

Best Practice	Approaches and innovative methods
<p>Reports</p>	<ul style="list-style-type: none"> - Primarily used devices are the ebook readers; practical steps in implementing a one-to-one device initiative in second-level schools consists of a four-step process: plan, prepare, implement and evaluate; - Each library would suit its context, thus the training of specialized teacher librarians inside schools is needed; school libraries should be conceived as multimedia resource centers that would facilitate reading equipment and access to participation through diverse means of communication of its users (teachers and students); - The introduction of laptops, Wi-Fi, digital textbooks and virtual learning environments - making up truly digital classrooms - has changed the teaching of reading and writing across all subjects in education; - The term reader used for a library user is not anymore valid, as nowadays the users benefit from library's services which means especially ICT facilities. Availability of these services is another revolution in the system, which, along with open access to information represent essential changes in the system. The public library was completely transformed from an organization that observes social development into an organization participating in social evolution because it supports the training and information of the users, as recipients of information technology which makes a difference between traditional libraries and modern libraries; - Prisoners usually have low skills and little education; in a Prison Learning Centre having a central ICT network, each prisoner works on an individualised study plan, any time and at their own pace; the ICT competencies will be valuable in both their professional and private life in freedom; - The use of ICT in schools is important through the following aspects: ICT access and use of ICT in schools; progress in the use of ICT in schools; the first contact of students with the ICT and ICT in schools; access to ICT outside the classroom and the ability to use available ICT resources for other purposes; - The use of mobile devices (tablets, mobile phones) for mobile learning during field trips outside the classroom (which proved to be more efficient than traditional ways for reading <i>per se</i>, but also for brainstorming, collecting data, coming up with ideas, working on comprehension activities);





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	<ul style="list-style-type: none">- Using social technologies as valuable tools in the language classrooms but also entailing challenges regarding their theoretical and pedagogical alignment;- Using Web 2.0 tools and collaborative environments (digital storytelling, digital yearbooks, electronic storybooks, oral reading and publishing) to positively influence fluency, vocabulary development and comprehension of texts in pupils' learning.

