Thematic Areas (TAs)

- **TA1 – Student-centered course design**
- TA2 – Teaching performance and Student Learning Support
- TA3 – Student's learning assessment
- TA4 – Impact and mission with and for the society
- TA5 – Professional Development for the Quality of Teaching
- TA6 – Organizational and Administrative tasks related to teaching

Feedback on:
- **Word-Template Course Development Inclusion**
- **Draft Genially Inclusion**
- **Evaluation Criteria**
- **General Remarks**

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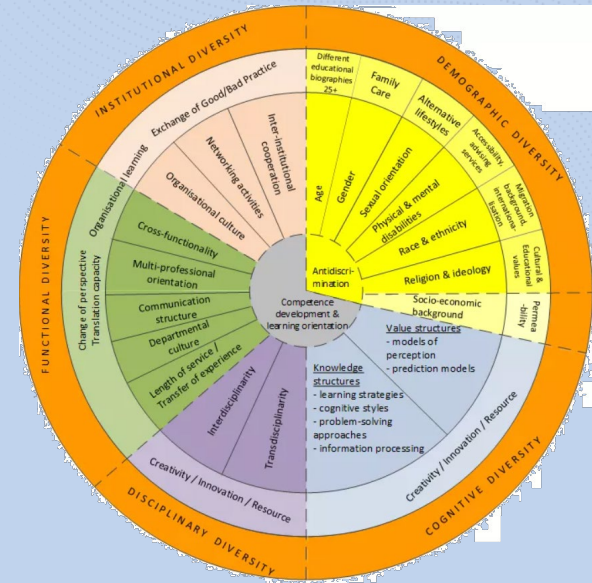tool.profformance.eu

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TA1 – Student-centered course design | 1

- ➢ Slide #1: Introduction
  Addition of Terminology: Impairment, Accessibility, Universal Design,
  Unconscious Bias, Stereotype threat, Student Support
- ➢ Slide #3: Mindmap of the topic

  - ▪ Learning Styles are empirically not validated

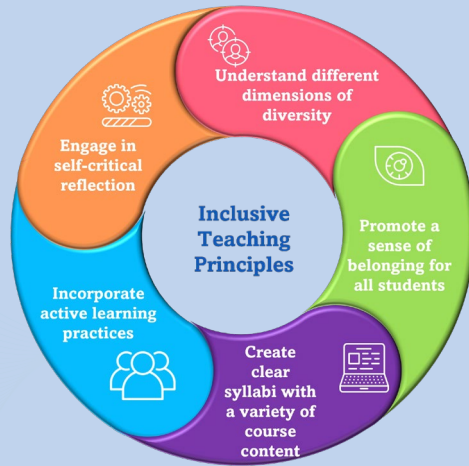 - ▪ Dimensions of Diversity in HE

vs.

➢ Slide #4: Inclusive Teaching Principles

- Promote a sense of belonging *and supply accessible as well as participatory learning spaces* for all students

- Create clear *and universally designed* syllabi ...

➢ Slide #4: Exercises

- Cases instead of open questions? Solutions can be provided

- Research question for standards of own institution

- #3 difficulties having been faced *in the classroom/lecture hall*?

➢ Slide #5: Preliminary Assessment – are ideas/solutions provided?

➢ Slide #11:

- Principle #1: Avoid learning styles – learning habits? – part of UDL?

- Principle #6: Split up UDL: engagement, representation, action

➢ Curriculum reflection: Complement stereotypes with stereotype threat

➢ Adam's, Ivan's and Niomi's stories: Different patterns

Adam	Ivan	Niomi	Uniform pattern?
Open communication and confidentiality	Pre-course support	Communication and flexibility	Identify the challenge (confidentially)
Identifying signs of … (dyslexia)	Flexible learning options	Coursework and assessment	Think about possible solutions for learning and assessment
Offer resources and support	Addressing learning gaps	Support and understanding	Offer resources and support
	Assessment and feedback		Check the outcomes

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➢ Educational policies, Slides #12-17

- ▪ Too long – selection needed; highlights, overview …

- ▪ Positioning – up front?

- ▪ Offer some reading and then some questions:

  – Which of these documents are known?

  – Which of these documents are considered important and why?

  – What are values I consider when designing courses? Select and add

➤ Additionally?

- Teaching Perspectives (Diversity of teaching staff)

- Learning-outcome oriented planning of teaching with consideration of diversity (HEAD-Wheel based)
  (Cowan & Harding, A Logical Model for Curriculum Development, British Journal of Educational Technology, 17 (2), 103-109.)

    – Learning Outcomes

    – Assessment

    – Interaction

    – Content

    – Evaluation and Feedback

    – Quality Development

➢ Evaluation Criteria

- Content: Clear distinctions between planning and delivery

- Relevance: Educational policies vs. hints/checklists

- Trajectory/golden thread: Largely matching the specification; Bloom? Final quiz?

- Methodology:

  – Start with tests/cases in order to get to know the learners

  – Offer different pathways: subjects covered vs. links to further information (self-directed learning); e.g. educational policies up front or at the end

  – Integrate AI for dialogues/feedback? (Case, preferred solution, feedback)

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- Learning outcome should be added
- Mindmap (#4)
  - Is impairment/accessibility missing?
  - vs. Concept Map of Terminology (#6)
  - Possibility to jump to the chapters?
- Questions (#7, 8): Assumption: There will be no detailed answers.
  Better like (#9), drag an drop
- Concepts of inclusive education (#11):
  - Different concepts or various aspects of inclusive education?
  - Better some suggestions that could be linked to short descriptions
- 10 Key Principles of Inclusive Course Design (#14): Source
- Change of Perspective (#15, 16): Unclear connection/storyline
- Educational Policies (#20): Information overload – only exemplary?

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General Remarks

➢ Who is the target group? Beginners or senior lecturers – how much knowledge on teaching and learning can be assumed? Work with personas?
➢ Suggestion: clearer destinction between planning vs. delivery
➢ The courses must be self-referential, i.e. they must fulfill all the requirements of inclusivity themselves