

Introduction to UDeL-Camp 1, Oslo 2020

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UDeL Camp 1 – purpose, expectations and content

If you read this note you have either applied for or confirmed that you want to participate at our first UDeL Camp. So far you already show that you are motivated to develop your practice to become more inclusive, regardless if you are a teacher or have another role in higher education.

This Erasmus+ project will arrange 4 UDeL Camps. The purpose of the UDeL Camps is to develop a training model and learning material for teachers in higher education. The material will be developed iteratively and tested throughout four UDL Camps, and you have signed up to participate in one of these Camps. Early versions of the learning material will be used in the first UDL Camp and will be improved based on the feedback from the UDL Camp participants.

The learning material consist of:

- UDL context cards showing a wide variety of situations a proactive teacher is prepared for. Each card shows a headline and an image on one side and a description of the situation on the other side. The UDL context cards can be used as a tool for teachers to test a course in advance to see if the teacher has thought of most situations that could occur, especially in relation to student diversity and different learning situations and preferences.
- Videos with students and their experiences from different learning situations
- Videos with teachers and their experience from different UDL solutions
- A collection of scientific/ conference papers about teachers' experiences of UDL. These papers can be used as a base for discussions when training teachers in UDL.



The training model will focus on two levels:

- The practical level will consist of instructions how to use the learning material used in the UDL Camps (UDL Context Cards, videos and scientific/conference papers). These instructions will be iteratively developed using feedback from the UDL Camp participants.
- At the meta-level, the training model will consist of methods how to implement UDL in practice. The methods will be based on the experience and participant feedback from the UDL Camps and the subsequent webinars and workshops. It will also include the participants' experiences from developing their own eLearning or blended learning courses. The training model will be reported in a scientific paper.

What is your contribution?

In order to develop this learning material, we need your perspectives to move forward. Your thoughts and experiences are extremely important for us, because you are crucial for students learning conditions.

Before the camp, participants have to complete two tasks:

1. Present yourself digitally. You can choose preferred format (self-made video, written note, drawing, PowerPoint- presentations or other) as long as the product includes information about your role, context, interest in inclusive learning, motivation to participate in the camp and example(s) of challenges with inclusive learning so far. Please note that this is only a short introduction (2-3 min video/ half a side in a word document or similar) which you upload in the camps' digital platform **within 8th of January**. We have made a "Teams", and you will get an invite for this platform by e-mail.
2. Reflect on a case or focus area from your work that you, during the camp and the following webinar, want to improve or develop to become more inclusive. The overall idea is that participants will explore how information, teaching materials, learning activities and assessment methods can be designed to include students with different backgrounds and needs, and you can choose a preferred focus. Please note that it is not vital to find a case before arriving the camp. To illustrate the range of focus areas, here are some examples:
 - Course/Curricula design (how to design teaching methods and learning activities that embraces student diversity).
 - Universal design of self-produced digital learning material (documents/ videos).
 - Universal design of information (How information can be designed and presented to reach out to all students).
 - Universal design of services you offer for students/staff.



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During the Camp

The main activity in the camp is to work with the case, supported by presentations, learning activities and group work. During the camp participants will learn about UDL and UDeL, student diversity and how to increase the flexibility of the chosen course regarding how students can engage in learning, how students can receive information and how they can express their knowledge. In the third day of the camp participants presents their case and work so far for a mentoring panel consisting of project partners and participants. The presentation includes reflections on how they will continue to work on their case after the camp. For more information about the content in UDeL Camp 1, see attached agenda.

After the Camp

After the Camp participants write a short summary (Max 2000 characters) as a documentation of what they presented on the third day of the Camp. Next, participants work individually with their case, supported by a mentoring network consisting of the other participants through the online platform "Teams".

Approximately 2 months later participants and partners meet in an international and a national webinar, where participants share experiences from their work and reflections of deeper learning. Please note that only participants from Norway will participate in a national webinar after the first camp.

To kick-start the camp, we have written a brief introduction on UDL and tools for inclusion in higher education. We hope this overview could be supportive when reflecting over a case and provides a common baseline before we meet in January.