

Inclusive approaches to learning, teaching and assessment

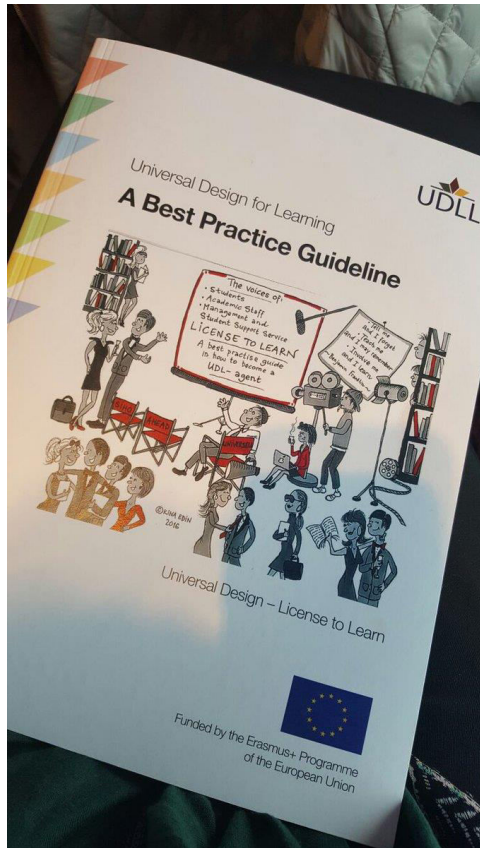


Study visit UCLL
March 5-9, 2018

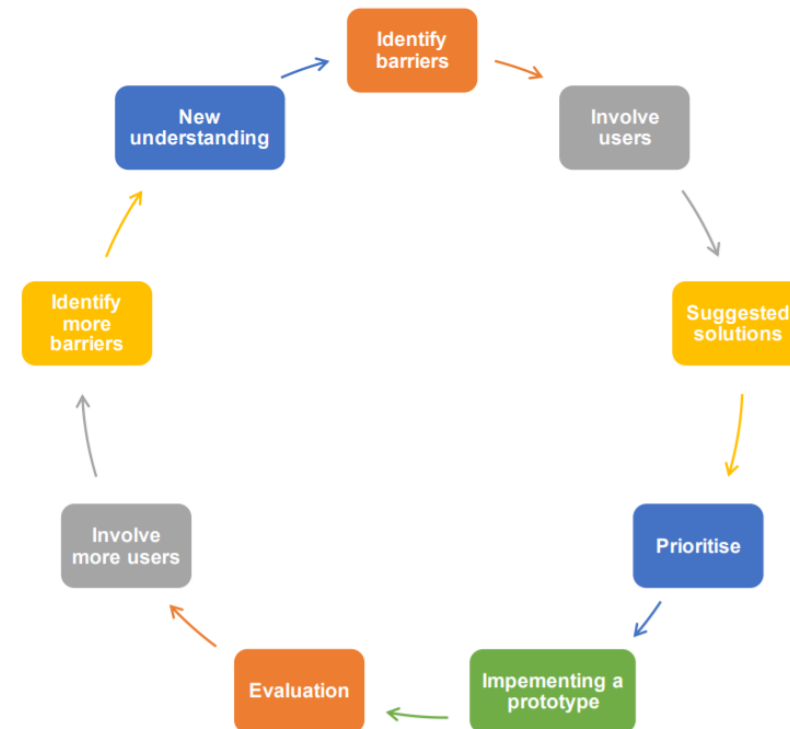
Guidelines: draft version

- 1) Inclusive curriculum design
- 2) Inclusive teaching and learning
- 3) Inclusive assessment

Part 1: Inclusive curriculum design



The Design Circle



http://siho.be/sites/sites.arteveldehogeschool.be.siho/files/pdf_udl_abestpracticeguideline.pdf

Part 1: Inclusive curriculum design

- Course description – challenge your assumptions on UDL and diversity
- Be explicit on general course objectives – motivation is everything
- Be explicit on specific learning objectives – consider core values and methods.
- Define reading lists – think alternative routes for access to literature
- Methods of assessing student learning: Use UDL thinking on assignments and other feedback
- Know your diverse users – the baseline for all UDL thinking

Part 2: Inclusive learning / teaching

- <http://www.udlcenter.org/aboutudl/udlguidelines/downloads>

- 3 principles
- Multiple checkpoints and tips

→ Inspiration

→ Leads to inclusive instruction: each HEI decides what to take + elaborates own learning / teaching and assessment guidelines

UNIVERSAL DESIGN FOR LEARNING (UDL)

Universal Design for Learning

Affective networks:

THE **WHY** OF LEARNING



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning

Recognition networks:

THE **WHAT** OF LEARNING



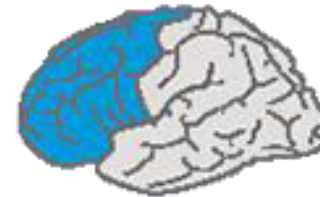
How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



Present information and content in different ways

Strategic networks:

THE **HOW** OF LEARNING



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

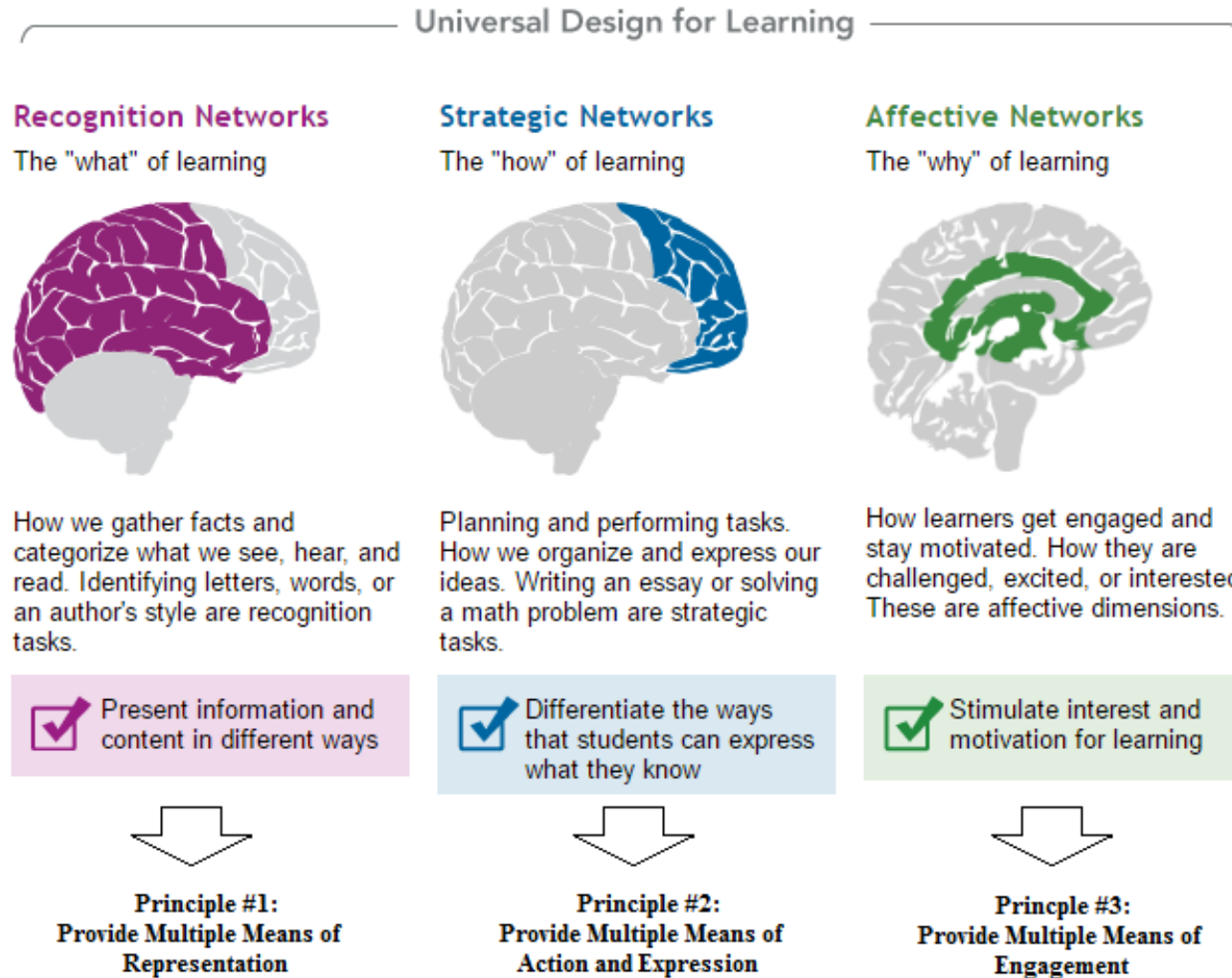


Differentiate the ways that students can express what they know

What? & Why?

- Curriculum design (courses, evaluation, methods, etc) in such a way what it is accessible for all, independent of learning styles, needs and limitations of students
- Diversity as a rule
- Present from the beginning
- It is more costly to arrange adaptations afterwards
- It is more efficient than individual measures

Based on neurologic research



Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation

1: Provide options for perception

- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

2: Provide options for language, mathematical expressions, and symbols

- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media

3: Provide options for comprehension

- 3.1 Activate or supply background knowledge
- 3.2 Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

II. Provide Multiple Means of Action and Expression

4: Provide options for physical action

- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication

- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance

6: Provide options for executive functions

- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

III. Provide Multiple Means of Engagement

7: Provide options for recruiting interest

- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions

8: Provide options for sustaining effort and persistence

- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback

9: Provide options for self-regulation

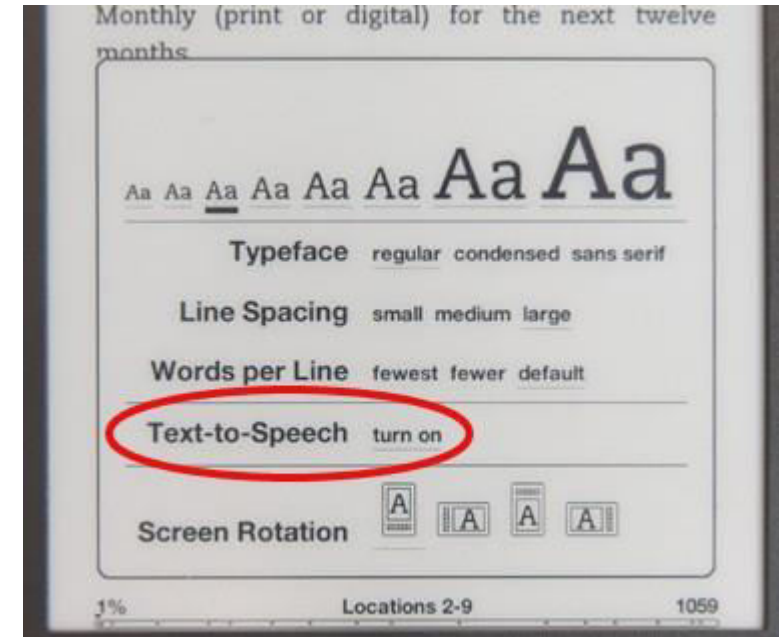
- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

Purposeful, motivated learners

Principle 1: Provide multiple means of representation

Checkpoint 1: Provide options for perception

- Provide information in different ways: visual, audio, tactile
- Use pictures, video, text, audio, graphs
- Offer ways of customizing the display of information: possibility to enlarge text, to increase the sound, etc
- Accessible texts:
https://www.sheffield.ac.uk/polopoly_fs/1.18989!/file/The-inclusive-learning-and-teaching-handbook.pdf



Principle 1: Provide multiple means of representation

Checkpoint 2: Provide options for language, mathematical expressions, and symbols

- Clarify words and symbols
- Clarify syntax and structure
- Support decoding of tekst
- Illustrate through multiple media

MY GLOSSARY

Glossary

laptop: a small computer you can use on your lap

desktop: a large computer you use on a desk

keyboard: the buttons on a computer with letters and numbers



Principle 1: Provide multiple means of representation

Checkpoint 3: Provide options for comprehension

- Activate or supply background knowledge
- Highlight patterns, big ideas and relationships
- Guide information processing, visualisation
- Maximize transfer and generalisation

Principle 2: Provide multiple means of action and expression

Checkpoint 4: Provide options for physical action

- Vary the methods for response and navigation
- Keyboard, mouse, reading software, role play, dialogue, collaboration, project work, mind maps, polls, etc.

Principle 2: Provide multiple means of action and expression

Checkpoint 5: Provide options for expression and communication

- Vary the methods for examination
- Vary the type of questions
- Use different (online) tools
- Give clear feedback

Principle 2: Provide multiple means of action and expression

Checkpoint 6: Provide options for executive functions

- Guide appropriate goal-setting
- Support planning
- Clarify expectations and requirements

Principle 3: Provide multiple means of engagement

Checkpoint 7: Provide options for recruiting interest

- Optimize choice and autonomy
- Optimize relevance
- Minimize threats and distractions

Principle 3: Provide multiple means of engagement

Checkpoint 8: Provide options for sustaining effort and persistence

- Use short term goals to achieve long term goals
- Use schemes with reminders
- Evaluate the process
- Peer tutoring, peer feedback
- Cooperative learning

Name _____ Class Period _____ Date _____

Write the names of your group members in the numbered boxes. Then, assign yourself listed attribute. Finally, do the same for each of your group members and total

Values: 5=Superior 4=Above Average 3=Average 2=Below Average

Attribute	Myself	1.	2.	3.
Participated in group discussions.				
Helped keep the group on task.				
Contributed useful ideas.				
How much work was done.				
Quality of completed work				
Totals				

Copyright 2012 by Chad Manis, Teacher-Written Eduware, LLC. All rights reserved.

Group Self Evaluation Checklist

Name _____ Class Period _____ Date _____

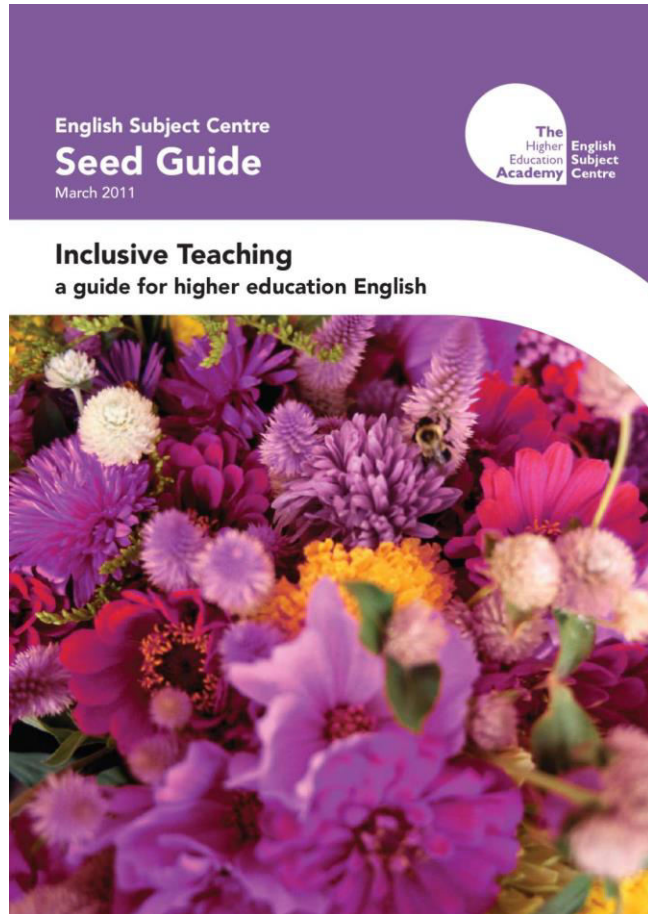
Topic of Study _____ Group Members' Names _____

Principle 3: Provide multiple means of engagement

Checkpoint 9: Provide options for self regulation

- Develop self assessment
- Develop reflection
- Use camera, organise role play

Inclusive assessment

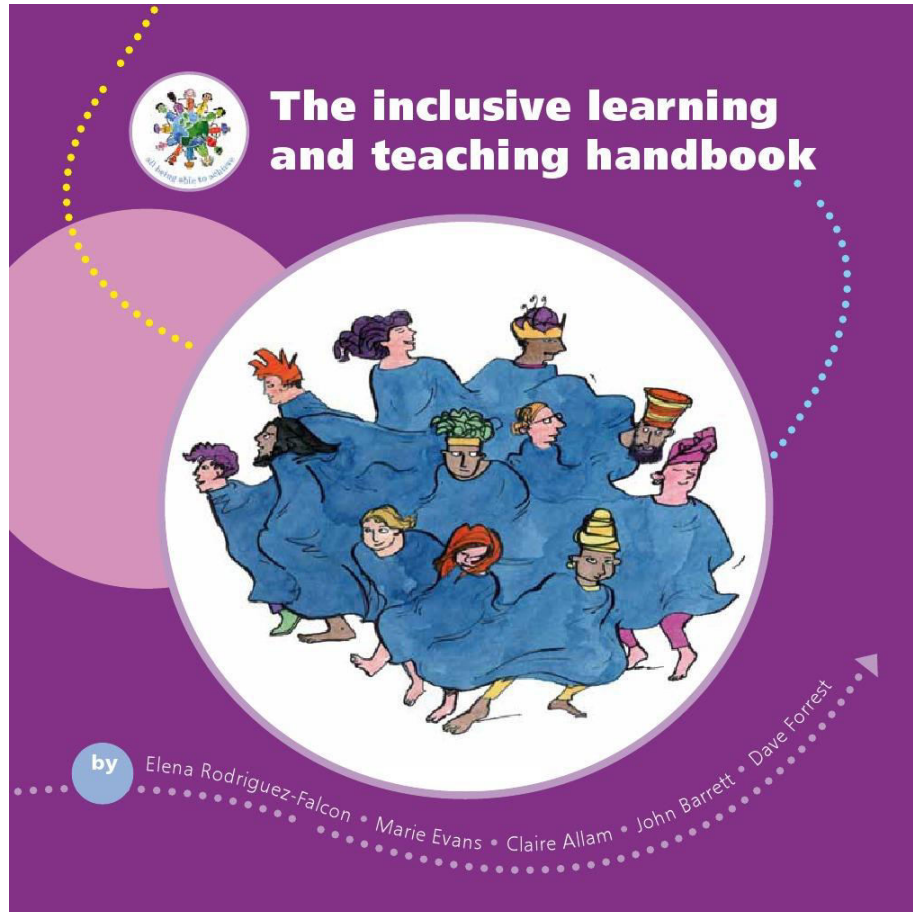


Tips on how to run exams
inclusively

Tips on flexibility when adjusting
exams for particular students

file:///D:/u0073619/Downloads/seedguide_inclusive.pdf

Other useful websites



Concrete tips on:

- Producing accessible handouts
- Introducing critical thinking to students
- Understanding individual needs
- Presentations that work
- Assessment matters
- The inclusive classroom
- Language in lectures
- Engaging lectures
- Making online materials more accessible
- ...

https://www.sheffield.ac.uk/polopoly_fs/1.18989!/file/The-inclusive-learning-and-teaching-handbook.pdf

Other useful websites

- <http://inclusive.tki.org.nz/guides/universal-design-for-learning/>
- <http://www.udlcenter.org/aboutudl>
- https://www.heacademy.ac.uk/system/files/inclusivelearningandteaching_finalreport.pdf
- <https://www.futurelearn.com/courses/inclusive-learning-teaching#section-educators>

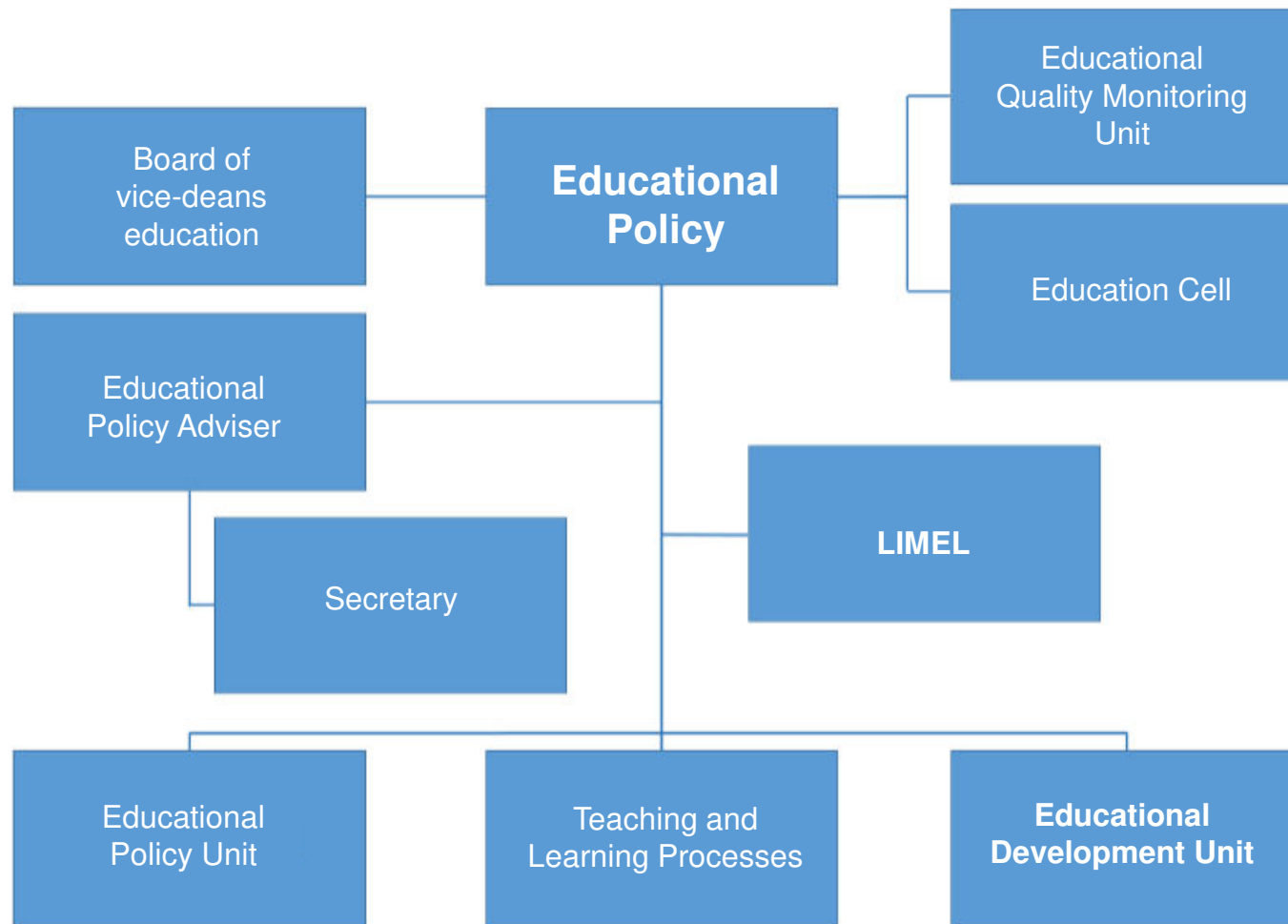
KU LEUVEN

LIMEL

Leuven Institute for Media and Learning

Enrich education with video





3 TIER MODEL

DO IT FOR YOU



PRODUCTIE

Wil je een video of animatie laten maken? Voor onderwijs, MOOCs of andere doeleinden? Ons professioneel en studententeam staan voor u klaar.

[LEES MEER](#)

DO IT YOURSELF



PROFESSIONALISERING

Wil je zelf onderwijsvideo's maken, maar heb je dat nog nooit gedaan? Schrijf je in voor een workshop of kom meer te weten over het helpplatform!

[LEES MEER](#)

DO IT TOGETHER



ONDERSTEUNING

Wil je zelf aan de slag, maar heb je geen materiaal? Daar kunnen we je bij helpen met onze uitleendienst, opnamestudio en mediacellen.

[LEES MEER](#)

WELCOME TO LIMEL'S TRAINING PLATFORM!

CREATE YOUR OWN EDUCATIONAL VIDEOS

PREPARING YOUR VIDEO



- › [DIY concepts](#)
- › [Writing a script](#)
- › [Practical and legal factors](#)

PRODUCING YOUR VIDEO



- › [Working with recording material](#)
- › [Screencasting](#)
- › [DIY knowledge clip studio](#) (in Dutch)

FINISHING YOUR VIDEO



- › [Video editing](#)
- › [Video distribution](#)

Lending Service



Editing/screencast suites



DIY Recording Studio





Showreels & links

- Professional video production: <https://vimeo.com/239127576>
- Student video production: <https://vimeo.com/251307549>
- Recording in DIY Studio: <https://vimeo.com/251306186>
- www.kuleuven.be/lime1
- Helpplatform: <https://www.kuleuven.be/english/education/educational-policy/lime1/training-platform/training-platform>



Blended learning & UDL @ EDU

March 2018
Elke Van der Stappen



KU Leuven, some facts & figures



Organisation

- Total number of students: **57.503**
- 16 faculties, organised into 3 'groups'
 - Humanities & social sciences
 - Biomedical sciences
 - Science, engineering & technology

KU Leuven in Leuven... and beyond

KU Leuven in 11 locations spread over 15 campuses



Leuven

Campus Group T Leuven

Technology Campus De Nayer Sint-Katelijne Waver

Technology Campus Geel

Campus Carolus Antwerp

Campus Sint-Andries Antwerp

Technology Campus Aalst

Technology Campus Ghent

Campus Sint-Lucas Ghent

Campus Sint-Lucas Brussels

Campus Brussels

Technology Campus Ostend

Campus Bruges

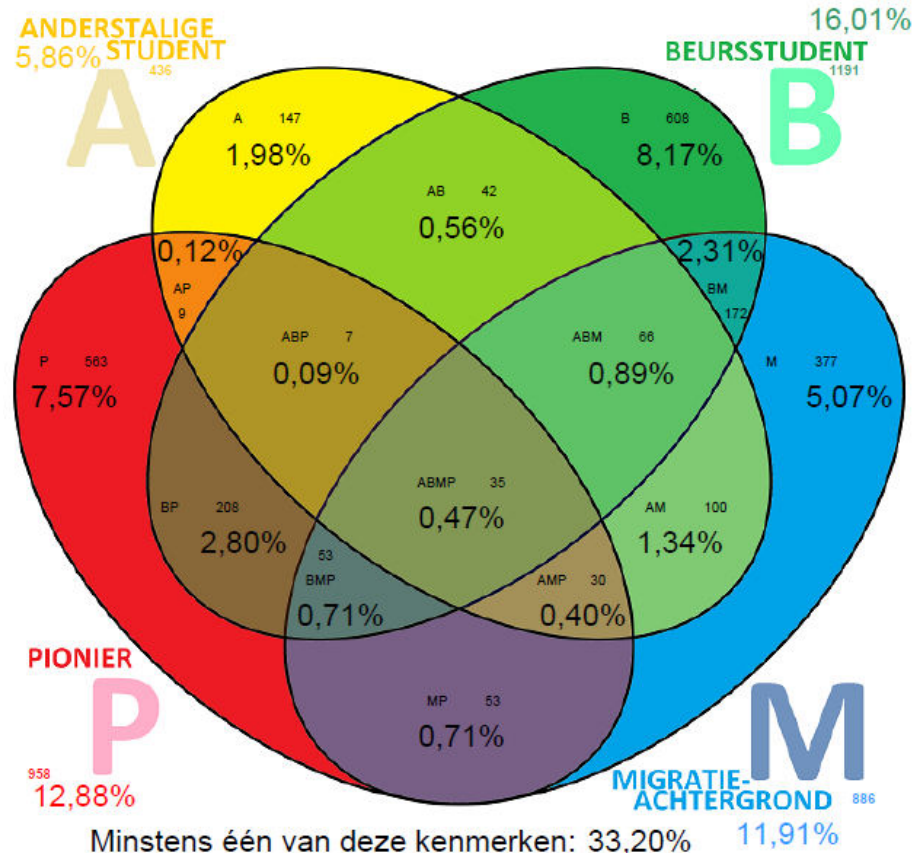
Campus Kulak Kortrijk

Technology Campus Diepenbeek *

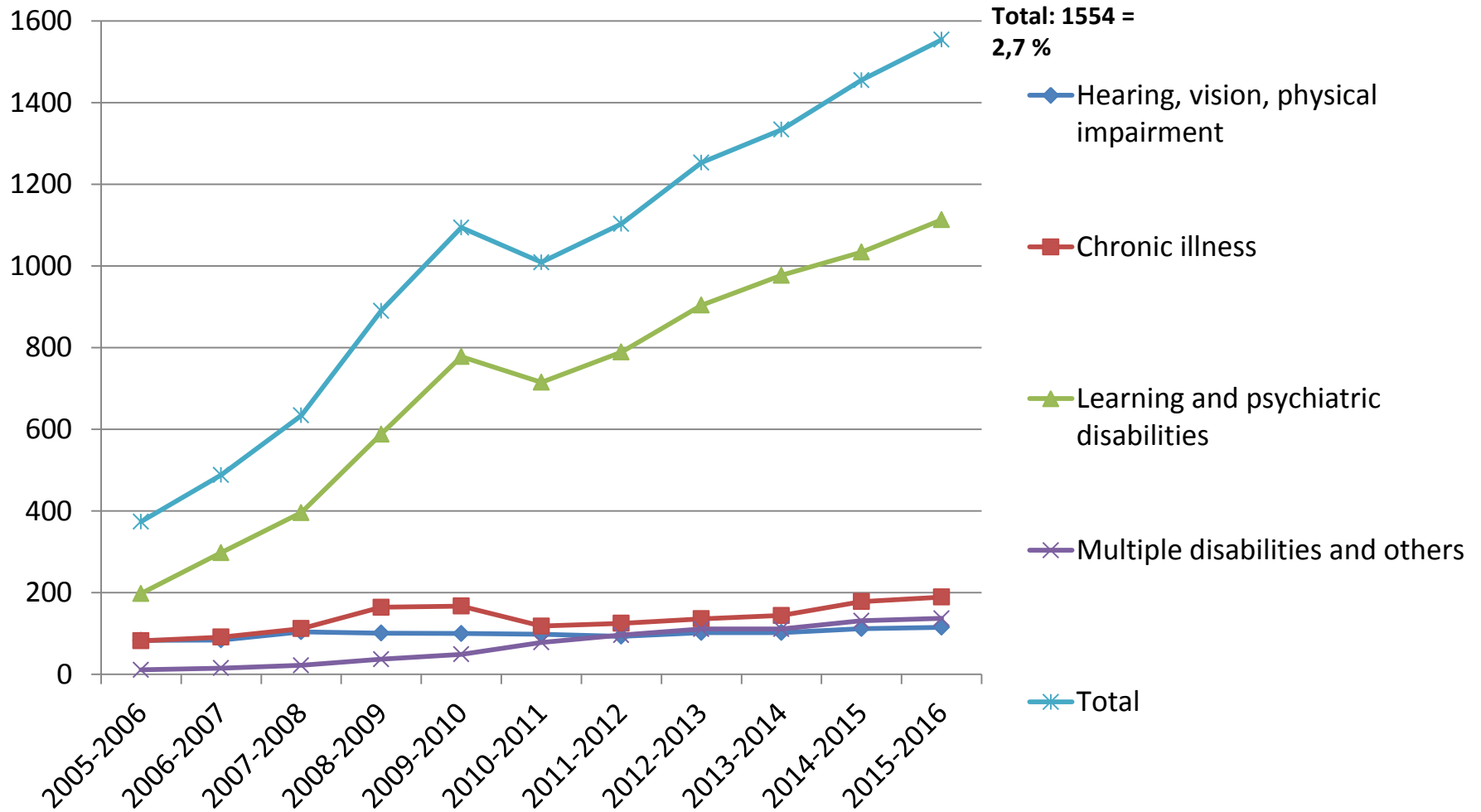
* The degree programme in Diepenbeek is jointly offered by Hasselt University and KU Leuven.

KU Leuven & diversity

Populatie: generatiestudenten KU Leuven 2016-2017 (N=7.440), exclusief internationale studenten en Campus Diepenbeek.



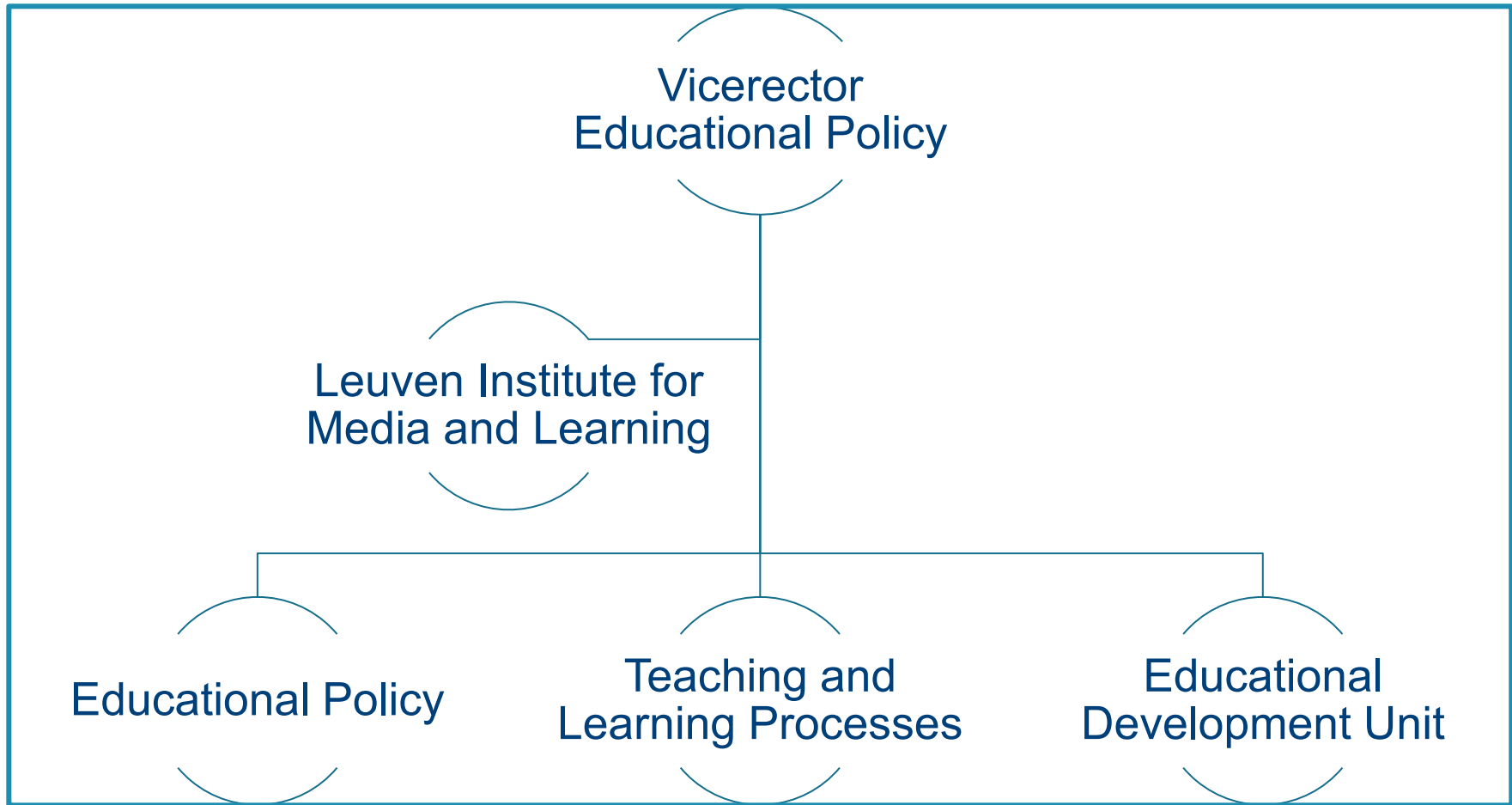
Students with a disability



Our unit



Organisational chart





The Educational Development Unit has a twofold mission

- Enhancing the quality of academic education
 - *through professional and educational development*
- Supporting continuing education and other forms of lifelong learning
 - *through administrative, legal, promotional support*



Yearly workshop calendar

Online modules
and support materials

Tailor-made support in
faculties and study
programmes

Individual support and
coaching

Educational
design



Curriculum
Development



Educational
innovation



Teaching
philosophy



Peer learning

Learning in the
workplace

Flexible

Contextualised

Educational
Policy



Educational
Development Unit



UDL

Student
Policy



Disability
Service

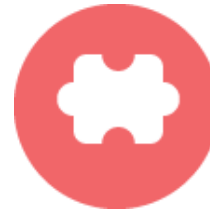


Focus on target group
'disabilities'

Online and blended support



Online support materials website Education



JE OPLEIDING VAN A TOT Z

- › [Blauwdruk en opleidingsplan](#)
- › [Bouwstenen van je opleiding](#)
- › [Soorten opleidingen](#)
- › [Regels voor curriculum](#)
- › [Procedures](#)
- › [Aan de slag binnen je opleiding](#)
- › [Student in je opleiding](#)
- › [Opleiding in samenwerking](#)

VISIE EN BELEID

- › [Visie en beleidsplan Onderwijs en Studenten](#)
- › Facultaire implementatie van de visie:
 - › [Beleidsplan](#)
 - › [Projectrealisaties](#)
- › [Beleidsthema's en -teksten](#)

KWALITEIT VAN HET ONDERWIJS

- › [Kwaliteitszorgportaal](#)
- › [COBRA](#)
- › [Instellingsreview](#)
- › [Onderwijsportfolio](#)
- › [Universiteitsbrede](#)

VERKEN VISIE EN BELEID

ONTWERP JE OPO

STRUCTUREN EN ORGANISATIE

- › [Veranderingen aan POC's en/of programmadirecteurs](#)
- › [Lijst Programmadirecteurs](#)
- › [Overzicht van beleidsorganen en raden](#)
- › [Ontsluiting van onderwijsinformatie](#)
- › [Toewijzing onderwijsopdracht](#)
- › [Academische kalender](#)
- › [Decreten en reglementen](#)

INNOVATIE EN PROJ

- › [Facultaire projectre](#)
- › [Technologie in ond](#)
- › [Onderwijsontwikke](#)
- › [Campus Managem](#)
- › [Afgesloten projec](#)
- › [Lopende projecte](#)

KIES JE WERKVORM

KIES JE EVALUATIE

KEN JE STUDENTEN

GEbruik MEDIA EN
TECHNOLOGIE













Why?

- Impact
- Multicampus
- Own pace
- Flexible in time and space
- Accessibility
- Teach what you preach







UDL

Blended courses

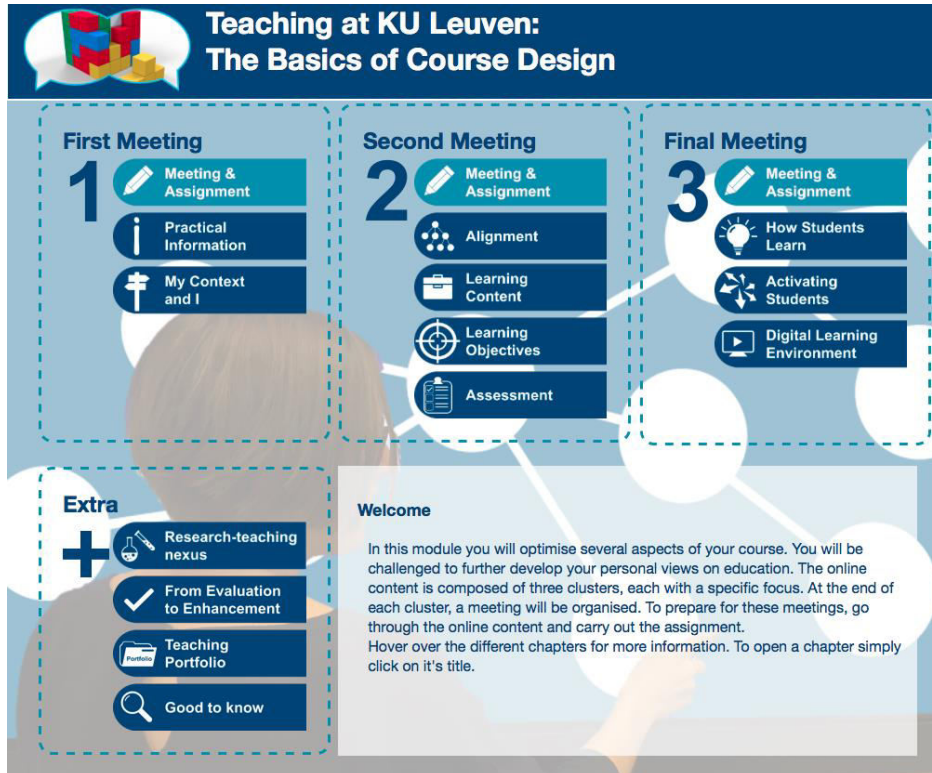
 <p>Academisch schrijven van studenten ondersteunen C-6067677-K</p>	 <p>Activating your Students C-6055797-K</p>	 <p>Assessment C-6454069-K</p>	 <p>Blended leren C-6001515-K</p>	 <p>Start to Teach C-6069537-K</p>
 <p>Heterogeniteit C-5617784-K</p>	 <p>Integratie van onderzoek doorheen de opleiding C-6516676-K</p>	 <p>Integratie van onderzoek in onderwijs C-6068781-K</p>	 <p>Leerresultaten C-6043821-K</p>	 <p>Supervising a Master's Thesis C-6070623-K</p>
 <p>The Basics of course design C-6693233-K</p>	 <p>Nu lesgeven voor later C-6912266-K</p>	 <p>Online cursusontwerp in Toledo C-6490461-K</p>	 <p>Research Supervision C-6900444-K</p>	 <p>Supporting Academic writing C-6479090-K</p>

Open offer

Come in WE'RE
OPEN

 Gemischd schrijven van studenten ondersteunen C-6067677-K	 Assessment C-6454069-K	 Blended leren C-6001515-K	 Heterogeniteit C-5617784-K
			

Online	Blended	Op maat
		



Teach what we preach

UDL



Good Instructional design
Good Course design

Teach what we preach

- **Provide Multiple Means of Representation**

Teach what we preach

- **Provide Multiple Means of Representation**



Een kijkje nemen naar "flipped classroom"

Kies (minstens) 1 van de 4 bronnen die je terugvindt in deze map (één van beide video's, de Prezi **of** de infographics). Hieronder een korte uitleg wat elke bron inhoudt. Per bron in de map zijn enkele vragen vermeld die je voor jezelf kan beantwoorden en die je zullen helpen met de verdere opdrachten.

VIDEO Flipping the large enrollment (psychology) classroom"

In deze video krijgen we een voorbeeld te zien van hoe een OPO met een groot studentenaantal (aan North Carolina State University) geflipt werd.

VIDEO Flipping your class: Roles and expectations"

In een 'flipped classroom' krijgen zowel docenten als studenten een nieuwe rolsinvulling. In deze getuigenisvideo lichten drie docenten toe hoe zij zichzelf hieraan moesten aanpassen en hoe ze de studenten hielpen bij het aannemen van hun nieuwe rol.

PREZI My flipped classroom"

Deze Prezi geeft meer uitleg bij het 'hoe' en 'waarom' van een Flipped Classroom, aangevuld met concrete voorbeelden van een onderwijzer (in het secundair onderwijs) die haar wiskundelessen *flipte*.

INFOGRAPHICS "Flipped Learning - The Big Picture", "Flipped Classroom" en "The Flip Side"

Op de infographics vind je meer info terug over de ideeën achter 'flipped classroom', wat het net inhoudt en een praktijkvoorbeeld van Dr. Russell Mumper.



[>>> Transcript of this video](#)

UDL as guiding principles

- **Provide Multiple Means of Representation**
- **Provide Multiple Means of Action and Expression**






Assignment 'Blended learning'

- Translate the information of this course to your own context.
- You can **choose** what is relevant to you and **how you represent this**
- Here are **some examples and guiding questions** (you can choose if you use them)

UDL as guiding principles

- **Provide Multiple Means of Representation**
- **Provide Multiple Means of Action and Expression**
- **Provide Multiple Means of Engagement**

Online	Blended	Op maat
		



	Heterogeniteit			
	<p>Heterogeniteit</p> <p>Welkom in de module 'Heterogeniteit'. Ga met je cursor over de icoontjes voor meer uitleg over de verschillende onderdelen of klik om een onderdeel te openen.</p>			
Praktisch	 Begin hier	 Bibliotheek		
Algemeen	 Heterogeniteit?	 Zicht op studenten	 Actie ondernemen	 Verantwoordelijkheid
Keuze	 Culturele verschillen	 Verschillen in voorkennis	 Verschillen in metacognitie	 Niveauverschillen

UDL in our courses and workshops

Conceptual

- What is UDL?
- Why?
- What are the benefits?



Course "Heterogeneity"

Practical guidelines

- Use of colors
- Use of Images
- Provide transcripts
- Give students choice



Workshop "Blended learning"

p.cygnus.cc.kuleuven.be

AlgemeenWeergaveGeavanceerd

x-id van koppeling https://p.cygnus.cc.kuleuven.be/bbcswebdav/pid-19394426-dt-content-rid-94810417_3/xid-94810417_3

* Afbeeldings-URL

Bladeren in mijn computer

Bladeren in Content Collection

Wanneer u een bestand van uw computer bijvoegt, moet u het inhoudsitem eerst indienen zodat het bestand een perr.

Afbeeldingsbeschrijving

Titel

Zicht krijgen op je g

Future



Towards an inclusive university

- Starting point = superdiversity
- Actions
 - Sensibilisation
 - Role models --> “portrets”
 - Peer-learning
 - Professionalisation
 - How can we profesionalise teaching staff in handling diversity?
 - Good practices
 - Workshops: diversity as a focus or diversity as a layer
 - ...
- Together with facultities, student services, development services, hr-department etc...