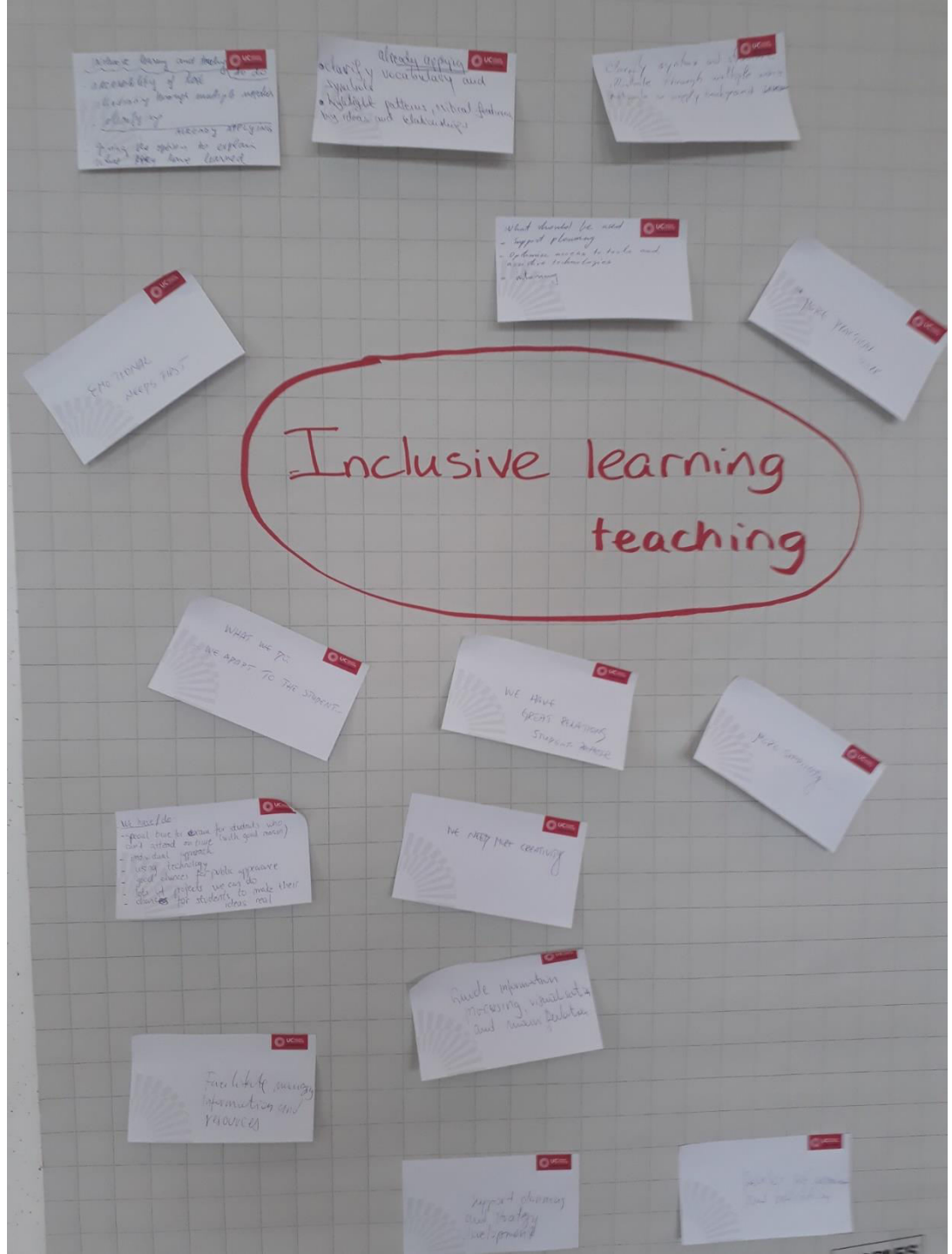
Best practice

Inclusive teaching / learning and assessment


Inclusive learning
teaching

INclusive learning and teaching

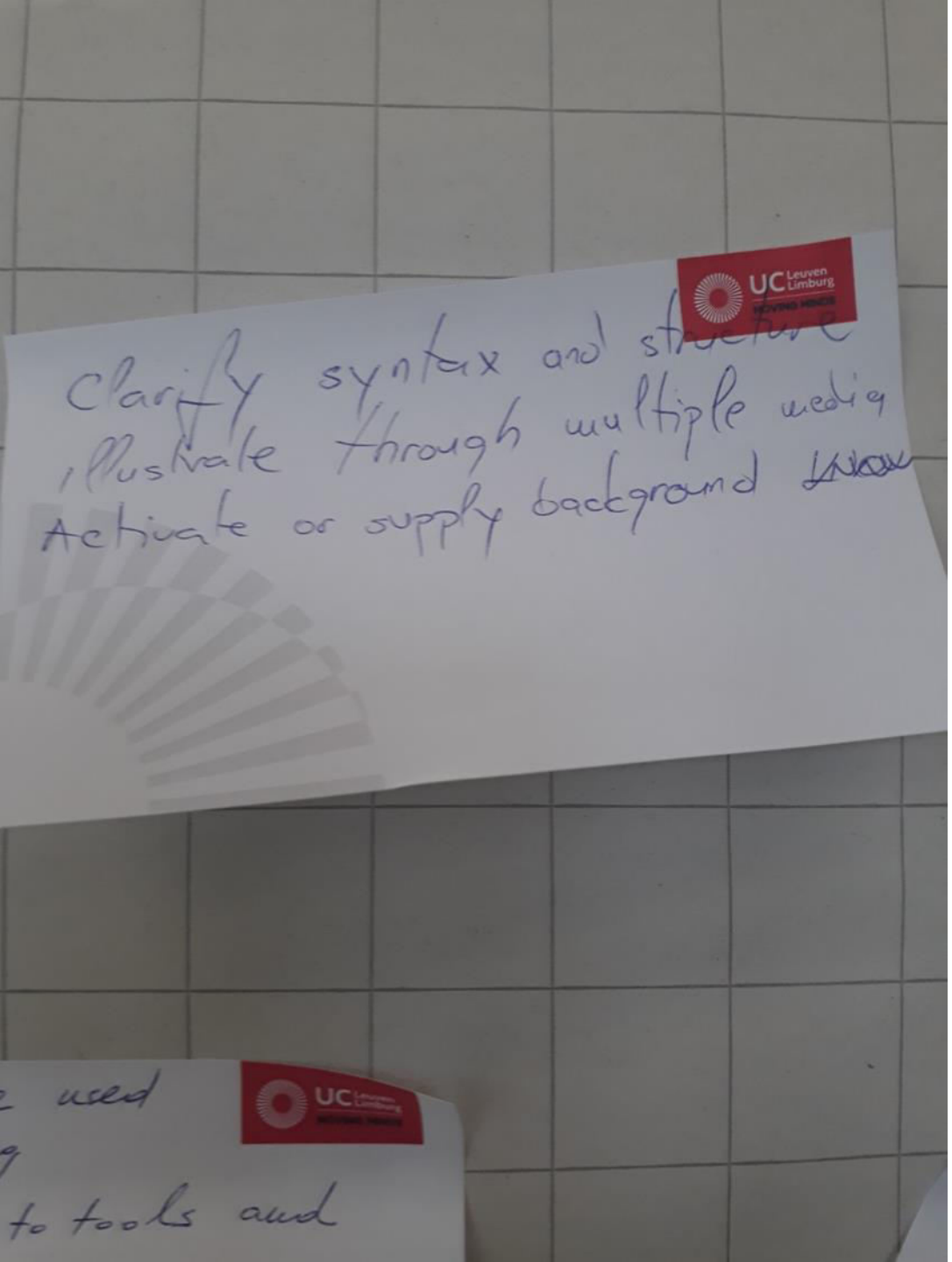
to do

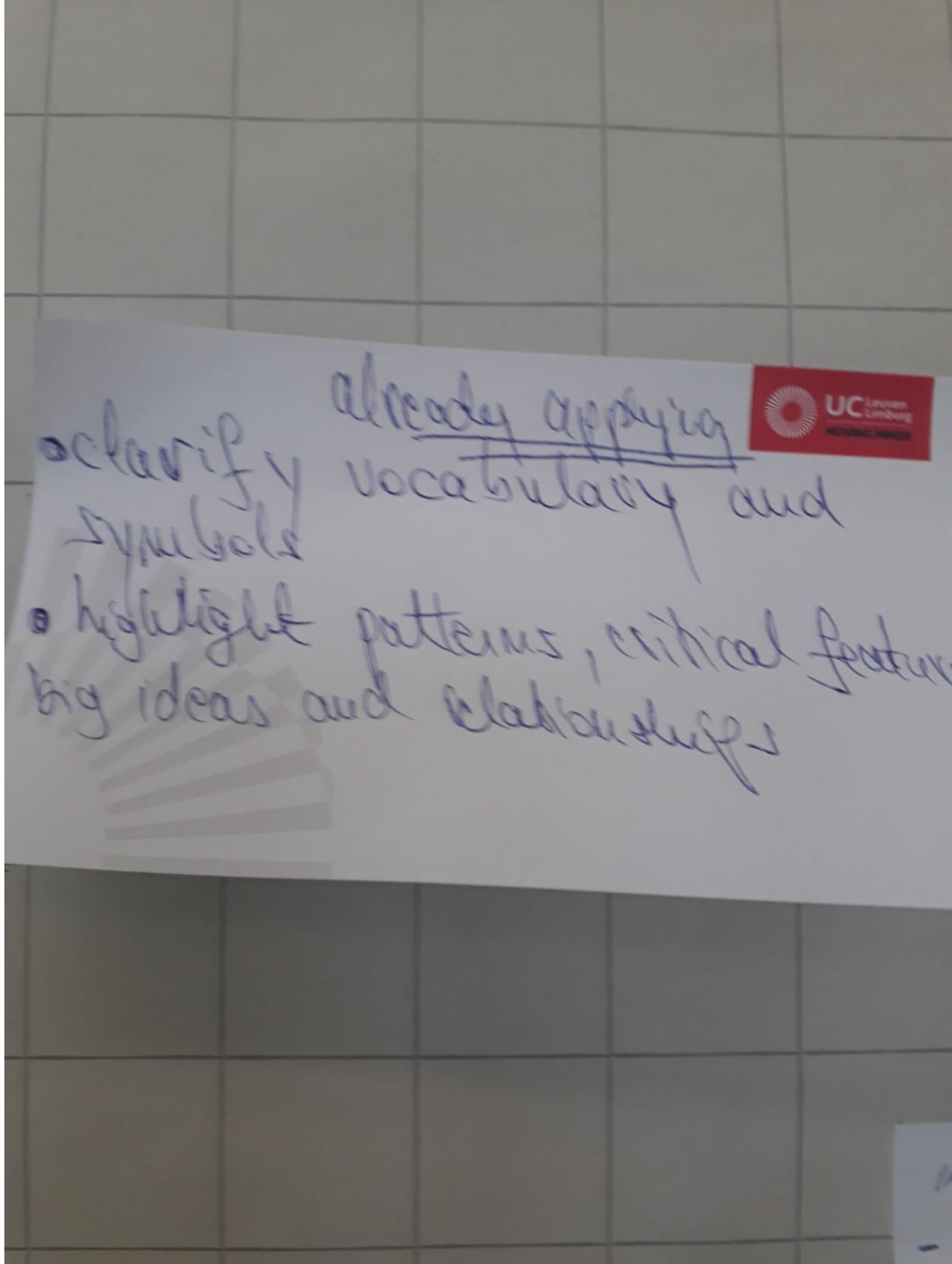
- accessibility of text
- illustrating through multiple media
- clarifying

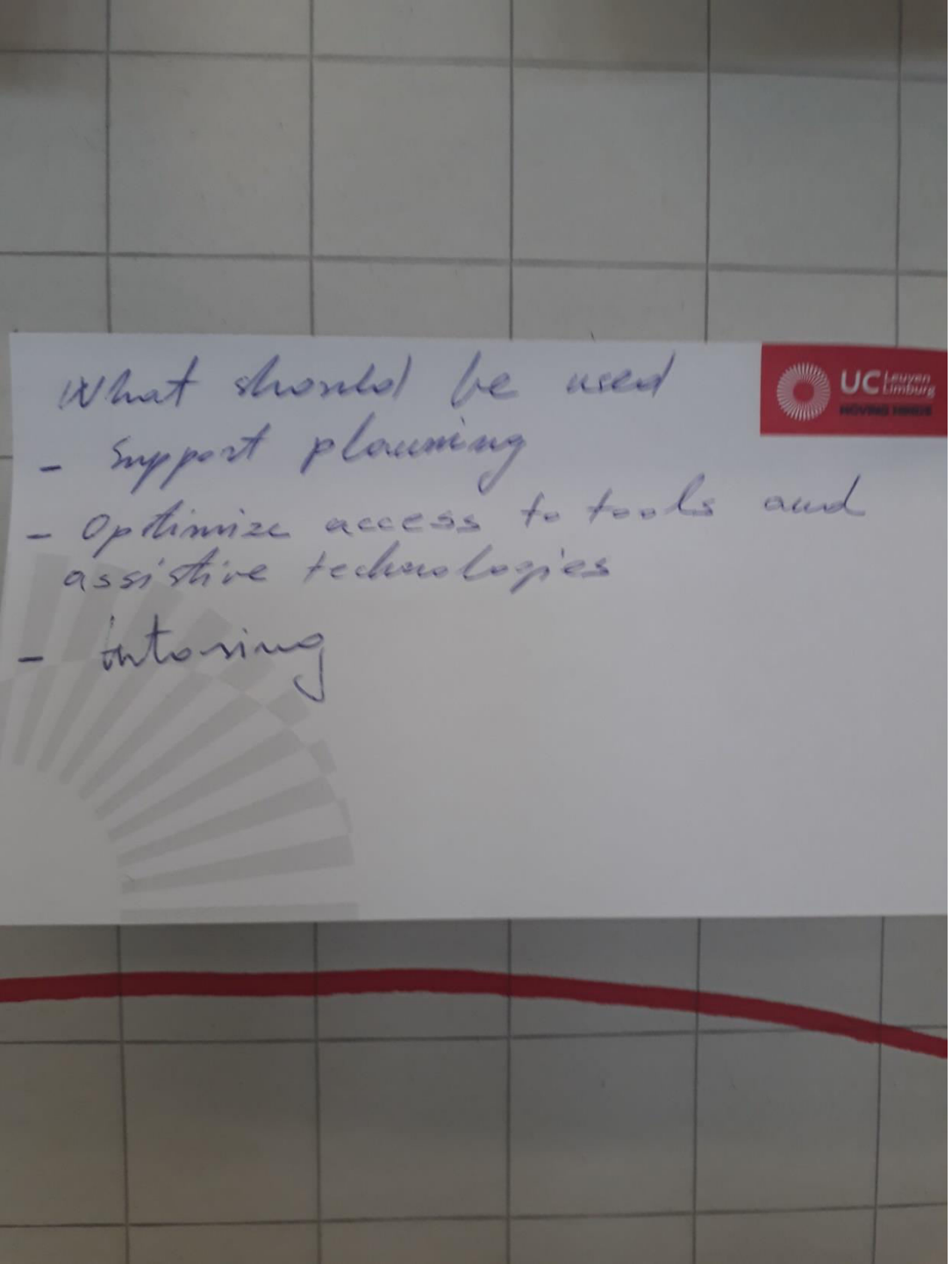
ALREADY APPLYING

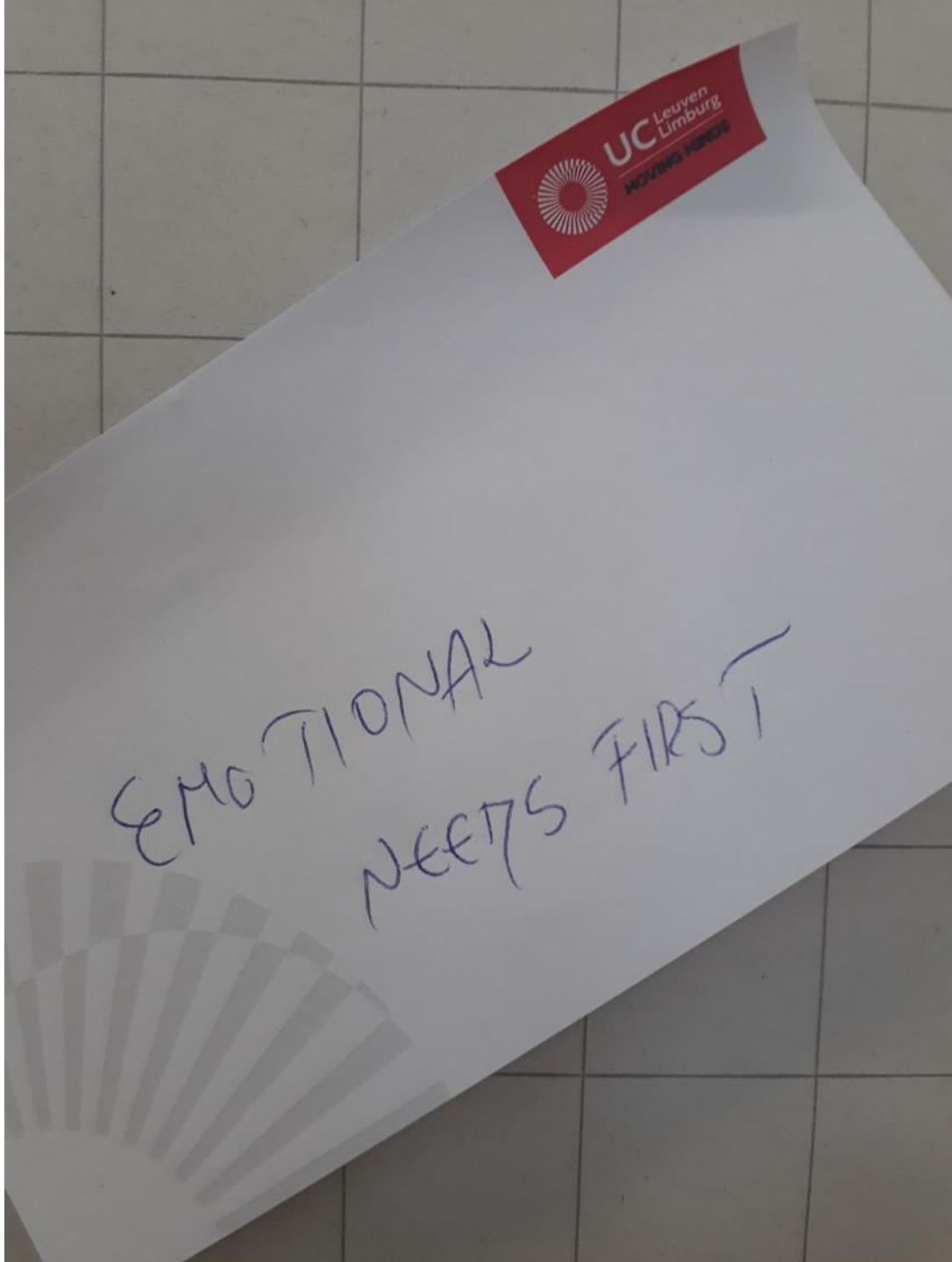
- giving the option to explain what they have learned

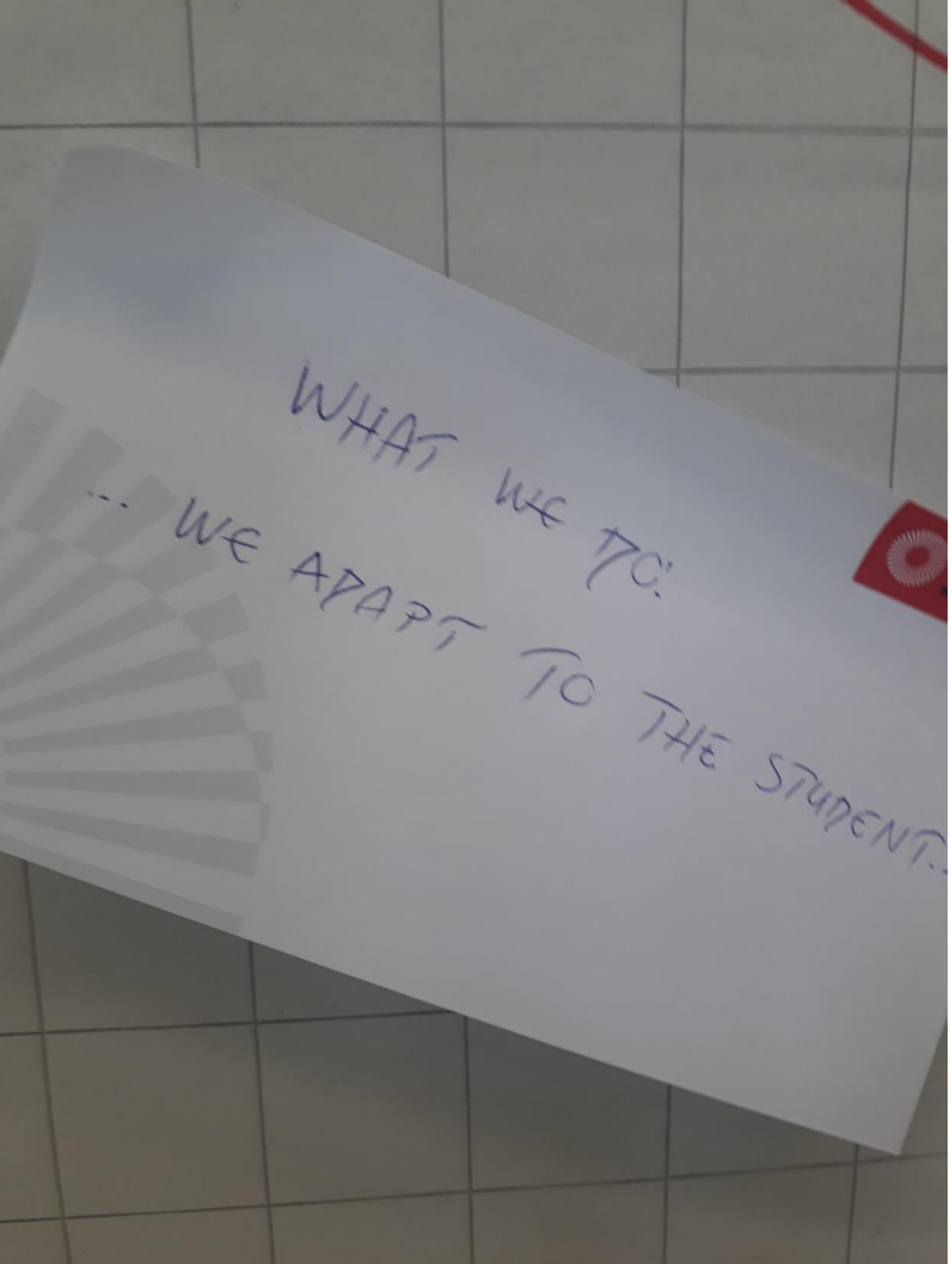
* MORE PRACTICAL WORK

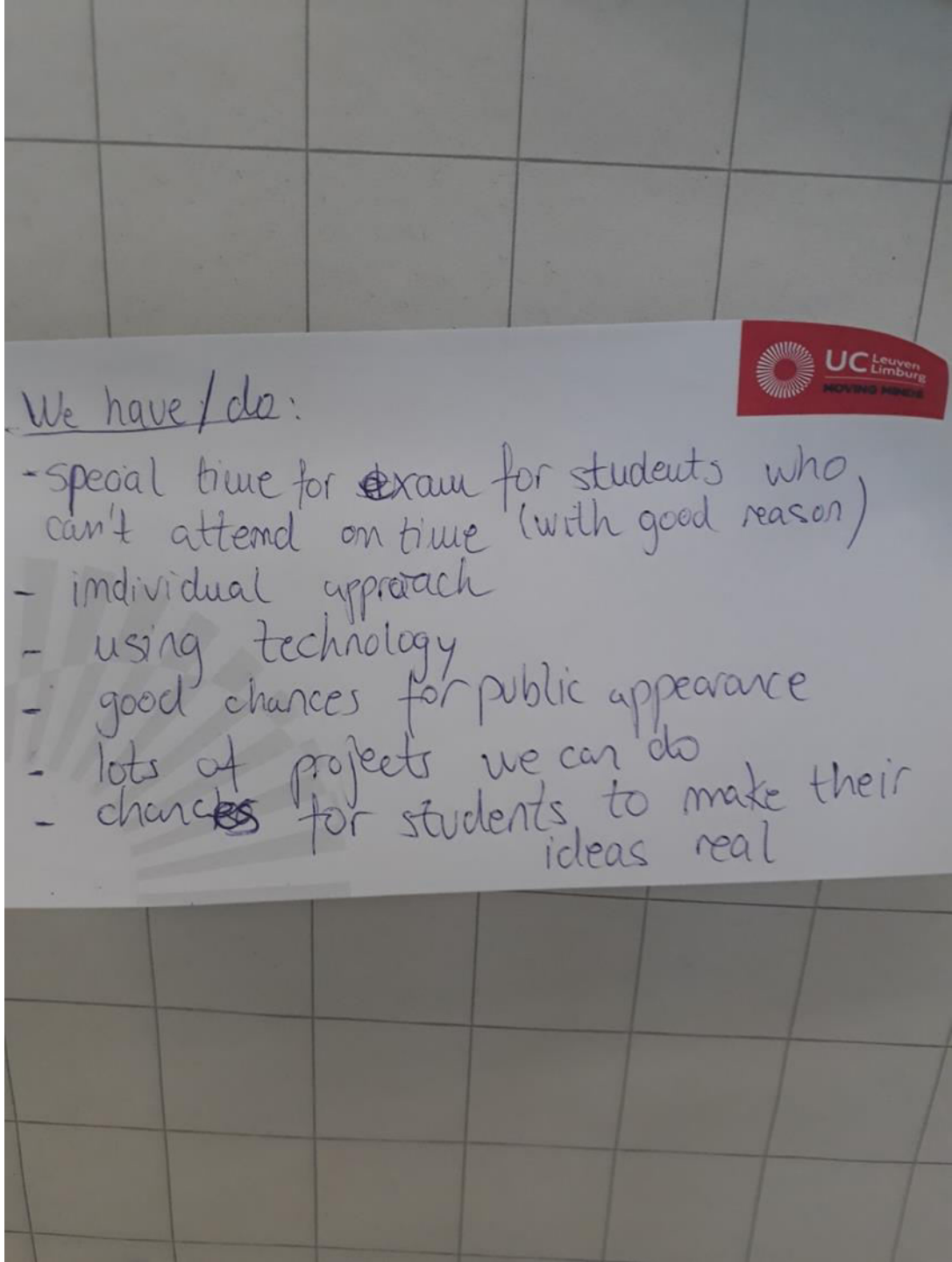

Clarify syntax and
illustrate through multiple media
Activate or supply background


already applying
clarify vocabulary and
symbols
highlight patterns, critical features
big ideas and relationships


What should be used
- Support planning
- Optimize access to tools and assistive technologies
- Intensive


EMOTIONAL
NEEDS FIRST





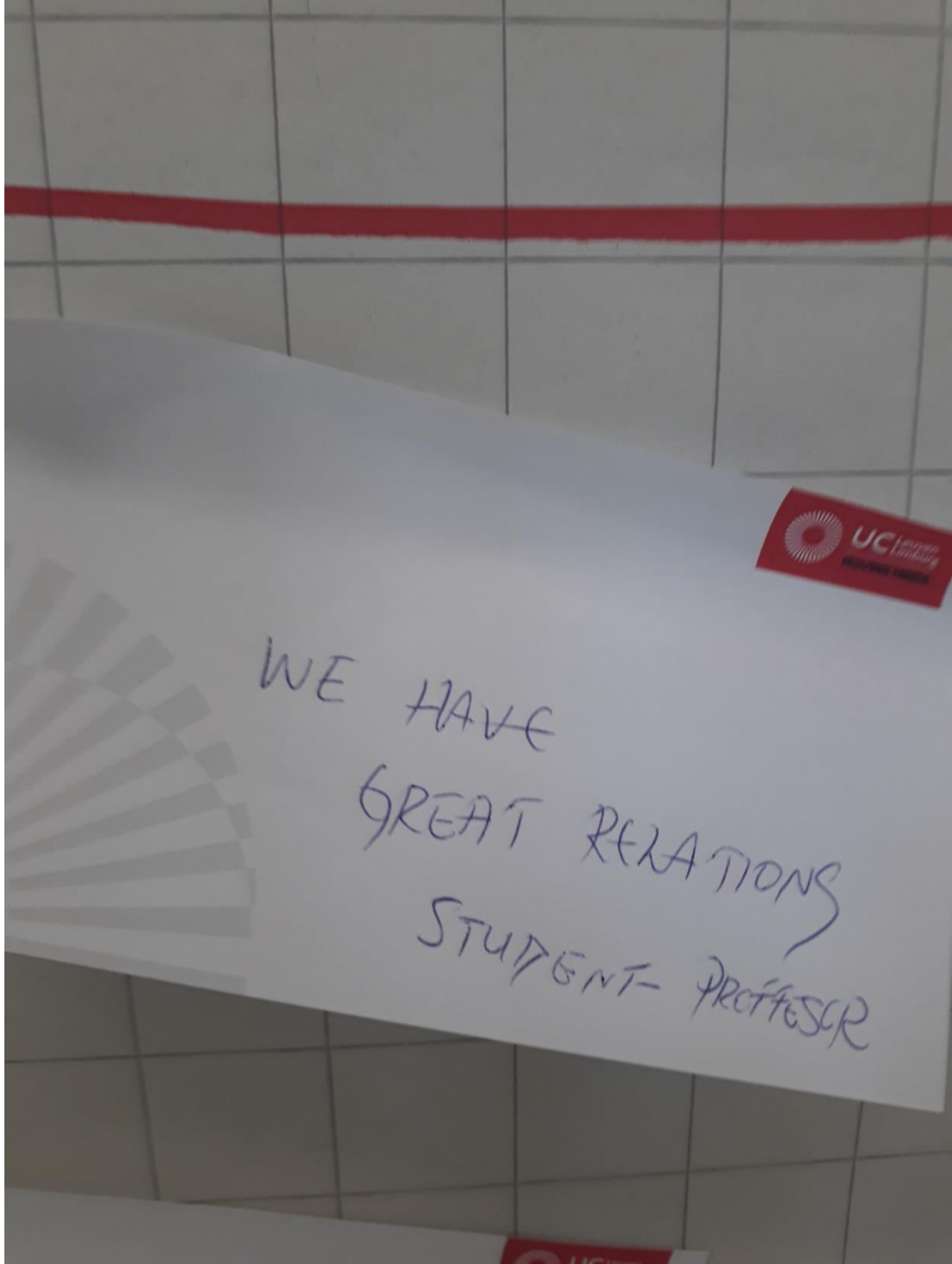
WHAT WE DO:

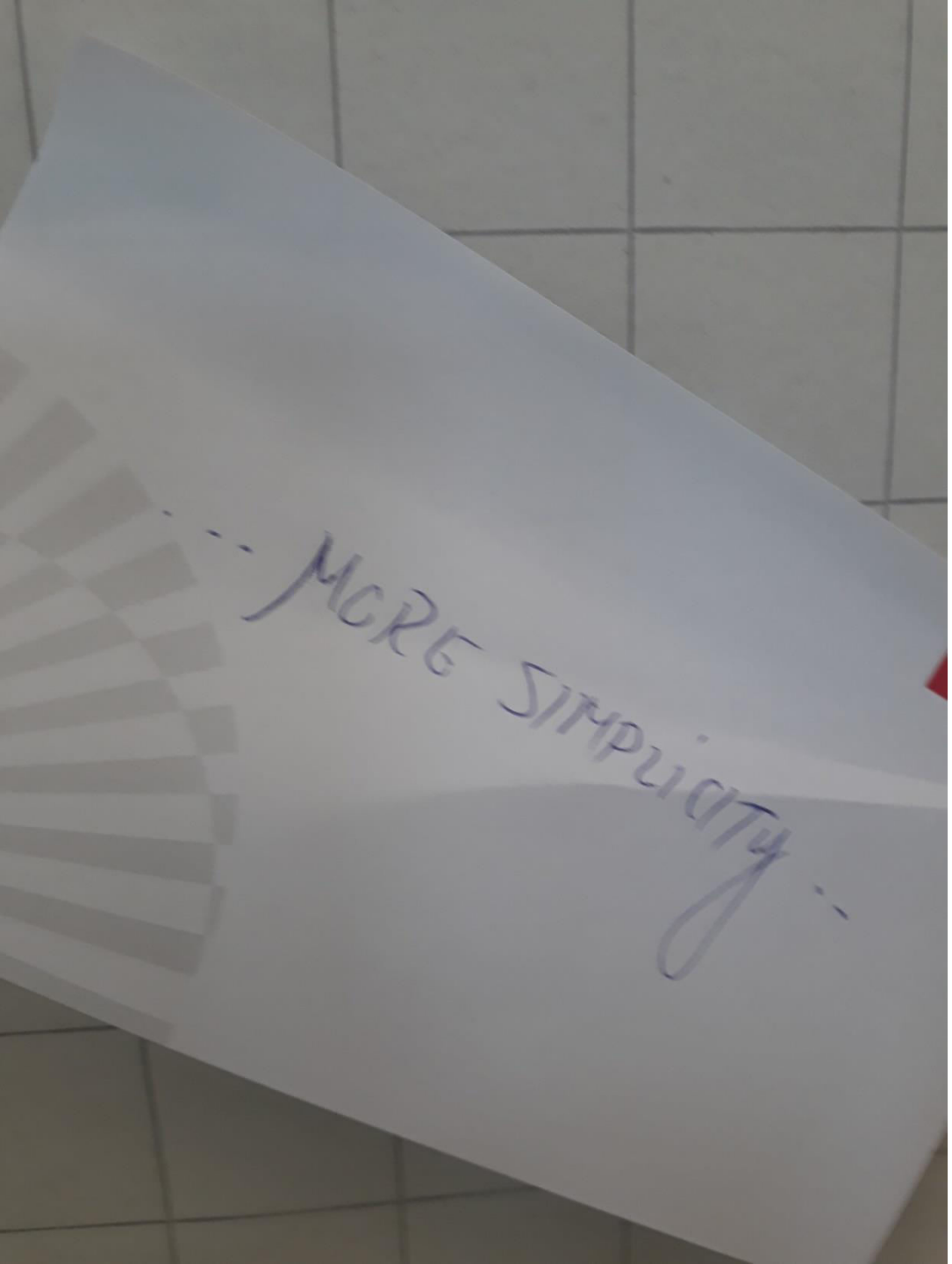
... WE ADAPT TO THE STUDENT...

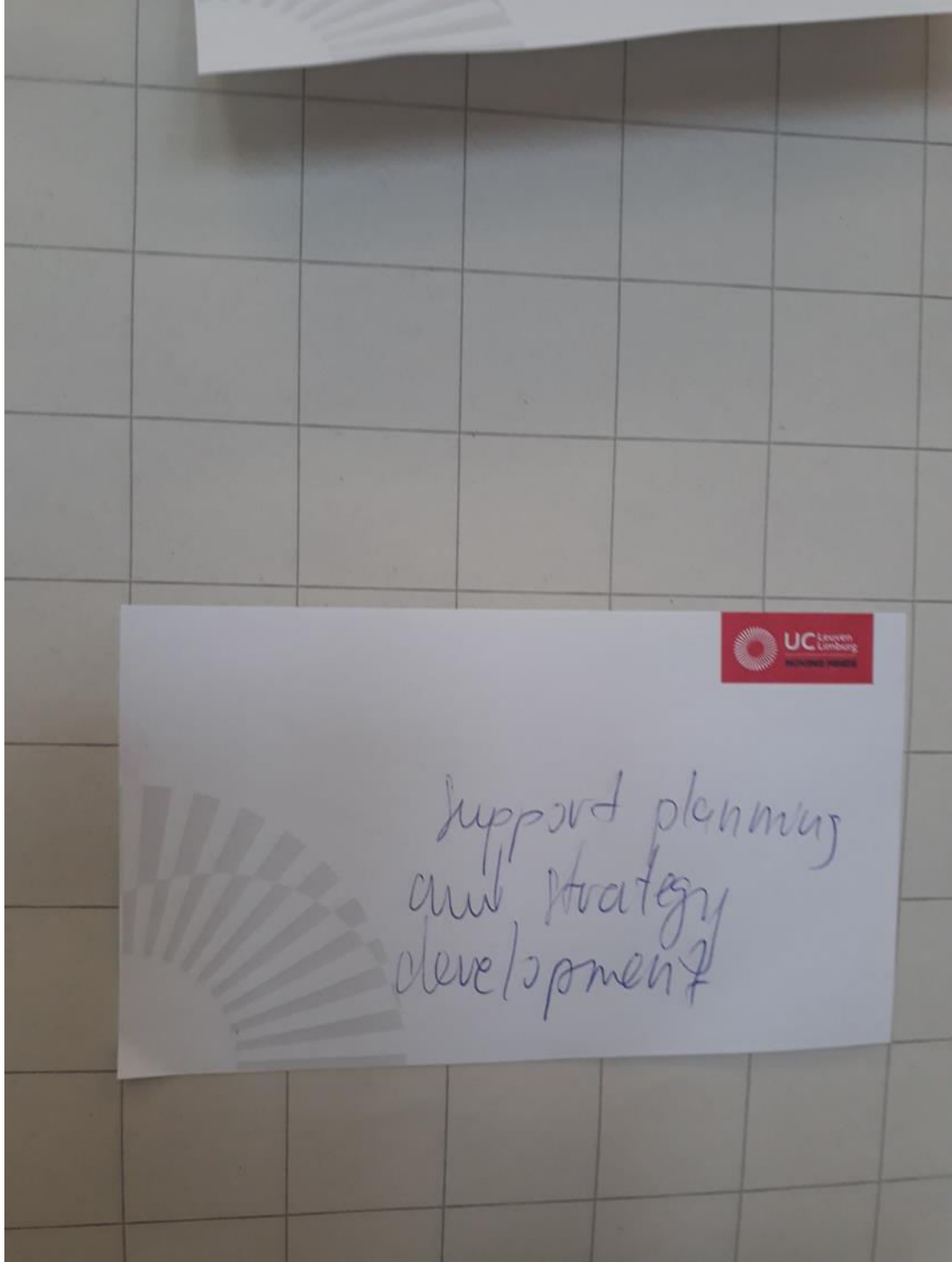
We have / do:

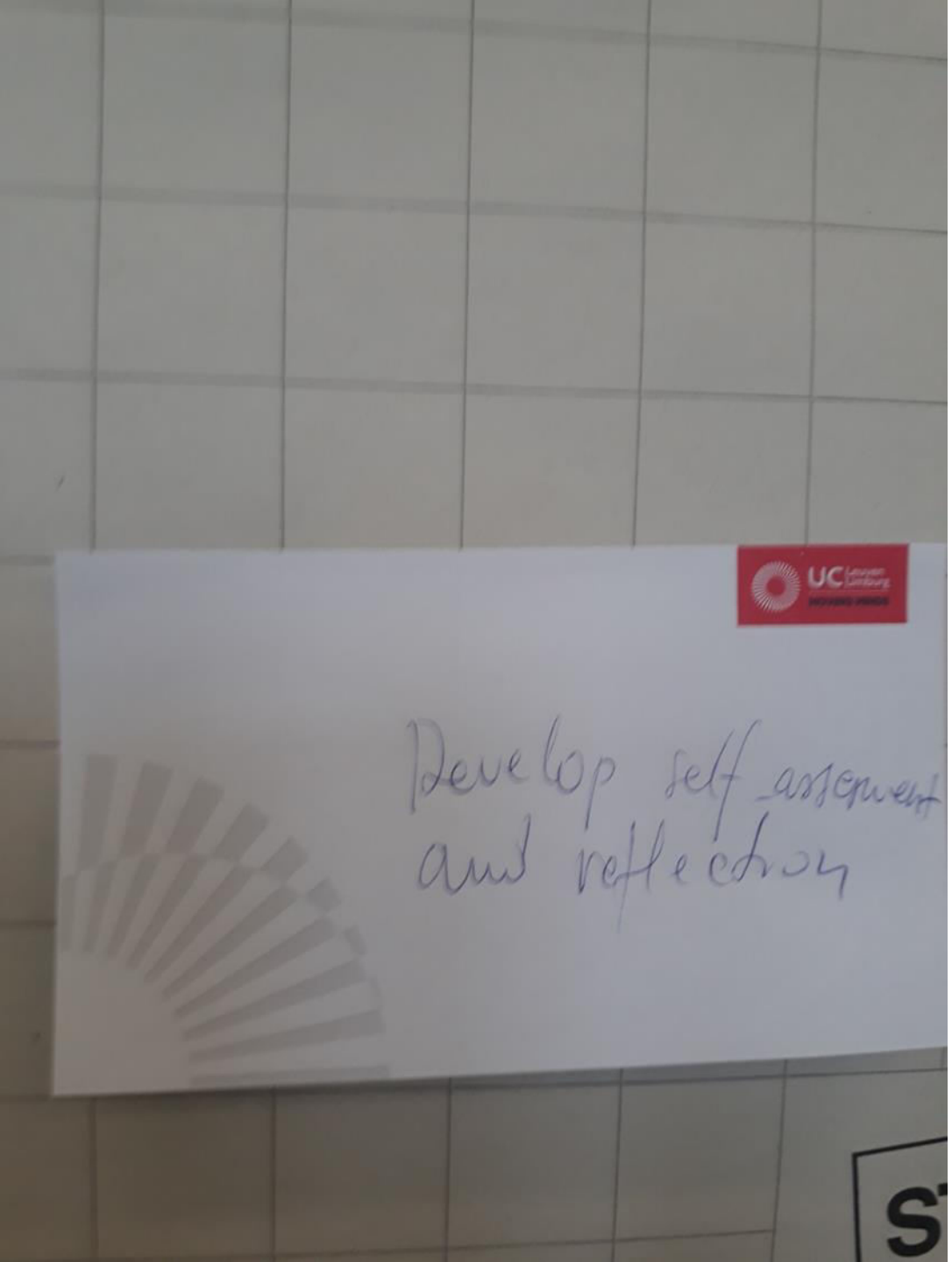
- special time for exam for students who can't attend on time (with good reason)
- individual approach
- using technology
- good chances for public appearance
- lots of projects we can do
- chances for students to make their ideas real

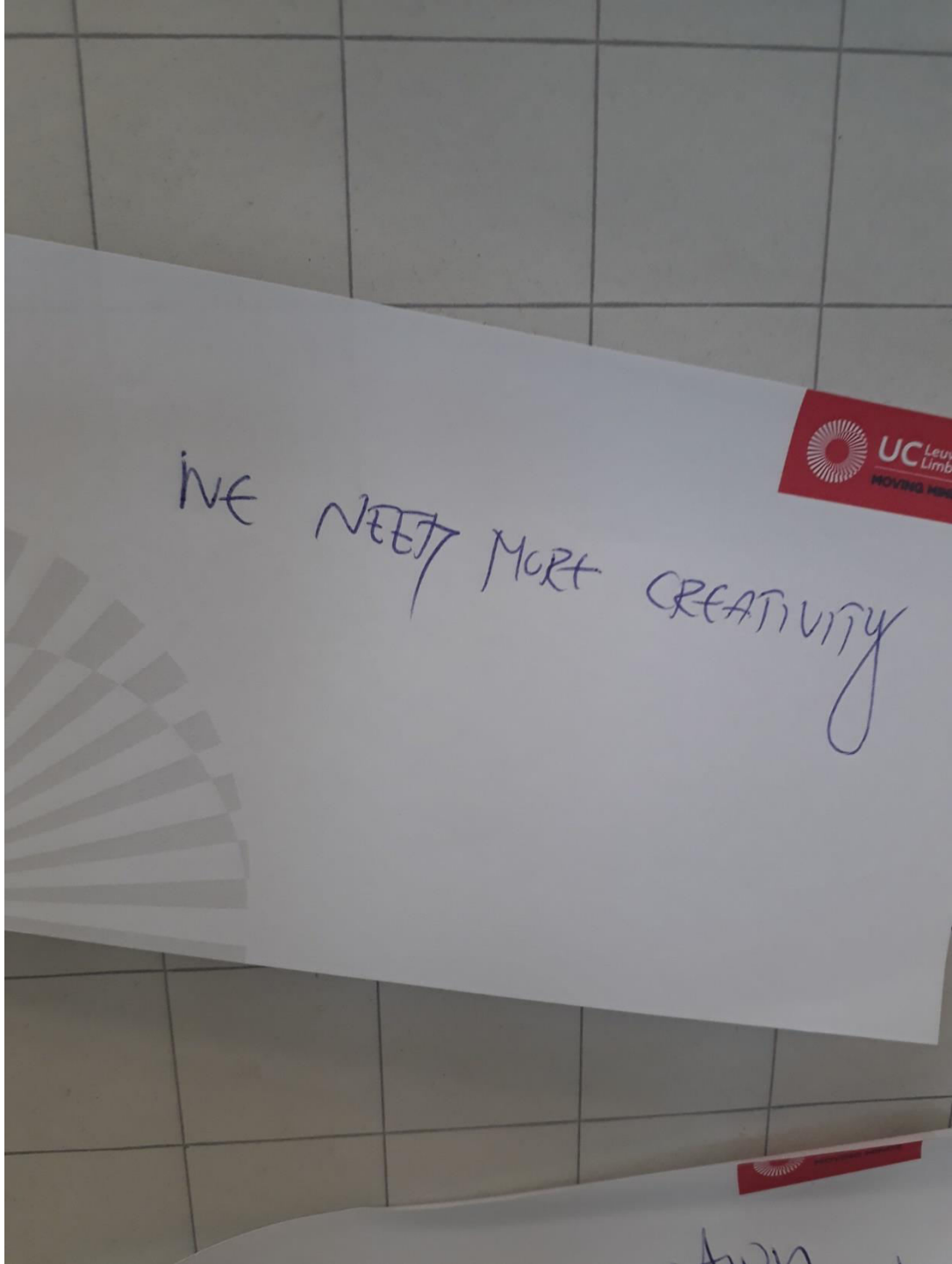
Facilitate
information and
resources

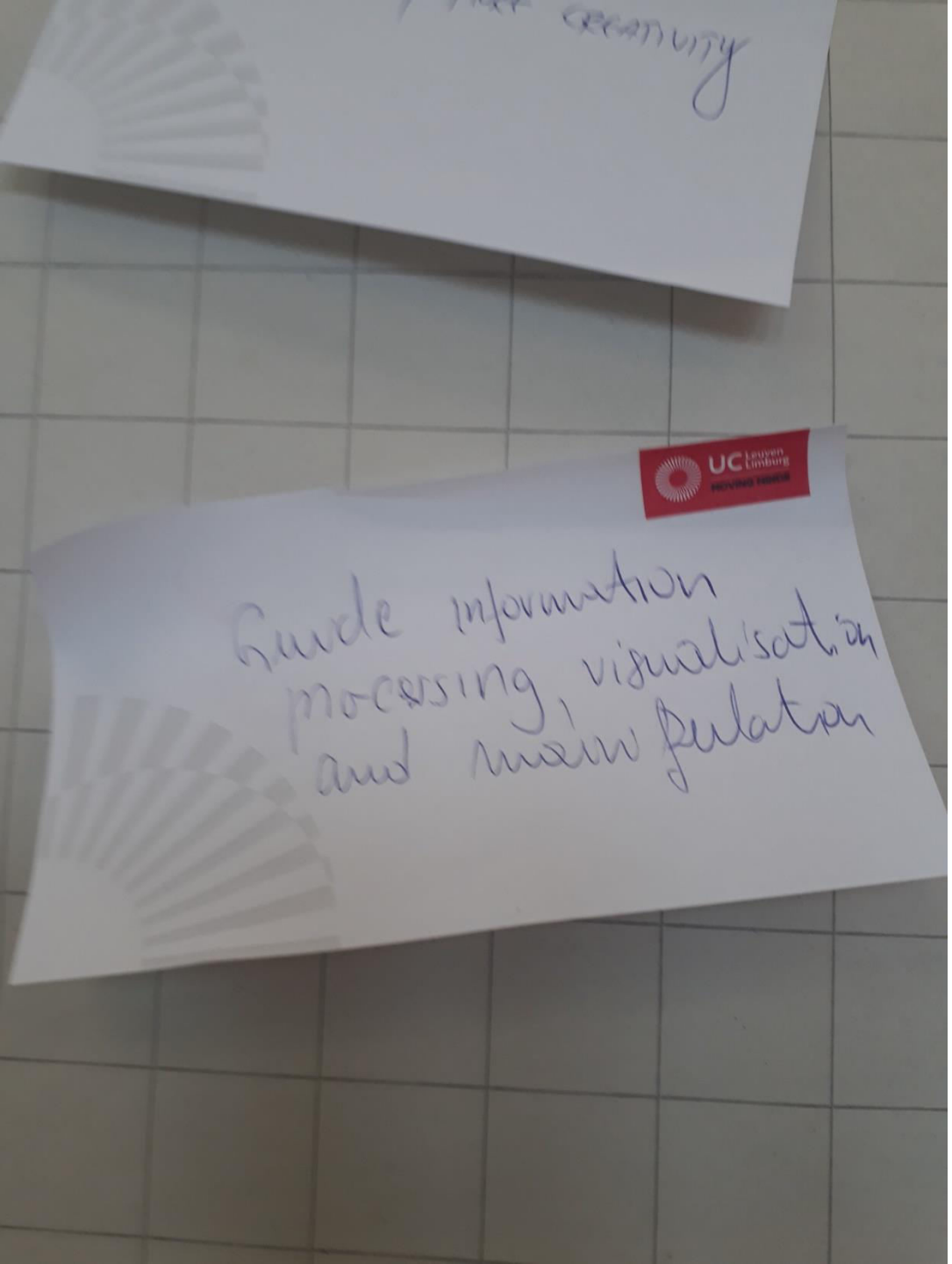

WE HAVE
GREAT RELATIONS
STUDENT- PROFFESOR


-- MORE SIMPLICITY --


UC Leuven Limburg
Support planning and strategy development


Develop self_assesment
and reflection


WE NEED MORE CREATIVITY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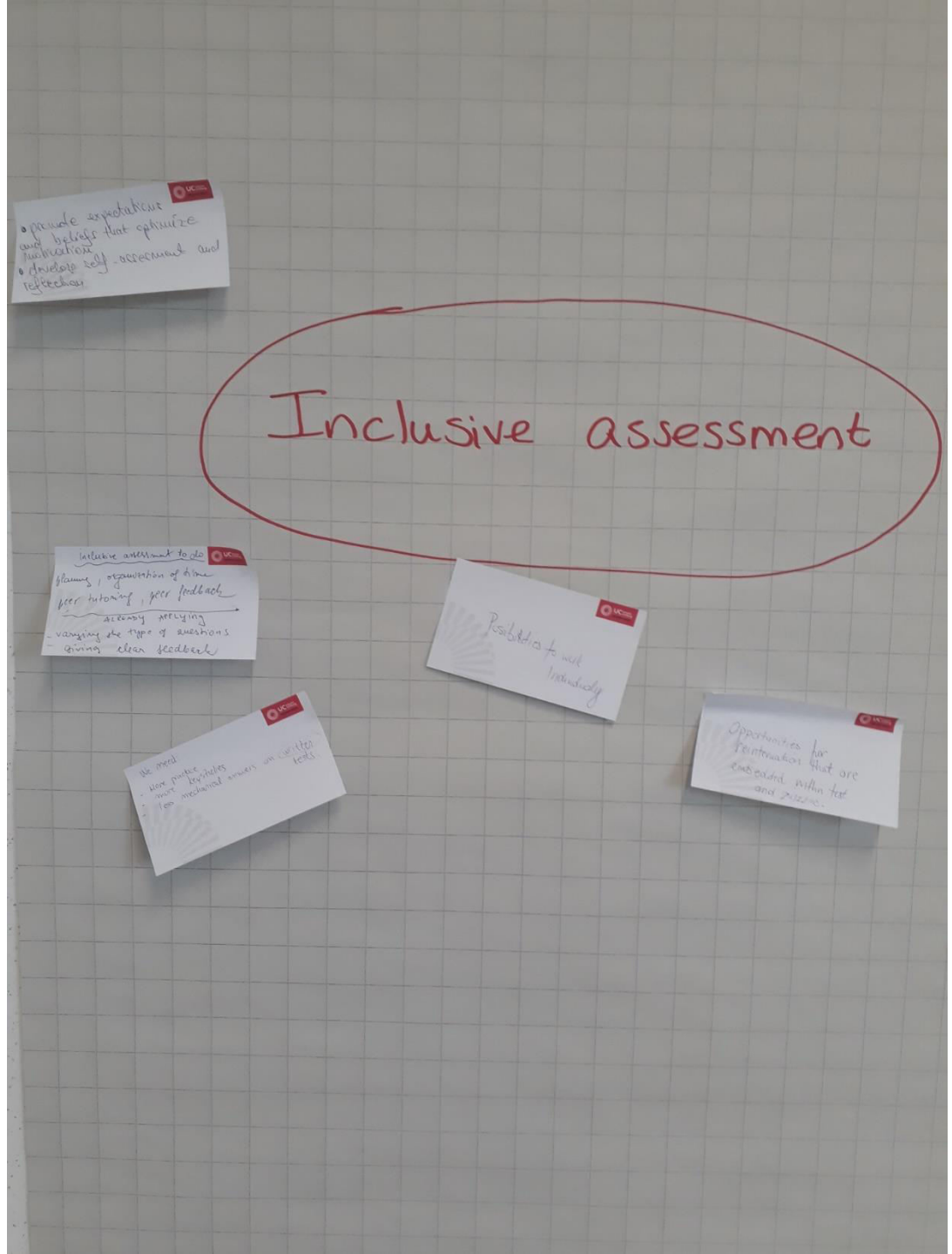
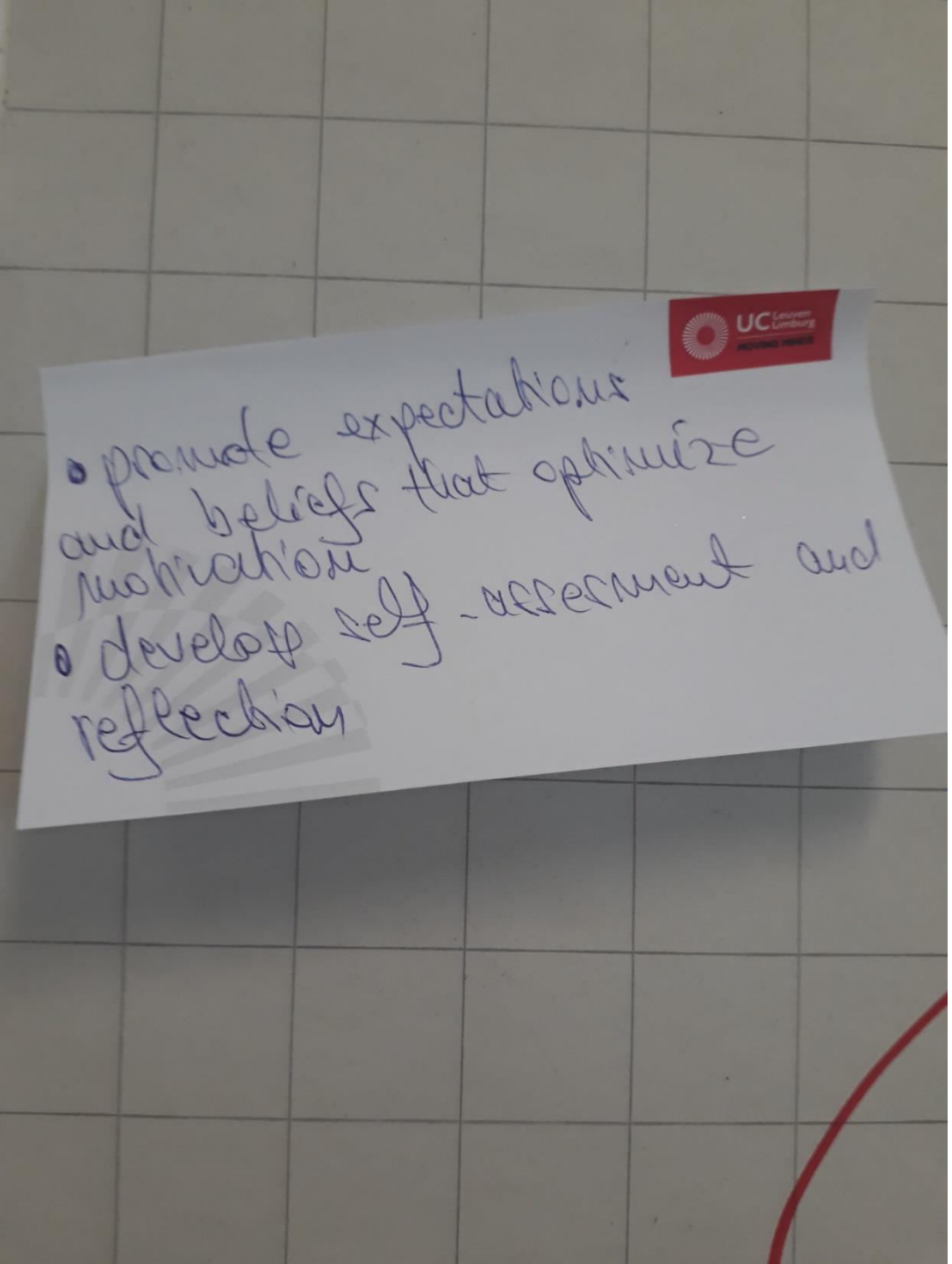
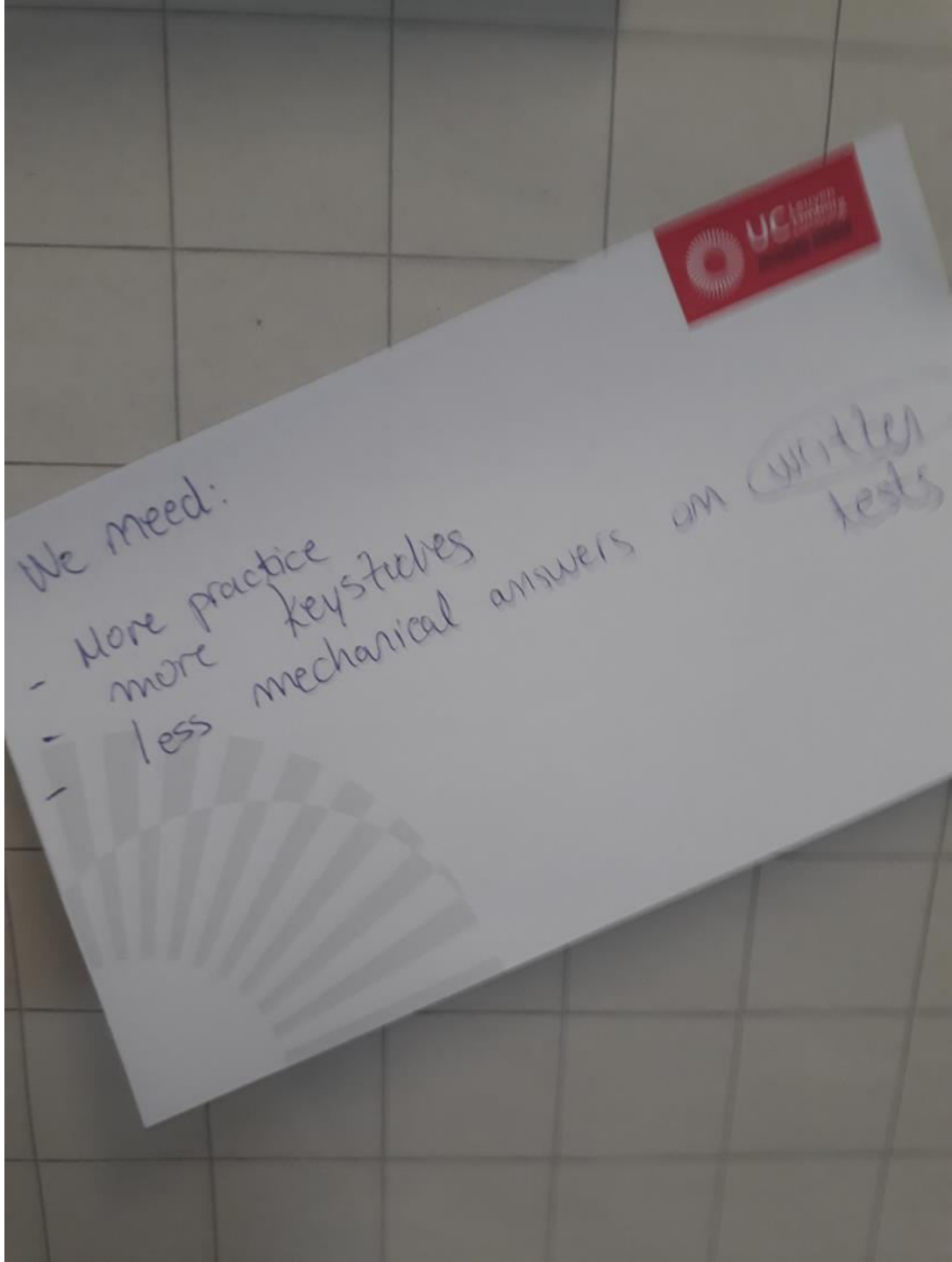
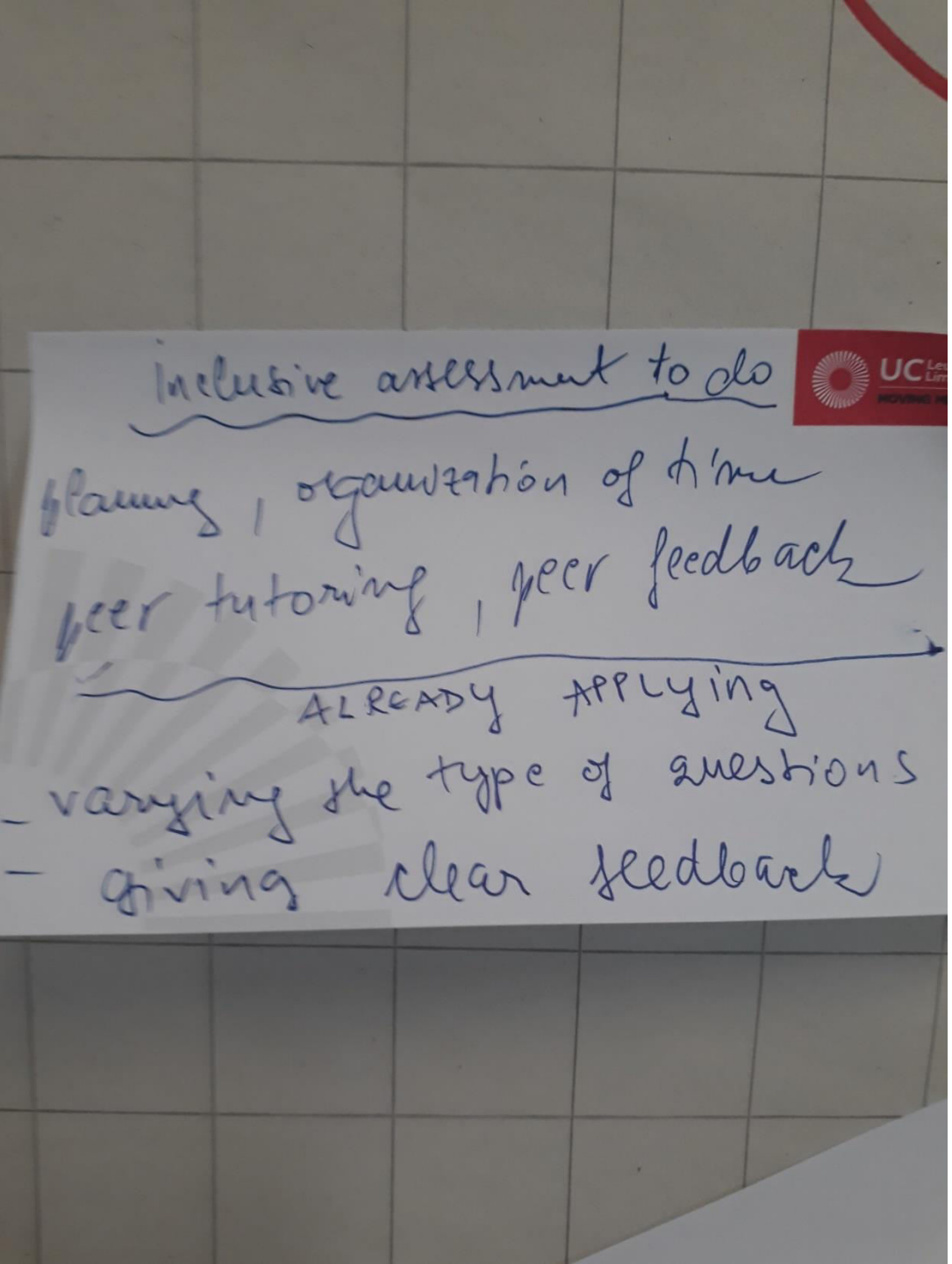
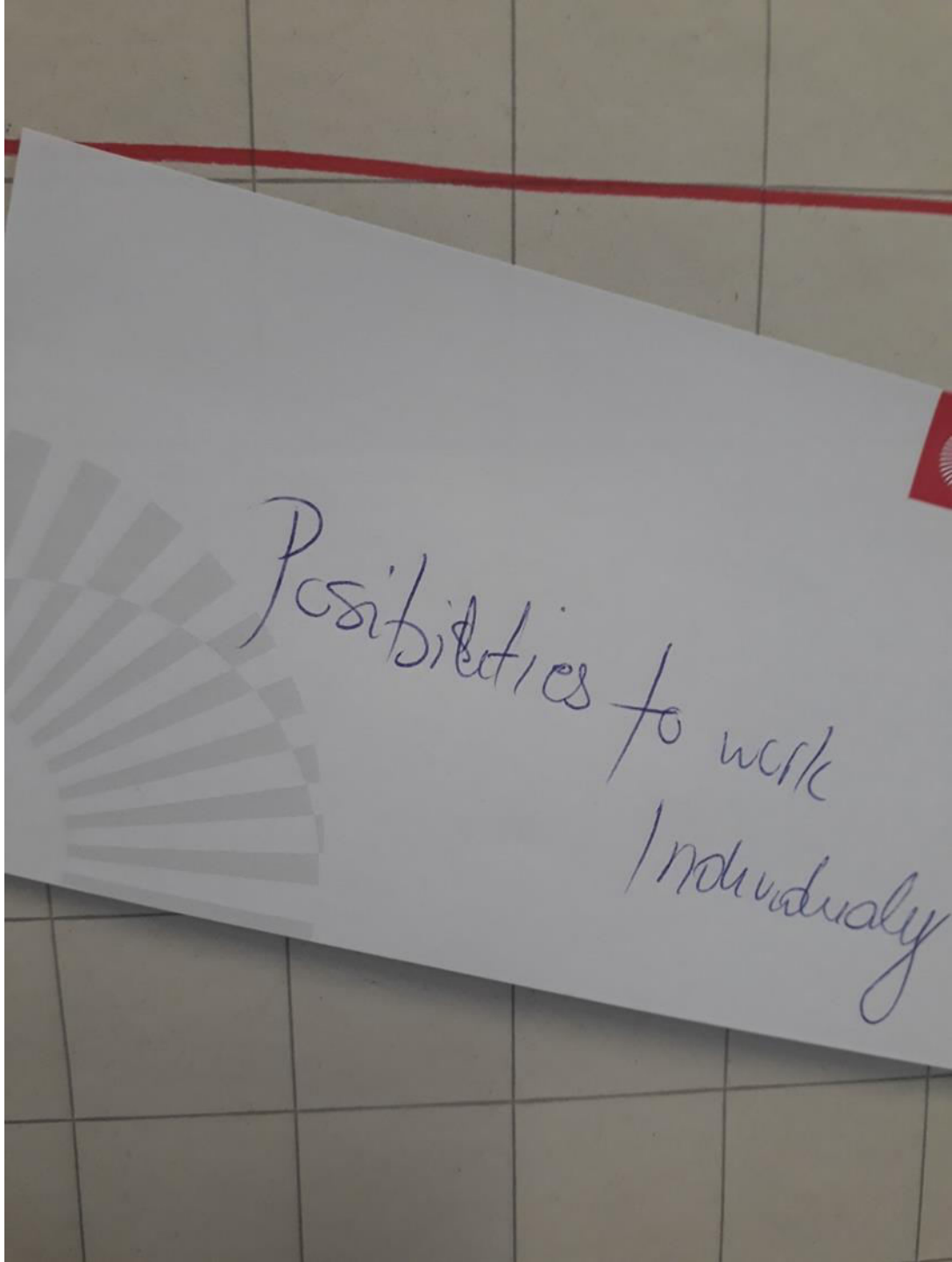
Guide information processing, visualisation and manipulation

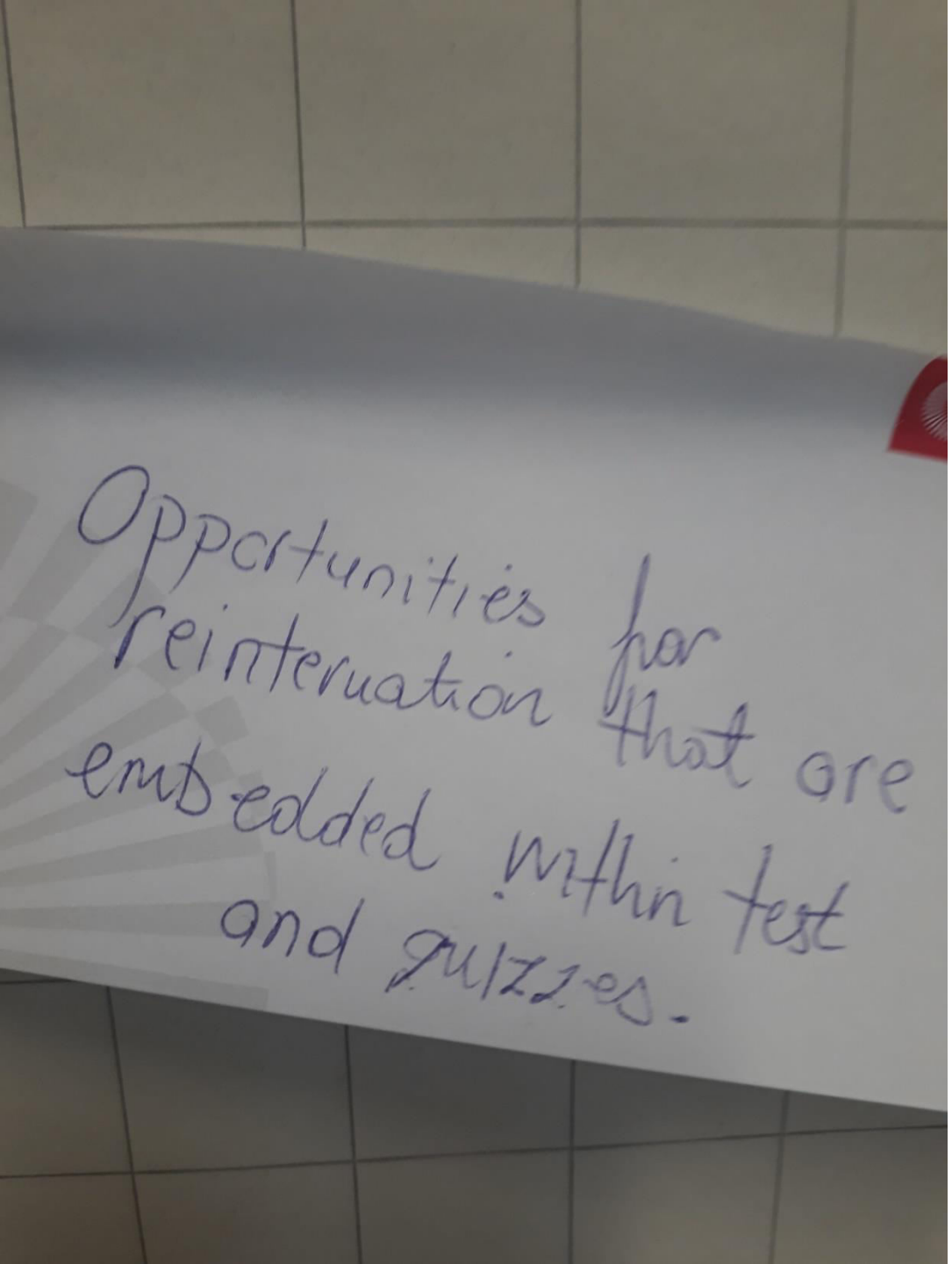

Inclusive assessment
Possibilities to work individually


• promote expectations
and beliefs that optimize
motivation
• develop self-assessment and
reflection


We need:
- More practice
- more keystudies
- less mechanical answers on (written)
tests


inclusive assessment to do
planning, organization of time
peer tutoring, peer feedback
ALREADY APPLYING
- varying the type of questions
- giving clear feedback


Posibilities to work
Individually


Opportunities for
reinteruation that are
embedded within test
and quizzes.

In a pedagogical context:

Digital Storytelling as a strategic tool

Your inclusion story

- One video per institution

- Content of the inclusion video:

→ The management of inclusive practice
→ Institutional support for inclusive practice
→ Inclusive approaches to learning, teaching and assessment

- Duration of the video: 10-12 minutes

- To be shown at the conference in Travnik in May 2018

Digital storytelling

- By telling stories we bring reflective skills that affect empowerment and identity development.
- Participants use cell phones / tablets to make the material (audio / images) and share the messages (on the Internet).
- It is not just about learning the knowledge and skills but media literacy with focus on the use of the knowledge and skills in a relevant way.
- This technique is useful for different audiences with different learning levels.

The Techniques to be taught:

Image Editing

1. Quality, dimensions, assemblies through photo editing, GIMP.
2. Use image and video-editing programs, sounds and videos in a creative and practical way
3. Transformation of images
4. Selection of photographs according to the story.
5. Configuration of image formats.

Sound Editing:

1. Voice recording and background music placement.
2. Mixing narration with a music.
3. Mixing several tracks at once.
4. Management of volume levels in each track.

Creation of a Story

1.Use the graphical script as a tool to facilitate the editing of videos.
2.Produce information through personal and social interests.
3.Communicate messages through a well-crafted story with adequate narrative.
4.Write and create a story through a specific topic derived from personal interests.
5.Enhance development through recording a story on a voice recorder.
6.Identification of key ideas for the creation of any story.
7.To have a protagonist in the story.
8.Compose and synthesize the most essential information to be able to communicate what you want

Video Editing

1. Organize a graphic video project by means of easy-to-use software.
2. Transmit a story in a correct and creative way.
3. Making a digital story, taking into account that the senses of sight and hearing be put into play.
4. Record properly, using existing resources such as the cell phone.
5. General understanding of how a film and novel is made, through the creation of a structured history.
6. Relate a narration with photographs as a support for the sense of sight.
7. Realize subjective projects to digital stories.

Making a story: Let´s practice

(Digital) Storytelling: a manual in 10 steps

Step 1: Choose the story you want to tell

Build a story around a problem / solution / **desire to solve** / an action / activity/ a theme of reality.
About a particular topic, a person, an event, a place …

Challenges and the knowledge obtained can make a story more interesting
(The problem is solved, the viewer learns or discovers something …).

Think what could be interesting for the viewer to watch (‘what´s in it for me?’)

Step 2: Brainstorm

On a particular subject, a person, an event, a place
…
Build a story around a problem / solution / desire to solve / an action / activity/ a theme of reality.

Brainstorm technique: Flowerleaves

Choose a particular theme

Each participant and each observation has the same value

All comments serve

At this stage, what matters is the number of items, not their quality

Make associations of your ideas with other ideas

Write down the basic ideas

You can work in groups or individually

What catches the eyes in this story?

Step 3: Organizing your story

What is the main phrase / sentence in your story? In the brainstorm?

Identify what to use from the brainstorm.

Structure the topics and write down some phrases / sentences from the brainstorm.

Make a first version of the story. Make it as personal as possible, tell the story in your own way. Don’t fill in all the details yet: now it is time for the main content of the story

Step 3: Organizing your story

Every story has:

A beginning
Where, who and when?

A middle
What, How ?
Something happens! (Obstacles, conflicts, frustrations, …?)

An ending
What is the conclusion or the message?

Step 3: Organizing your story

The ingredients of a good story

- A story should have a protagonist, goals, challenges and decisions which the protagonist takes.

- Every story has an end. (‘Was it a win, a loss, or something else?’)

- Respect your audience (‘What´s in it for me?).

Step 3: Organizing your story

The succes factors of a story

Simple: Find the key idea.

Unexpected start: It starts with a picture/sentence / sound that draws attention. Catch the attention !

Concrete ideas: Abstract ideas are harder to remember than concrete.

With feelings/sentiment: Insert something of your own interest and identity. Make it personal (love/hate/pain/happiness/…)

Tell a story that is **worth spreading and that inspires us.**

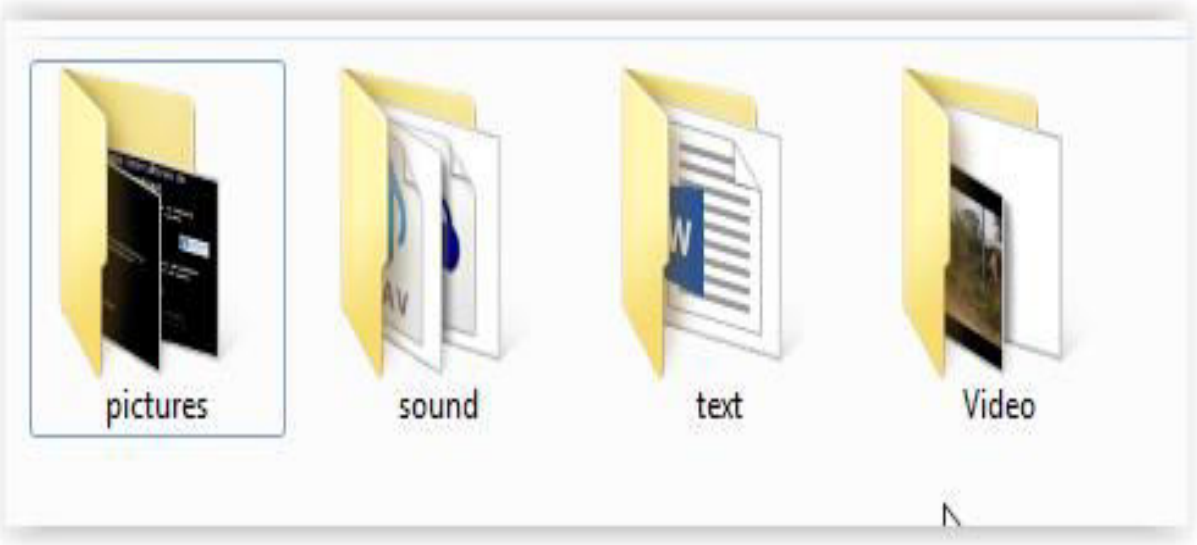
Humor is like playing with your audience, but be careful for wrong interpretations.

Step 3: Organizing your story

Put your ideas on paper!

Finally let others read the script: their reactions may help to improve the story.

One headfolder with 4 subfolders …



Step 4: Gather existing material and content

Search for existing material (pictures, drawings, sounds, music,...)
Write your text.

What do we need ?

- A computer, laptop or tablet with an editing program (Videopad / Windows Movie Maker / Imovie / Openshot)
- A cellphone to record and make pictures
- A microphone/cellphone and headphones to record/hear sound (narration)

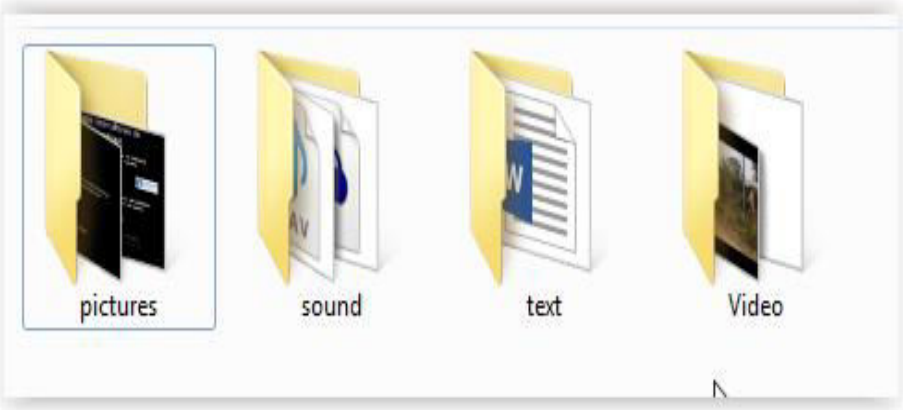
Step 5: Make a storyboard

This is like a comic: Decide frame by frame what the movie will look like. Show in what order the images and text will be seen and told.

Imagen	Locución o texto	Música
	Los profesores y su formación, son piezas clave dentro de la formación en las escuelas	
	y ayuda a mejorar el involucramiento de las familias en la educación	
	Que a su vez motiva a los jóvenes para conseguir mejores resultados	
	Logrando así, jóvenes emprendedores y con visión de futuro	

Step 6: Digitize your material

Digitize your audio, picture and video material.
All photos, videos and text resources are stored on the hard drive of your computer (desktop).



Step 7: Record the voice-over (narration, voiceover)
Use an internal microphone of your laptop, cellphone, microphone on your headset or a separate microphone (external).
Speak with intonation during recording, speak clearly.
Important: find an appropriate place to record.

Step 8: Add music (soundtrack)
Choose music that matches the mood and pace of the story. Use a high quality sound, mp3.
Note: Most music is copyrighted! You need the permission of the musicians (and their editors) before using the music. You can also use royalty free/old or local music.
http://www.socialbrite.org/sharing-center/free-music-directory/
http://freemusicarchive.org/
http://www.freesound.org
www.youtube.com/audiolibrary
https://musopen.org/

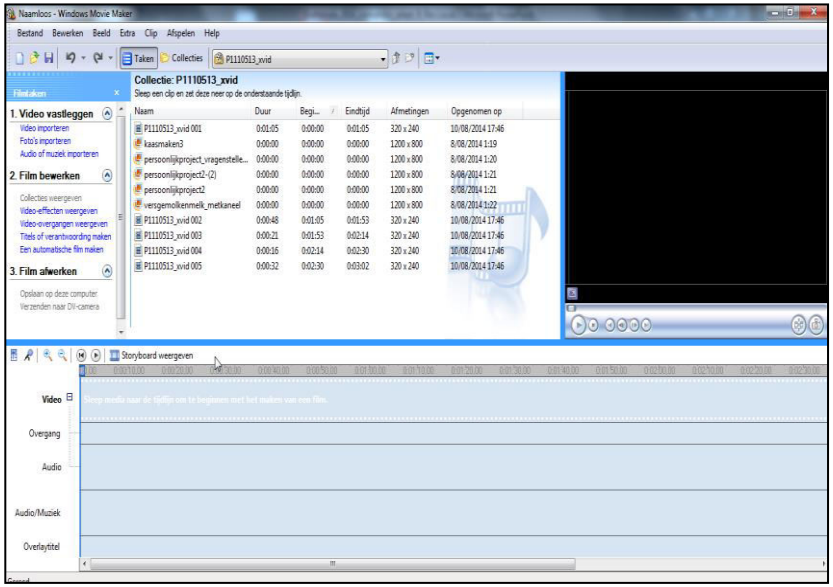
Step 9: Edit the digital story.

Make sure you have collected all the materials in a folder on your computer before starting to edit.

Import the material of the source files in the installation program and drag them into the timeline.

Cut pictures to the correct length and place them in order of your storyboard.

Make sure that the titles are perfectly legible (to keep them long enough in the screen).



Demonstration – editing software

Step 10: Export your movie

Before exporting don´t forget to put the right logo´s, titles and credits on the movie.

Then the movie is ready to be exported from the installation program (high quality AVI, best quality).

The movie is ready to be published on social media...

Videopad

Download free version here:

http://www.nchsoftware.com/videopad/index.html

UC Leuven Limburg

MOVING MINDS

Student participation @ UCLL

Student participation

Structural student participation:

- Student Council: education, student services & student policy → representation
- Student Association: off-time (event, sport, culture, …)

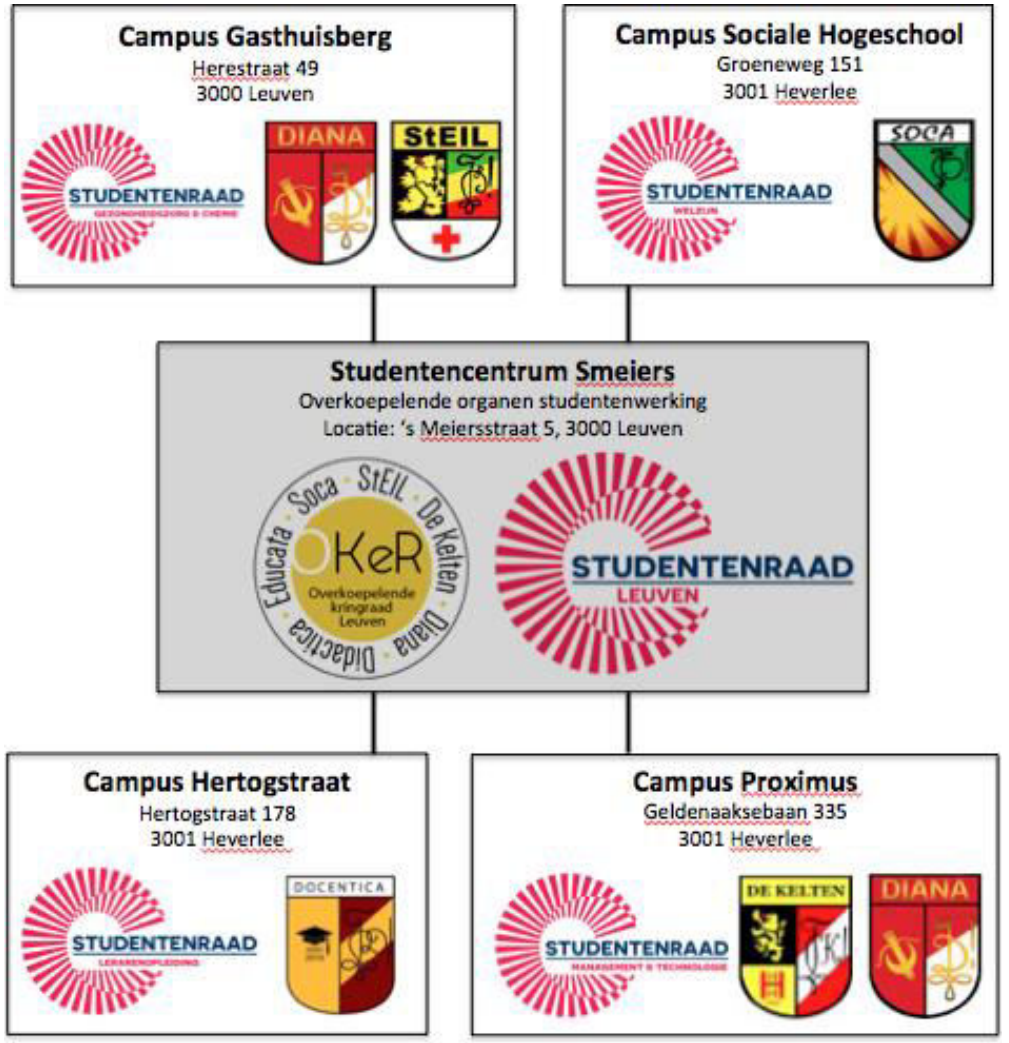
Others: student support during classes, international days, reception days, peer support, etc.

UC Leuven Limburg
MOVING MINDS

Student participation

- Each campus has a student council and at least 1 student association

- Every student council & student association has an 'umbrella organisation'
  - Big events
  - Coordination
  - Representation
  - Guidance
  - Cross campus' topics



The importance of participation

- It provides you with a social network
  - f.e. Student associations organize weekends, meetings, parties, … for freshman students
- Personal and professional growth
  - Shows involvement
  - Communication skills
  - Shows responsibility
  - Organizing skills
  - Social skills
- “Making school together”: for students, by students

UC Leuven Limburg
MOVING MINDS

UCLL-support

Participation coach

- Paid by UCLL
- Coordinates and guides the 'umbrella organisations'
- Follow up on student council & associations @ campus
- Follow up on student- and participation policy & vision
- Communication between UCLL and their students
- Optimizes collaboration between student council & association

UC Leuven Limburg
MOVING MINDS

UCLL-support

- Course unit 'Student Participation'
  - 3th year: several options of course units
  - appreciation and validation of the effort and skills of student representatives
- Central office + support @ LOKO
- Financial support
  - UCLL pays €5 per student
    - €2,5 for student associations
    - €2,5 for student councils

UC Leuven Limburg
MOVING MINDS

Challenges

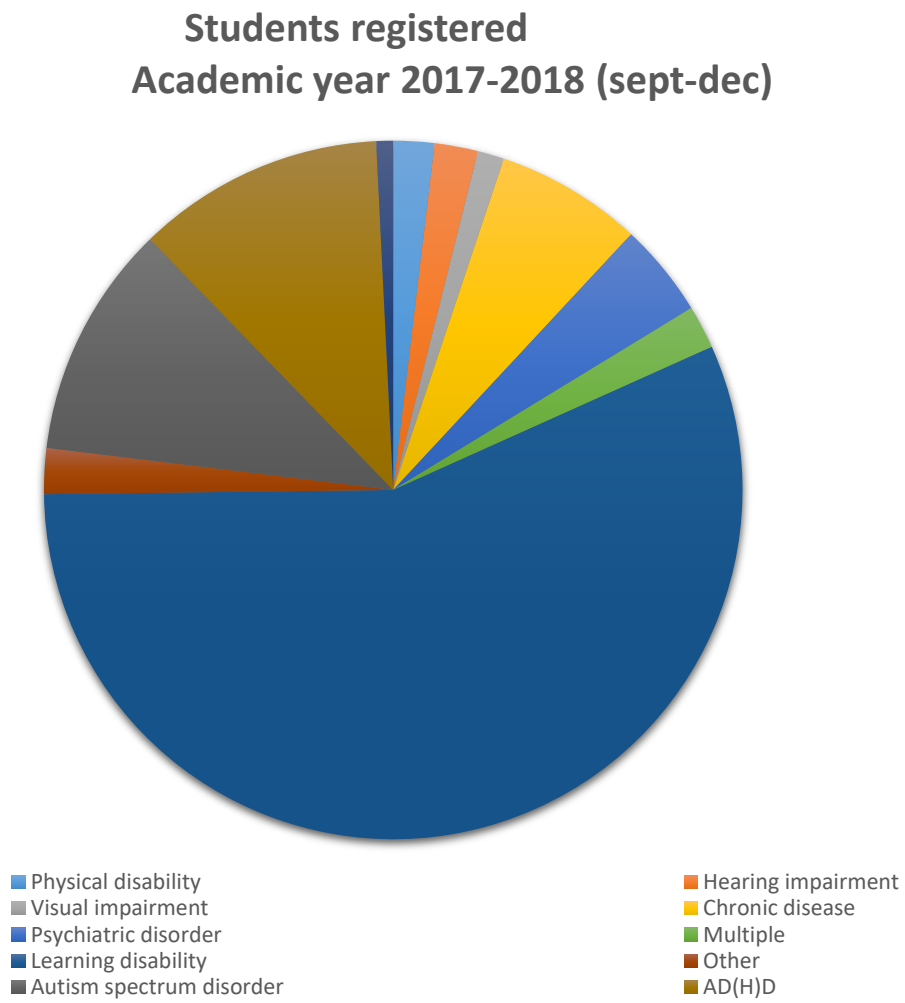
- Policy-making and governance WITH students
  - Inclusion during every step of the way
  - Not only seen as a formal obligation, but a crucial necessity
- Inclusion of every kind of student
  - Working students
  - Shuttle students
  - International students
- Participation = time consuming
- Sustainable system: 1 mission & vision?

Study and disability

Policy and legal context HEI's

- International Convention on the Rights of Persons with Disabilities (2006)
- Higher Education Codex
- Support model of Inclusive Higher Education (september 2017)
- SIHO: partnership of associations of university and university colleges

UCLL: numbers

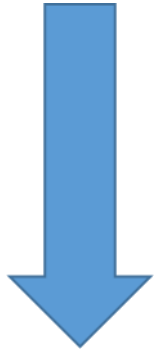


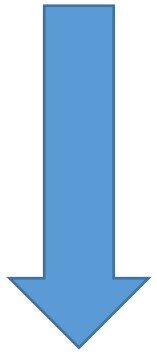
Target Group	Abs	%
Physical disability	17	2%
Hearing impairment	18	2%
Visual impairment	11	1%
Chronic disease	61	7%
Psychiatric disorder	39	4%
Multiple	18	2%
Learning disability	507	57%
Other	19	2%
Autism Spectrum Disorder	97	11%
AD(H)D	103	11%
Other Developmental disorder	7	1%
Totaal	**897**	**100%**

UCLL policy

Universal design

Reasonable adaptions





INCLUSIVE EDUCATION

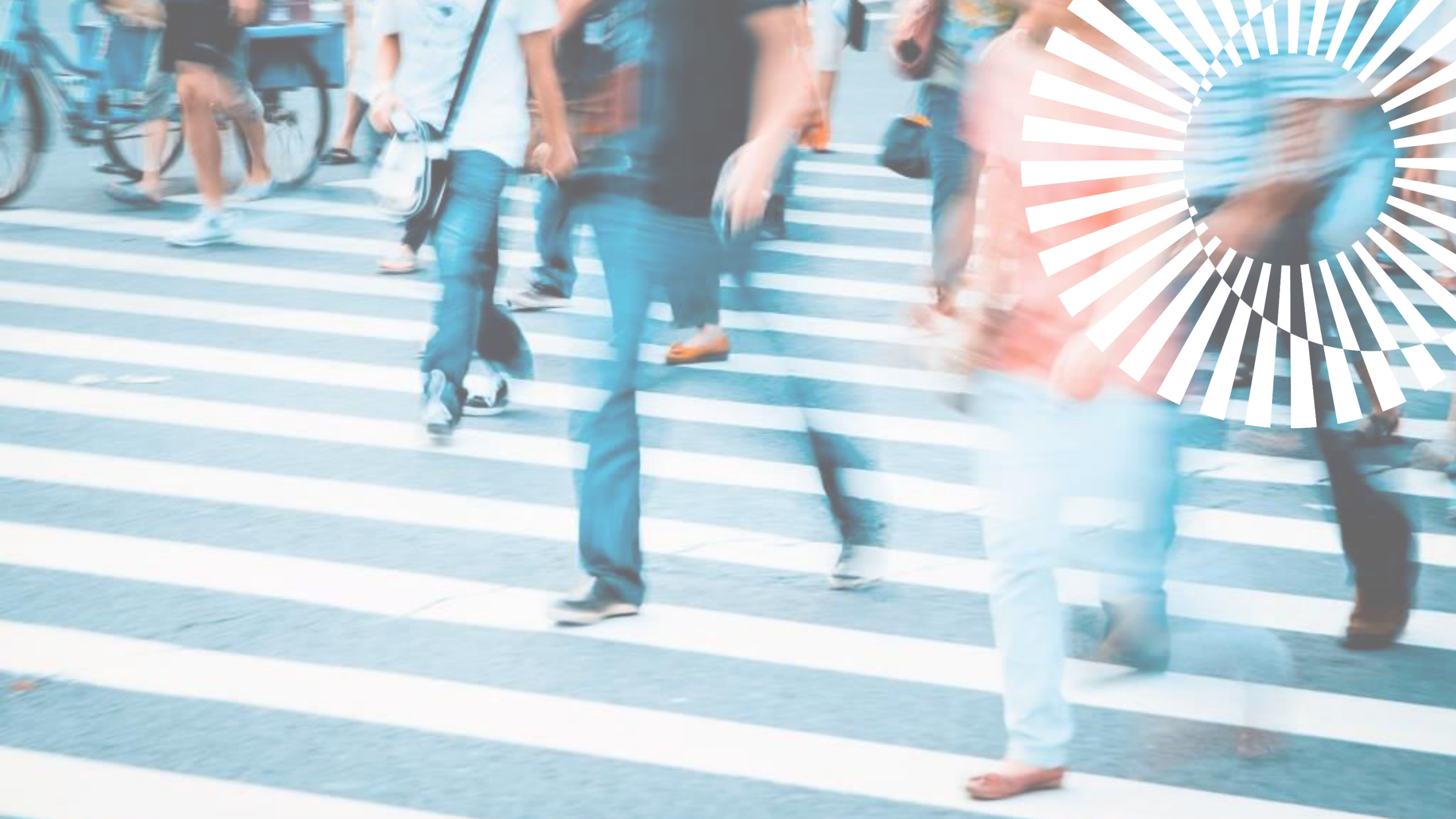
Facilities

- Assessment at student office
- Special status based on documented impairments
- Accomodations for instructional settings or exams
- Educational facilities:
  - Personalised deadlines for papers
  - Permission to make sound or video recordings
- Exam facilities:
  - Extra time
  - Use of laptop with text to speech software

Support team (student services)

- Individual coaching & advice
  - planning and organisation
  - wellbeing
  - requesting support tools
  - …
- Support study programmes
- Buddy project, group sessions

- Flexible, student-centered support

Other

- Text to speech software
  - Sprint
  - Kurzweil
- Financial aid for visual, auditory impairment & physical disability:
  - VAPH for educational assistance
  - Government of education: assistive technology, sign language or writing interpreters, translation in braille
- Supported living in Leuven