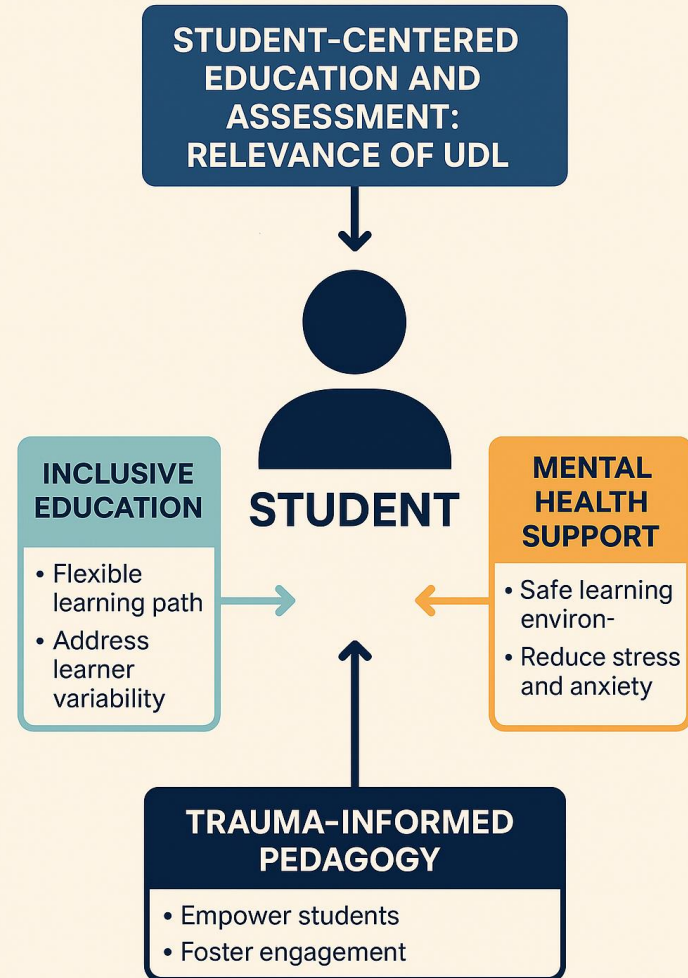## / UDL under emergencies

Three key points

- How to ensure inclusivity under emergencies?

- The importance of mental health support

- Trauma-informed pedagogy with special attention to nature as a healing force

STUDENT-CENTERED EDUCATION AND ASSESSMENT: RELEVANCE OF UDL

STUDENT

INCLUSIVE EDUCATION
- Flexible learning path
- Address learner variability

MENTAL HEALTH SUPPORT
- Safe learning environ-
- Reduce stress and anxiety

TRAUMA-INFORMED PEDAGOGY
- Empower students
- Foster engagement

/ Inclusivity under emergencies

INCLUSIVE EDUCATION
- Flexible learning path
- Address learner variability

- **Provide multiple means of access and engagement**: online; hybrid; radio, device flexibility, *online collaborative learning environments*

- **Prioritize flexibility in attendance:** asynchronous provision, recordings

- **Diversify representation of content**: text, audio, visual resources; offer *choice in activities and allow alternative learning tasks*

- **Draw on students' experiences:** engage students *by valuing their input*

- **Break content in small manageable units:** to reduce overload and prevent drop out.

- **Be flexible with assessment and feedback:** focus on formative feedback, *what has gone well and offer suggestions for improvement*

(e.g., Morris et al., 2021; Sewell et al., 2022)

/ Mental Health support

MENTAL
HEALTH
SUPPORT

- Safe learning environ-
- Reduce stress and anxiety

Embed Self-Regulation Supports: Include mindfulness prompts and stress-reduction tips.

Reflection Activities: Weekly journals or discussion boards for emotional check-ins.

Peer Support Networks: Encourage collaborative learning and virtual study groups to reduce isolation, buddy networks

Mentoring and advice opportunities: low threshold with quick responses and referral opportunities for specialised help

Safe Communication Channels: Provide confidential ways for students to share challenges.

(e.g., Marshall et al. 2024; Pointon-Haas et al., 2021)

/ Trauma informed pedagogy

Trauma-Informed Check-ins: Begin sessions with optional well-being check-ins or grounding exercises.

Multi-sensory learning: community and nature- based learning activities

Story telling and art: Validate student experiences and encourage self-expression.

Trustworthiness & Transparency: Communicate expectations clearly; avoid surprises.

(e.g., National Consumer Advisory Board, 2019; Thompson & Carello, 2022).

NATURE AS A HEALING-FORCE IN TRAUMA-INFORMED PEDAGOGY

BENEFITS OF NATURE

- Regulation of stress responses
- Restoration of cognitive function
- Sense of safety and grounding
- Social connection and belonging

INTEGRATION STRATEGIES

- Outdoor classes or activities
- Nature-based mindfulness
- Biophilic design
- Eco-projects

TRAUMA-INFORMED PEDAGOGY

MENTAL HEALTH

INTEGRATION STRATEGIES

- Outdoor classes or activities
- Nature-based mindfulness
- Biophilic design

/ Opportunity to ask a question

Session 2

Building the student's individual learning pathway based on a student-centered approach using digital tools

/ Agenda session 2

- Activity
- Building a students individual learning pathway
  - Shift from content-based learning to competency outcome -based learning
  - Constructing individual learning pathways
- Using digital tools
  - Connection
  - Collaboration
  - Consolidation

competency outcome-based learning demands:

A.   Is flexible in terms of learning activities

B.   Focusses on what students value and experience

C.   Centers around the application of knowledge and skills

D.   Holistic assessment

competency outcome-based learning demands:

A. Is flexible in terms of learning activities 0.0%

B. Focusses on what students value and experience 0.0%

C. Centers around the application of knowledge and skills 0.0%
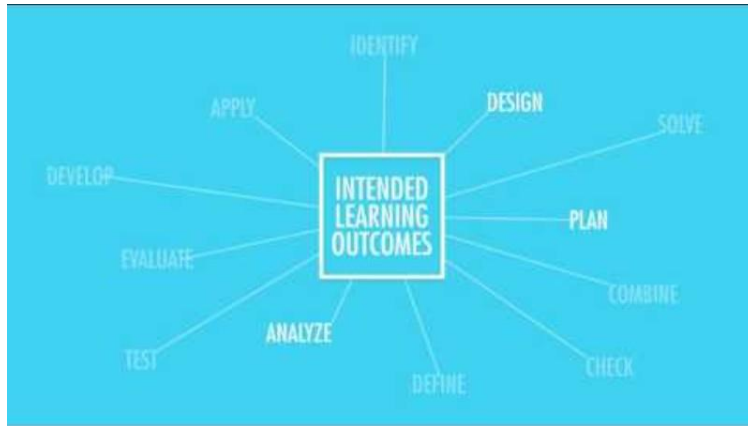
D. Holistic assessment 0.0%

Interne t Go to votezuyd.me and log in with zuyd868

🔴 Closed

ZU YD

The importance of constructive alignment for individual pathways

- What are the objectives or intended learning outcomes (ILOs)?
Knowledge, attitudes or mindsets, skills

- Which teaching & learning activities will support students to achieve the ILOs?

- How will students be assessed?

Biggs and Tang, 2007

/ Roadmap for individual pathways

- Define the programme or module learning outcomes – *Programme level*
- Establish the mode of assessment and criteria – *Programme level*
- Create a study plan
  - Which learning activities are appropriate and feasible – *student /lecturer*
  - Set milestones and planning – *student*
  - Adjust when needed – *student /lecturer*
- Engage in the learning
  - Individual and collaborative learning activities – *student*
  - Regular feedback and reflection through a portfolio– *student / peers /lecturer*
- Assessment
  - Agree when ready for summative assessment *student /lecturer*

/ Example structure of a programme

Level	ECTS	Description	Assessment method
1	15	Portfolio Assessment 1A	Portfolio + assessment team interview
	15	Portfolio Assessment 1B	Portfolio + MoS
	30	Portfolio Assessment 1C	Portfolio + assessment team interview
2	30	Portfolio 2A	Portfolio + assessment team interview
	30	Portfolio 2B	Portfolio + assessment team interview
	30	Portfolio Abroad*	Portfolio + MoS
3	30	Portfolio 3A	Portfolio + MoS
	30	Portfolio 3B (graduation)	Portfolio + Assessment team interview
n.a.	30	Free study space	n.a.

/ Example of a rubric

PLO 1 – International Business Opportunities		
Level 1 – Junior	**Level 2 – Intermediate**	**Level 3 – Bachelor**
B: Complexity low / autonomy low	**C: Complexity average / autonomy average**	**D: Complexity high / autonomy average**
Collects data about the organization's context, market, and customers on an international scale.	Collects data about a new and unknown context, market or customer on an international scale.	Collects data about multiple new and unknown contexts, markets or customers on an international scale.
Identifies trends and developments that might be relevant to the challenge at hand based on the organization's characteristics.	Assesses the relevance of current and emerging trends and developments (forecasts by others) to the challenge at hand based on the organization's characteristics.	Collects data regarding future trends and developments (forecasting).
	Investigates parts of the internal organization environment and determines possible strengths and weaknesses.	Investigates the internal organization environment and determines strengths and weaknesses.
Determines opportunities, threats, strengths and weaknesses for the organization.	Uses data to define opportunities and threats for the organization and connects these with its strengths and weaknesses.	Translates data into opportunities and threats for the organization and leverages these with the strengths and weaknesses.
		Determines possible strategies in consultation and collaboration with experts from various disciplines.
Analyses how a (given) possible strategy impacts the local (foreign) society and the organization itself from a social, ecological, ethical, economic and cultural aspect.	Conducts impact analyses of given possible strategies and determines their viability, desirability and sustainability.	Conducts impact analyses of the possible strategies on the context and the organization and proposes viable, desirable and sustainable strategies to pursue.

/ Example of a portfolio

### Portfolio 3B Graduation – Bachelor (old 10 worlds)

Individual Learning Objective	Start date	Closing Date	Feedback	Challenges	1	2	3	4	5	6	7	8	9	10	Rating
Critical Thinking	2/1/2024	6/10/2024	0 / 13	0	1										100%
Innovation & Creativity	2/1/2024	6/10/2024	0 / 12	0	1										100%
International Business Awareness	2/1/2024	6/10/2024	0 / 10	0		2									100%
Collaboration	2/1/2024	6/10/2024	0 / 10	0					5						100%
Management of Information as digital citizen	2/1/2024	6/10/2024	0 / 6	0	1										100%
Personal & Professional Development	2/1/2024	6/10/2024	0 / 12	0				4							100%
Ethical & Social Responsibility	2/1/2024	6/10/2024	0 / 6	0	1										100%
Intercultural Proficiency	2/1/2024	6/10/2024	0 / 3	0		2	3								100%
Organisation & People	2/1/2024	6/10/2024	0 / 7	0									9		100%
Business Research	2/1/2024	6/10/2024	0 / 12	0	1										100%
My Reflection	2/1/2024	6/10/2024	0 / 2	0	1	2	3	4	5				9		100%

Attachments of the ILO's in this set

/ Session 2: How do digital tools fit into individual pathways?

student experience
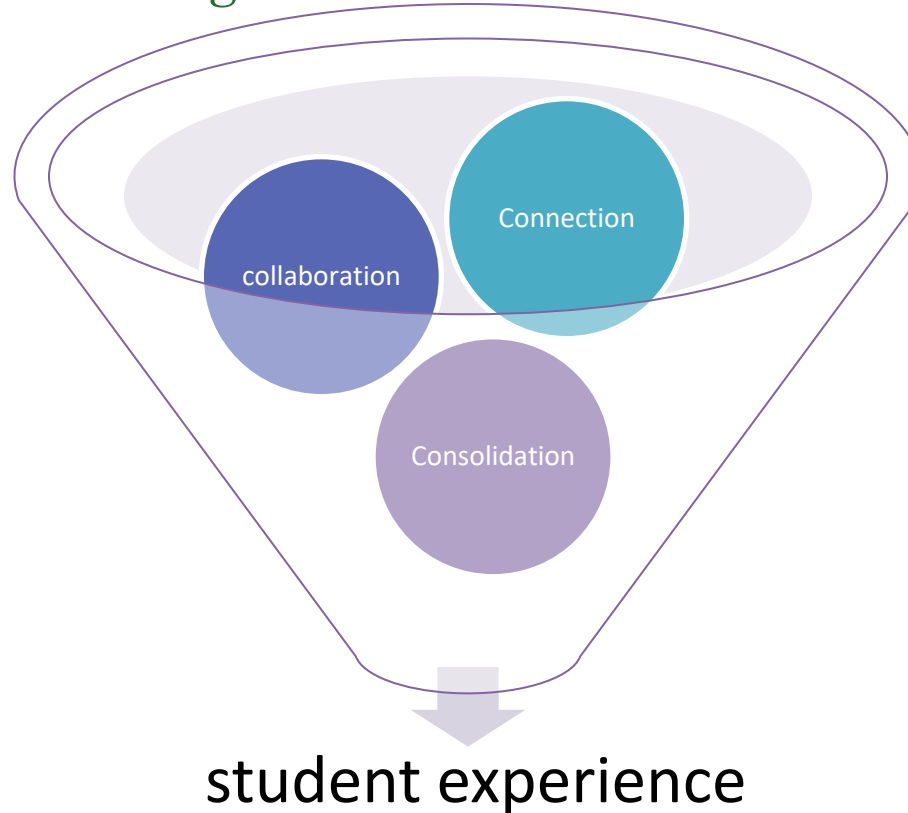
/ Challenges for high quality digital tools

Connectivity

How to provide access to the internet and learning resources and materials?

Technology

How to ensure interactivity in the online / hybrid classrooms?

Digital literacy of students and lecturers

How to use the remote learning platforms effectively?

/ Connectivity

Outside institution and lecturer control

but must be considered in the design of the course.

Examples

- Clarify tech requirements in advance
- Downloadable course materials (low bandwidth options),
- Recording of the lectures
- Preparatory flipped classroom assignments
- Student buddies or other alternative communications modes

/ Technology

Inside the institution's control

and must be considered at institutional level

Examples

- Use platforms that integrate well
- Invest in wide angle or tracking cameras
- Use high quality microphones and speakers for two-way interaction,
- Enable chat functions of e-learning platforms
- Student buddies and social support to enhance student confidence in using technology
- Invest in secure access

/ Digital literacy

<u>Digital literacy</u>

Inside lecturer control

and must be considered during the design of the course.

<u>Examples</u>

- Flexible learning environment
- Training to familiarize with the technology and technical skills
- Protocol on how to behave ethically and responsible online and in class
- Teaching critical thinking, media literacy, and online safety.

/ Examples of digital tools

Connection and Collaboration

- Padlet, Mentimeter, Jam Board
- Zoom, Teams, Google meet
- Chat functions
- Gamification (Kahoot)
- Brainstorming: Miro, Notion, Trello

Consolidation

- Learning management systems Moodle, Canvas
- Assessment tools: Mahara, TurnitIn, FeedbackFruits, online criterium based interviewing

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/ Implications for the use of digital tools enhancing UDL

Attitude; ways of working	Invest in trust building and social relationships See student diversity as a learning resource
Transparency	Lower the context and make implicit rules and procedures explicit. Be aware of hidden messages & check if understood
Safety & influence	Engage students in the creation of the learning experience through feedback and co-creation of the learning environment and classroom ethos.

It needs a system's approach, a change in educator mind set but quick fixes first

/ Opportunity to ask a question

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