teachers in the child's mainstream school providing work while the child is off sick. However, as the electronic bags are handed out to all children, it would prevent any gaps in learning and provide much more continuity for the ill child. These "bags" would provide a wonderful resource for hospital school teachers to be able to collect and use with any of their children.

What do teachers need to carry out the activity?

1. Computers/laptops/tablet computers in the hospital and student homes
2. Pre-prepared lesson plans and resources
3. CDs/memory sticks and bags/cd cases
4. Willing parents and students

The teacher should encourage the students to use the CD bags, after which they can discuss lessons with each other and see what they can cover using this technique.

Timescales

CD bags can be distributed to pupils when they start at school at the beginning of each term, or for ill children, as soon as they are away from school.

Additional Notes

Teachers may choose to share any films they make during their project on the LeHo YouTube channel:
https://www.youtube.com/channel/UCMD5zSd3x4VqoBwDUVK7n4w

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Please select your language of choice and leave your feedback. Many thanks.

Electronic bags Information Card (2016) by Nada Elkhateeb, 57357 Children's Cancer Hospital, Egypt.

eTwinning

Logo taken from the etwinning homepage: https://www.etwinning.net/en/pub/index.htm

Context:

The eTwinning portal provides online tools for teachers to find partners, set up projects, share ideas and work together, through the use of Information and Communication Technology (ICT).

The portal provides and meeting point and a workspace and is available in 26 languages.

Launched in 2005 as the main action of the European Commission's eLearning programme, eTwinning has been firmly integrated in Erasmus+, the European programme for education, training, youth and sport, since 2014.

Its Central Support Service is operated by European Schoolnet, an international partnership of 30 European Ministries of Education developing learning for schools, teachers and pupils across Europe. eTwinning is further supported at national level by 36 National Support Services.

In order to develop understanding of global issues and citizenship, schools benefit from linking with a school from another country. By undertaking a joint project, students can share experiences and learn about other cultures.

Homepage:

http://www.etwinning.net/en/pub/index.htm

Source: http://www.etwinning.net/en/pub/discover/what_is_etwinning.htm)

What do teachers need to implement the activity?

1. Access to the internet.
2. Register on the eTwinning website.
3. Identify a partner in another school to set up an eTwinning project.
4. Involved students and staff in an eTwinning project.
5. Shared the outcomes of the project with an appropriate audience.
6. Staff may wish to create a short film about their project (see: Come on let's play music together! https://www.youtube.com/watch?v=LjiUGBqa0JY)
7. Evaluated the process and impact on pupils, and provide feedback following the trail of this activity via Survey Monkey (see the last page for links).

Training

Staff who will be involved in the eTwinning project will need to be familiar with the website.

The eTwinning website contains number of useful documents to support staff in identifying an appropriate partner, and collaborative project.

There are also a number of useful videoclips relating to eTwinning on youtube.com. Some of these are:

Join eTwinning!: https://www.youtube.com/watch?v=cvnFQd7003E

eTwinning: Transforming Teaching and Learning

https://www.youtube.com/watch?v=m4lJiWnnp3E

How eTwinning impacts on learners

https://www.youtube.com/watch?v=aj5jlCdcnI8

Timescales

Register on the eTwinning website and identify staff and pupils to be involved in the project: 2 weeks

Identify a European partner and a suitable joint project: 2 weeks

Share experiences with appropriate audiences: over 5 months

Additional Notes

Teachers may choose to share any films they make during their project on the LeHo Youtube channel:
https://www.youtube.com/channel/UCMD5zSd3x4VqoBwDUVK7n4w

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Creating an Educational Film Information Card (2016) by Nicola Anderson and Suzanne P Lavelle, Children's Hospital school, Leicester, UK.

Facebook, WhatsApp and MSN to create an online classroom

Context:

Facebook is an online social networking service. Since 2006, anyone who is at least 13 years old is allowed to become a registered user of the website, though this age requirement may be higher depending on applicable local laws.

After registering to use the site, users can create a user profile, add other users as "friends", exchange messages, post status updates and photos, share videos and receive notifications when others update their profiles. Additionally, users may join common-interest user groups, organized by workplace, school or college, or other characteristics, and categorize their friends into lists such as "People from Work" or "Close Friends". Facebook had over 1.18 billion monthly active users as of June 2015. Due do the large volume of personal data users submit to the service, Facebook has come under scrutiny for their privacy policy.

Facebook is often used directly by students to create online groups that simulate the classroom. This can be useful, especially when a classmate is ill to keep them up to date with the current activities, and not only in terms of school work.

Social networks enable teachers to keep in contact with students with medical needs, and some teachers have started to use Facebook, often supported by MSN or Skype to allow a real-time connection.

What do teachers need to carry out this activity?

Facebook and the other social networking services are very simple to use. The pupils themselves are often the motivators for the teachers to use it. It can be used like a diary, on a daily basis. Essentially, what is needed is as follows:

1. Computers with webcams in the schools and in pupil's homes
   (NB. Some school filter/security systems block social networking programs to ensure the safety of their pupils whilst they are in school. In this case, teachers could request special permission from IT managers).

2. Good internet/WIFI connections

3. Willing teachers and pupils to use their private accounts (or to set up alternative accounts and/or groups for the purposes of the training action)

4. Lesson plans adapted to using this type of software

Homepages:

https://www.facebook.com/

http://www.msn.com/

https://www.whatsapp.com/

Teachers may choose to share films they make during this project on the LeHo YouTube channel:
https://www.youtube.com/channel/UCMD5zSd3x4VqoBwDUVK7n4w

Evaluation of the activity

Evaluation of how this activity worked for you in the field (Fieldwork Experience) is via a short questionnaire on Survey Monkey.

Questionnaires are available in English, Italian, Spanish, Catalan, German and Arabic as follows:

https://www.surveymonkey.com/r/LeHoFieldwork

https://www.surveymonkey.com/r/LeHoItalian

https://www.surveymonkey.com/r/LeHoSpanish

https://www.surveymonkey.com/r/LeHoCatalan

https://www.surveymonkey.com/r/LeHoGerman

https://www.surveymonkey.com/r/LeHoArabic

Please select your language of choice and leave your feedback. Many thanks.

Facebook, WhatsApp and MSN Information Card (2016) by Bednet (Leuven, Belgium) and Egypt 57357 (Cairo, Egypt).

There's a Panda in my Seat!

Context:

For this activity, a toy panda, which represents the ill child, is taken into the classroom and acts in their stead. The panda has a backpack which can be used to hold notes or photos from friends or work from the teachers. It can also hold things like tablet computer or memory stick, or a basic camera for the children to be able to record messages and take photos. The parents take the panda to and from school to the ill child on a regular basis. The Panda kit will also include a leaflet to help the teachers explain to the other students the reason why their classmate is not in school.

This works very well with younger children (aged 3 – 11), who maintain their presence in the classroom via the representative of the Panda. It works best if there is only one panda in a classroom as it may be confusing if there is more than one. It also requires the willingness of the school to be involved, and the parents to act as couriers for the panda.

It is based on "Monkey in my chair", which is a USA-based organisation set up to help children specifically suffering from cancer to stay in touch with their classmates (http://www.monkeyinmychair.org/).

However, this is only for USA-based children who suffer with cancer, it is not possible to use the program in this case for LeHo.

What do teachers need to implement the activity?

6. Use a suitable soft toy panda (or any soft toy will suffice as it is to be used as a representation for the child who is not at school) and also source an appropriate "backpack" that can hold notes, pictures and memory sticks (for recorded messages). For an example see:
   Panda soft Toy
7. It would be good to get a pack together for the child that contains paper notepads, pencils, memory sticks (possibly, but not essential) and other items to go in the backpack.

8. Recording facilities and some software to transfer recorded messages (voice and video) onto devices so that the pupils can see them (this can be done via mobile phones, tablet computers, school computers or laptops and memory sticks).

Training

School teachers will need information and training on how to use the Pandas (or other soft toys) appropriately.

Teachers may also need to have information about the nature of the illness of the child to be able to explain why the panda is present and why the pupil is on hospital.

What do teachers need to do?

1. Identify the children for whom this approach would work and would be suitable (most likely younger children who spend quite a long time in hospital, or who are regularly in hospital for chronic conditions)
2. Liaise with schools, parents (and hospitals if appropriate) to make this work
3. Shared their experiences with an appropriate audience within their own community (possibly via a dedicated Facebook page, or a YouTube video, for example: https://youtu.be/DcylgZRl6wA
4. Evaluated the process and impact on pupils, and provide feedback following the trail of this activity via Survey Monkey (see the last page for links).

Timescales

Identify pupils and schools where pandas/toys could be used: 2 weeks

Place pandas/toys in schools, and staff and pupil training in how to use the pandas: 3 weeks

Share experiences with appropriate audiences: over 5 months

Additional Notes

Teachers may choose to share any films they make during their project on the LeHo YouTube channel: (https://www.youtube.com/channel/UCMD5zSd3x4VqoBwDUVK7n4w).

Evaluation of the activity

Evaluation of how this activity worked for you in the field (Fieldwork Experience) is via a short questionnaire on Survey Monkey.

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https://www.surveymonkey.com/r/LeHoCatalan

https://www.surveymonkey.com/r/LeHoGerman

https://www.surveymonkey.com/r/LeHoArabic

Please select your language of choice and leave your feedback. Many thanks.

Panda in my seat Information Card (2016) by Suzanne P Lavelle, Children's Hospital school, Leicester, UK.

Source for Panda Image: https://openclipart.org/detail/89233/chair,panda

Portale Scuola: A web portal and blog for schools based in hospitals and for home tuition

Based on the example of "Portale Scuola in Ospedale" (Italy), and the "MOE" portal in Egypt

Context:

The "Portale Scuola in Ospedale" is an initiative of the Italian Ministry of Education (MIUR) which hosts information on good practices all around the country and through a blog. It provides all the basic information needed for those involved in home and hospital education (HHE) in Italy, from teachers to parents:

http://pso.istruzione.it/

There is a similar portal in Egypt that contains all the educational materials needed for all educational stages, but it's not specific to HHE. Never the less, teachers and parents have access to a large amount of resources via this portal:

http://portal.moe.gov.eg/elearning/Pages/Default.aspx

Both these initiatives are aimed at supporting the so called 'bottom-up' and push mechanism of information sharing among teachers, parents and other stakeholders involved in HHE.

What do teachers need to do to access these resources?

1. Seek similar initiatives on a private, local, regional or national basis
2. Teachers in Italy or Egypt can use one of the portals mentioned above and find interesting examples and resources to use
3. Identify whether some of the practices listed in those portals/blogs are applicable in their own contexts
4. In terms of hardware, teachers will need computers/laptops/tablet computers in the hospital and in student homes

Additional Notes

Teachers can choose to share any films they make during their project on the LeHo YouTube channel:
https://www.youtube.com/channel/UCMD5zSd3x4VqoBwDUVK7n4w

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https://www.surveymonkey.com/r/LeHoArabic

Please select your language of choice and leave your feedback. Many thanks.

Portale Scuola Information Card (2016) by Matteo Uggeri, Politecnico Milano, Italy.

PowToon

Context:

PowToon is an online tool to create animated videos and presentations which claims to be as easy to use as MS PowerPoint. The basic version of PowToon is free. Different educational plans (teacher, student, classroom) are available for an affordable price. The student plan is 12 USD/year and the teacher plan is 24 USD/year (at time of writing in 2015).

Homepage:

http://www.powtoon.com

This tool can be used in two ways:

1. By teachers to create engaging presentations and deliver content to students in a fun way.
2. By students to create their own content, present their assignment and send messages to each other.

The PowToon website provides online articles, guides and suggestions on the possible uses of this tool.

PowToon is really fun to use and can be used in multiple ways within a hospital school or in home tuition. Some of the potential areas of application are as follows:

Used to create presentations:

Of the Hospital school

Of the home tuition service for children with medical conditions;

Of the children's ward;

Of the people working in a specific setting (a type of *Who is Who*);

Used to create pupil's projects, for example:

To annotate a song with a cartoon;

Make a cartoon about a maths problem;

Narrate or comment on a historical fact;

Make a cartoon about some specific characteristic of their own country;

Make a cartoon about their favourite subject, hobby, singer, actor, doctor, nurse, teacher….

Make a cartoon to describe their situation: e.g. *my life in the hospital*

Used to deliver content:

Teachers can use PowToon to deliver any subject-related content. They can also make short tutorials to be used alone by the students, for example, in a flipped classroom methodology (www.powtoon.com/blog/flip-classroom/).

What do teachers need to implement the activity?

1. Access to the internet.
2. Register on the PowToon website.
3. Identify a project where you wish to use PowToon. Remember to involve your pupils in this process!
4. Follow the simple steps to create a toon. A detailed tutorial is provided on the Powtoon website at: http://www.powtoon.com/tutorials/

Staff who will be involved in the PowToon project will need to be familiar with the website. The website also contains a number of useful documents to support staff in the planning and use of PowToon.

There are also a number of useful video clips relating to PowToon on youTube.com (just search for "powtoon"). Some examples are:

The official PowToon blog with lots of examples and ideas:	www.powtoon.com/blog/
PowToon QuickStart Guide	www.powtoon.com/tutorials/

How to make an animated explainer video	www.powtoon.com/videomarketing/animated-explainer-video/

Teachers may choose to share any cartoons they make during their project on the LeHo YouTube channel: https://www.youtube.com/channel/UCMD5zSd3x4VqoBwDUVK7n4w

Evaluation of the activity

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https://www.surveymonkey.com/r/LeHoGerman

https://www.surveymonkey.com/r/LeHoArabic

Please select your language of choice and leave your feedback. Many thanks.

PowToon Information Card (2016) by Michele Capurso, University of Perugia, Italy.

The Pupil Passport

Image source: Baigal Byamba

Context:

Inter-institutional communication is particularly relevant to the education and development of a child with a medical condition because it ensures coherence and continuity throughout their education.

The idea behind this activity is to create a pupil passport with which to share relevant information between different professionals involved in the care and education of a child or adolescent with a medical condition.

This can involve a change of perspective: the child becomes the main pivot of the educational process rather the needs of a specific professional.

Understanding inter-institutional communication

Often the work of the different professionals involved in the care and education of a child with a medical condition overlap. The Venn diagram (see Figure 1) shows this clearly, where the different coloured rings represent the professionals involved and the central white intersection area represents the child's life. The diagram in Figure 1 shows (for the sake of simplicity we have shown only 3 professionals) how every single practitioner has a specific and individual working area, but his work also interacts and intersects with the work of others.

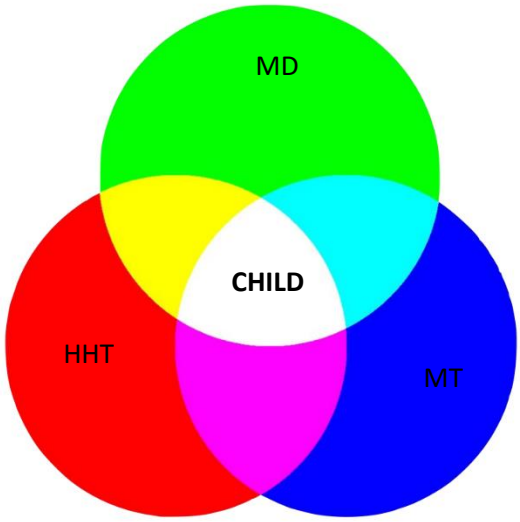

Figure 1, a Venn diagram of the work of a medical doctor (MD), ahHome/hospital teacher (HHT), and a mainstream teacher (MT).

The same type of intersection occurs with all the information produced about the child. Doctors and nurses have pieces of information that intersect with the work of a hospital teacher; hospital teachers have pieces of information that may be relevant for doctor and nurses and they all have information this is very relevant to the child's mainstream teachers etc….

A tool for information sharing

The aim of this tool is to develop/create a common repository document where each practitioner can read and write information on a child or adolescent's life that is relevant for the work of the others. This tool has been called a **pupil passport**. This type of document should be hosted on a system that is easily accessible by all the different professionals involved in the care of a young person with a medical condition, but that is also secure. Examples of such systems are provided later on in this document.

Some examples of how a Pupil Passport can be used

For this type of tool to work effectively, each professional should be familiar with their colleagues needs and think of the best way to deliver the relevant information.

Example 1

> Carla is an 8 year old child and at the present stage of her hospitalisation she needs to take a daily dose of a Glucocorticoid which can impact on a child's behaviour and emotional responses.
> In this case the pupil passport may have a field entitled "things teachers should know about the pupil's therapy". One of Carla's doctors may add an entry stating that "the child is taking a daily dose of a drug that may affect the child's behaviour and emotional responses".
>
> Note how the doctor does not say the use or the name of the medicine but focuses only on its potential behavioural effects. This is because for the work of a teacher, behaviour and emotional responses of the pupil are the central aspect of the educational relationship.

Example 2

> Mario is a 13 year old middle school student and is currently home-schooled because of an aplastic anaemia recurrence.
> The boy informs his home-school teacher that he is very sorry he will be missing a class field trip next month. This is the last trip this class will do together as all the students will move to a different school the following year. The home school teacher then sets up a plan to allow Mario to take part in some virtual museum visits together with his classmates, using a scheduled Skype connection with the museums and the hotel where Mario's classmates will be staying. She enters this

activity in the pupil passport in a field entitled "specific education plans and activities" and asks Mario's treating physicians to try and keep the boy free from any medical treatment or diagnostic activity during the scheduled time of the Skype connections.

In this example the home school teacher is able to outline to the medical team some relevant psychological needs of the boy. Mario's physician can then adjust the boy's treatment schedule according to his school appointments to allow Mario to participate in the school activities.

These examples illustrate the potentials and the use of a Pupil Passport.

What do teachers need to do to implement the Pupil Passport?

1. Identify stakeholders to involve in the development process of the Pupil Passport. Ideally all the different elements of the global care team around the child should be involved. However, to keep this process simple, we suggest starting with three people: one doctor, one nurse, one hospital teacher. Other practitioners may be involved at a later stage to expand the use of the passport.
2. Meet with the practitioners involved to find out their specific requirements
3. During this initial phase, all practitioners should fill in and discuss a form like those presented in Tables 1 & 2. This form will serve as a guide to help you build your own pupil passport.
4. Identify a means of sharing the form among the three practitioners identified. Here are some examples or suggestions:
    - On a board hung in a common, private access area (e.g. the nurses or doctors meeting room);
    - On the child's own medical chart;
    - On a shared document on the Google drive. Instructions on how to share a Google doc are provided here: (https://support.google.com/docs/answer/2494822?hl=en)
    - On a shared document on the hospital or school's intranet, if such a service is available.
5. Once the document is up and running, you could select some case studies and start using the pupil passport with these children.

Staff who will be involved in the Pupil Passport project will need to be familiar with the means chosen to share the passport and commit to access it at least twice weekly to check for updates and input information.

Your job in the hospital: _____
(e.g. doctor, nurse, teacher)

To do my job better, I would like to receive the following information from the following practitioners:

Who should provide the information		**Information needed** (write in the form of a question)
example	Doctors	How long is this child expected to be in hospital?

Table 1. Sample form to be used as a guide for the development of the Pupil Passport. (Source: adapted from Capurso, 2001).

Your job in the hospital: _____
(e.g. doctor, nurse, teacher)

I believe that other practitioners should know the following related to my role with the patient:

Who should receive the information		**Information I think should be shared** (describe the type of information)
example	Nurses	Scheduled appointments with the child's class

Table 2. Sample form to be used as a guide for the development of the passport. (Source: adapted from Capurso, 2001).

Additional Notes

The Children's Hospital School in Leicester is currently testing a comprehensive pupil passport. While this is a much more complex and complete document than the one proposed here, we believe that this is noteworthy example to be shared and looked upon. You can see an example of Leicester's Pupil passport here (you will need to create a logon for the LeHo website to access it, but this is simple and quick): Pupil Passport PDF

Evaluation of the activity

Evaluation of how this activity worked for you in the field (Fieldwork Experience) is via a short questionnaire on Survey Monkey.

Questionnaires are available in English, Italian, Spanish, Catalan, German and Arabic as follows:

https://www.surveymonkey.com/r/LeHoFieldwork

https://www.surveymonkey.com/r/LeHoItalian

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https://www.surveymonkey.com/r/LeHoCatalan

https://www.surveymonkey.com/r/LeHoGerman

https://www.surveymonkey.com/r/LeHoArabic

Please select your language of choice and leave your feedback. Many thanks.

Pupil Passport Information Card (2016) by Michele Capurso, University of Perugia, Italy.

Radio K2

Context:

Radio K2 is an Italian project undertaken by students admitted to Auxologico Piancavallo (a hospital in Italy) which allows them to stay in touch and make their voices heard both in and outside of the hospital.

The radio section of the Hospital Association School of Ranzoni involves children between the ages of 11 and 15 as authors and protagonists of a radio series. The children in the hospital work together with the pupils in the school to prepare the radio sessions.

The initiative was also followed by the creation of TeleK2 in 2011, through which the children were able to propose a television series, with themes related to science fiction, history and lifestyles.

Homepage:

http://pso.istruzione.it/index.php/una-radio-in-ospedale

The main objectives of this initiative are to reduce the isolation faced by hospitalised children and to allow them to interact with pupils in their own school develop and implement a joint initiative.

The radio session enables the children in the hospital to make their voices heard and to assume responsibility to organise and conduct sessions (thus boosting their confidence).

The Radio K2 initiative was awarded the 1st prize in the 3rd edition of the Premio National Centomontagne 2008 and, in 2009, the Premio Speciale del Presidente della Repubblica.

What do teachers need to implement the activity?

1. Find out about and have access to radio transmission systems. They should become familiar with basic radio transmission processes – there are many additional tools available on the internet to help with this.

2. Open dialogue between staff at the hospital and in the school.
3. Ensure the involvement of teachers and the pupils in the school.
4. Identify a method for recording and broadcasting the programmes / sessions.
5. Share the outcomes of the project with an appropriate audience.
6. Teachers may wish to evaluate the possibility to conduct a test session
7. Evaluate the process and provide feedback using the Survey Monkey questionnaire (see below).
8. Consider the possibility to upload podcasts.

Training

Staff and pupils will need to learn how to use and operate radio transmission systems.

There may be the need for the school IT manager to install and maintain specific software.

Online Resources

School radio:

http://www.schoolradio.com/

Create Media:

https://createmedia.wordpress.com/setting-up-a-school-radio-station-1/

Additional Notes

Teachers may wish to upload any radio sessions they make during their project on various digital platforms. Cooperation with more general radio broadcasters might be considered for future initiatives.

Teachers may choose to share any films they make during their project on the LeHo YouTube channel:
https://www.youtube.com/channel/UCMD5zSd3x4VqoBwDUVK7n4w

Evaluation of the activity

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https://www.surveymonkey.com/r/LeHoArabic

Please select your language of choice and leave your feedback. Many thanks.

Radio K2 Information Card (2016) by Jordi Gasset, KIM, Barcelona

Real-time Distance Education

Context:

This information card will be of use to teachers wishing to forge synchronous (real-time) links between a child who is either ill at home or in hospital, and their classmates.

Distance learning provides access to learning when the source of information and the learners are separated by time and distance, or both.

This type of education has been used for many years, and an example of the most basic of forms were for students in the Australian outback in the 1960's who communicated directly with teachers many hundreds of miles away via a very basic 2-way radio system (http://www.australia.gov.au/about-australia/australian-story/school-of-the-air).

In the context of today's advances in technology, there are many ways/systems which schools can use to communicate directly with students who are not able to be in their classrooms. These range from bespoke software such as that developed by Bednet (http://www.bednet.be/), to much more basic solutions, such as Skype (http://www.skype.com/en/), Big Blue Button, Google Hangouts(See Appendix A), Facebook, Edmodo, or the PSO Portal (which is used in Italy to support HHE: http://pso.istruzione.it/).

Real-time distance Education can take several forms:

1. The student is remotely connected on a 1 to 1 basis with a single teacher via any type of information and communications technology (ICT) and the teacher gives a lesson to that child.
2. Several students are remotely connected to a single teacher via any type of ICT and the teacher runs a lesson for all the children to participate at the same time (which is similar to the way in which the Kahn Academy functions: https://www.khanacademy.org/).
3. The student is connected via ICT to his/her classroom and is able to participate in the lessons as if he/she were actually there (as in the Bednet system).

What do teachers need to implement the activities?

1. Computers/laptops/tablet computers in the school and student homes
2. Installed communications software (see appendix A for a list of some possibilities)
3. Good internet/WIFI connections
4. Lesson plans that can be adapted to work remotely
5. Willing teachers, parents and students
6. Interactive whiteboards can also be used if the school already has these

Training

There may be a need for the school IT manager to install and maintain software.

Staff who will be involved in teaching students online must be familiar with their chosen software. There are many training videos available on youtube.com or dailymotion (an example is the clip available for using CourseSites: https://youtu.be/HpYglLr-x-k).

Pupils will need to be trained/shown how to use the software.

What do teachers need to do?

1. Identify which software they are going to use for the remote teaching and provide basic training on its use
2. Involved staff and some students in direct online teaching.
3. Shared their experiences with an appropriate audience within their own community (possibly via a dedicated Facebook page, or a YouTube video
4. Evaluated the process and impact on pupils, and provide feedback following the trail of this activity via Survey Monkey (see the last page for links).

Timescales

Identification and evaluation of software to use: 2 weeks

Training of staff and pupils in software use: 3 weeks

Use software to conduct lessons: over at least 2 months

Share experiences with appropriate audiences: over at least 2 months

Additional Notes

These training actions are based on an assumption that staff involved may have no prior knowledge of online teaching. Where partners already have experience of online teaching, they may wish explore more sophisticated methods and/or issues faced in teaching in real-time online.

Teachers may choose to share any films they make during their project on the LeHo Youtube channel:
https://www.youtube.com/channel/UCMD5zSd3x4VqoBwDUVK7n4w

Evaluation of the activity

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https://www.surveymonkey.com/r/LeHoArabic

Please select your language of choice and leave your feedback. Many thanks.

Appendix A – Software possibilities

Bednet system – this has been developed by Bednet for use in schools in Belgium and is already a tried and tested mechanism. They system rights belong to Bednet and as such are not available for other schools to use free of charge.

Moodle virtual classroom - https://www.wiziq.com/moodle/. There is a cost of $23.00 per month after the 3 day free trial period has elapsed.

Skype – this is a basic way of communicating with pupils and allows real-time face to face contact with voice, but does not contain any particular teaching tools.

Adobe Connect - Adobe® Connect™ is a web conferencing platform for web meetings, eLearning, and webinars. It enables web conferencing solutions on virtually any device. It is what is currently used for the LeHo online meetings. http://www.adobe.com/uk/products/adobeconnect.html. There are also costs involved but Adobe has several different plans that might use occasional users (see https://service.acrobat.com/cfusion/bots/purchase/index.cfm).

Firefox Hello – this is a new development by Firefox which allows people to connect online with chat and video. https://www.mozilla.org/en-GB/firefox/36.0.1/hello/start/?utm_source=firefox-browser&utm_medium=firefox-browser&utm_campaign=settings-menu

BigBlueButton – this supports multiple audio and video sharing, presentations with extended whiteboard capabilities - such as a pointer, zooming and drawing - public and private chat, desktop sharing, integrated VoIP using FreeSWITCH, and support for presentation of PDF documents and Microsoft Office documents. Moreover, users may enter the conference in one of two roles: viewer or moderator (teacher/pupil).

This does require some technical knowledge to set up, but has many features that can make the learning experience more interactive for the pupils. It is open-source and hence free to use and download. (Due to our school filters, I am not able to provide the direct link to the site, but the link to their Wikipedia page is here: http://en.wikipedia.org/wiki/BigBlueButton).

Google Hangouts – a social media type of app that is supported by Google and can be used on mobile phones and other portable devices as well as laptops and computers. You can use it to share photos, text and videos with friends. http://www.google.com/intl/en_ALL/+/learnmore/hangouts/

These are just a few of many possible software solutions available. As part of the training actions, you can use any of the above, or chose one that you already know and are familiar with. In any case, you should chose the one which is easiest for you to use and implement.

Real-time distance education Information Card (2016) by Suzanne P Lavelle, Children's Hospital school, Leicester, UK.

Smartschool

Context:

Smartschool is a digital learning platform that is mainly used in Flanders (and currently only available in French and Flemish) in primary and secondary schools. It was developed by Smartbit BVBA, and started in 2003 as an electronic learning environment, but has gradually grown into a larger platform that includes tools for administration, reporting and communication. It is offered as a service and can be accessed via a browser or an app.

Homepage:

http://www.smartschool.be

Smartschool aims for an effective exchange of information in educational establishments, both between management and teachers and between students, teachers and parents. Pupils and teachers can use the platform to exchange data for group work, tasks and exercises. Parents can also access Smartschool to share information. Smartschool can be used in different ways depending on the needs of the school.

Students with medical needs can access all kinds of educational material via their teachers, they can exchange documents, and participate in a discussion forum. Teachers can use a student tracking system where they can keep track and monitor the individual learning path of a student with medical needs.

What do teachers need to carry out this activity?

1. Access the Smartschool login and create an account
2. Access to computers/laptops/tablets in the school and student homes (and hospital if applicable)
3. Installed communications software (see Appendix A for a list of some possibilities)
4. Good internet/WIFI connections
5. Willing teachers, students and parents

Pupils, teachers and parents will need to be shown how to use the software. A comprehensive manual is available.

Teachers may choose to share films they make during this project on the LeHo YouTube channel:
https://www.youtube.com/channel/UCMD5zSd3x4VqoBwDUVK7n4w

Evaluation of the activity

Evaluation of how this activity worked for you in the field (Fieldwork Experience) is via a short questionnaire on Survey Monkey.

Questionnaires are available in English, Italian, Spanish, Catalan, German and Arabic as follows:

https://www.surveymonkey.com/r/LeHoFieldwork

https://www.surveymonkey.com/r/LeHoItalian

https://www.surveymonkey.com/r/LeHoSpanish

https://www.surveymonkey.com/r/LeHoCatalan

https://www.surveymonkey.com/r/LeHoGerman

https://www.surveymonkey.com/r/LeHoArabic

Please select your language of choice and leave your feedback. Many thanks.

Smartschool Information Card (2016) by Bednet, Leuven, Belgium.

Storytelling, plays and games

Image: Frits Ahlefeldt-Laurvig

Context:

Through the use of stories, plays and games, teachers can deliver the information in an easier and simpler way compared to conventional methods. Teachers can use storytelling techniques that will students to fix information into his/her mind, or they can formulate plays in which more than one student participates, and play games designed to explain difficult concepts in a simple and easy way.

Possible use in the HHE context

Children who are ill are often distracted as they do not feel well, or there are interruptions to their lessons due to medical procedures (e.g. temperature checks, blood test etc. If they are fully engaged in a story, a play, or a game, this will not only help take their minds off their immediate situation, but will also help them to concentrate on the present stimulus, rather than what else is going on in their lives. It is well know that activities that are seen as "fun" are also those that are best remembered. In this way, these activities will help students learn, even in a difficult environment.

These types of activities can be carried out with an ill child at home, or in the hospital by teachers and parents alike.

What do teachers need to implement the activities?

For storytelling and plays:

1. The only requirement is space where teachers and students can perform the activities
2. Willing teachers and students

For the games:

1. Space where teachers and students can perform the activities
2. Games related to the study material (for example, if they study science, they will need the required equipment to conduct an experiment, of for maths, they will need mathematical games etc…)
3. Willing teachers and students

Training

Staff who will be involved in creating the educational stories, games and plays should be creative and fully aware of the objectives of each lesson, and should be committed to use these methods regularly during the duration of the training action study.

Additional Notes

Teachers may choose to share any films they make during their project on the LeHo YouTube channel:
https://www.youtube.com/channel/UCMD5zSd3x4VqoBwDUVK7n4w

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https://www.surveymonkey.com/r/LeHoArabic

Please select your language of choice and leave your feedback. Many thanks.

Storytelling Information Card (2016) by Nada Elkhateeb, 57357 Children's Cancer Hospital, Egypt.

Video Conferencing

Context:

This project started as a discussion at a HOPE (Hospital Organisation of Pedagogues in Europe) meeting in Paris between a teacher in Greenland and a head teacher of a hospital school for ill children in Munich (Germany). In Greenland the long distances between schools and homes of the students was bridged by video-conferencing.

A video-conferencing system was installed in Munich in 1998 to connect the hospital school with a partner school in Munich, with financial support from the community and various charities. This enabled students with medical needs to attend lessons in subjects that could not be taught in the hospital school because of a lack of resources. The aim of the project was to make it possible for the students to follow lessons, thus making it easier for them to reintegrate into their mainstream schools after they had been dismissed from hospital.

The system consists of cameras, microphones, speakers and screens in the hospital school classroom and also in one classroom, for example, the Physics room, in the partner school. The students in hospital can navigate the camera and can interact with the teacher and students in the partner school.

Naturally, as teachers and pupils outside of the hospital environment have to integrate someone from outside their school and with a medical condition, into their community, there may be some issues that have to be discussed beforehand with pupils and parents, as the teachers and the students could be confronted by the emotional impacts of dealing with people with various medical conditions.

What do teachers need to do implement the activity?

1. Find teachers who are willing to work on communicating with the hospital teachers, and prepare their own students to be faced with new students. Most important is the willingness of teachers to integrate the students with medical conditions into their classes.
2. Devise lesson plans that are suitable for this type of teaching

3. Use suitable equipment to allow enable the video conferencing, such as a dedicated laptop with speakers and Skype, or more technical equipment if finances are available.
4. Provide basic training for all involved in the use of the equipment.
5. Possibly prepare students in advance for the emotional impacts of interacting with other children with medical needs, some of which may be terminal.

Teachers may choose to share any films they make during their project on the LeHo YouTube channel:
https://www.youtube.com/channel/UCMD5zSd3x4VqoBwDUVK7n4w

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Video Conferencing Information Card (2016) by Glauz and Schneider, SFKM, Germany.

Web-based Learning

Context:

This was a project carried out at a school for ill children in Munich, Germany. It used the internet to carry out research on a specific topic (e.g. Africa), and sites such as: www.wikipedia.de, www.google.de, www.faszinierendes.afrika.de, www.afrika-junior.de, www.care.de for pictures and text.

Often students with a medical condition or long-term illness are isolated from the outside world. They don't have the opportunity to keep up with some topics, or to discuss current projects, events and social changes in world politics with their friends in their mainstream schools. To facilitate reintegration into their everyday lives at their mainstream school it is necessary keep them up to date with current lesson themes so that they can join in with discussions.

Using this activity, teachers will provide students with a multi-sensory experience.

The motive for this particular choice of topic was the increased flow of refugees from Syria and Africa into Europe.

The educational objective was for students to gain an insight into the diversity of the African continent, its way of life, its landscapes and animals.

The project included the following elements:

1. An initial brainstorming session on Africa to find out what pupils already knew
2. Presentations about typical landscapes in Africa
3. Presentations about the most important animals in Africa
4. A visit to an ethnology museum
5. Making footballs like children in Africa do
6. African dancing – a session for pupils who are able to have a go and learn the dance movements

What do teachers need to carry out the activity?

1. Computers or laptops with access to the internet
2. Power point (or similar) to make the presentations

3. Printers
4. Posters of the subject of choice
5. Practical equipment to make physical articles, in this case, paper, rubber bands, pieces of cloth and sticky tape (to make a ball)
6. Organise a visit to an appropriate museum
7. If possible, find someone able to teach a relevant activity of the subject/country under study

Students may need to be shown how to use the internet, power point and provided with some help to create their presentations.

Teachers should also: -

1. Form students into groups for the presentations
2. Collect and summarise the results of the internet investigations
3. Organise a guided tour in a relevant museum:
4. Enable to practical elements of this by bringing people in to the school

Teachers may choose to share any films they make during their project on the LeHo YouTube channel:
https://www.youtube.com/channel/UCMD5zSd3x4VqoBwDUVK7n4w

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Web-based Learning Information Card (2016) by Glauz and Schneider, SFKM, Germany.

Webchair

Image supplied by jencu

Context:

Webchair is a videoconferencing system which was developed in the Netherlands. It helps students to participate in lessons at their mainstream schools. The system is always available in the classroom whenever a student at home or in hospital wants to take part in lessons, and it also supports teachers in the school.

Homepage:

http://www.webchair.com

The system consists of cameras, microphones, speakers and screens located with the absent student (at home or in hospital) and in the classroom. The child can operate the camera in the classroom and can interact with their classmates.

The Webchair website provides information about the system for each usage group.

Possible use in the HHE context

This system is very suitable for children with medical needs. In particular, in cases of long-term illness, students can stay in contact with their school friends.

There are several scenarios in which the system can be used to establish a connection between the hospital and a school:

- The child is able to watch the lessons and can focus on anything in the classroom.
- The child can talk to his/her classmates and join the lessons.
- On weekends, the camera can be installed at home. Thus, the children can join family get-togethers or interact with their pets.

- The medical doctor can explain the situation and the treatment the child is undergoing, e.g. before the child returns to their class. The classmates can ask questions concerning the illness of the child.

Installation and parental agreement

An important issue concerning the use of Webchair concerns personal rights and data security. All parents of children in the mainstream class have to sign an agreement to allow a camera to be installed in the classroom and transmit the lessons to the hospital. Anyone wishing to use Webchair will have to be very empathic to convince the parents of the benefits and the safety of the system.

Pricing

The standard rate to use Webchair is €300 per month for the full service application, including upgrades.

Hospital Schools who are interested in using the system should contact the Dutch office of Webchair via the Homepage shown above.

Further information

There is a Dutch language film that demonstrates Webchair being used in a school:
https://www.youtube.com/watch?v=EsxXx5LfuJ0

The essence of this film is that after a short period of adjustment by the staff and the pupils, it really feels like Nik is at school with his friends. The teacher has to allow a little extra time when putting things up on the whiteboard to allow for Nik to zoom in, but other than that it is just like her is really there. His friends take the large screen and setup from lesson to lesson so that he can join in whenever he feels up to it, and they even manage to secretly "chat" behind the teacher's back by holding up written notes in front of the camera for him to read. Even the school photo isn't a problem as Nik can be there for that too.

What do teachers need to use the system?

1. Funding to subscribe to the system
2. Support from IT managers in school
3. Access to the internet in hospital and at school

4. Install PCs, cameras and microphones
5. Establish a face-to-face connection (not a Skype-connection)

Additional Notes

Teachers may choose to share any films they make during their project on the LeHo YouTube channel:
https://www.youtube.com/channel/UCMD5zSd3x4VqoBwDUVK7n4w

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Webchair Information Card (2016) by Lutz Goertz, MMB, Germany.

Ziezon: a network of education consultants

Context:

Ziezon is a network of more than 120 educational consultant teachers from 7 university medical centres in the Netherlands that provides support services to teachers of primary, secondary and vocational education, and through them, to pupils with medical conditions. The specialized consultants are aware of the consequences that missing school has on the education of chronically ill students. The network of consultants is available for all teachers and responds to multiple demands and questions posed.

The service provided is free of charge.

Homepage: (in Dutch and English languages)

http://www.ziezon.nl/

The main objective of the initiative is to guarantee that school teachers receive regular support and advice in monitoring and following-up of the educational development of children with medical conditions. Moreover, parents of chronically ill children can contact the consultants directly to receive additional advice on how to deal with their child's education.

The network has been active since 2000 and it has developed into a wide network that has already moved beyond the scope of just the consultants and coordinators. The network has attracted the interest of interest groups and experts in the field of several medical conditions.

Ziezon is supported by relevant organisations in the field of health and education. The network has become a centre for reference in Europe and has produced a valuable booklet containing its main recommendations for teachers of children with medical conditions.

Possible uses in a Home and Hospital Education (HHE) context

Although this service is primarily aimed at teachers and children living in the Netherlands, the information provided by this service is still of value for teachers of children who are ill anywhere in the world.

What do teacher need to use this service?

1. Become familiar with the main organisational and operational features of the Ziezon network.
2. Highlight the value of regular and close interactions between education consultants and teachers of children with medical conditions to colleagues. This will trigger their interest in taking part on the initiative
3. Outline some basic procedures as to how the interaction with Ziezon will proceed (with a base/page dedicated on the LeHo hub)
4. Gain an understanding of the technical knowledge and support to coordinate interactions with Ziezon.
5. Use the LeHo network as a hub for the development of similar initiatives in the national and international communities.

Additional Notes

Teachers may choose to share any films they make during their project on the LeHo YouTube channel: (https://www.youtube.com/channel/UCMD5zSd3x4VqoBwDUVK7n4w).

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Please select your language of choice and leave your feedback. Many thanks.

Ziezon Information Card (2016) by Jordi Gasset, KIM, Barcelona