



UDL4U

Cooperation for Innovation and the Exchange of Good Practices

Universal Designed Learning for You

2020-1-FR01-KA201-079900

C1 – Report - IRIPS

Introduction

Due to the COVID-19 pandemic situation in Europe in December 2021 and early January 2022, the C1 event that was scheduled took place online for three days, on January the 11th, 12th and 14th.

The C1 was conducted in two parts : first it took the form of presentations from different partners about the Situation of SEN students and education in their respective countries as well as presentations on the school systems in partner countries. A presentation about the UDL method was also presented by Turkish partners and a plan for lessons using the UDL methods was also provided.

The second part of the C1 took place as working groups on different subjects, a first session was about Special Educational Needs where the partners had to discuss several topics on the subject in order to provide feedback and a joint approach from different partner countries. A second session was about the UDL method and the way to spread and raise awareness on it, again, the participants in the working groups had to provide their feedback and the result of their discussions.

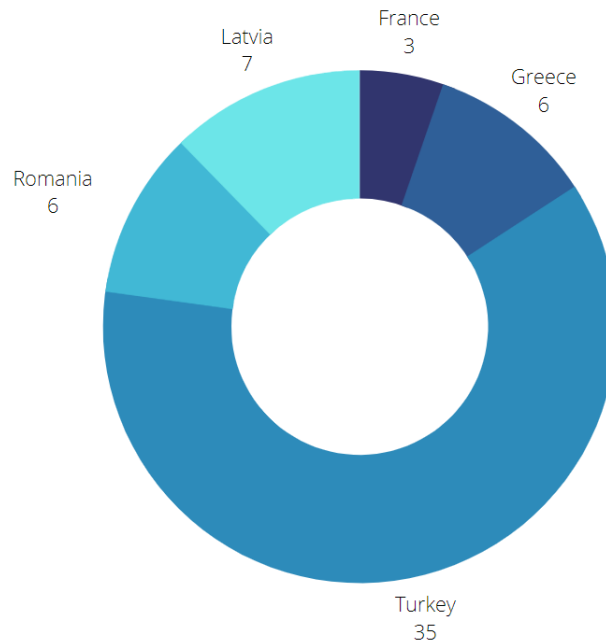
The participants were then invited to complete an evaluation survey drafted by IRIPS.

The training was recorded.

Participation:

The participants were from all partners countries, as seen in this chart

:



We can see that 6 were from Romania, 3 from France, 6 from Greece, 7 from Latvia and 35 from Turkey. The numbers were taken from the participant lists.

Part 1: Presentations

A) SEN systems in different partners countries

The first set of presentations was about Special educational needs situation and system in partners countries. Partners from France, Turkey, Romania and Greece each made a presentation on this topic:

France:

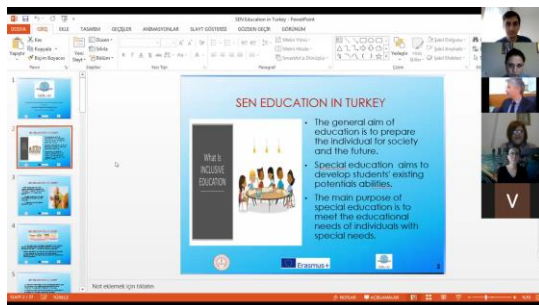
The partner from IRIPS in France started the training with a presentation of the SEN system situation in France.



An extract from the French presentation

Turkey:

The partner from Turkey made a presentation on SEN education system in Turkey, with some definitions on SEN.



An extract from the Turkish presentation

Romania:

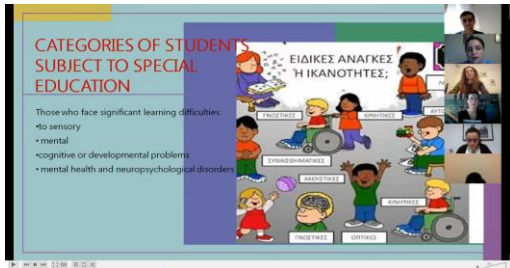
The partner from Romania chose the approach of “Managing SEN provision in schools in Romania” to present the SEN system in this country.



An extract from the Romanian presentation

Greece:

The partner from Greece showed a presentation about both the SEN system in Greece and the Greek school system in general.

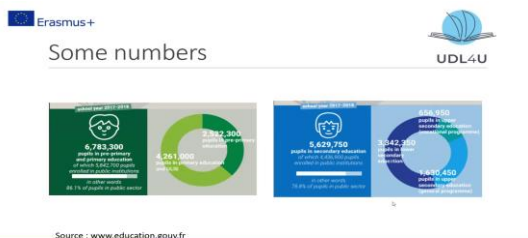


An extract from the Greek presentation

B) School system in partners countries

The second set of presentations was about school system in partners countries and their characteristic. Partners from France, Turkey, Romania made a separate presentation on this topic while the previous presentation from Greece included it.

France:



An extract from the French presentation

Turkey:



An extract from the Turkish presentation

Romania:

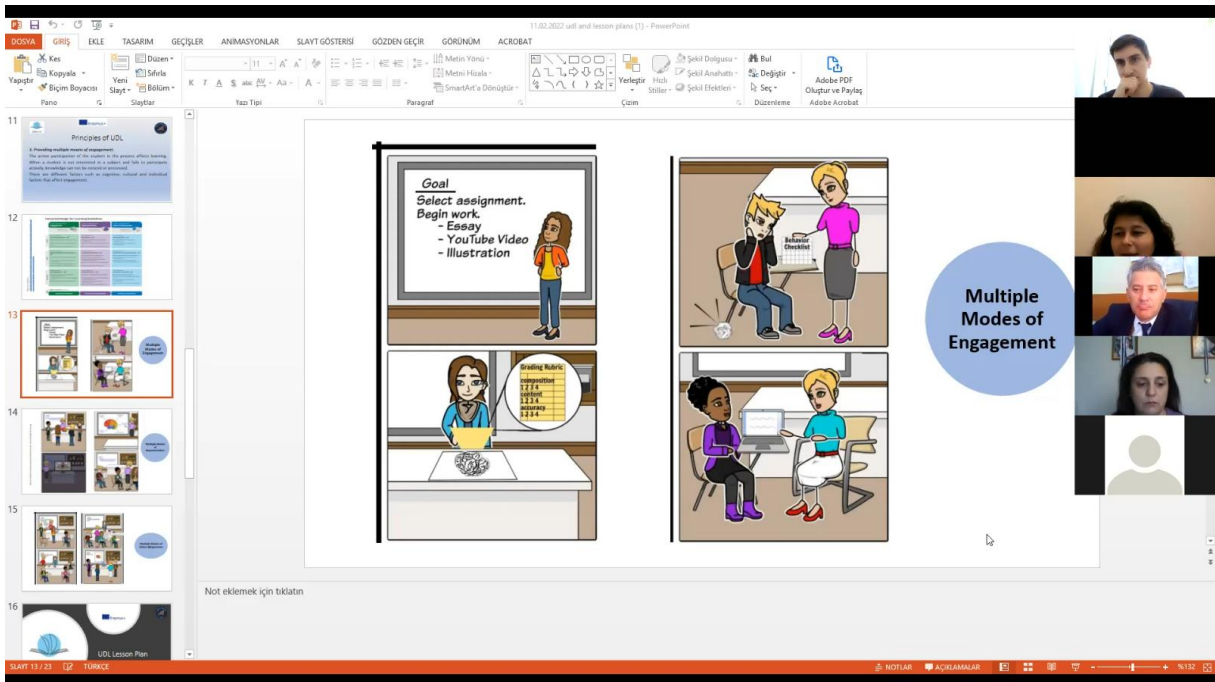


An extract from the Romanian presentation

C) Udl method presentation:

A wide presentation about the UDL method, its definitions, application and aims was showed by the Turkish partners.

It included playing activities from the participants of the training, such as analysing images of the presentation to spot the use of the UDL method.



An extract from the UDL presentation from the Turkish partners, with one of the activities: the participants were asked to spot how the images could correspond to the UDL method.

A Lesson plan was also provided during this presentation to help the partners and teacher create their own courses using the UDL method. For this, a lesson from the Romanian partner previously created for the first Intellectual Output was used.

Part 2: Working in groups

A) Activity: Discussing about SEN situation in partners countries

The participants were separated in three groups, with partners from different countries in each. There were given a set of talking points:

- Better infrastructures
- More communication and bilateral working between regular education and specialized schools
- Adapted courses for students with lighter disabilities
- Time and material for schools
- Better formation to SEN for teachers
- More dedicated and specialized staff
- Expanded financial aids for parents

After one hour of discussions, the participants gave their feedback and recommendations about Special Educational Needs student's situation:

One group first discussed about financial aid and found that it is the main problem for teachers and parents: not everyone can have them and they cited the partners countries of Romania and Greece where the financial aids can be lacking.

They also found that better formation for SEN teachers were needed, and for that, the government should support the teachers and create classes. Currently, they found that there are no or not enough classes for SEN teachers in university for instance, SEN education take more often the shape of short lessons than whole classes.

About Infrastructures, they concluded that not all parents can afford special transportation, and for this too, financial and material helps should be expanded.

Another group also found issues with financial aids and believes that in partners countries such as Turkey and France they should be expanded.

They also put forward the problem of the Covid 19 situation the charge that weight on SEN students: for instance, during the worst parts of the pandemic, in Turkey, parents didn't have the means to access internet for the virtual courses introduced with the crisis. They found that this is a problem in all partners countries for the students.

The group also noted the infrastructure problem and the necessity to make special room for SEN courses and students

The groups then discussed about communication between regular school and special educational school and gave the example of meetings that were taking place in Greece and other countries between schools, regular and specialized. With Covid-19, those meetings have mainly stopped so issue of communication and cooperation between regular and specialized schools are still an issue.

They also all noted that although specialized Staff for SEN is often well dedicated, specialized teacher are mostly not paid enough.

About teachers, general education teacher can have problems with inclusion of SEN students: communication with special and general staff at school is a problem, the group concluded that all the teacher should learn or have seminars for SEN students as it would be good everyone

Finally, they agreed that the main issue is a problem of general education, starting at home, and that awareness about SEN needs to be raised for both parents and general teachers.

B) Activity: Discussing about the UDL method

Again, the participants were separated in three groups, with partners from different countries in each. There also were given a set of talking points:

- Applicability of UDL method in partner countries
- How can UDL be useful for everyone including SEN students
- How can UDL helps SEN students feel integrated
- How to evaluate the success of an UDL lesson
- Should teachers be trained with the UDL method?
- How to spread awareness about the existence of the UDL method

30 minutes after, the participants were asked to give their feedback about UDL training and recommendations for spreading the method:

They concluded that in Romania teachers needs to take part in classes to learn to create UDL lesson plans. That issue is the same in Greece, the workgroup put forward the fact that those classes are important for flexibility. This idea should be also applicable in Turkey

The group came to the fact that this method is useful for all the students: The students will feel included, not discriminated and equal, they can learn easily without feeling of having a disability

The UDL method is also useful as it helps creating courses for all the students including the SEN students

About the formation of teachers, the group concluded that teachers must know how to make an UDL plan and how to address it according to student needs. This way, students may feel motivated to learn and UDL can provide them with an easily accessible course and the confidence to participate on it.

The participants also discussed about the evaluation method of an UDL course : It could take the form of quizzes, essays, check quiz by the students but also its success can be measured by observing the behavior of the childs and their confidence in class after an UDL lesson.

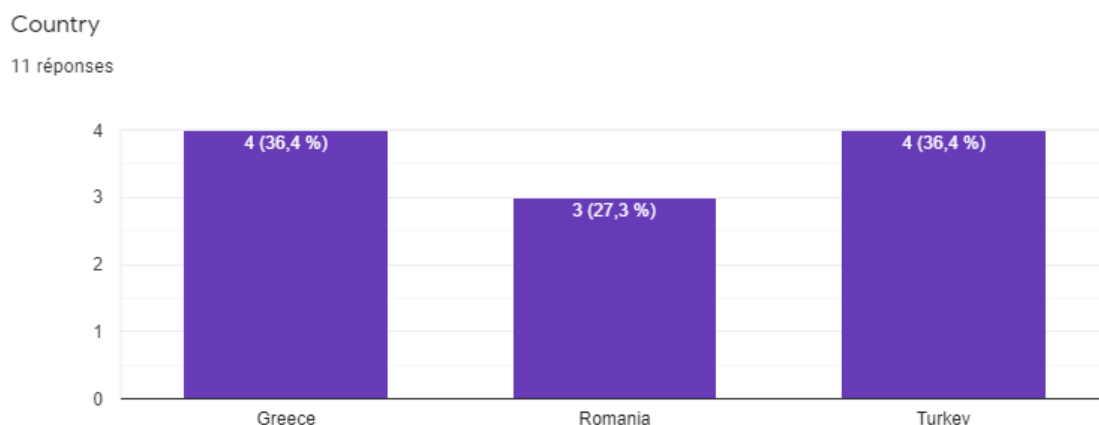
The participants emphasized the need to spread the method mainly by the mean of the teachers themselves: They don't all know about the UDL method so there is a need to spread it using seminars, teachers' meetings, small groups colloques, maybe pilot studies programs, online teaching training and also books and guides.

Evaluation:

After the training, participants were sent a form to complete with a serie of questions on this topics:

- Country of participants
- Organization of the participants
- Function of the participant
- Rating the organization of the training
- Rating the clarity of the presentations
- Usefulness of the training
- Willingness to attend another conference of the same type
- Planning to use the material for future work
- Suggestion on possible improvement of the training by participants

Here are the results:





Erasmus+

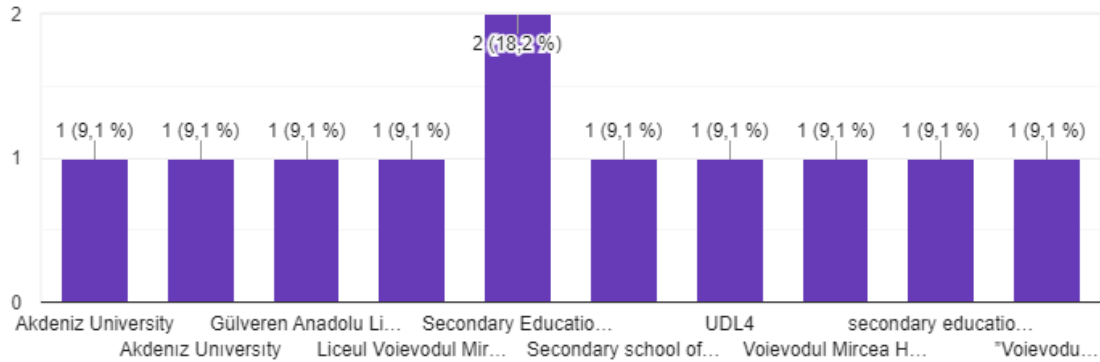


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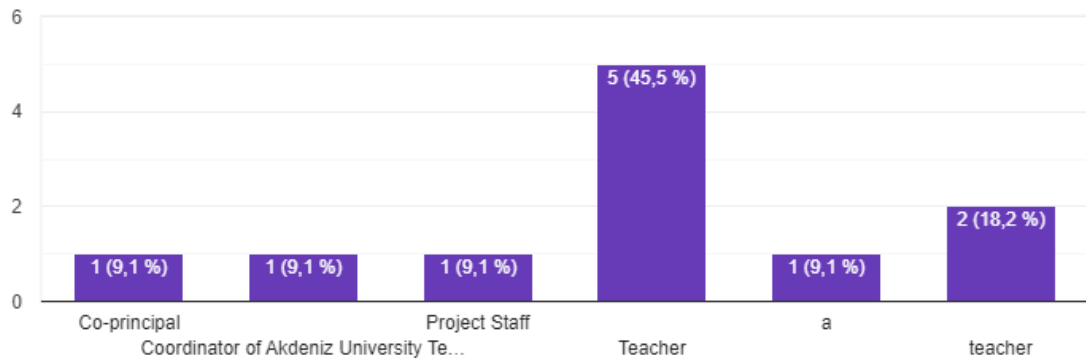
Organization

11 réponses



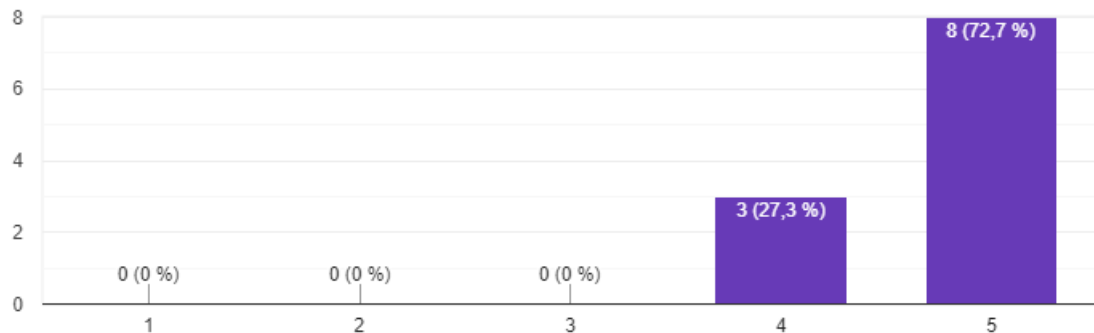
Function

11 réponses



On a scale from 1 to 5, how would you rate the overall organization of this training?

11 réponses





Erasmus+

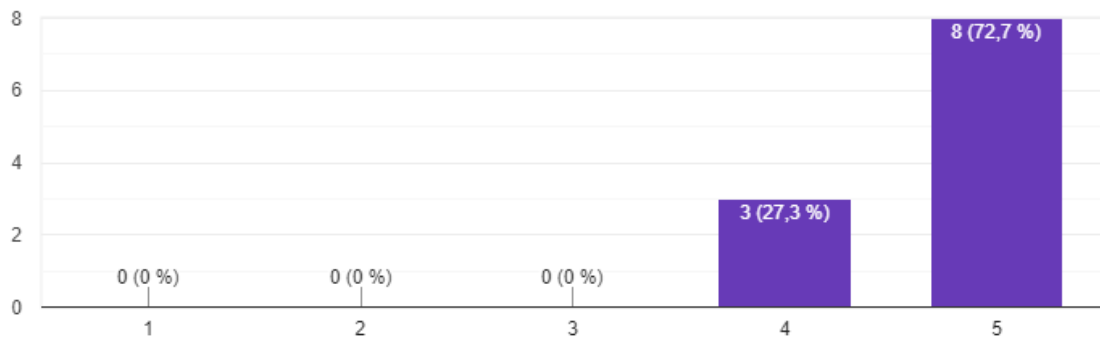


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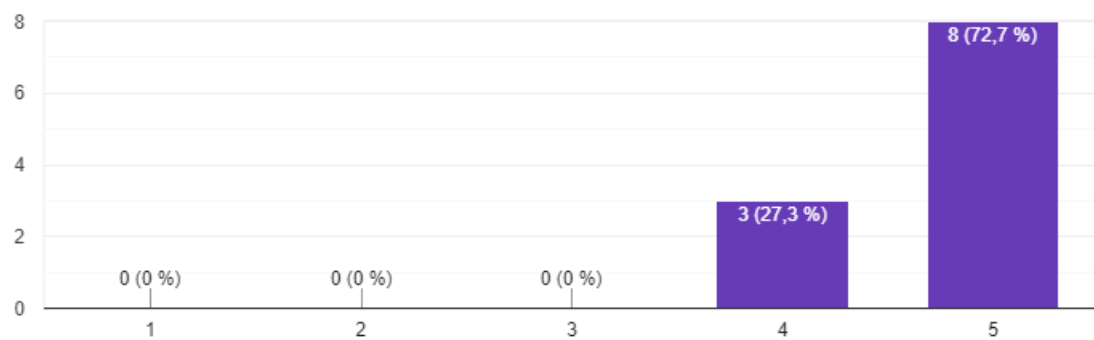
On a scale from 1 to 5, how would you rate the clarity of the presentations?

11 réponses



On a scale from 1 to 5, how would you rate the work in small groups ?

11 réponses



Did you find the training useful?

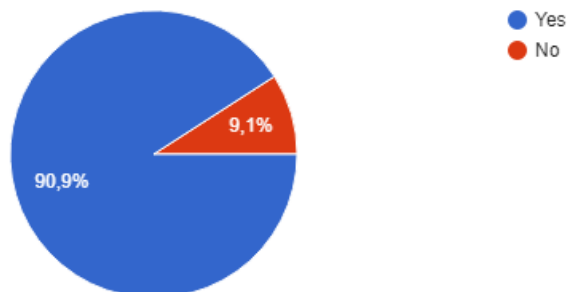
11 réponses



● Yes
● No

Would you be willing to attend another conference of the same type?

11 réponses



Do you plan to use the materials in the future? if so, for what purpose?

11 réponses

Yes, in order to improve my teaching.

I plan to use the UDL4U Lesson Plan in teaching. I find it very useful in planning a lesson for all the students.

Yes, I will study more these materials and I will apply the method in my class.ill apply the method in my classes.

Yes that all students are involved in the learning process.

Yes I will use the materials for the teacher training

Yes. I will use them with my students who are candidate teacher in my faculty.

Yes,i will use them in order to help all my sen students.

yes

Absolutely. In order to attract students attention and engage their interest.

yes for teaching sen students

Yes I do

Do you think the training could have been improved by any other means? If so, which ones?

11 réponses

It would have been nice to collaborate with an UDL specialist to take us through different principles of UDL.

The training was organised great. I liked it and I found it very useful.

Yes, by sharing more experiences.

It would be useful to watch a sampling teaching based on UDL method.

No thank you very much

It was very usefull for the teachers. Thank you

I think we have to travel and know each other better and so we'll exchange our opinions

the training is really satisfying

if the conditions were right it could have been done in person

no

Yes

As we can see, 11 participants from different partner countries answered the questionnaire. Their functions were various. Overall, the training was found well organized and useful, even as partners suggested some improvement for future conferences.