Version 3

Agenda for the UDeL Camp 4, online 12-16 April 2021

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Overview of the schedule

N.B. Central European Summer Time (CEST)!

Monday 12 Apr.	10.00-14.15 CEST
	(i.e. 9.00 in the UK, 10.00 in Sweden and Norway, 11.00 in Finland)
Tuesday 13 Apr.	9.00-13.30 CEST
Wednesday 14 Apr.	9.00-13.30 CEST
Thursday 15 Apr.	12.30-15.00 CEST
Friday 16 Apr.	9.00-12.00 CEST

Zoom link:

Mandatory preparations before the Camp

- **Read the document "Introduction to UDeL Camp 4"** (7 pages) about inclusive education/e-learning. It includes info about the Erasmus+ TINEL project.

- **Watch the three introduction videos about inclusive education** (6, 12 and 13 minutes)
  You will find these in the Teams folder "Preparation before Camp".
  At the Camp we will discuss: What was interesting and important for you? What was hard to understand?

- **Present yourself digitally (deadline: 8th of April)**
  Before the Camp, participants present themselves digitally. You are free to choose preferred format (self-made video, written note, drawing, PowerPoint presentation etc), as long as it includes information about your role, context, interest in inclusive learning, motivation to participate in the Camp and example(s) of challenges with inclusive learning so far. Please note that this is only a short introduction (2-3 min video/ half a page in a word document or similar). **Please, upload your presentation in the discussion forum in Microsoft Teams. You will get an invite for this platform on 7 April.**

- **Reflect on a case to work with during and after the Camp**
  You also need to reflect on a case or focus area from your work you want to improve or develop during the Camp to become more inclusive. The overall idea is that participants will explore how information, teaching materials, learning activities and assessment methods can be designed to include students with different backgrounds and needs, and you can choose a preferred focus.

Please note that it is NOT vital to find a case before arriving the Camp. To illustrate the range of focus areas, here are some examples:

- o Course/Curricula design (how to design teaching methods and learning activities that embraces student diversity).
- o Universal design of self-produced digital learning material (documents/ videos).
- o Universal design of information (How information can be designed and presented to reach out to all students).
- o Universal design of services you offer for students/staff.

Please note in order to make the Camp and discussions fruitful it is important that you complete all mandatory preparations and do you best to attend all activities.

During the Camp

The main activity in the Camp is to work with the case, supported by presentations, learning activities and group work.

During the Camp participants will learn about UDL and UDeL, student diversity and how to increase the flexibility of the chosen course regarding how students can engage in learning, how students can receive information and how they can express their knowledge.

The last two days of the Camp participants present their cases and work so far for a peer support group consisting of project partners and participants. The presentations include reflections on how they will continue to work on their cases after the Camp. For more information about the content in UDeL Camp 4, see the agenda below.

Monday 12 April 10.00-14.15

(Real-time events in bold)

10.00-10.05 Welcome!

10.05-11.00 Partners present themselves (1 minute)
Participant presentations (3 min per participant)

11.00-11.15 Short introduction to the UDeL online Camp

11.15-11.25 Break (10 min)

11.25-12.15 Discussions about three UDeL introduction videos
(What was interesting and important for you? What was hard to understand?)

12.15.-13.15 Social pizza/salad lunch (perhaps with something typical of your country or region)
We will discuss food from different countries and individual food preferences.

13.15-14.15 Free time to study one of the four awarded articles from the intro-document or find another article relevant for your case. (What do you see as challenges/success stories? How do they relate to your own practice or experience?)

Tuesday 13 April 9.00-13.30

9.00-9.05   **Short welcome to day 2**

9.05-9.50   **Group discussions**
Participants share experienced **challenges/success stories from their own practice** – or present a challenge/success story from the chosen article.
(What do you want to improve in your own teaching/work, e.g. in relation to your chosen article, to include all students, e.g. students with invisible disabilities, students with diverse backgrounds, culture, age span etc.)

9.50-10.15   Short break for the participants to prepare their individual presentations.

10.15-10.45 Short presentations of participants' cases (2 min per participant)
- If you have a case:
  Explain your case and what challenges you will try to solve with it.
- If you are not sure about your case:
  Explain your thoughts about a case and what challenges you would like to solve.

10.45-10.55 Break (10 min)

10.55-12.00 Accessible documents and videos. Hands-on exercises.

12.00-12.45 Lunch

12.45-13.30 Accessible documents and videos. Hands-on exercises (continued).

Preparations for Wednesday morning: Watch the two videos with student experiences and prepare questions for the discussions.

Wednesday 14 April 9.00-13.30

9.00-9.05   **Short welcome to day 3**

9.05-9.30   **Discussions in plenary with the deaf-blind student from the video**
(Link to the 11 min video is available at least the day before)
Watch the video in advance and prepare questions!

9.30-10.00   **Discussions in plenary with the student with dyslexia from the video**
https://youtu.be/d7Kd5spJ1qM (16 min)
Watch the video in advance and prepare questions!

10.00-10.10 Break (10 min)

10.10-11.45 Café table exercises – 3 themes, 3 groups
10.10-10.40   **1st round** (Café tables 1, 2 and 3)
10.40-11.10   **2nd round** (Café tables 2, 3, and 1)

11.10-11.15   Short break

11.15-11.45   3ʳᵈ round (Café tables 3, 1, and 2)

- Café table 1, Learning material
  Participants reflect and discuss the content and learning based on material they got in advance and at the beginning of the Camp.

- Café table 2, Context cards
  Brief presentation of the concept of UDeL-cards. Participants discuss existing and new context cards.

- Café table 3, Technical and pedagogical tools
  Participants discuss and share experiences on different technical and pedagogical tools used to promote (diverse) learning.

11.45-12.45   Lunch

12.45-13.30   Group discussions about participants' cases

Thursday 15 April 12.30-15.00

Morning: 2 hours Individual or co-preparation for the final presentations (voluntary)

12.30-12.35   Short welcome to day 4

12.35-13.35   3 presentations (each 10 min presentation +10 min discussion/feedback).
See a template for the presentations below.

13.35-13.40   Break (5 min)

13.40-14.40   3 presentations (10+10 min)

14.40-15.00   Social quiz

Friday 16 April 9.00-12.00

9.00-9.05   Short welcome to day 5

9.05-10.05   3 presentations (10+10 min)

10.05-10.15   Break (10 min)

10.15-11.15   3 presentations (10+10 min)

11.15-11.25   Break (10 min)

11.25-12.00   What will happen now? Wrap-up of the Camp.

Template for participants' UDeL presentations day 4 and 5

This template provides guidelines for what your presentation should include. You are free to choose approach, methods and format for the presentation which will last for 10 minutes, followed by 10 minutes feedback from the peer support group (project partners and participants).

Guidelines presentation

1. Your role and contact/relation with students
2. Background: reflection of challenges for inclusive practice today
3. Case/ focus area you want to improve/develop to become more inclusive
4. How you will approach case/ focus area
5. If applicable: theory, research, resources you will use
6. Timeframe
7. Obtained outcome and how you will measure it

After the Camp

23th of April: Deadline for short summary

After the Camp participants elaborates their presentations (if necessary to make it understandable by itself) or write a short summary (Max 2 000 characters) as a documentation of what they presented on day 4 and 5 of the Camp. Please, send the summary to and or upload it to Teams within the 23th of April.

Next, participants work individually with their cases, supported by a peer support group consisting of the other participants through the online platform "Teams".

31st May at 9.00-11.00: International Follow-up webinar for Camp participants

Seven weeks after the Camp participants and project partners meet in an international follow-up webinar, where participants share experiences from their work and reflections of deeper learning. We will also invite participants from previous Camps to listen and give support, to increase the UDeL peer support network.

1st, 2nd or 3rd June (preliminary): National webinar in Norwegian for Norwegian universities and in Swedish for Swedish universities

Camp participants from Norway and Sweden will share their experiences to wider audiences in separate webinars.