

Towards an Universal Design University: Insights into an IPSE* program

*Inclusive Post-Secondary Education

4.3.2023, Brixen

David Labhart, david.labhart@unterstrass.edu

Wanda Bonzi, wanda.bonzi@unterstrass.edu

Three Levels of an Universal Design University



- Attitudinal barriers
- Social, cultural and educational structures
- Environmental and communication barriers

Powell, J. J. W. (2012). From Ableism to Accessibility in the Universal Design University. *Review of Disability Studies: An International Journal*, 8(4), 29–41.

What to expect

In Zurich, we offer the opportunity to persons with intellectual disability to attend lectures and seminars in teacher education to become an assistant with pedagogical profile.

1. All about écolsiv (école&inklusive)

I have worked with Wanda Bonzi to further develop university teaching in the direction of inclusion.

2. UD: Information letter

3. ED: Participation through digital media in teaching situations



DALL·E

History

Collections

Edit the detailed description

Wanda Bonzi sends greetings from zurich to brixen to the conference about inclusion in schools



1. All about écolsiv

Project écolsiv

Starting points

- We teach future teachers that they have to include children with special needs. And what are we as a university of teacher education doing?
- At school we see children with disabilities, but no adults. Why and where do they disappear?
- There's no (or few) possibility for people with intellectual disability to work in schools.



Students provided the impetus and were involved in the development of the idea:

We want to

prepare people with intellectual disability to an employment in the fields of school and education

We offer

courses to give a theoretical framework, a personalized certificate to document the skills and supported education/employment

We get

more diversity at the university and in schools experience how inclusion works

Implementation: Courses at the University of Teacher Education

Modules in the BA studies program

(together with Bachelor-Students)

- Basics in pedagogy, psychology, didactics
e.g. history of education, childhood, teaching and learning, media and information technology
- Basic skills in scientific work
- subject-specialised methodology:
e.g. Music, crafts, mathematics, physical education

Specialised Modules in

- selforganised learning
- practical training

I am sleeping better.

Finally, I can use my brain again.

My friends say, I'm speaking more clearly.

I get more attention. When I tell that I'm studying they say, „oh, what?“ – „Where?“ – what do you study?“ - „What are you doing precisely?“

Lucien Le, first écolshiv student



PLAY SRF



Models of Inclusive Post-Secondary Education



Opening individual courses



Additional programme



Program-based model



Individual support model

Documentation and first evaluation

- Introductory Texts
- Field Reports of students with and without ID
- Evaluations:
 - Attitudes (Quantitative and qualitative)
 - Evaluation of the first steps



OPEN ACCESS <https://shop.szh.ch/de/buecher-edition-szhcsp/170-ecolsiv-schule-inklusive.html>



The Project écolsiv - Inclusive Post-secondary Education for Students with Intellectual Disabilities

Description of the Project

The Project “écolsiv” at the Institut Unterstrass of the Teacher University Zurich provides higher education to people with intellectual disabilities. They participate at courses of the teacher education together with the mainstream students. These courses give them a theoretical framework and they get a personalized certificate to document their skills. In this way people with intellectual disability becomes prepared to an employment in the fields of school and education and schools get more experienced, how inclusion works.

Part of the Erasmus-Project

There are only few projects in Europe with the focus on post-secondary Education for People with disabilities. In this circumstance its absolutely necessary to learn from each other, how inclusion on this level works. We share this essential knowledge through these projects. The european erasmus+-Project IPSE_ID - inclusive Post-secondary Education - project - reinforces the efforts towards an inclusive higher education in accordance with the European Strategy on Disability Inclusion and Full Participation. The Congresses will take place to the topic of post secondary Education for People with disabilities at the University of Education Salzburg. You will find more information here: <http://inklusivehochschule.org/>

<https://www.unterstrass.edu/innovation/ecolsiv/ansatz-und-ziele-1/>

Aktuell

[Publikation Verlag SZH: écolsiv - Schule inklusiv](#)

Dokumente

- [Begegnungstag Flyer 2](#)
- [Flyer écolsiv](#)
- [Anmeldung écolsiv](#)
- [Projektbeschrieb écolsiv](#)
- [Hintergrundinformation écolsiv](#)

PROJEKT

<https://www.hfh.ch/projekt/netzwerk-inklusive-bildung-an-der-hochschule-stark-hoch-3>

Netzwerk inklusive Bildung an der Hochschule – Stark hoch 3

- Projektverantwortung écolsiv
Matthias Gubler

2. UD: Information letter

Universal Design: Information

bidok Newsletter Februar 2023

Hinweise für Nutzer:innen

Wenn diese E-Mail nicht richtig angezeigt wird, können Sie auch [die Internet-Version ansehen](#). Bilder und Bild-Beschreibungen werden dort meist besser dargestellt.

Verweise ([Links](#)) zu anderen Internet-Seiten und E-Mail-Adressen werden [in fetter blauer Schrift und unterstrichen](#) angezeigt. Wird ein Wort erklärt, dann ist es [in gelber Hintergrund-Farbe markiert](#). Selbst geschriebene Inhalte sind in [einfacher Sprache](#) gehalten.

Wollen Sie den [bidok-Newsletter](#) nicht mehr bekommen, dann können Sie sich davon abmelden. Das ist nicht schwer: Für eine Abmeldung muss man nur [hier klicken und die E-Mail-Adresse angeben](#).

Universal Design



Universal Design requires that all environments can be **accessed, understood and used** to the **greatest extent possible by all people**, regardless of their **age, size, ability or disability**.

Universal Design setzt voraus, dass alle Umgebungen für alle Menschen unabhängig von Alter, Grösse, Fähigkeit oder Behinderung so gut wie möglich zugänglich, verständlich und nutzbar sind.

7 PRINCIPLES OF UNIVERSAL DESIGN

1. Equitable Use

- Design is appealing and provides the same means of use to all individuals.
- Provisions for privacy, security, and safety are equally available.

2. Flexibility in Use

- There is choice in methods of use.
- Accommodations for right or left handed use.
- Allow for accuracy and precision as well as adaptable to the individual's pace.

3. Simple & Intuitive Use

- Use of the design is easy to understand.
- Any undue complexity is removed.

4. Perceptible Information

- Ambient conditions do not affect use.
- Consider individual's sensory abilities.
- Provide contrast between essential information and its surroundings.

5. Tolerance for Error

- Consider and minimize hazards and the adverse consequences of accidental or unintended actions.
- Provide fail-safe features.

6. Low Physical Effort

- Allow user to maintain a neutral body position.
- Minimize repetitive actions and sustained physical effort.

7. Size and Space for Approach and Use

- Provide a clear line of sight to important elements for any seated or standing user.
- Make reach to all components comfortable for any seated or standing user.
- Accommodate variations in hand and grip size.
- Provide adequate space for the use of assistive devices or personal assistance.

2018

2020

2022



Studienwoche MBA100 Medienpädagogik

Liebe Studierende

Obwohl Sie alle sicher im Praktikum genug um die Chren haben, gilt es doch schon, s
Zeit danach zu kümmern. Vor den wohlverdienten Sommerferien erwarten Sie noch 2
Studienwochen – Kommunikation I und zuerst noch Medienpädagogik am Unterstrass

Hier die Informationen zur Medienwoche:

Datum und Ort:

Woche 27: Montag, 2. Juli bis Freitag, 6. Juli 2018
Institut Unterstrass, IO10

Die Medienpädagogikwoche beginnt am 2.7 um 13:30, morgens finden Prüfungen

Arbeitszeiten:

tägl. 8:45 bis 12:15 und von 13:30 bis 16:30, teilweise selbstorganisiertes Lernen
Workload inklusive individueller Vorbereitung (46); total maximal 45h (1.5 ECTS)

Leitung:

David Labhart, Inge Rychener

Material:

BYOD (Bring your own Device): Bitte bringen Sie Ihren eigenen Laptop und ihr Smart
mit. Wir werden mit digitalen Medien arbeiten und benötigen entsprechende Geräte.

Auf der nächsten Seite finden Sie die Ziel- und Kompetenzbeschreibung für die Woche
ein paar weitere Hinweise zur Vorbereitung.

Wir freuen uns auf diese Woche mit Ihnen.

Beste Grüsse

A. Rychener D. Labhart



Studienwoche MBA100 Medienbildung

Liebe Studierende

Trotz Corona – oder genau deswegen – sollen wir uns noch dem Thema Medienbildung widmen.
Haben Sie die Corona-App installiert? :-)

Hier die Informationen zur Medienwoche:

Datum und Ort:

Woche 27: Montag, 29. Juni bis Freitag, 3. Juli 2020
Institut Unterstrass, TEAMS-Klassenzimmer (Teilnahme-Link)

Die Medienpädagogikwoche beginnt am 29. Juni um 13:30, morgens finden Prüfungen statt.

Arbeitszeiten:

Wir arbeiten täglich von 8:45 bis 12:15 und von 13:30 bis 16:30. Dies zum einen präsent am
Unterstrass, zum anderen synchron auf TEAMS oder dann asynchron. Die entsprechenden
Formen sind im untenstehenden Wochenplan ersichtlich.

Material:

BYOD (Bring your own Device) und Fernunterricht: Sie brauchen wie gewohnt Ihren Zugang zu
TEAMS. Zusätzlich sollten Sie iPad/iPhone/AndroidPhone zur Hand haben. Wir werden mit
digitalen Medien arbeiten und benötigen entsprechende Geräte.

Auf der nächsten Seite finden Sie die Ziel- und Kompetenzbeschreibung für die Woche und ein
paar weitere Hinweise zur Vorbereitung.

Wir freuen uns auf diese Woche mit Ihnen.

Beste Grüsse, Wanda Bonzi und David Labhart

Wanda Bonzi D. Labhart

Kurz und direkt:

Wir, Wanda Bonzi und David Labhart, werden mit Ihnen eine Woche zum Thema Medienbildung
durchführen.

Wir treffen uns am Montag, 29.6.2020 um 13.30 im TEAMS (Teilnahme-Link). Bitte setzen Sie
sich mit uns in Verbindung, wenn Sie nicht auf das TEAMS der Medienwoche zugreifen können.

Themen der Woche sind: Barrierenabbau durch digitale Medien, Medienkompetenz,
Datenschutz, Nachhaltigkeit und das digitale Portfolio (ePortfolio).

Sie werden die ganze Woche auch in Kleingruppen arbeiten. Wir werden die Gruppen am
Montag bekanntgeben.

Bitte vergessen Sie nicht, die Vorbereitungsaufträge auszuführen. Sie befinden sich auf der
nächsten Seite. Auf der dritten Seite dieses Briefes finden Sie einen Wochenplan. Der
Leistungsnachweis ist dort auch beschrieben.

P.S.: Lassen Sie sich diese Zusammenfassung per Sprachausgabe auf Ihrem Computer
vorlesen...

Study Week MBA100 Media Education

Dear students

An important **topic**: media education.

You will expand your media competence during the study week.
And acquire basics on the topic of media education.

Digital media: They are making their way into schools. Beamsers are installed almost everywhere, even in
primary classrooms, and basic applications have proliferated in recent years because of Corona. The school
subject of information technology and media has been introduced. Pupils are thus confronted with digital
media. They need to acquire media competencies. Media skills are taught through media education.
You as an (assistant) teacher need to be fit in digital media yourself (your own media competence) as well as
know what "media education" basically means in the first two cycles of primary school.
The study week will challenge your media literacy and thus take it a step further. The topics of the study week
will give you an insight into what "media literacy" means.

The week will take place from Monday 4 July to Friday 8 July.



Start: Monday at 13:30 at Unterstrass on site. We
start the other days at 8:45.
And always work until 16:30. On Friday until 12:15.

The media education week begins on 5 July at 13:30. We work on Monday from 13:30 to 16:30. Tuesday to
Thursday from 8:45 to 12:15 and from 13:30 to 16:30. On the one hand, we work in the large group at
Unterstrass, and on the other hand, we work in independent groups in the afternoons ([group division](#)). The
corresponding forms can be seen in the weekly schedule below.



We have set up a **TEAM**.
At Unterstrass you have to bring your computer and tablet
and your phone.



BYOD (Bring your own Device): You must have Tablet/iPad/iPhone/AndroidPhone at
hand. We will be working with digital media and need appropriate devices. In addition,
you will need your access to TEAMS as usual.

On the next page is what we do during the week.

On the next page you will find the target and competence description for the week and a few more hints for
preparation.

We look forward to this week with you. Best

regards, Wanda Bonzi and David Labhart

Wanda Bonzi D. Labhart

3. ED: Participation through digital media in teaching situations

Wochenplan

Montag, 5. Juli	Dienstag, 6. Juli	Mittwoch, 7. Juli	Donnerstag, 8. Juli	Freitag, 9. Juli
(Prüfungen)	<i>I010</i> Visualisierter Text „Nachhaltige Digitalisierung“ <u>Mindmap</u> „Nachhaltige Digitalisierung“ Vorwissens- aktivierung: Lernen am GG mit digitalen Medien Einführung Auftrag Stop Motion Film	<i>I010</i> Präsentation Stop Motion Filme <u>SAMR-Modell</u> Teilhabe durch Apps und Co. Einführung Auftrag Teilhabe durch digitale Medien in Unterrichts- situationen	<i>I010</i> Präsentation Situationen vorspielen <u>Dagstuhl-Dreieck</u> & <u>Charta Digitale Bildung</u> SwitchPortfolio <u>Tutorials & Beispiel</u>	<i>I010</i> Datenschutz <u>Datenschutz- Lexikon</u> Digitale Überwachung Präsentation ePortfolio 12:00 Evaluation
<i>I010</i> Einstieg Ziele, Idee und Leistungs- nachweis Frühkindliche Medienwelten Digitale Medien: Chancen und Risiken?	Selbsttätige Gruppenarbeit Auftrag: Stop Motion Film zum Thema „Nachhaltige Digitalisierung“	Selbsttätige Gruppenarbeit Auftrag: Teilhabe durch digitale Medien in Unterrichts- situationen	Selbsttätige Gruppenarbeit Auftrag: ePortfolio	

Gruppeneinteilung & Raumbuchungen 2022

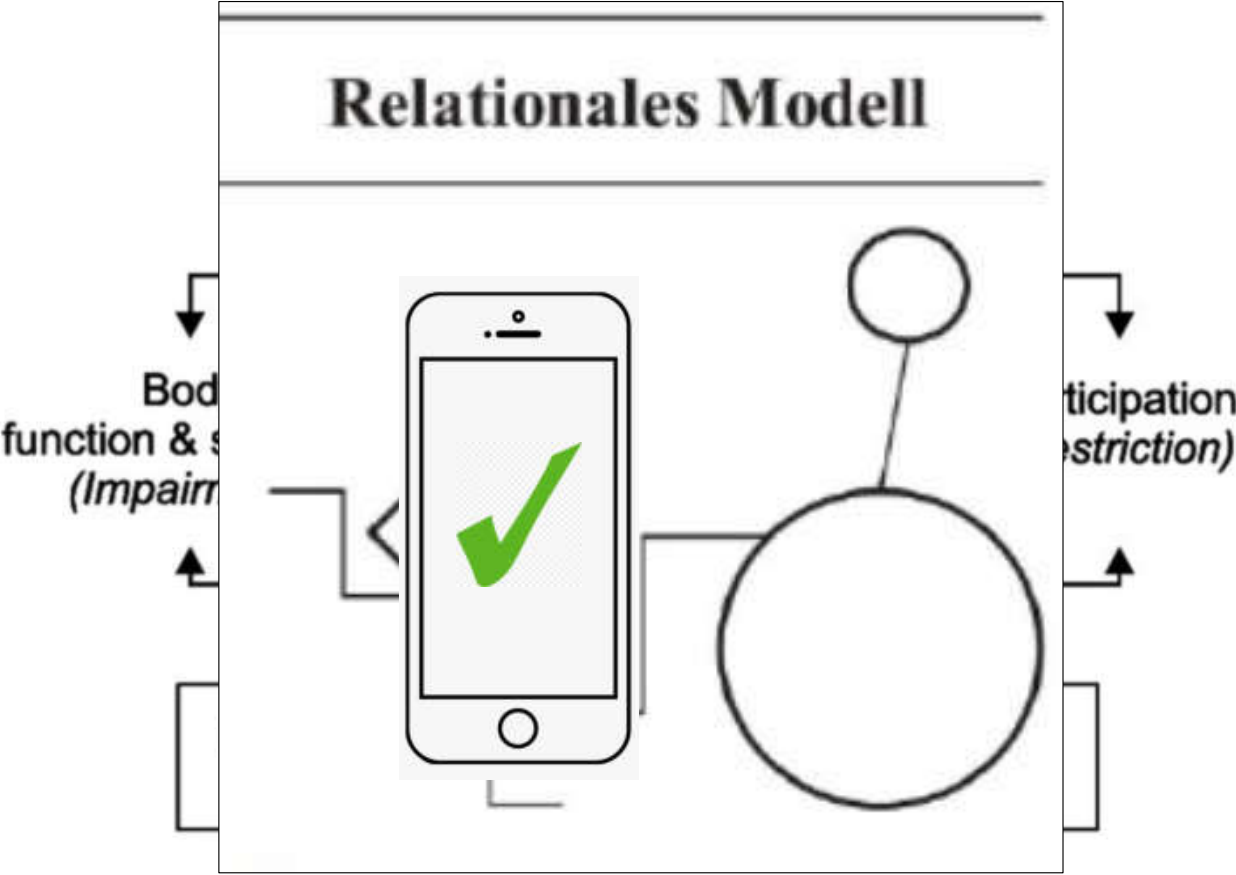
Orange: Präsenz Unterstrass

Grün: Selbsttätige Arbeit in Gruppen am Unterstrass (Räume vorhanden) oder anderswo

Setting

- Theory and introduction to group work in the morning
- Cooperative group work in the afternoon
- Presentations the next morning

International Classification of Functioning, Disability and Health (ICF)



View on disability in a pragmatic sense

An anti-essentialist observation of what cannot be done but is expected to be done ...

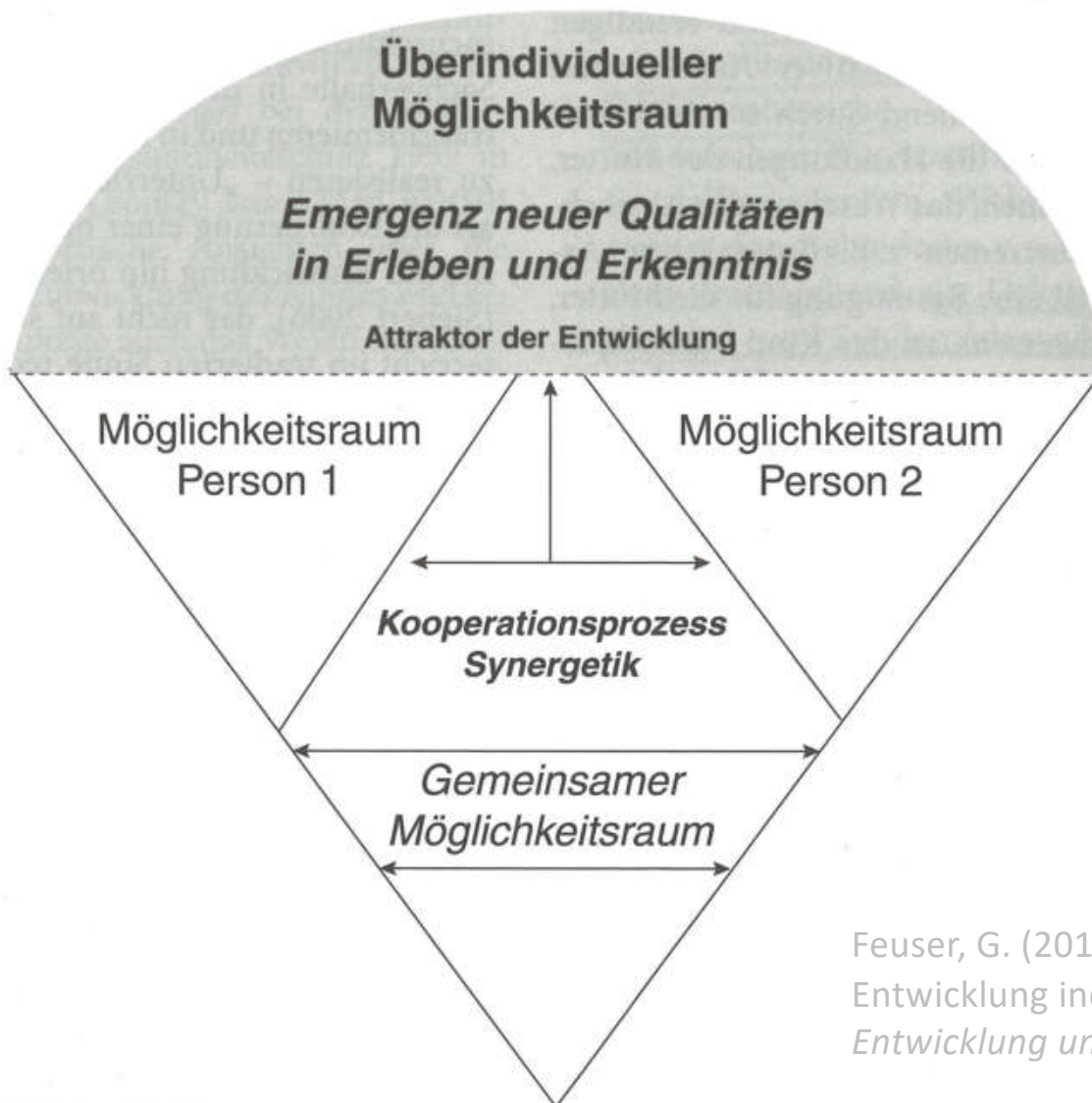
... as a **violation of expectation (Erwartungsverletzung)**:

1. Disability is a historical conflict between abilities and expectations.
2. This conflict is a problem of belonging.
3. This problem is conceived as a (political) process and as an experience.

Weisser, J. (2007). Für eine anti-essentialistische Theorie der Behinderung. *Behindertenpädagogik*, 46, 237–249.

«Processes of inclusion can only be understood, conceived and realised **situationally** - because inclusion is not a state, but always a practice, i.e. a process.»

Graf, E. O., Kreamsner, G., Proyer, M. D., & Zahnd, R. (2015). „Herausforderung Inklusion“, Professionalität als Herausforderung für die Inklusion? In H. Redlich, L. Schäfer, G. Wachtel, K. Zehbe, & V. Moser (Hrsg.), *Veränderung und Beständigkeit in Zeiten der Inklusion: Perspektiven sonderpädagogischer Professionalisierung* (S. 99–109). Klinkhardt. S. 101f



Gemeinsamer Gegenstand (Common Object)

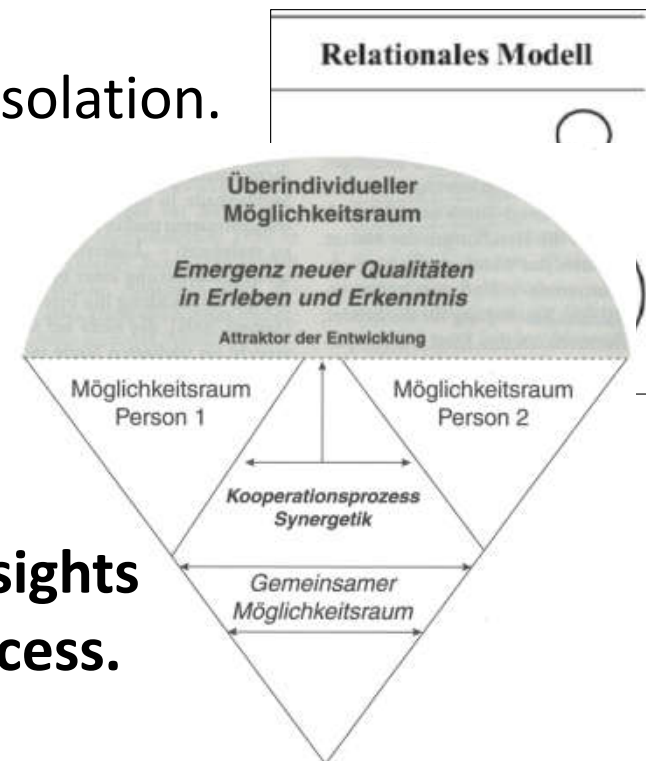
«From a pedagogical intentional point of view, it is about **what can be recognised** as possible through the **active discussion in the collective** on the basis of the topics, facts and objects of the lesson, and not about the facts or objects themselves, as can often be observed in teaching practice.»

Feuser, G. (2013). Die „Kooperation am Gemeinsamen Gegenstand“—Ein Entwicklung induzierendes Lernen. In G. Feuser & J. Kutscher (Hrsg.), *Entwicklung und Lernen* (S. 282–293). Stuttgart: Kohlhammer. S. 286

Task

- GG: Digital media can support communication and cooperation at school.
- Digital media can overcome conditions of isolation.
- This is to implement situationally

-> Work in heterogeneous groups, that new sights and skills can emerge in the cooperation process.



Evaluation

„Playing theatre sharpened my view of what all disabilities could be. I became aware that media can dissolve part of it, which I will gladly use.“

BA-Student

„I want to design inclusive lessons through versatile and appropriate media use.“

BA-Student

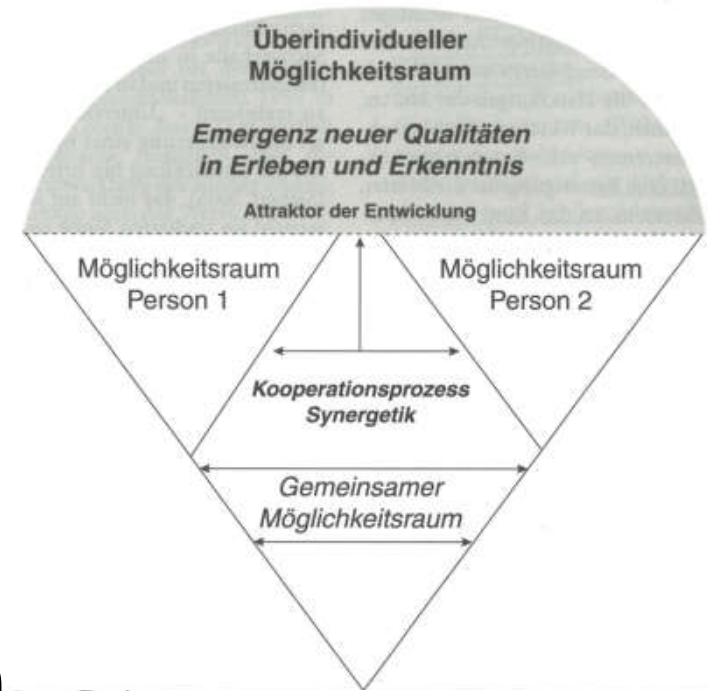
Participation through digital media: what do you want to pay attention to as a teacher?

„I want to acquire a broad horizon of knowledge about all kinds of digital media (that can be used in the classroom). In my future class, I want all children to be able to participate in the lessons.“

BA-Student with visual impairment

„As a assistant teacher, I want to make sure that I provide opportunities and resources for children with various impairments to make sure that they are taught in a way that is appropriate to their needs.“

Écolsiv Student



Questions & Discussion

7 PRINCIPLES OF UNIVERSAL DESIGN



Study Week MBA100 Media Education

Dear students

An important **topic**: media education.

You will expand your media competence during the study week.

And acquire basics on the topic of media education.

Digital media: They are making their way into schools. Beamers are installed almost everywhere, even in primary classrooms, and basic applications have proliferated in recent years because of Corona. The school subject of information technology and media has been introduced. Pupils are thus confronted with digital media. They need to acquire media competencies. Media skills are taught through media education. You as an (assistant) teacher need to be fit in digital media yourself (your own media competence) as well as know what "media education" basically means in the first two cycles of primary school. The study week will challenge your media literacy and thus take it a step further. The topics of the study week will give you an insight into what "media literacy" means.

The week will take place from Monday 4 July to Friday 8 July.



Start: Monday at 13:30 at Unterstrass on site. We start the other days at 8:45.

And always work until 16:30. On Friday until 12:15.

The media education week begins on 5 July at 13:30. We work on Monday from 13:30 to 16:30. Tuesday to Thursday from 8:45 to 12:15 and from 13:30 to 16:30. On the one hand, we work in the large group at Unterstrass, and on the other hand, we work in independent groups in the afternoons ([group division](#)). The corresponding forms can be seen in the weekly schedule below.



We have set up a [TEAM](#).

At Unterstrass you have to bring your computer and tablet and your phone.

BYOD (Bring your own Device): You must have Tablet/iPad/iPhone/AndroidPhone at hand. We will be working with digital media and need appropriate devices. In addition, you will need your access to TEAMS as usual.



On the next page is what we do during the week.

On the next page you will find the target and competence description for the week and a few more hints for preparation.

We look forward to this week with you. Best

regards, Wanda Bonzi and David Labhart



Mission: Participation through digital media in teaching situations

You are looking at ways of participating in inclusive education through digital media.

Digital media - mobile phones and tablets with apps or the operating aids as well as others "Digital" devices - can shape teaching situations. The aim of inclusive teaching is that all pupils participate in a teaching situation and can thus work together on the common subject to achieve individual goals. Devices or individual functions of devices can enrich a teaching situation and thus enable participation that would not be possible without the "tools".

Goal: You will be able to actively demonstrate at least one teaching situation tomorrow.

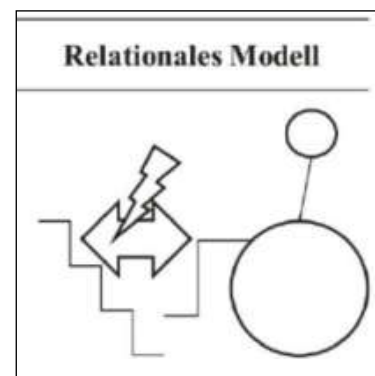
The following process should help you to think about at least one (if there is time, more) teaching situation and to try out ideas on how digital media can enable participation in teaching situations. You should play the situations, try out the use of the media in a situation. Firstly, the use of the media in the performance of the situation becomes visible and can be experienced by you. Secondly, in this form the assignment enables cooperation on the common subject for all - digitally savvy/"natives" and digitally distanced (if we want to make a preliminary classification here).

Procedure:

1. In the group, think about what situations you know from internships.

Introduce your past teaching in the practicals of this school year. Collect assignments/teaching situations that you have carried out and in which not all children were able to participate.

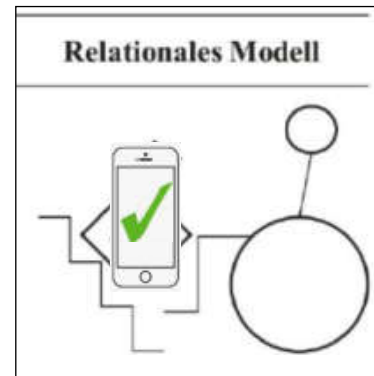
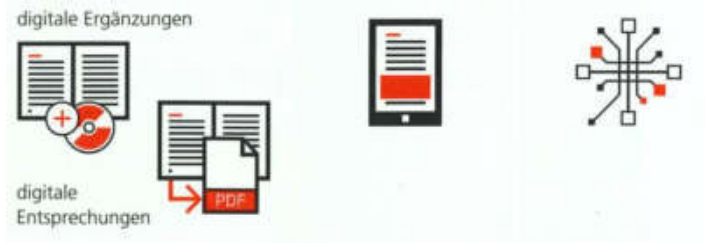
Collect them on a flipchart or similar for all to see. Pay attention: It is about looking at the relation of teaching and people's abilities.



2. You are looking for apps etc. that enable participation.

Which of the teaching situations in point 1 can be made accessible to all through digital media? What is needed for this? What kind of app or (smartphone operating aids)?

Look for such apps/assistants and learn how to use them. Or learn how to design obstacle-free inclusive materials that can be used by the whole class and thus enable participation for all.



3. Rehearse teaching situations as a small theatre

Based on your internship experiences and with additional fiction, you are now ready to practise teaching situations. Play different students who have to deal with an assignment and show in the play how your digital idea makes the situation participatory for all.

We will reflect on the situations after you have acted them out with the help of these questions:

- Which skills could digital media "make up for"?
- Is it UD (target-equivalent learning) or work on the common subject (target-differentiated learning).
- Are there easier ways to make these situations accessible to all the actors played?