

Universal design as an institutional approach international good practices



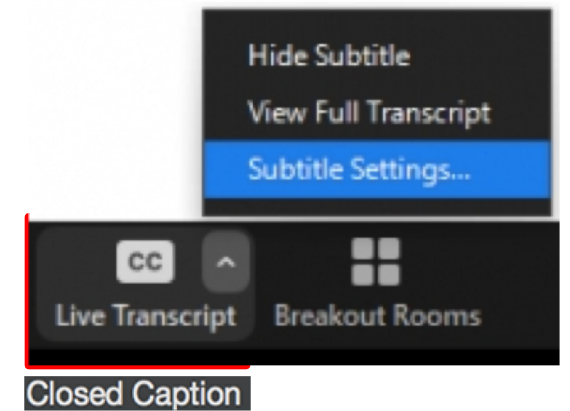
Support Centre
Inclusive
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Rules of the webinar

- **Microphones** off
- **Cameras** on only for speaker(s)
- Use the **Q&A box** to send your questions to panelists

Rules of the webinar

- Live captioning available
- CC button to turn it on
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Welcome



Webinar series



Webinar series

Webinar 2

Universal design as an institutional approach: international good practices

- Explore the wide array of inclusive classroom practices that have emerged and been developed in the post-secondary sector during the past decade;
- Examine how UDL has been implemented at institutional level;
- Discussion with practitioners already engaged in the process of making teaching and learning more inclusive
- Reflect on how some of these experiences can be transferred to own context

Panelists



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Content

Presentation 1 Universal design as an institutional approach - Odisee University of Applied Sciences – An inspiring Flemish case study
Valérie Van Hees

Presentation 2 Implementation of UDL in Higher Education: An North American overview - Successes, challenges and lessons for the next decade
Frederic Fovet

Panel and audience discussions

Getting to know the audience

Go to **menti.com** and use **code 50 76 57**

Universal design as an institutional approach

Inspiring Flemish case study

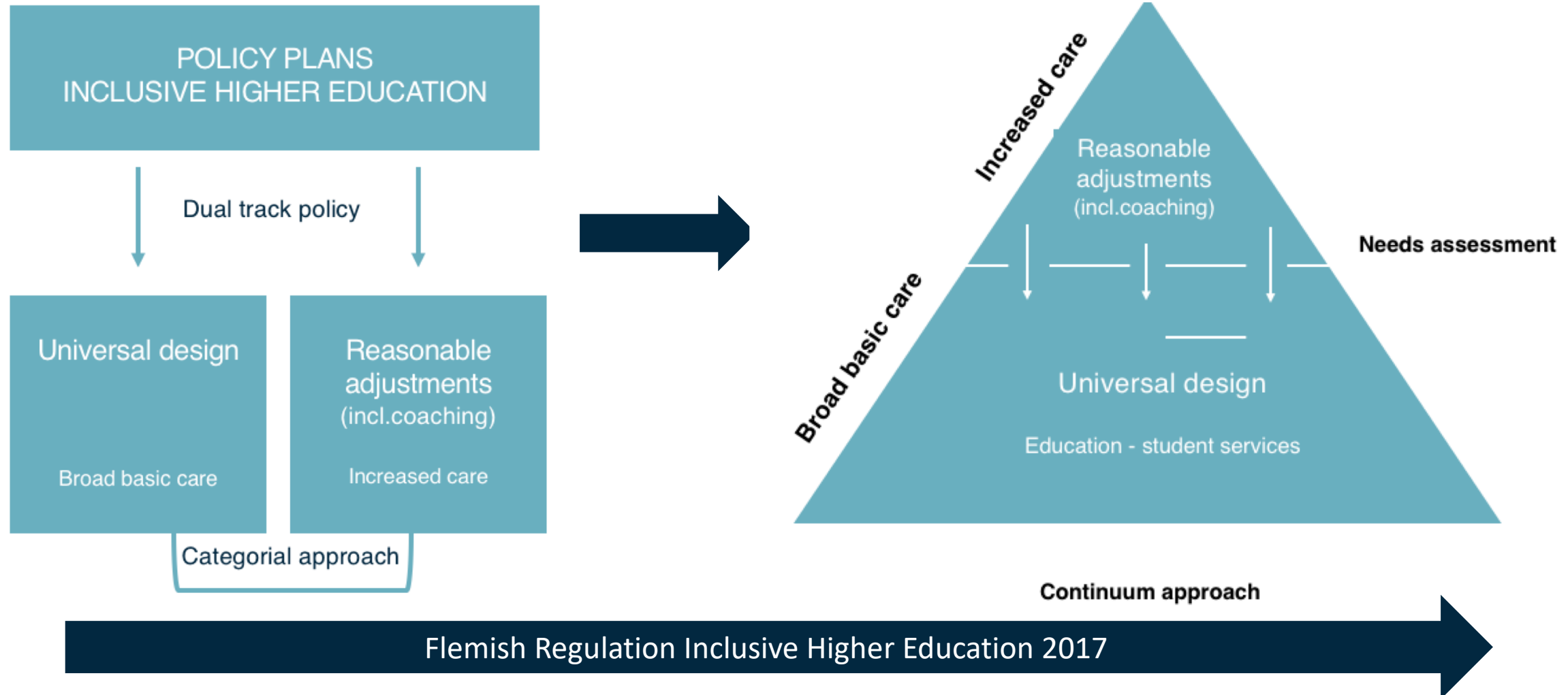
Odisee University of Applied Sciences



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Valérie Van Hees
Coordinator SIHO

Regulation Inclusive Higher Education



Regulation Inclusive Higher Education

Universal design

Design of products, environments, programs, and services which can be used in the broadest possible without the need for adaptation or a special design

Reasonable adjustments

Specific adjustments when needed for students with a disability*, working students, top athletes, etc.

**embedded by decree*

Odisee University of Applied Sciences

1

- 10,500 students
- 25 professional bachelor degree programmes
- 3 bachelor-after-bachelor programmes
- six fields of study: biotechnology, commercial sciences and business studies, education, health care, industrial science and technology, and social and community work

2

- By the **year 2027**, Odisee aims to become a **sustainable, flexible and inclusive Co-university** of Applied Sciences.
- Focus to guarantee **an inclusive learning environment** with equal educational opportunities for each and every student, based on active interaction between students, staff and actors from the field. Universal design forms the starting point

Universal as a starting point

“ Educational design in which **diversity** is recognised and sufficient **differentiation** is provided so that **education** (instruction, assignments, materials, infrastructure, feedback, guidance, services and evaluation) is **accessible to all students.**” (Odisee, 2020, p.2)

“ We create a **learning environment** in which students have the opportunity to make their own blend from the range of face-to-face education, digital learning, self-study, synchronous and asynchronous learning activities, individual and group activities, workplace learning, informal learning and learning at the University (Odisee 2020, p.4).”

Universal as a starting point

“ The **educational team** takes up roles related to curriculum design, the development of course units and learning support. The team divides these roles among themselves or combines them, depending on the present expertise and talents. Experts from the services support the teaching teams where necessary. Students can address their teachers for coaching in setting up, going through and completing their own learning path.” (Odisee, 2020, p.1)

“ **Students take ownership** in their own **evaluation**, through formulating learning objectives concerning the content, the form and time of evaluation and in the continuous feedback and feedforward on the learning process.” (Odisee, 2020, p.1).

“ **Inclusive exam and pedagogical measures**

Extended exam time
<ul style="list-style-type: none"> • All students are granted $\frac{1}{3}$ additional time during written/online exams and there will be double preparation time for anyone who asks for it during an oral exam. • By default there are no exceptions to these rules. • For quality and monitoring purposes, teachers are expected to mention on the exam copy the exam time, the additional time ($\frac{1}{3}$), and the final exam time (sum of the exam time and the additional time).
Read aloud questions
<ul style="list-style-type: none"> • Students can ask to have the question been read aloud to avoid misunderstanding the question. • Reading the questions aloud does not imply that additional explanations must be given by the teacher or the supervisor.

Table 1: Measures to promote inclusive assessment

Language

- The language of the students will only be taken into account in the evaluation when correct language use (including correct spelling) is included in the ECTS course description of the course.
- This measure only applies to **exams**, not on bachelor's theses, papers and internship reports. It is supervised by Odisee's Language Policy.

Basic mathematical operations

- Students can use a **simple pocket calculator** to perform basic operations, unless the use of pocket calculators contradicts the core objective of the course.
- **The term** 'basic operations' refers to addition, subtraction, division and multiplication.

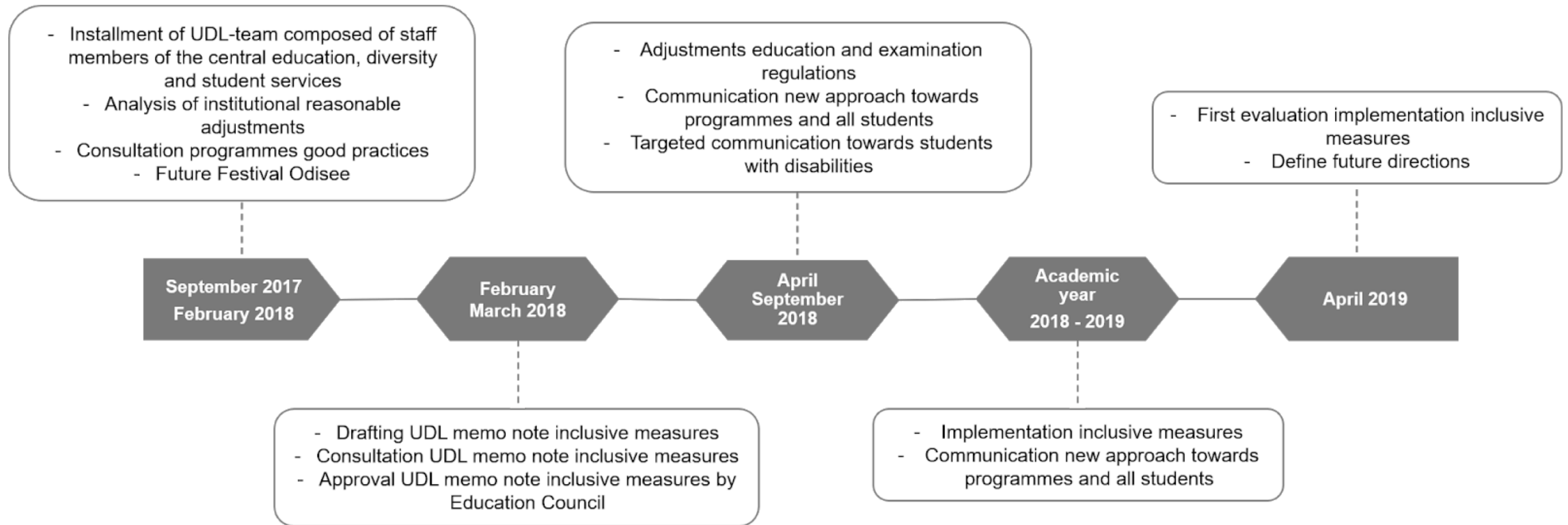
Food and drinks

- Students have **permission** to eat something small (e.g. dextrose or a dry snack) or have a drink during exams.

Specific and documented evaluation criteria
<ul style="list-style-type: none"> • Assignments are described in a sufficiently concrete manner, with clear evaluation criteria based on the core objectives of the course and published in the learning management system used by the institution.
Model of appropriate exams
<ul style="list-style-type: none"> • Examples of “appropriate” assignments (with a score of e.g. 14-15/20) are made available (to the extent possible) to clarify the teachers expectations for this assignment. The same goes for exams.
Posting of learning supports prior to a lesson
<ul style="list-style-type: none"> • The didactic learning materials of the lessons (e.g. PowerPoint) are made available to the students prior to the lesson.
Lector recording
<ul style="list-style-type: none"> • Lecture recording of all course units have to be made available, if not contradictory with the learning outcomes.

Table 2: Measures to promote inclusive pedagogy

Participatory approach



Evaluation

- Teacher evaluation (online surveys)
 - Consultation study programmes
 - Interviews with students
 - Consultation education council
-
- Overall the 'innovation' towards inclusive higher education was evaluated **positively**. Teachers and students largely stand behind the inclusive measures and believe they have put the theme of "inclusive higher education" on the map in Odisee.

Evaluation

Extended time written exams

- 72% of teachers stand behind the measure
- 39% have additional needs, foremost on quality assurance (correct execution of the measure)

Model of appropriate exams

- 88% of teachers stand behind the measure
- 36% of teachers have additional needs (e.g. inspiration on how to organise the measure, communicate to students that they should be present earlier if they want extra preparation time)

...

Future directions

“ The key ingredients for an inclusive and qualitative approach within higher education consists of the teachers that collaboratively create an inclusive culture and implement inclusive practices.” (Odisee, 2020).