

Case Studies from the TINEL Camps

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UNIVERSITY OF JYVÄSKYLÄ

 **NTNU**
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Science and Technology

universell*


LUND
UNIVERSITY

 **UNIVERSITY**
of York


ASSOCIATION OF FINNISH
eLEARNING CENTRE



Common goal – different paths



Camp 1-4

- The aim was to improve the accessibility of a self-selected development target related to one's own work, applying the UDL principles.
- International group of participants - 35 staff members.
- Six different universities (York, Lund, NTNU, HAMK, JYU, Bergen) and the Finnish e-Learning Centre.
- Various fields represented, including technology, information and communication technology, education and training, special pedagogy, music therapy, sociology, administration, library, languages and design.
- The participants' work roles varied: assistant professor, university teacher, head of division, study counsellor, coordinator, library worker, lecturer and ICT expert.



Development targets of the participants



Camp 1-4

- Planning personnel training related to accessibility or UDL principles and motivating personnel to develop their own competence.
- Raising staff awareness of the diversity of students.
- Making accessibility guidelines for own organization or field of education.
- Development needs activated by an individual student or staff member.
- Improving the accessibility of a single course or teaching.
- Accessible MOOC.
- Making a practical and functional course online.



Engagement: how to support student engagement and motivation and involve them?



- What kind of pedagogy increases inclusion?
- What kind of pedagogy increases engagement?
- What kind of informal activities are useful?
- How to support interaction, for example activating "shy" students?
- How to take into account differences due to cultural or individual characteristics?
- Freedom of choice according to students' own interest?
- What kind of "carrots" should I offer?



Representation: How to utilize different ways of presenting information and versatile learning materials?



- Accessibility of own teaching, learning activities and learning materials?
- How to make accessible documents?
- How to use automatic speech-to-text features in recordings or real-time teaching?
- Accessibility of published learning materials: books, articles, videos, podcasts etc.?
- What kind of assistive technology, aids or software are available for students?
- How to implement “a traditional course” online, taking into account a wide range of students?



Action & Expression: How can students work on learning content and demonstrate their skills?



- Can you deviate from traditional academic methods (for example writing)?
- Together or alone?
- What opportunities do e-learning environments or online meeting systems offer?
- Is there permission to offer options and optionality?
- What are the national rules and institutional guidelines?

Summary

We have the same kind of questions and challenges, some of the answers and solutions are alike as well.

There is a wide range of pedagogical, functional and technical solutions available.

It is worth sharing good practices,
The journey continues!

Thank you!

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