

Inclusive courses and UDL-training

Experiences and lessons learned



“Make Inclusion a Priority”
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Who is Universell?

National coordinator for inclusive learning environments and universal design in Higher education and further education in Norway

Main objectives:

1. Identify barriers to participation in Higher Education for students with disability
2. Investigate and disseminate knowledge about Universal design and reasonable adjustments

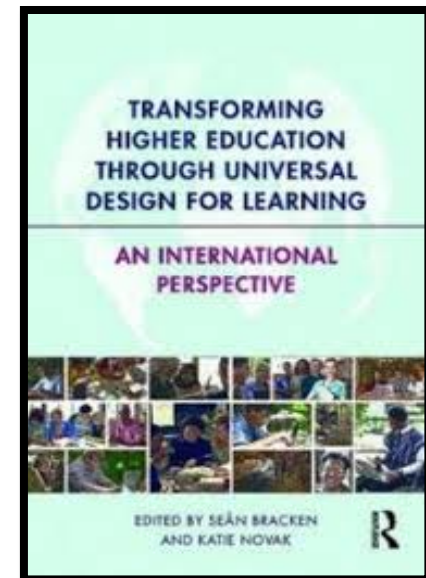
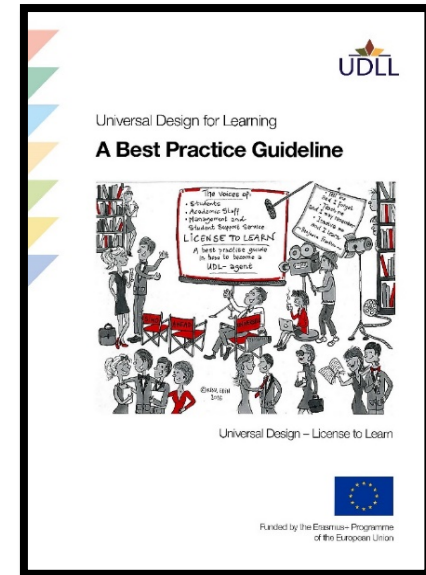
Target groups

Staff in HEI, ministries and Educational Policy organs



UDL experience

- EU KA2 Strategic Partnership 2014-2016 called «UDLL - Universal Design for Learning - License to Learn»
 - Partners from Norway, Ireland, Belgium
 - Reference group: Sweden, UK, the Netherlands, Slovenia
 - www.udll.no
- Chapter 1 in anthology of UDL experience from 11 countries
 - Editors Bracken & Novak (Routledge 2019)
- Ongoing EU project about UDeL (Universal Design of eLearning).
- UDL modules (mandatory & optional module) at NTNU (Norwegian University of Science and Technology) university teaching program.



Students vs. teachers

Students

- Afraid to disclose disability
- Limited knowledge of rights and services
- Insufficient resources (time, energy) to find out
- Need for information, be listened to, be seen
- Cross-press: student role and rights/ needs

Teachers

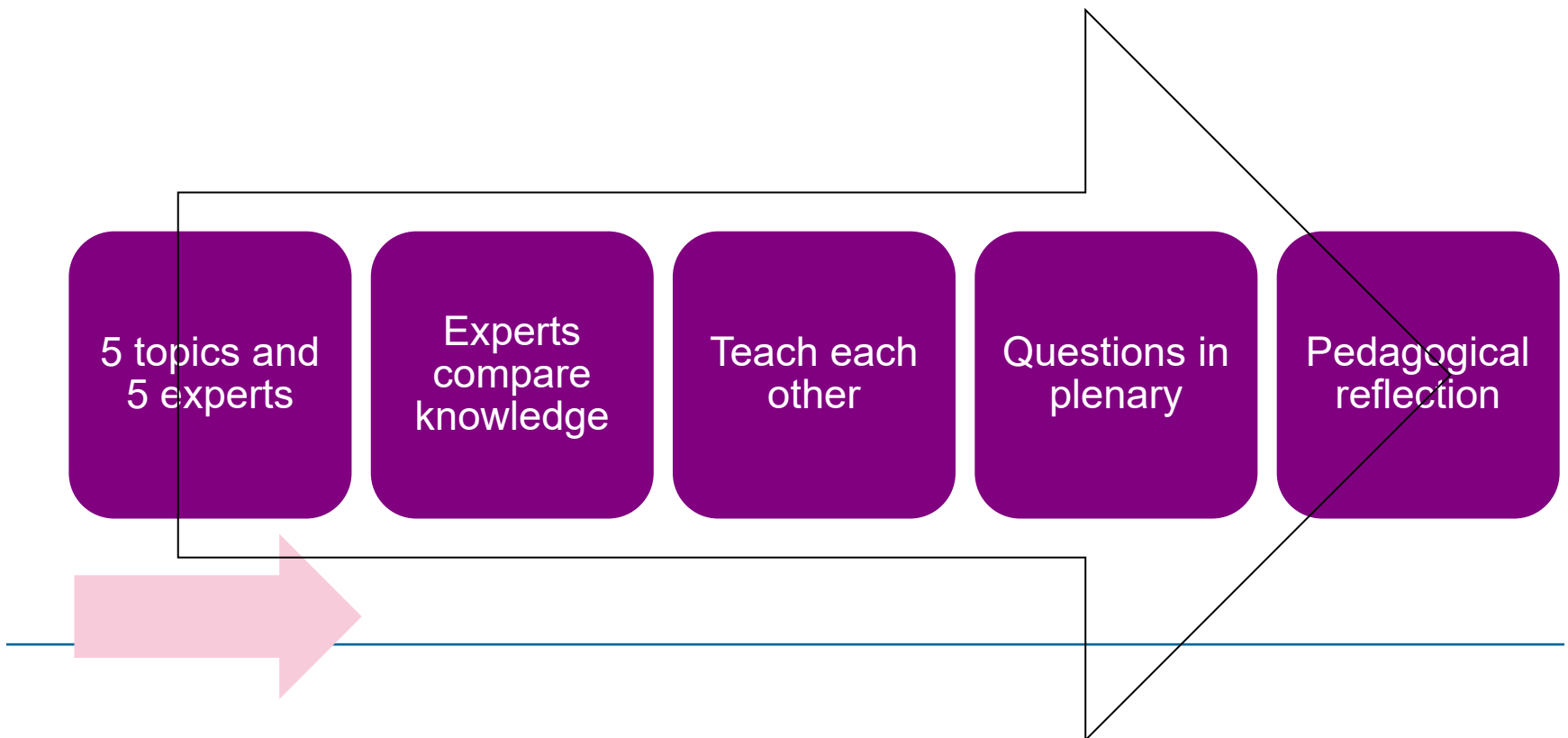
- Limited knowledge of universal design
- Insufficient time to start with something new
- Need for training
- Need for support
- Cross-press: pedagogy vs. universal design

Background

- Act relating to universities and university colleges (2005) § 4-3 states: *The learning environment should be designed based on principles of universal design.*
- Increasing number of students with disabilities
- Demands from rector: universal design is going to be a part of the university pedagogy trainings.
- Struggle: university pedagogy has priority: only 4 seminars.
Solution:
 - Mandatory course about UDL (2 hours seminar). Basic about general principles. 120-150 participants each year.
 - Optional course about UDL (1 of 13, 20 hours). In-depth learning about curriculum design, teaching and learning activities and assessment. (Only 6 out of 60 participants choose this autumn 2019. 16 choose the course spring 2020).

Mandatory course about UDL

- Flipped classroom approach
 - Mandatory preparations: watch two out of five videos
 - Two-hour synchronous seminar
- Jigsaw teaching technique



Simulations of disabilities

- Group members divide the following roles
 - 1 member have no disability
 - 1 member rewrite a poem which is mirrored
 - 1-member wear simulation glasses
 - 1-member wear headphones and music on medium level

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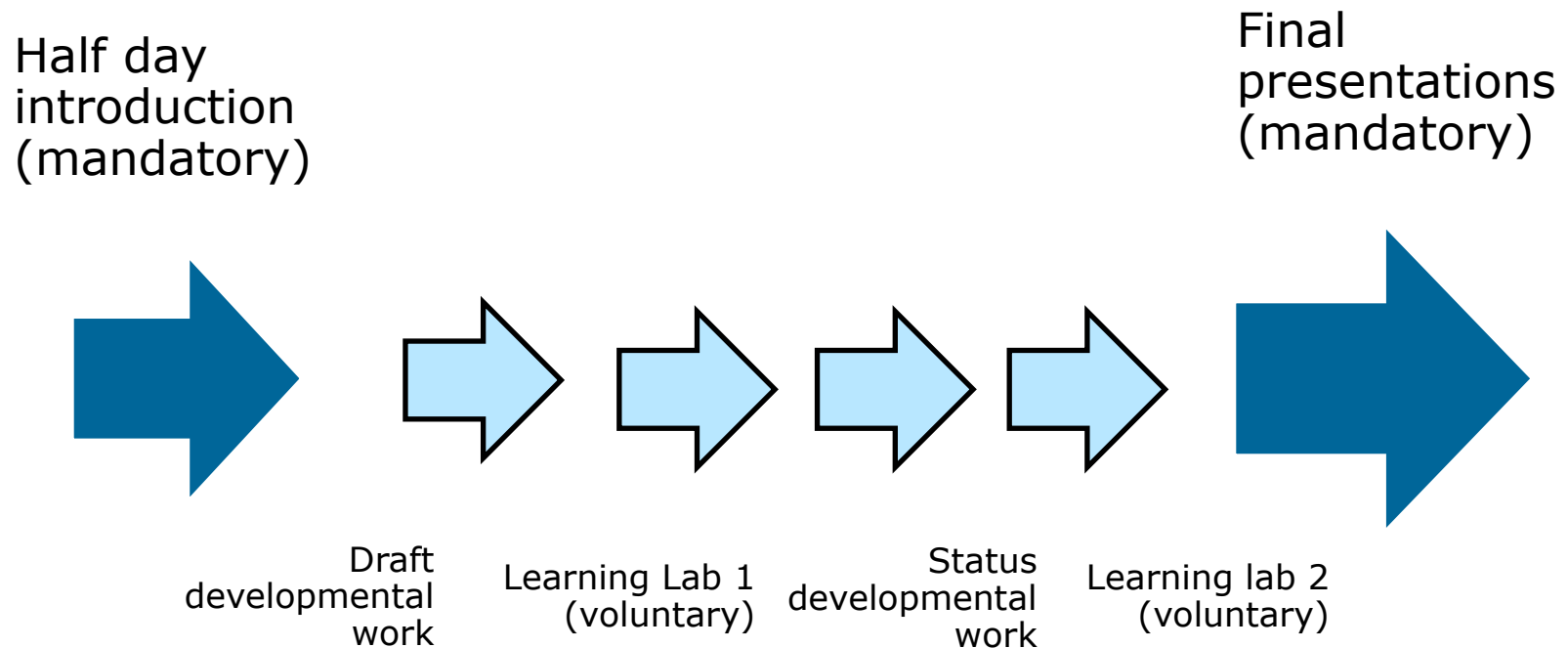
Mandatory course: lessons learned

- Approach scalable for different group size and themes
- Flipped classroom make participants prepare for class (in their own pace)
- No preparation will not interfere with groupwork
- Expert groups provides a safety – have I understood it correctly?
- An introduction to UDL is not enough to practice UDL.



Optional specialization module in UDL

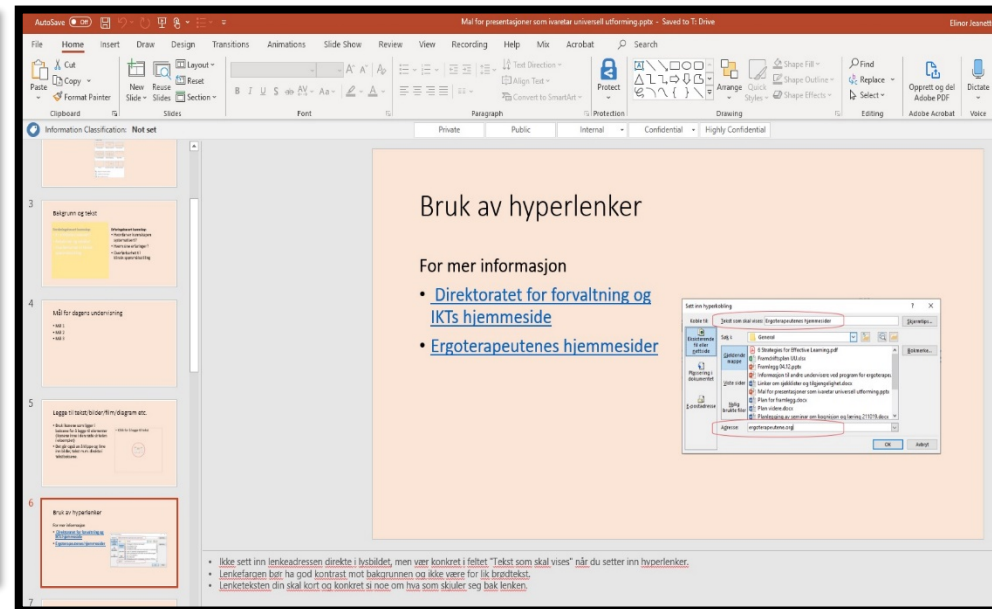
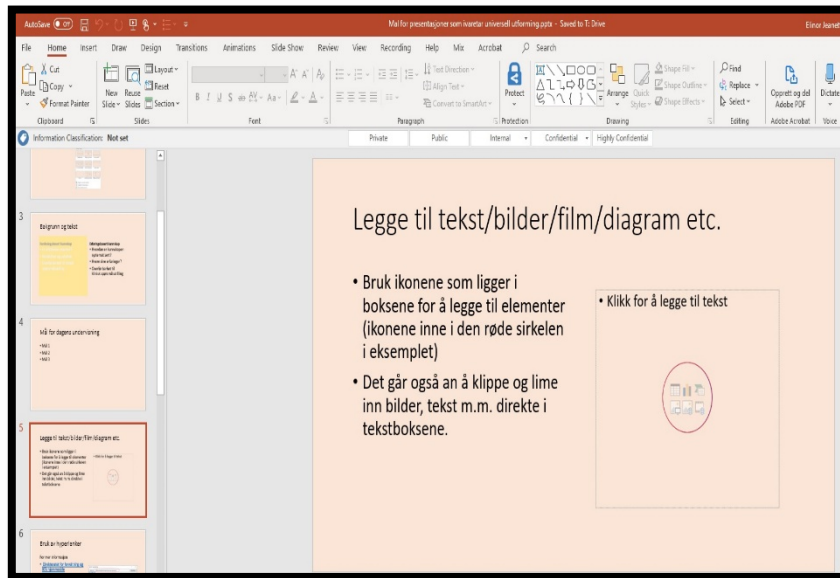
- Required prior activity: participated at the basic course about UDL or watched the five short videos



Example: checklist for inclusive education

Action/ Measure	Where?	Why?	Good for who?
Inform about individual accommodation at NTNU	General leaflet + Introductory lecture	It could be students with disabilities in class or they could know some who needs extra support.	Everyone
Make an official Teacher's statement	Introductory lecture +eLearning platform	Explain my way of teaching, what learning environment we want and share expectations for the course.	Everyone
Share learning resources (PP, PDF, videos, links) the day before lecture	eLearning platform	Gives students the possibility to prepare, repeat content and find relevant questions.	Everyone
Make learning resources universally designed	eLearning platform	Gives students possibility to download resources in preferred format and use special software if needed.	Everone
Use Padlet and Mentimeter in classes	In physical and digital classes	Activate shy students who prefer to comment and ask questions anonymously	Everyone
Vary teaching- and learning activities, methods and formats	During the semester	Students vary in strengths and preferences. Easier to learn when different methods and formats	Everyone

Example 2: Template for universally designed PowerPoint- presentations



Example 3: List of goals and actions

Key principle	Goals and Actions
Awareness	<p>Goal: Strive towards an accepting and supportive learning environment in which there is awareness around diversity; room for everyone to be themselves and which recognizes each student has her/his own needs and these needs may differ greatly from one student to other.</p>
	<p>Actions:</p> <ul style="list-style-type: none">- Make explicit what students can expect from me- Design new learning material and information in a UDL-friendly way, by adhering to main principles and using tools such as Blackboard Ally and Accessibility checker proactively.- Make material available in advance (24h or earlier)- Be clear about the goals and intentions of every single assignment or exercise, clear overview of the evaluation criteria and what they mean.
Variation	<p>Goal: Vary how key content is communicated and how key information is shared.</p>
	<p>Actions:</p> <ul style="list-style-type: none">- Introduce more variation by using e.g., short video clips in the more theoretical lectures.

Optional module: lessons learned



Most learning when participants creates their own checklists



Most effective when collaborate with colleagues



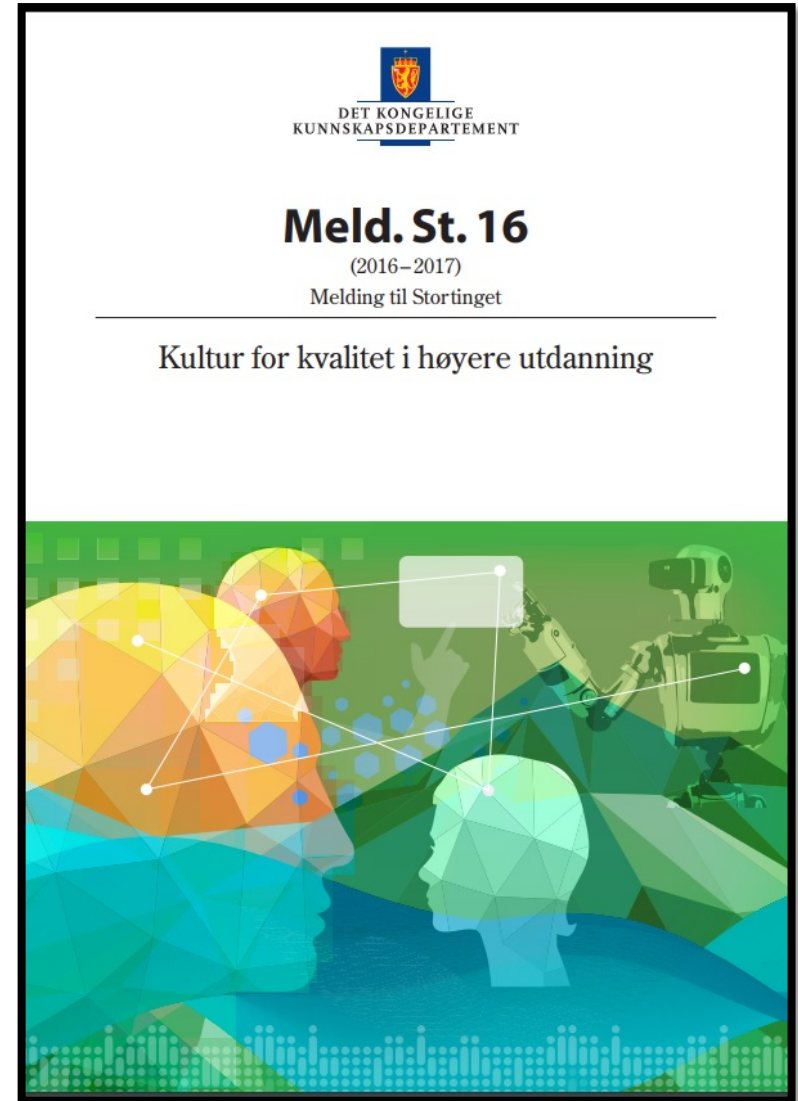
A teacher training program about UDL/ inclusive education can be made relevant for administrative staff

How can we engage teachers to develop inclusive education?

- Raise awareness
- Sell in UDL as something that will benefit the diversity of the student group
- Share student experiences and simulate disabilities
- Illustrate concrete examples – not just theory.
- Include Universal design for ICT
- Start simple: low-hanging fruits first
- Walk the talk – use various methods, tools and resources

Next step

- Develop national module for university pedagogy (Ministry of Education, 2021 ->)



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