From Face-to-face to Online UDeL Camps

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From Face-to-face to Online UDeL Camps: Supporting Staff at Higher Education Institutions in Developing Universal Design for eLearning (UDeL)

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Project: TINEL, Towards Inclusive eLearning

• EU Erasmus+ programme
• 3 years: 2018-2021
• Partners from Finland, Norway, Sweden and UK
• Aims:
  • Increase **awareness and knowledge** about inclusive eLearning
  • Create and test a **model for training teachers**
  • Develop and test **learning material** for teachers
Methods: Camps and Follow-up webinars

- Participants: Staff in Higher Education Institutions.
- 4 Camps: 9-10 participants + project partners
- 4 Follow-up webinars, 6-8 weeks after each Camp + diss. webinars
- Content: Focus on Universal Design for eLearning (UDeL)
- Camp 1 (Jan. 2020) Face-to-face in Oslo, 3 full days, 9 participants
- Camp 2 (Sept. 2020) Online, 5 half days, 10 participants
- Developed iteratively:
  - As a model for training teachers. Increase the peer support network
  - Learning material
Universal Design for Learning (UDL)

Removing thresholds for learning, so students can:

• **Engage in learning** in multiple ways
• **Receive information** in multiple ways
• **Show their knowledge** in multiple ways

CAST guidelines: [http://udlguidelines.cast.org](http://udlguidelines.cast.org)

UDeL = UDL with a focus on eLearning
Aspects of student diversity

- Ability, disability
- Personality, gender, culture, learning style, pace and preferences
- Study contexts and situations
- Age and prior experience
- Language skills, digital literacy
- Socio-economic background and financial situation
- Family and work situation
UDeL Camps – main principles

• Each participant bring a case study about inclusive eLearning
  • Makes the Camp content relevant
  • Learn from each other (discussions and support)
  • Makes it easier to apply what they have learned

• Create an open and welcoming atmosphere for the participants
  • Share their real thoughts and concerns
  • Fruitful discussions
  • Deeper learning

• Preparations
  • Read/watch UDeL introduction + Present themselves
Activities at the UDeL Camps

• Participants present themselves
• Introduction of UDeL
• Informal pizza/salad dinner/lunch
• Group discussions about own experiences and challenges
• Work with their case studies
• Support from other participants and organisers

• Demo and hands-on exercises about accessible documents and automatic captioning
• Presentation of student experiences and discussion with the student
• Round table activities:
  • Learning material
  • Context Cards (situations for which a proactive teacher can be prepared)
  • Technical and pedagogical tools

• Presentations and discussions about participants’ case studies
Questionnaire 1 week after each Camp

• Experiences of the camp. What have you learnt?
• Comments about the different activities.
• Suggestions for future camps.

Results after Camp 1 (face-to-face):

• Very well-organised event. Good structure. Good atmosphere.
• Learnt new ideas, new skills, new concepts and new contacts.
• Discussions and materials beneficial.
  • The presentation by the student with a visual impairment.
• Spread the camp over more days. More time for discussions.
Changes from Camp 1 to Camp 2

- Online: Zoom and breakout rooms
- 3 full days → 5 half days with many breaks

- Pre-recorded 3 short intro videos about UDeL (captioned) (flipped classroom)
- Pre-recorded a video with experiences from a student with dyslexia (captioned) (flipped classroom)

- Removed a plenary discussion session, to give time for more active group discussions about specific topics

- Informal quiz to give opportunity for informal online discussions
Questionnaire results after Camp 2 (online)

• “Cognitive load did not get too high as we had breaks”
• “A good blend of theoretical issues and specific techniques”
• “It's not just about making learning and materials accessible and inclusive – it's about changing our mindsets”
• Learned most from the discussions about their own case studies.
• The discussion session with the student with dyslexia.

• “Discussion groups without organisers, as they tend to get an expert role and become too dominant in discussions.”
UDL reflections on Camp 1 and 2

Many similarities!

**Multiple means of engagement:**

• How to engage participants online at Camp 2?
  • Problem: Participants could come and go as they pleased.
  • But: Easier to combine with other commitments.
  • Online social events (lunch, quiz) were successful in creating a friendly environment.

• Difficult to balance between facilitating flow in discussions and not intervening too much.
Multiple means of representation:
• Having all materials online created opportunities for illustrating and learning about multiple means of representations. (“Walk the talk”)

Multiple means of action and expression:
• Encouraged participants to choose their preferred method of presenting their case study and contributing to activities.
• Discussed and used tools such as Menti and Padlet.
Conclusions of the Camps

• The Camps were a success
  • Welcoming atmosphere
  • Many interesting discussions about UDL/UDeL based on the participants previous experiences
  • Great to discuss eLearning online
  • Hard to get all participants join all online activities

• Learning materials were useful
  • Experiences from students with disabilities were inspiring and highly appreciated
  • 140 suggestions for new Context Cards

• Wished for more short videos and examples on what works from both student and teacher perspectives
Suggestions for online teaching situations

Engagement

• Recruit participants who are self-motivated to participate.
• Ask participants to bring their own case study to work with and discuss.
• Clarify mandatory/voluntary activities.
• Clarify expectations and share agenda on beforehand.
• Foster collaboration and stimulate a welcoming atmosphere through interactive group work and social activities.
• Create multiple opportunities to receive and share feedback.
Suggestions for online teaching situations

Representation

• Present information in multiple formats and ensure the documents and learning material are accessible.
• Vary approaches, methods, activities and tools.
• Video tape important presentations to be viewed countless of times.
Suggestions for online teaching situations

Action and expression

• Give participants the possibility to choose preferred format when handing in assignments.
• Give participants the opportunity to choose how they communicate.
• Use technical interaction tools like Menti and Padlet to vary how participants contribute to discussions.
• Provide different opportunities to provide feedback during and after the online teaching activity.
TINEL Closing Conference 8-9 Dec. 2021

In York, England and online.
Save the date! Invitation will be published on the TINEL project home page: https://www.hamk.fi/projects/tinel/

Please help us by sending links about:
• Videos with students’ or teachers’ experiences of UDL/UDeL
• Articles with teachers’ experiences of UDL/UDeL
to hakan.eftring@certec.lth.se

Thank you!
Camp participants

• 9 Participants in Camp 1 (face-to-face)
  • 6 teaching staff, 1 educational developer, 1 ICT advisor, 1 MOOC project assistant

• 10 Participants in Camp 2 (online)
  • 5 teaching staff, 1 educational developer, 1 librarian, 2 ICT specialists working as staff educators, 1 MOOC project assistant
3 incentives for developing a training model and learning material for UDeL

• Increased blended and online teaching and learning
• EU Web Accessibility Directive
• Corona pandemic

New opportunities to create flexibility with Universal Design for eLearning (UDeL)
Example of situations for which a proactive teacher can be prepared:

**Theft**

“A student had his laptop stolen and need to attend your online course using his smartphone.”

**Children**

“A student needs to pick up his child at the day-care centre and can not attend any lectures late afternoons.”
Learning material for teachers

• Videos with experience from students and teachers.

• Articles with teachers’ experience from development projects
Links

• Malin – Student with dyslexia (video)
• Gagan
  • Being a Student with Visual Impairment
  • Critical Reflections of Being a Professional with Visual Impairment
• Camp participants’ experiences of Camp 1: Lotta (video) och Lars (video)
• UDL articles from the TINEL project