TINEL ABSTRACT 31.12.2021

The overall ambition of TINEL was to contribute in a shift from the notion of accessibility for separate so called "vulnerable" or "disadvantaged" groups to an inclusive mindset based on Universal Design for Learning (UDL) thinking. The project improved inclusive eLearning from UDL perspective by producing new knowledge for greater understanding and responsiveness to social, ethnic, linguistic and cultural diversity on three levels: 1) inclusive eLearning practices and use of UDL in facing different needs of higher education students on national and transnational levels; 2) innovative pedagogical and technological skills and support network for educators; 3) a training model to begin sensitizing faculty and staff on the issues for designing inclusive e-learning within the context of UDL.

The project was carried out in cooperation between six partners, one NGO and five higher education institutions from Finland, Sweden, Norway, and United Kingdom. The project objectives were: 1) to map and explore inclusive practices of eLearning and implementation aspects of UDL in HEIs 2) to develop an evaluation tool and a training model for improving eLearning accessibility from UDL perspective 3) to develop pedagogical and technological skills of staff for improving inclusive eLearning from UDL perspective.

Main project activities were: 1. Joint Open Call for submission of The Best inclusive eLearning and UDL practices in HEIs; 2. Transnational Best Practices Conference on inclusive eLearning and UDL; 3. Developing an Evaluation Tool and a Training model for inclusive eLearning and implemented UDL along with processing cases from each participant HEIs; 4. Teaching staff and processing UDL cases at Camps followed by Webinars and workshop sessions; 5. Producing UDL learning material to support the training process described above; 6. Transnational Closing conference.

Methodology. To map and explore inclusive practices of eLearning and implementation aspects of UDL in HEIs, an open Call for submission was announced. For the design of entry form to identify the strengths, good practises and areas in need of development were applied from the FINEEC's enhancement-led evaluation questionnaire. The material produced by the Call for submission served as data material from which 1) to map the existing UDL situation, and 2) to define the guideline for evaluation of best practices. Best practices chosen from the proposals were rewarded and published for the wider audience at the Conference in Jyväskylä 2019. To develop the UDeL Training Model, transnational UDL Camps were designed and organised four times, once f2f and due to Covid 19 three times online. The content of Camps, the UDeL model and learning materials were iterated and modified with participants and their real UDL cases from partner institutions. For the Camp participant, own case provided a learning experience to apply UDL pedagogical and technical views. Some cases continued in several camps and some only at one Camp. With a case, the participant had a chance to identify strengths and areas in need of development within own practices. Camp participants created support network for each other. Each UDL Camp was followed up by international and national online webinars, in which implemented and further developed participants' cases were presented for other Camp participants, colleagues and wider audience.

Results and dissemination. In result of the TINEL project, Article collection, Training Model, UDeL learning materials (e.g. videos, articles, UDeL case documents, Context Cards), Enhancement-led evaluation tools, were produced. Results were presented and disseminated at two international conferences organised by the project: 1) Best Practices Conference on inclusive eLearning and UDL, University of Jyväskylä Finland 2019, and 2) TINEL Closing Conference, York University UK 2021. In addition to conferences, transnational and national level webinars with presented UDL cases for the wider audience provided excellent dissemination arenas for spreading results of the TINEL project and UDL understanding. Video documentation of contributing students' learning experiences, pedagogical and technical support solutions, context cards and enhancement-led evaluation tools provide valuable resources to consider in HEI social,

ethnic, linguistic and cultural diversity. Documented UDeL cases of training participants provide practical view for how to apply pedagogical and technological aspects in design process. The Enhancement-led Evaluation Tool provides structure to consider needed strategic and practical views of UDeL support in HEI.

More about the project, results and materials are available on the TINEL website: hamk.fi/tinel.