

Hello! This is the third introduction to inclusive learning and UDeL.

My name is Elinor Olaussen and I work at Universell in Norway, which is the national centre for inclusive learning environments and universal design in higher education.

In this short video we will focus on how to practice UDeL and we go through some practical tools and resources.

We look at UDL connected to curriculum design, teaching and learning activities and inclusive assessment.

Let's start with curriculum design. Building a programme or a course or even when planning a teaching lesson, it is helpful to do it with your inclusive glasses on.

Building it from scratch you should start by defining what the core requirements of the course are.

For example in an exam situation, is it the method that is most important or is it what the students have learned?

In a survey in 2015 NOKUT - the Norwegian Agency for Quality Assurance in Education, found that learning outcomes descriptions gets too general and not that relevant for the subject when teachers uses prenormed standard formulations.

What kind of value do these learning outcome descriptions have for teachers and students?

In the process of defining core requirements explore which core requirements you cannot change regardless of any disability.

Then try to look at how you can meet the diversity of the students in the planning process.

Who is important to involve? And how can the competence standards and learning outcome descriptions be made more accessible for students with different needs?

Another important aspect in the planning process is constructive alignment, which means that you're having a holistic view on the whole process.

It's important that teaching methods, learning activities and study literature correspond to what your test for in assessment.

Think about your teaching and learning activities.

How do you present knowledge and information?

What learning resources do students use?

And in what way do you present assignments and tasks?

In what way do you present solutions and how do you provide feedback?

Is there an overweight of a particular form of communication? Often there is an overweight in the traditional lecture and written text.

Ask yourself, how do you learn best?

We all have different strengths and preferences when it comes to how we access, engage and comprehend information.

Some of us are more auditive, other like it visual, some like information verbalised and some prefer to interact with others. Most of us like a combination of different approaches. And the most typical answer is what I prefer depend on the context and what I'm going to learn.

That's why it's so beneficial to vary how you express essential knowledge in the subject.

It could be what kind of pedagogical approach you use, it can be what tools you use for interaction, or what kind of platform you use to retrieve information and knowledge.

Here are some examples of alternatives or a supplement to a traditional lecture.

It is not necessarily the traditional lecture in itself that is excluding, but we need variation to activate all students' senses. Flipped classroom, problem-based learning and practical learning are good alternatives in that matter.

We also linked up a video where a student with a visual impairment talks about her experiences with flipped classroom as a means for an inclusion.

There are also a variety of tools which can make both a traditional lecture and other methods more inclusive.

You can for instance record your lecture with office mix or Screencast-O-Matic which I'm using in this recording. Then students have possibilities to see your lecture whenever they want to and in their own pace.

If you want to activate the students or check for understanding you can use padlock, mentimeter, kahoot or top hat.

Lots of tools like this are especially inclusive for students because they can participate in the

discussion anonymously.

In addition to the textbook there are countless of resources of information online. This can be of great support for both teachers and students.

For teachers when they are going to describe certain concepts for their students. And for students when they need additional resources to understand something.

Podcasts and TedTalks usually go in-depth on specific topics and can stimulate reflection.

Other resources could be "Open Education Resources Commons". This is a public digital library of open educational resources connected to higher education. "Educause" is one of them.

Another platform is "Khan Academy". This is the place where you can find educational resources made by ordinary people for ordinary people. For instance you can find inspiration for what you as a teacher can do differently when it comes to presentation techniques, for instance.

How do you present important concepts when you don't use PowerPoints or PDF?

What tools or Multimedia do you use or recommend as a resource for your students?

When you present important concepts or tasks, the video format could be a great alternative to a long document full of text. But then you have to remember to subtitle the video or provide a text alternative.

Up until now we haven't got a program that automatically captioned the text in Norwegian. But Screencast-O-Matic does. You have to modify it manually afterwards but this is a quick fix.

Screencast-O-Matic also captures the text in other Nordic languages.

Course material becomes more accessible if you make it available in advance of your lecture. This way students are better prepared and it is easier to follow the lectures regardless of a disability.

If you don't have enough time to share course material in advance, it is also helpful to share it after the lecture because it makes it possible for students to repeat new learning.

Inside all Office programs there is an accessibility checker. This one tells you what is wrong and how you can make your documents more accessible. Like in this picture.

We also recommend you to video record lectures and include transcripts for videos in order to make accessible course material.

Blackboard Ally is an alternative to accessibility checker in Office programs.

This is an additional program to the e-learning system Blackboard which is also compatible with Canvas and Moodle.

This program view file accessibility. It tells you what you can do to make your documents more accessible.

What's really unique with Blackboard Ally is that it offers alternative formats.

No matter what format the teacher puts into the e-learning system, the students can choose what kind of format they want to download.

For instance, Ally can tag a PDF document so students can use assistive technology to read it. Ally can convert a document to an audio file in only seconds. And it can translate documents into other languages.

These features are not just for students with disabilities. They could benefit students who want to read something on the bus, international students who can't speak the language or students who learn better auditive.

We use disability simulation tools in our courses to simulate how students with different needs experience documents and websites.

Funkify is a program developed in Sweden which helps you experience the web and interfaces through the eyes of people who have blurry vision, dyslexia, motoric disabilities or people who are colour-blind.

Funkify manipulates colours with different filters, makes you lose control of your mouse pointer, makes letters dance and uses foggy filters.

Inclusive assessment. Think about how you assess students and provide feedback; what kind of assessment methods do you use?

What kind of qualities and abilities do you test them for?

What do you do to mitigate students' anxiety?

How do you provide feedback and how do students provide feedback to you?

Is there an overweight of particular form of method? Often there is an overweight in exams and written assignments.

We all have different strengths and preferences when it comes to how we demonstrate knowledge.

Some prefer to respond orally, others prefer to write. Some are more practical, some like collaboration with others and some like to work alone.

Most of us like a combination of different approaches.

And as with the teaching process, what we prefer will depend on the context.

That's why it is so beneficial to vary assignment format, tools and technologies we use and what resources that are available.

Does the exam measure what the students have acquired from knowledge and understanding in the subject? And if so, how well?

The exam is often the preferred form of assessment even though alternatives exist and even where one may have reasons to believe that other forms of assessment are more appropriate.

When the exam is still chosen it may be due to several things, for example uncertainty about which alternatives exist.

Regardless of assessment format we can test various ways of students' understanding depending on what we focus on and how we write exam questions.

If we tell them to recognise and recall facts, we ask for something else then if we tell them to analyze, evaluate or create something.

This was just a brief introduction to inclusive learning and UDeL. If you want to learn more, here are some books you can read.