



## Case studies

### 3. Sondervangsskolen, Hammel, Denmark

Reporter: Odile Arbeit de Chalendar – April 2009



## CONTENTS

<b>1. Context of the school</b> .....	2
<b>2. Example of practice</b> .....	2
<b>3. Impact, barriers and enablers</b> .....	3
3.1 School.....	3
ICT development plan, implementation strategy, organisational changes and attitudes .....	3
Organisation of support.....	3
3.2 Teachers .....	4
ICT Skills.....	4
3.3 Learners.....	4
ICT skills .....	4
Motivation, participation and confidence .....	4
Participation in all aspects of school life: academic, social, personal.....	5
<b>4. References</b> .....	5

*This is one of 25 case studies produced for STEPS, the Study of the impact of technology in primary schools, to illustrate the impact of ICT, on schools, teachers and learners, and to highlight barriers and enablers to its effective use in the school. Further information can be found at <http://steps.eun.org>.*



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## 1. CONTEXT OF THE SCHOOL

Søndervangskolen is situated in the pleasant area of Jutland close to Aarhus, the second city of Denmark. Around 700 students attend the school, built in 1976, with 80 employees including teachers and social workers. The school includes children with special needs or who are severely handicapped.

## 2. EXAMPLE OF PRACTICE

The highlight in this school is the extremely detailed thinking about how children can learn better and how the school's organisation can help them to focus and concentrate more. The role of the school is seen as creating knowledge instead of giving knowledge. This physical space organisation and the availability of ICT in classes and in the library is flexible in order to respond to children's needs.

A second highlight is a pilot project called Mlearning in which pupils came to school just one day a week over a two month period and spent the other four days outside the school. While out of school they corresponded with the teacher by GSM, photos and a wiki. The project was financed by the European Commission under the School of Tomorrow programme.



**SØNDERVANGSKOLEN** Vi kan, vi vil, vi tør, vi gør

Søndervangskolen, Florasvej 2, 2600 Glostrup - Tlf: 43 96 29 80 - Fax: 43 96 29 70 - E-mail: søndervangskolen@glostrup.dk - EAN-nr: 5798009040763

**Forside**  
Om skolen  
Det gør vi  
Indskolingen  
Melletrinnet  
Overbygningen  
SFO Søndervang  
Bibliotek - PSC  
Støtteenheden  
Skolebestyrelsen  
Skolebladet  
Job på skolen  
Links  
Om skoleintra  
Personaleintra  
Elevintra  
Ugens ord  
Forældreintra

**Seneste nyhed i nyhedsarkiv**  
**Farverig sidste skoledag**



Barberskum og karameller var der nok af på sidste skoledag for 9.klasserne.  
Læs hele nyheden

**Opslagstavle**

 Skoleleder Mette Paustian vil ikke være at træffe på skolen frem til sommerferien. Evt. henvendelser kan i stedet ske til souschef Lis Skaarup eller den respektive afdelingsleder:  
For SFO: Tina Toft Jørgensen, indskoling: Pia Ebsen, melletrin: Lis Skaarup, overbygning: Anette Roland.  
Skrevet af LS den 20-05-2009

**Kommende aktiviteter**

Freitag den 05-06-2009:  
Grundlovsdag

Mandag den 08-06-2009:  
08:00-14:00 Eksamen - Dansk mundtlig - 9Y  
08:00-14:00 Eksamen - Fysik - 9X

Tirsdag den 09-06-2009:  
Besøgsdag for nye børnehaveklaser

08:00-14:00 Eksamen - Dansk mundtlig - 9Y  
08:00-14:00 Eksamen - Fysik - 9X  
12:45-15:45 Skoleledermøde

**Aktuelle meddelelser**

05-03-09 Åben Rådgivning -

**Links**

Glostrup Karateklub  
Glostrup Musikskole  
Glostrup skolemad  
Klub Dalvangen  
Skolemælk  
Tandlægen - 43960421  
Tandlægevagten i Glostrup - 35380251

The school web site

### 3. IMPACT, BARRIERS AND ENABLERS

#### 3.1 SCHOOL

##### ICT DEVELOPMENT PLAN, IMPLEMENTATION STRATEGY, ORGANISATIONAL CHANGES AND ATTITUDES

###### o **Impacts**

- o The role of the school is seen as creating knowledge instead of giving knowledge and the use of physical space and the availability of ICT in classes and in the library is flexible in order to respond to needs.

###### o **Enablers**

- o Computers are placed against the wall with specific arrangements to hang keyboard and mouse.
- o Two children (instead of one child per computer) have access to a computer to be able to communicate and help each other.
- o Chairs on wheels allow other configurations for learning and space for pupils who need to move.
- o Children may learn while relaxing on a couch or in the cinema room.

###### o **Barriers**

- o The next challenge, if not a barrier, is Web 2.0 in education.

##### ORGANISATION OF SUPPORT

###### o **Enablers**

- o ICT is present wherever it is needed. Additional laptops or notebooks are available or can be borrowed.
- o One pupil with dyslexia has received a notebook with all the relevant software (speech to text) in order to help her when needed.

###### o **Barriers**

- o There is not always sufficient bandwidth.
- o Priorities have to be made between hardware and software.

## 3.2 TEACHERS

### ICT SKILLS

#### o Enablers

- o The ICT driving licence is a first step in developing teachers' skills but is not sufficient;
- o Training on demand is organised, grouping teachers by needs, choice and topic. Examples are the use of Powerpoint presentation for newspapers (Grade 6), presentation as narrative tool (Grade 7), the use of video for learning purposes (grade 8).

## 3.3 LEARNERS

### ICT SKILLS

#### o Impacts

- o The children love their school; they are part of the process.
- o There are few problems with stealing or destruction of material :
- o The mobile learning project helped pupils be active]: producing "authentic" information.

#### o Enablers

- o Ethical aspects are taught in order to set an ethical filter inside heads instead of a blacklist. Nevertheless, activities on the internet are supervised.
- o Teachers have to integrate multi-modal literacy in their teaching of skills.

### MOTIVATION, PARTICIPATION AND CONFIDENCE

#### o Impacts

- o The open space left at the centre of the classroom enables children, especially the boys, to move around. One consequence is that boys are more quiet and motivated.
- o When pupils are working at the computer they face the wall. They focus more on the task and are not disturbed by others (and visits).



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PARTICIPATION IN ALL ASPECTS OF SCHOOL LIFE: ACADEMIC, SOCIAL, PERSONAL

○ **Impacts**

- The open space left at the centre of the classroom enables children, especially the boys, to move around. One consequence is that boys' performance improved.
- The mobile learning project reinforced the link between school and home.

○ **Barriers**

- Parents are lagging behind in terms of safe and responsible use of ICT. Teachers have a role to play in helping them develop their understanding.

## 4. REFERENCES

○ **Sources:**

- Interviews with the head teacher, teachers and students, and lesson observations.

○ **Further information:**

- School website ([www.soendervangskolen-hammel.dk](http://www.soendervangskolen-hammel.dk)).