

Kuuluuko kansainvälisyys kaikille – **siis ihan kaikille?**

Sessio, Kv-kevätpäivät 2023

4.5.2023



Haaga-Helia

Session puhujat

Puheenjohtaja:

Katri Salmi, Kansainvälisten asioiden päällikkö, Haaga-Helia amk

Alustajat:

- Leena Kuosmanen, Kuraattori, erityisopettaja, Laurea amk
- Riikka Kanervo, Lehtori, Laurea amk
- Maarit Haukka, Kansainvälisten asioiden asiantuntija, Haaga-Helia amk
- Niina Huovinen, Kansainvälisten asioiden päällikkö, Metropolia amk

Session teemana osallisuus kolmesta näkökulmasta

Esittelemme kolme aiheeseen liittyvää hanketta

1. ToFIE, Tools for Inclusive Education (Laurea)
2. MOB4ALL, Mobility for All: Innovative Measures to Enhance International Mobility for Special Needs Students (Haaga-Helia)
3. ICI, Inclusive Comprehensive Internationalization (Metropolia)

Session lopuksi on aikaa keskustelulle



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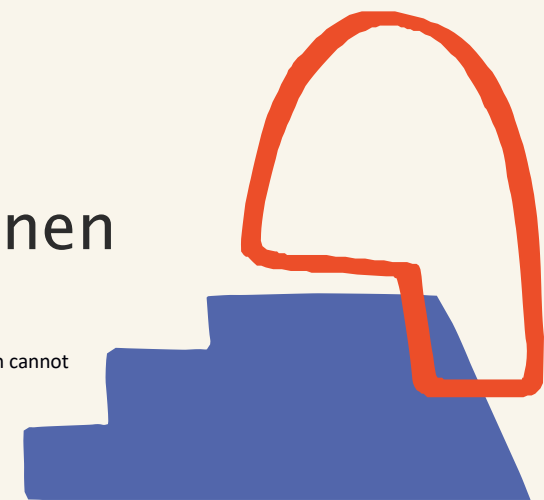
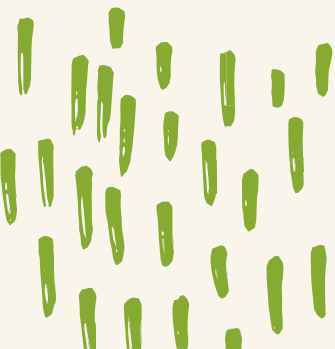
ToFIE

Tools for Inclusive Education 2020 - 2022

**Osallistavat opetus- ja ohjausmenetelmät
korkeakoulussa.**

Riikka Kanervo, Leena Kuosmanen ja Kristiina Kuparinen

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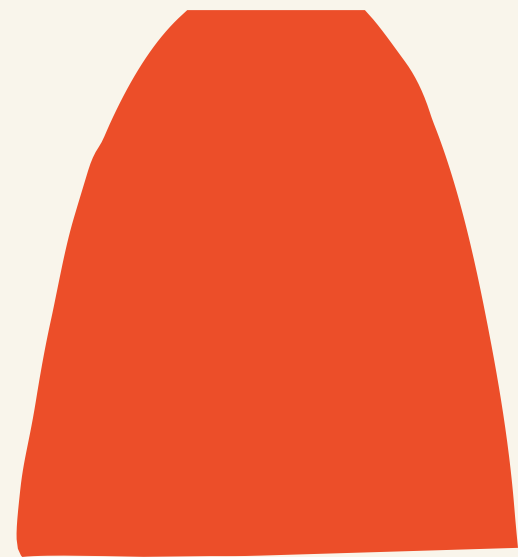


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Tools for Inclusive Education
Hankkeen tavoitteena oli tarjota korkea-asteen opettajille pedagogisia työkaluja oppimisvaikeuksien tunnistamiseen ja huomioimiseen, ja osallistavan oppimisympäristön rakentamiseen. Kuusi kumppania:

Laurea-amk	Suomesta
CLP	Iso-Britanniasta
EELI	Kreikasta
INCOMA	Espanjasta
LogoPsyCom	Belgiasta
UPIT	Romaniasta





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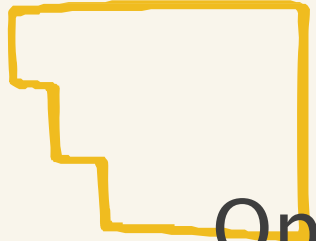
Tarvekartoitus & hyvät käytännöt 2021

Käsitys korkeakouluopiskelijasta ja pedagogiikasta vaihtelevat.

Yhteistä on korkea - asteen opettajien kiinnostus oppimisvaikeuksien **tunnistamiseen ja käytännön apukeinojen löytämiseen.**

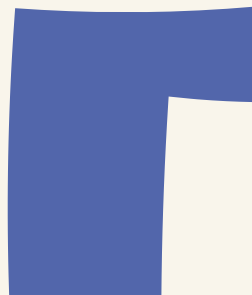
Maahanmuuttajataustaisten opiskelijoiden oppimisvaikeudet olivat kartoittamatonta maastoa kaikissa kumppanimaissa.

Kansainvälisyys on myös sitä, että meillä on maailma läsnä koko ajan: 8000 opiskelijaa, noin 70 kieltä ja kansallisuutta.



Opiskelijat asuvat maassa erilaisin perustein ja heillä on erilaisia oleskelulupia.

Korkeakoulun ja alueen monimuotoisuus ja osaaminen lisääntyvät.



Osaammeko tunnistaa ja ohjata oikein?

Opetushenkilöstön on vaikea tunnistaa kv-opiskelijoiden lähtökohtia: kieli, kulttuuri, yhteiskunnallisten rakenteiden ymmärrys, osaamisen lähtötason arvioiminen.

Ovatko opiskelijoiden alun vaikeudet tai keskeytykset stressiä, sopeutumiseen liittyvää shokkia vai oppimisvaikeuksia?

Aikuisten tunnistamattomat oppimisvaikeudet, aikaisemmat lievätkin mielenterveys- tai ahdistuneisuushäiriöt voivat aktivoitua korkeakoulussa.



Mikä avuksi?

Universal Design for Learning (UDL): Saavutettavuus ja vaihtoehtoiset opetus- ja oppimismenetelmät.

Dialogisuuden avulla pääsemme pitkälle.

Pedagoginen ohjelma 2023: *Osallistavat opetus- ja ohjausmenetelmät monimuotoisessa korkeakouluyhteisössä.*



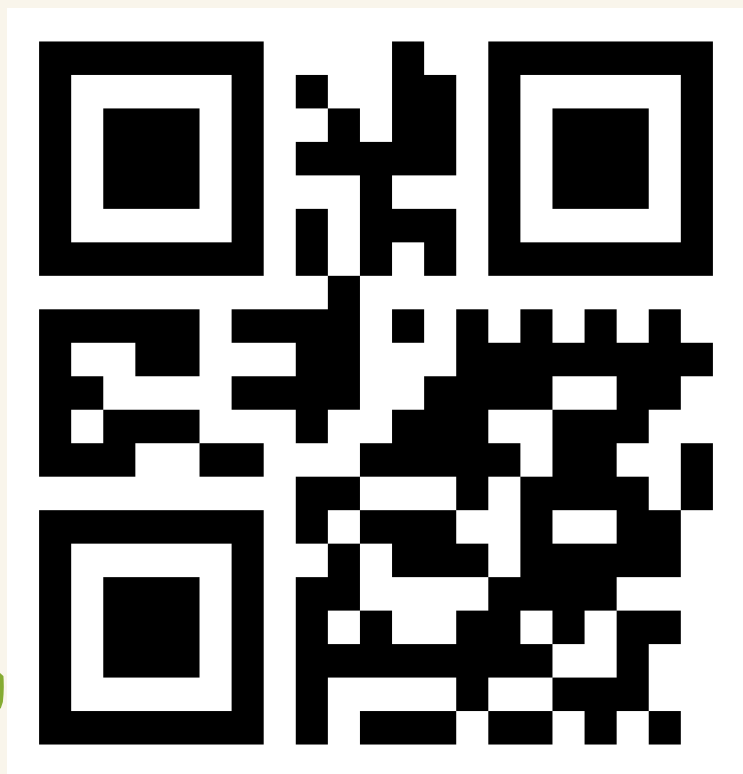


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ToFIE - Tools for Inclusive Education



Osallistavat ohjaus- ja opetusmenetelmät korkeakoulussa. Käsikirja. - Theseu



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Mob4All

4.5.2023





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MOB4ALL OBJECTIVES

To promote the transnational mobility of students with special needs

1

2

To increase the knowledge and improve skills of the different actors who can support students with special needs in the context of international mobility for educational purposes

3

To exchange and bring value and visibility to significant experiences and transferable practices of mobility actions for educational purposes developed in Europe

The project workplan is organized into 3 outputs each of which is important for the achievement of the planned project objectives:



GOAL 1: Report on Inclusive Mobility at EU level



GOAL 2: MOB4ALL Specialised Training Course: "Training for Better Integration of Mobility Participants with Disabilities"

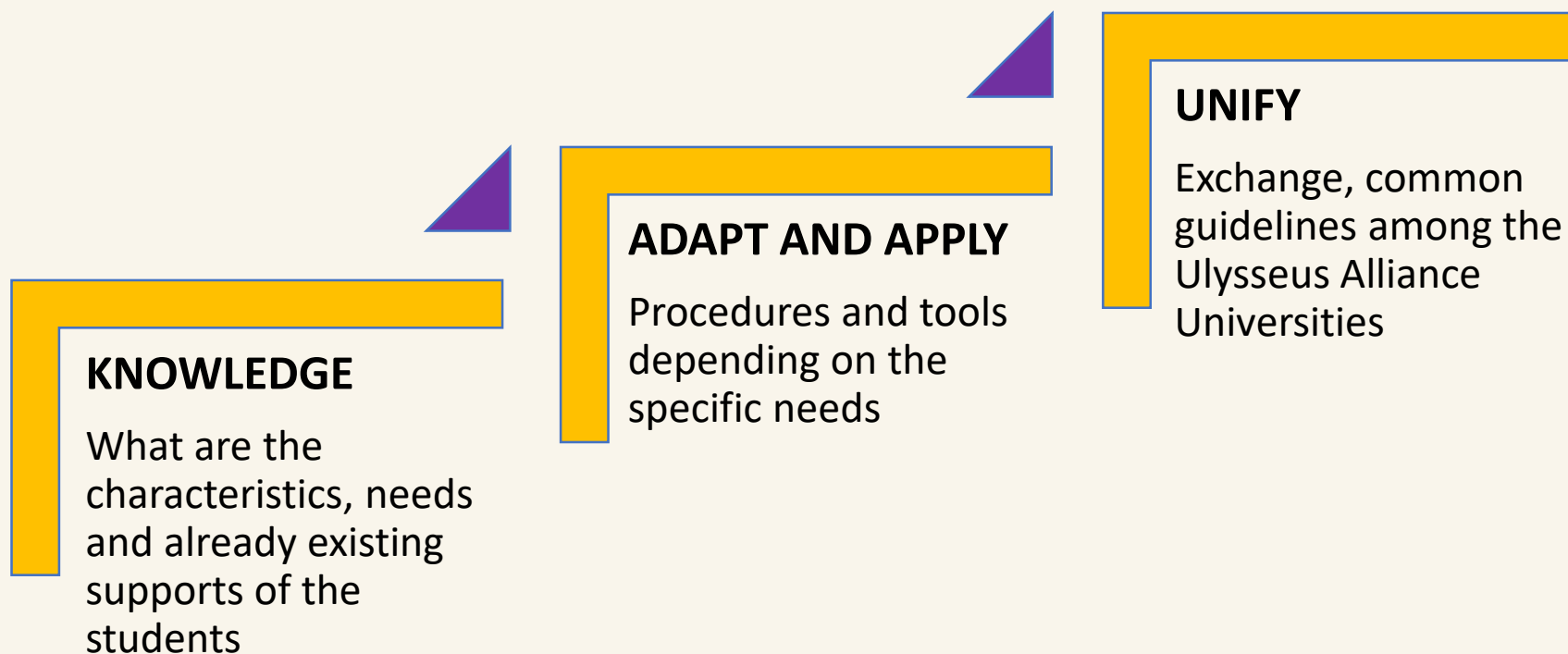


GOAL 3: MOB4ALL Guidelines for Mobility Officers, Academic and Non-Academic Staff, and Tutor Students



Training for a better integration of students with disabilities in mobility

The objective is to sensitize and raise awareness about the characteristics, needs and the methodological and academic support that each of these students requires.



Summary of main results of the inclusive mobility report

1

- A significant number of students chooses not to disclose their disability to their home institution.

2

- Students with special needs often seem to think that Erasmus+ or other mobility programs are not open to them, or are often not aware of complementary aids and scholarships.

3

- Lack of accessible information about the host institution and the support service that can be put in place during mobility (especially before the selection process).

4

- Planning and preparing an international mobility program takes more time for students with disabilities, as many factors have to be taken into account.

5

- Fear about the logistical and other unknown aspects of mobility.

Welcome to the course **Mob4All**. This course is focused on student mobility, inclusiveness, and disability sensibilisation. Throughout this course, you will cover five modules related to disability awareness and how you can have an active role in the adequation of strategies to offer an inclusive classroom for all.

The main objective of this course is to raise awareness of the different difficulties that students with mental and physical disabilities may have during international mobility. It aims to unify criteria so that all the staff of the different universities of the Ulysseus consortium know how to help improve the mobility experience and use all the teaching and administrative tools to facilitate barrier-free access to inclusive education.

Following the results of the **ONCE** study conducted in Spain, which shows that the mobility of students with special educational needs is 0.01% of the total mobility, **Mob4All** seeks to contribute to improving the mobility of Erasmus students with disabilities, and assist the coordination between the universities of the consortium to allow a safer and more inclusive exchange for each type of disability.

This requires knowledge of the characteristics, needs and methodological and academic support required by each of these students. This will allow an increase in mobility, as well as a higher academic, social, and personal quality in the same.

Erasmus+, in response to the youth inclusion strategy designed a few years ago by the European Union, raised the importance of inclusive strategies, not only towards young people as the main objective, but also to improve the knowledge and skills necessary for a full inclusion in all areas that affect the youth world.

This project is based on these points: the real accessibility of students with special educational needs to Erasmus mobility and ensuring adequate knowledge of the academic and personal methodological aids they need.

The course is directed to:

- Students: teaching future student tutors not only allows them to help fellow students, but also to improve their social skills and knowledge to understand and be competent in the knowledge of diversity, which will allow a more egalitarian personal development, being a transversal learning that will enable them to work in this area in their professional life. Student tutors must be aware of their difficulties and know how to facilitate integration not only academically but also socially.
- Staff working in the international relations offices for Erasmus mobility: it will allow them to have basic knowledge about the different disabilities, to facilitate the necessary information and support for mobility.
- Tutors and teachers who work with these students: they must know the necessary methodology for an optimal academic achievement in their learning.

The completion of this course will allow an improvement in the internationalisation in higher education of students with special educational needs, implementing the joint integration programmes of the participating universities, thus eliminating the existing differences in services.



Module 3 - Dyslexia



ABC of Dyslexia

2 / 6



Module 3 - Dyslexia

Introduction



▼ ABC of Dyslexia



Warm Up Activity:

◦ Activity 2 - Drag and Drop

► Dyslexic Students ...



► Supporting Dyslexi...



Learn More



 **Summary & submit**

ABC of Dyslexia

abc

Structure

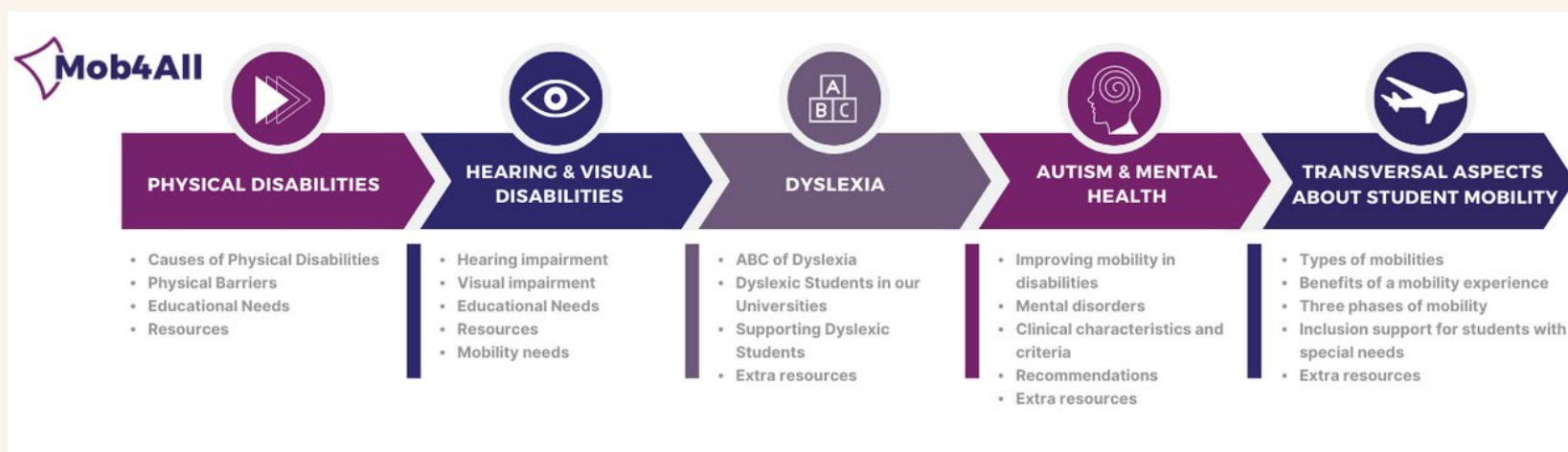


Guide for mobility agents

Establishment of guidelines for the implementation of support procedures for students with disabilities in international mobility.

Aimed at all involved inclusive mobility agents: teachers, tutors, staff, students.

The guide will address the specific needs of 4 types of disabilities:



Before – During – After

Sending organization – Host organization



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Inclusive Comprehensive Internationalisation

Enhancing global learning opportunities for ALL students

Spring Forum 2023, Niina Huovinen (Metropolia UAS)



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Basic

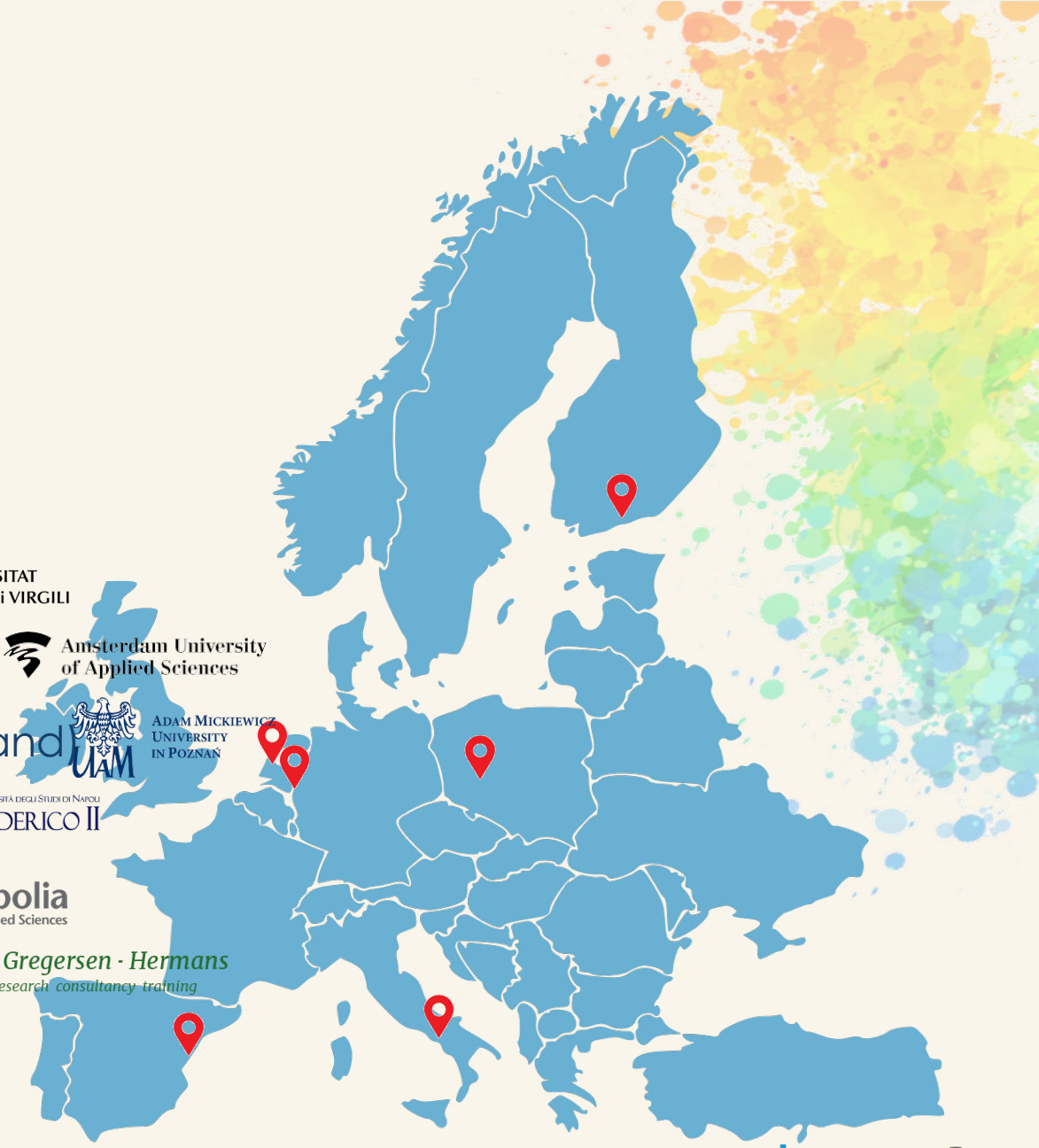
Type of project: Erasmus+ Cooperation Partnership

Duration: 01/02/2022 – 31/01/2025

Budget: 327,056.00 €

Partners

- ◆ Universitat Rovira i Virgili (coordinator, Spain)  UNIVERSITAT ROVIRA I VIRGILI
- ◆ Stichting Hogeschool van Amsterdam (Netherlands)  Amsterdam University of Applied Sciences
- ◆ Uniwersytet im. Adama Mickiewicza w Poznaniu (Poland)  ADAM MICKIEWICZ UNIVERSITY IN POZNAN
- ◆ Università degli Studi di Napoli Federico II (Italy)  UNIVERSITÀ DEGLI STUDI DI NAPOLI FEDERICO II
- ◆ Metropolia Ammattikorkeakoulu oy (Finland)  Metropolia University of Applied Sciences
- ◆ Gregersen Hermans Consultancy (Netherlands)  Gregersen - Hermans research consultancy training



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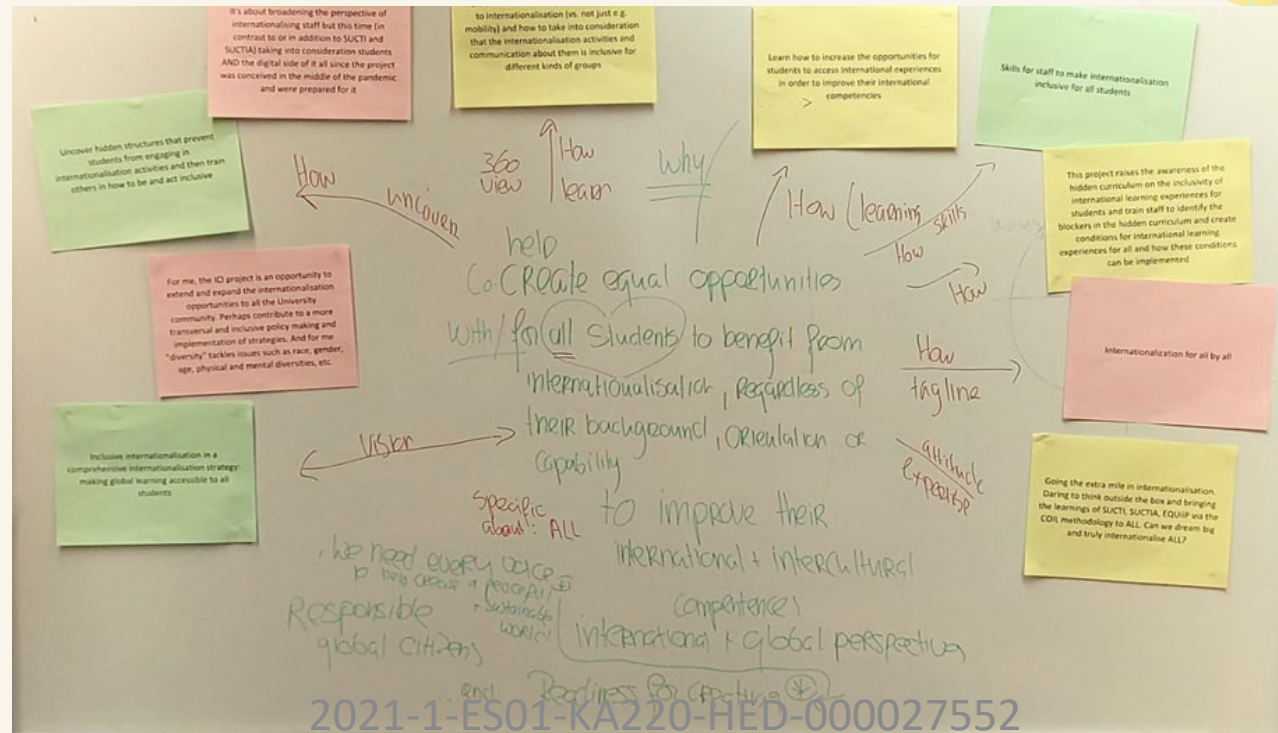
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Visio

Help co-create equal opportunities with and for all students to benefit from internationalisation, regardless of their background, orientation or capability, and to improve their international and intercultural competences.

We need every voice to help create a peaceful and sustainable world."



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How did it start?



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Project Results

- ◆ A **framework** for the implementation of an inclusive comprehensive internationalisation approach at higher education institutions (PR1)
- ◆ **Guidelines** for self-assessment of inclusive internationalisation learning opportunities (PR2)
- ◆ A staff **training course** that can be used to implement an inclusive comprehensive internationalisation approach at higher education institutions (PR3).
- ◆ A **manual** for implementing the ICI Training Course. (PR4)
- ◆ An institutional **roadmap** of good practices that will help those willing to implement an inclusive comprehensive internationalisation approach to do so. (PR5)



ICI Core Teams

Main change agents at each partner university for implementing comprehensive and inclusive internationalisation through in-house trainings.

- ◆ An internationalisation leader
- ◆ An academic/teaching coordinator
- ◆ An educational developer
- ◆ An administrative staff member
- ◆ An ICT/Blended learning expert
- ◆ Two students



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Challenges / Lessons learnt so far

- Metropolia perspective

- ◆ Lack of data on “specific student groups” in Finnish institutions
- ◆ Due to strict interpretation of GDPR, collecting sensitive personal information is not possible, including self-identification
- ◆ In addition to learning about contents (DEI, internationalizing curriculum etc.), learning also about project work from super experienced colleagues
- ◆ Metropolia has a lot to offer: strong student participation at institutional level, co-creative approach, knowledge about GDPR/research ethical issues
- ◆ We all have a long way to go, still!



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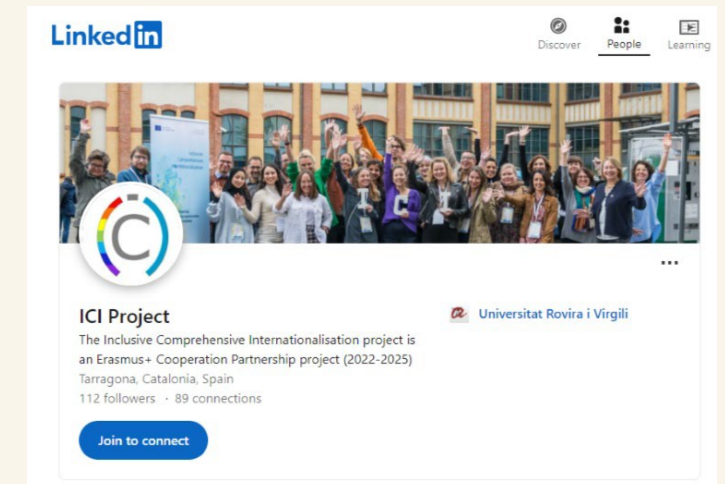
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THANK YOU!



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**Kiitos
osallistumisesta!**