ICLife: Tools for inclusion

How to make life on a campus for higher education more inclusive.

Toolkit co-teaching and learning

INCLUSIVE CAMPUS LIFE

Funded by the Erasmus+ Programme of the European Union

What's in a name?

In a co-teaching setting, a person with an intellectual disability (co-lecturer) and a lecturer work together as a team to teach students. The co-lecturer and lecturer each have specific roles that are clearly defined and are equally important. In co-learning students with a disability join classes with regular students. They work and learn around the same topics and the learning setting is accessible for all participants. Different settings are possible, depending on the faculty, place, timing and the course topics.

Target group

- Persons with an intellectual disability that act as co-teacher
- Students form different faculties
- Lecturers at university

What's needed?

In attachment, different cases are described that are tested and implemented already at universities in the Netherlands and Finland. For each case there is a description of the context, purpose, the preparation, actual activities and so on.

3 cases are described:

Case 1: Workshop "Challenging labels of people with an intellectual disability"

Stigmas and stereotypes that Social Work students have on people with an intellectual disability are challenged

Students (social work) are stimulated to see people with an intellectual disability as people with strengths and vulnerabilities based on his or their personal stories.

Awareness amongst students (social work) is created in order look at possibilities instead of disability.

Case 2: The Gap mending course

"Mend the gap" means that two different groups of people are learning together. In this way, despite the differences between people, they come closer inviting each other to better understand each other's world, experiences and views on topics such as dependency, disability, ability, quality of services, discrimination, independent living, work, friendships and relations, politics and whatsoever.

In a gap mending course, the idea is central that when you participate from the social role of college student and engage in a learning process together, the gap between the social work students and service users i.e. people with intellectual disabilities is reduced.

Case 3: A course "Specific issues of disability".

Students with intellectual disabilities gain knowledge and skills to face different and challenging life situations, counselling and skills to seek help and support.

Degree students develop their capacity to face and support people with disabilities in difficult and challenging life situations.

Budget

As the lecturer and co-lecturer are two people, where in most cases only one lecturer is present, there is an addental cost. The amount of this cost is depending on the status of the co-lecturer at the university. Preferably, the co-lecturer has a contract with the university that values the co-lecturer as a staff member. This can be a permanent contract, or a contract based on the amount of worktime. In some countries it is not obvious to pay the co-lecturer in any way because it may have consequences on the allowance a person with a disability. In that case, a contract as a volunteer can at least take care of insurance and the reimbursement of travel and other costs.

In addition to the costs related to the teaching itself, there is probably also a cost for the training of the co-teacher and the preparation of the courses together with the lecturer. In some countries, training courses for co-teachers and subject matter experts are already in place and a group of potential co-teachers is ready to participate in co-teaching. If such initiatives do not exist, the training and preparation will take

additional time and money.

Who gets what out of it?

Persons with intellectual disabilities

Being a part of education and training creates belonging for everybody and especially for persons with an intellectual disability. This group is often excluded from educational settings. To be recognized for lecturing and bringing additional value to the courses as co-teachers empowers them, gives self-confidence and opportunities for further development of skills.

Regular Students

The regular students are often surprised by the new insights they get in co-teaching courses. The perspectives that persons with an intellectual disability bring to the table are refreshing and authentic in a way that the regular lecturer could not bring that same message. They develop mutual respect and understanding. Inclusion becomes a natural thing.

In attachment you can find more details about

- Case 1: Workshop "Challenging labels of people with an intellectual disability
- Case 2: The Gap mending course
- Case 3: A course "Specific issues of disability".

Case 1: Workshop "Challenging labels of people with an intellectual disability".

Purpose of the workshop

- Challenge stigmas and stereotypes that Social Work students have on people with an intellectual disability
- Stimulate students (social work) to see people with an intellectual disability as people with strengths and vulnerabilities based on his or their personal stories.
- Create awareness amongst students (social work) of the inclination to judge people based on their disability instead of possibilities.

Target group: first year (social work) students

Context

This workshop is given in a range of sessions with different peer experts with different experiences. First year students social work follow the workshop in the workplace 'Participation; strength and vulnerability', next to these workshops students learn about the recovery approach, creative approach, social networks, different psychiatric vulnerabilities and support of intellectually disabled people. Goal of the workshops is to let students learn about the client's perspective and get a first introduction on experience- based knowledge and the importance of this third source of knowledge next to practical/professional knowledge and scientific knowledge.

Preparation

This workshop is given by a lecturer and a co-lecturer with an intellectual disability. It is important to take time to prepare the workshop and to ensure that the co-lecturer is comfortable with the exercise. Prepare a personal story with the co-lecturer. Questions that can help:

Where were you born, what education did you follow, what work experience do you have, what places have you lived, who are the important people for you, what are your interests, on/with what aspects of functioning in life do you need support, what are your dreams?

The co-lecturer determines what subjects he/she wants to include. It can be helpful to use pictures in a Power Point presentation.

Different parts can be distinguished in the description of 'the workshop', discuss who takes the lead in which part.

Duration: 60-75 minutes

Materials: labels approximately 1 sheet per student, markers, a beamer

The classroom can be, based on the judgement and preferences of both lecturers, set up in a circle of chairs or behind tables.

The workshop
Roles: co-lecturer leads, and lecturer supports the process and makes necessary connections to theory. Recovery, empowerment, experience- based knowledge and expertise, stigma, stereotype, storytelling.

Welcome
The co-lecturer welcomes the students and asks the students to turn off their mobile devices. He tells the students his name and that of his colleague who distributes the sheets of labels and markers. The co-lecture asks the students to write down features of people with an intellectual disability on the labels. One feature per label.

Tip: If students say this is difficult, stimulate students to use what pops up in their minds, what they may have read in their textbooks or have seen in media, in their neighbourhood. Everything they write down is fine. Give them 5 minutes.

Stick the labels
After five minutes the co-lecturers invite the students to get up and stick the labels on his body.

Questions for reflection
➢ What went through your mind or what did you feel when you were asked to stick the labels on the co-lecturer?
➢ Why do you think this thought or feeling occurs?
➢ Do you see similar approaches or views on people with intellectual disabilities in your social work practice?

Try to stimulate a dialogue about what happened and ask the co-lecturer about his experiences.

Tip: To stimulate the atmosphere of safety and trust you can let students talk about the questions in small groups and let them share what the key point of the discussion was.

Invite one of the students to choose some of the labels to share in the class together with the lecturer. Ask who wrote it and if needed ask what they mean with it or if they can give an example. Another question could be, how did you come up with this feature?

Story of co-lecturer
The co-lecturer tells his story. Students can ask questions either after or during the presentation. That depends on what the co-lecturer wants. The lecturer can stimulate the students if needed.

After finishing his story, students are asked to write down features of the co-lecturer and stick them on him. Read some of them out loud. Ask how the student came up with the features.

Questions for reflection on this exercise
➢ What did this exercise teach you, or what was important for you?
➢ What would you like to take from this exercise to your social work practice?

Evaluation form

Ask students to fill in the tool to evaluate the corporation and participation of the co-lecturer.

Thank you and wrap up

CASE 2. "How to organise a gap mending course?"

What's in the name?

"Mend the gap" means that two different groups of people are learning together. In this way, despite the differences between people, they come closer inviting each other to better understand each other's world, experiences and views on topics such as dependency, disability, ability, quality of services, discrimination, independent living, work, friendships and relations, politics and whatsoever.

In a gap mending course, the idea is central that when you participate from the social role of college student and engage in a learning process together, the gap between the social work students and service users i.e. people with intellectual disabilities is reduced.

This tool reveals the whole set-up of the course as carried out at the Utrecht University of Applied Sciences in 2018/2019 and at the end gives a piece of reflection on this first implementation.

Who is the target group?

The gap mending course is designed for 2nd, 3rd and 4th year undergraduate bachelor students at the school of social work and experts by experience i.e. people with intellectual disabilities. Teachers and support workers (coaches) are involved in the design and execution of the course. It should be noted that a gap mending course can also be carried out in collaboration with other groups of experts by experience, for example people with a history of homelessness, addiction, psychiatric disorder, acquired brain injury and so on. The course contents will need adjustments depending on the group with which is collaborated.

What is needed?

To organise a gap mending course you need to have or start create a network of experts by experience and support workers engaged in coaching the experts by experience. That is a pivotal requirement. Next to that network you need what generally is needed for organising a course at a college or university i.e. rooms and materials for classroom activities. Classroom activities and materials needed are explained in this tool.

What budget is needed?

To organise a gap mending course you mainly need budget to pay for man-hours. An estimate for the number of hours needed to set up and execute the course comprises the following: assume 7 meetings of 3 hours for which at least 1 hour of preparation is needed. This totals 28 hours. Setting up the course (determining content, devising and adapting classroom activities) will take at least 10 hours. Recruiting students and experts by experience will also take about 10 hours. Studying theories addressed in the gap mending course (power, powerlessness, equality, equality, emancipation, inclusion, cooperation, the meaning of experiential expertise) depends entirely on the prior knowledge and experience of the teacher concerned. Consider approximately 10 hours. This results in a total of 58 hours of investment at the hourly rate that applies in your context.

Costs for material are negligible; they consist at most of paper, flip-over, whiteboard pens, tape and so on.

Who gets what out of it?

College students gain awareness of the power relationship they have with service users, i.e. people with intellectual disabilities. Students attain a real experience that service users have more competencies. This insight is accomplished through conducting inclusive research (one of the assignments students can opt for in the gap mending course). Because of the role of the researcher and thanks to the collaboration with the co-researcher, students gain insights into their own attitudes and behaviour as a (future) social worker related to the service user. Furthermore, students get a better understanding of comprehensive concepts such as power, inclusion, equality, equal worth of people, empowerment, and emancipation.

The benefits expressed by the experts by experience comprised: feeling acknowledged, feeling competent, being proud, experiencing new socially valued roles, i.e. student, co-researcher, team member. The gap mending course expanded the world of the people with an intellectual disability and it opened new perspectives, they discovered what they were good at, some experts by experience wished to continue doing research, wanted to become a researcher or co-researcher. In all, the result of the gap mending course encompasses empowerment of people with mild intellectual disability.

The Gap mending course in detail
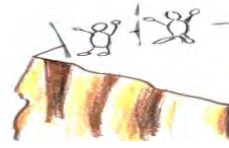
"Equality isn't that easy at all!," a student social work.

Introduction

"Mend the gap" means that two different groups of people are learning together. In this way, despite the differences between people, they come closer inviting each other to better understand each other's world, experiences and views on topics such as dependency, disability, ability, quality of services, discrimination, independent living, work, friendships and relations, politics and so on.

In a gap mending course, the idea is central that when you participate from the social role of college student and engage in a learning process together, the gap between the social work students and service users i.e. people with intellectual disabilities is reduced. In such a learning situation, the participants often experience a certain degree of (shared) insecurity. This shared uncertainty ensures that the gap between social work students and service users is narrowed and that they have a more equal starting position as course participants. The gap mending course is inspired by the Mobility course at Lund University in Sweden (Heule, Knutagård, & Kristiansen, 2017) and the Gap mending principles of the Power Us network (PowerUs, nd).

This tool is based on one course held during the period October 2018 to January 2019 and on evaluations with students. It was embedded in a module of the bachelor programme

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Charter of principles

1. Social work education should promote social justice, ensuring non-discriminatory and inclusive practices. The involvement of service users in social work education is an essential part of working towards a fairer society that respects civil and human rights and issues inequality.
2. Service users should be supported to take an active role in all aspects and all stages of social work education. Physical, environmental, attitudinal and cultural and communication barriers to this should be removed.
3. PowerUs promotes gap mending methods in social work education, where social work students and service users work and learn together including integrated courses on equal terms* in order to improve social work practice, theory and research. Participants of the PowerUs network practice these methods in their day-to-day practice.
4. All service user involvement should be properly valued. This involvement should be resourced and funded appropriately.
5. Accredited education and training should be developed and made available to service users. This will help ensure that service users are treated as equal partners in social work education.**
6. The involvement of service users should not be seen as a substitute for recruiting and employing people with such experience generally as academic staff. On the contrary, PowerUs promotes strategies to mobilize service users into the academic system.

minor *Social Work & People with an Intellectual Disability: An Inclusive Approach.* It is an elective undergraduate course for 3rd and 4th year bachelor students Social Work studies at Utrecht University of Applied Sciences.

This course was developed in collaboration with our partners LFB (National Advocacy Organization), Amerpoort and De Wilg (service providers delivering support services to people with intellectual disabilities). Besides delivering support services they make use of peer experts in various professional activities such as teaching and co-teaching, research and co-research, co-design, presentations, workshops etc. This partnership is crucial for the development and execution of a gap mending course.

Experts by experience from LFB, with whom we have a sustainable partnership, were involved in the development of the gap mending course. One of the experts by experience also acted as a co-teacher during the course. In the green text boxes 'lessons learned' some evaluations are shared.

Learning objectives and competencies

Students attending the gap mending course will learn to:

1. Collaborate with students social work and students with intellectual disabilities
2. Collectively learn with social work students and students with intellectual disabilities

The collaboration and learning process revolves around:

- Inclusion
- Equality
- Power and powerlessness
- Empowerment

With this course students experience what social inclusion means, what social exclusion may look like, what discrimination encompasses. Students will reflect on the conceptualisation of social inclusion, what inclusive cooperation requires. Similarly, students will experience what inequality and equality means and reflect on the concept equality – in terms of equal opportunity, equal worth of people, dignity. Attached to these concepts are power, powerlessness and empowerment. Again students will experience what these concepts look like, how they feel, how power operates in social relations.

In this tool we use the term expert-student which refers to students with intellectual disabilities: they possess expertise by experience.

A student social work shares: "I was angry about the fact that I was serving my own interests for a good grade, but my power has unconsciously been employed in a way that made A and R feel behind. I also felt that I had gone too far in creating a safe environment in which they could develop '. There is little room for development if you can only watch."

The assignment

Students will be assessed in two ways: (1) the result of the inclusive project and (2) the process of collaboration. The inclusive project is a pivotal means to gain insight in the process of inclusive collaboration.

Inclusive project

To achieve the learning goals and to have students demonstrate competencies they can choose between three different projects.

(1) Inclusive research project
(2) Product innovation
(3) *Kwartiermaken* - 'social pioneering' (*social* transformation agency focusing on organizing social encounters between people with and without disabilities, people with different backgrounds, creating *social* value).

Social work students and expert-students form a team of maximum four people. Ideally there is a balanced mix of two by two. As a team they brainstorm about what the project should be about, preferably a social issue derived from the daily life experiences of expert-students or what social work students encounter in their practice. As a team they conduct a complete project through inclusive collaboration. Each team member has a role, has his or her responsibilities and completes the tasks which suit his or her capabilities or personal learning goals.

Social work student: "The result-orientated approach (deadline for a product) and thus a strong interest for HU students made it easy to manipulate the process to our own advantage. So the fact that there is an interest for us in the collaboration made it difficult to deal with each other in an equal way."

The whole project is conducted via an inclusive approach. Students are fully responsible for the completion of the project – from the beginning till the end, including a presentation by means of an oral presentation, written report (in accessible language) or a video report of 12-18 minutes depending on the type of project these choose.

Expert-students are present at the presentations, they also present the process and results of the project as member of the (inclusive) team.

Reflection on concepts and achieving learning objectives

Students and the students with mild intellectual disabilities reflect on their cooperation for example by means of the model shown belo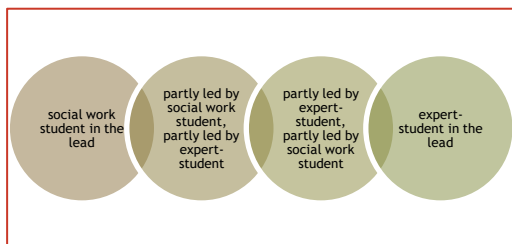w (van Hove 2015). The model depicts a shifting power balance between the student-expert and the student at our University of Applied Sciences. With the help of this model you can determine the power balance between the team members during the different stages of the project. In the model we refer to social work student and expert-students.

Figure 1 positions in the power balance between team members change variably during the project.

Students decide together how they prove that they attempted to work in an inclusive way. A (written/visualised/recorded) reflection on how concepts of power, equality, emancipation, empowerment and knowledge have emerged during the different phases is required. Students are asked to reflect on situations and to describe difficulties during the process that affected the inclusive cooperation process being pursued.

Assessment of the process and the student's reflection on it are most important in order to earn credits. The project results (research report, newly developed product, kwartiermakersfilm) merely serve as a vehicle to get the process going.

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Lessons learned - reflection on concepts
More attention needs to be paid to what abstract concepts mean. There is very little accessible information on complex concepts such as power and equality i.e. dignity and equal worth of people. For the next course it is recommended to use animation of the University of Humanistic studies about 'Co-dependence in Care'. Click on this link for an animated film.

Unsurprisingly, students are inclined to focus on the results i.e. the product instead of the process. This is partly due to the logic of the current education system within our school of social work. Hence more time and effort is required to encourage students to reflect on inclusive collaboration and related topics.
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Global programme of the course

The course existed of six 3-hour sessions in the classroom and one final session during which the teams presented their results. The sessions took place at the end of the day, which was not conducive to a good energy level amongst students. So students prefer sessions that take place earlier so that their energy level and concentration are better and they will have time to work independently in groups afterwards. In the Netherlands we work with four semesters of 10 weeks. The course took place during semester A and B.

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Lessons learned - sessions
Six sessions in four months appeared insufficient. The time between the session sometimes took too long. Besides, it is crucial that students know they need to work together as a team outside the regular sessions. It can be helpful to schedule sessions without presence of a teacher in advance and arrange a classroom for students.

Our second Gap mending course contains 7 sessions in 8 weeks. The sessions are planned more closely together, allowing for more intensive cooperation in a shorter period of
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This global programme can be used for inspiration, but we recommend to adjust the course to the context in which it is given. Ideally the course is (re)developed together with local partner organisations from social work practice.

Session 1
Introduction and getting to know each other

Objective(s):
- Students are introduced to the course objectives, content and each other.

Introduction with/to:
- the programme
- the objectives of the course
- the assignment or project
- each other
- lecturers
- expectations, conditions of participation to course
- equal corporation trough interactive exercises.

To illustrate what is expected of students, show some examples of projects of Kwartiermaken (social pioneering), inclusive research or product innovation but also have examples of reflections on the process. This can be a comic, a vlog, a drawing, a written report, etc.

Examples for exercises
Getting to know each other and practise with collaboration
Go outside and be active. Use active exercises and games where corporation and trust is key. You can find several examples on the internet.

➢ Rope jump game in which the issues get bigger
➢ Blind folded exercises in which trusting your partner is key
➢ A more focused exercise is the Marshmallow issue.
   https://www.ted.com/talks/tom_wujec_build_a_tower

Reflecting afterwards on questions like 'who took initiative, who took the lead, did you feel heard, did you have a chance to share your ideas, etc,' are essential.

To foster reflection you can provide students with a log including questions like above.

You could divide questions into 'before', 'during' and 'after' the collaboration and the inclusive project and distinguish questions about 'execution of the work', 'collaboration' (interpersonal) and 'own learning process' (intrapersonal).

Lessons learned - create moments to reflect
The use of a log was not suitable for everyone, especially if you had to fill it in by yourself, individually.
In order to foster reflection on the collaboration, as a teacher and co-teacher (i.e. a tandem) you should actually set a good example yourself by practising what you preach. So, create moments of reflection during the sessions. As a tandem of teacher and co-teacher, you can discuss your own collaboration with each other. This way you give an example of how you can reflect on collaboration, and you also create some space by making yourself vulnerable as a tandem and inviting student teams to follow your example.

Session 2
About social issues and the UN Convention

Objectives
- Students are aware of the meaning of a social issue.
- Students have an idea of what social issue they think is important to tackle during this course.
- Students know how to analyse a social issue.

- Students are able to present themselves to a group of people talking about who they are, what they are good at, what they are 'not so good at', what they like and what they find important in the collaboration in a team.
- Students know their personal goals of this course and are able to present this to their peers in this course.

Examples for exercises

Presenting yourself

Students and lecturers give a very short personal presentation/pitch using a personal item or a photo. This presentation they prepared at home. Topics might be:

- Interests, strengths, vulnerabilities, learning objectives for the course. A sentence like 'to corporate successfully with me you need to know about me that I …'
- The students round off with an idea for a social problem or issue

Social issues

As a framework and inspiration you can discuss the 'UN convention on the rights of people with disabilities' (UN, 2006). In the Netherlands we used a brochure and a poster in plain language (LFB, 2016). See image to the left. For accessible information see the website of Inclusion Europe.

Questions that can be helpful are:

- What displeases you, annoys you or makes you agitated for example in your neighbourhood or the organisation you get support from or work in?
- What obstacles do you experience in daily life or see in daily life of people you work with, which limits you or them to fully participate in, for example, education, work, social activities or sports?
- Is there anything you worry about and see as a problem but you do not know if others share this problem?

Make a poster using pictures and drawings to define your social problem or social issue.

Questions you can use are:

- What is the issue/problem?
- Who has to deal with the issue/problem?
- When does the issue/problem occur?
- Why is it an issue/problem?
- Where does the issue/problem occur?
- How did the problem/issue originate?

Session 3

Presenting poster, choosing a social issue and the inclusive approach

Objectives:

- Students present different aspects of the social issue they have chosen to tackle.
- Students can find information about their social issue they have chosen to tackle.
- Students can present their social issue they have chosen to tackle in a convincing way.
- Students are able to visualise their social issue with a poster.
- Students are able to determine which social issue is most suitable and important.
- Students are able to choose the most suitable approach for their social issue.

Examples for exercises
Students worked on their posters at home and prepared a short presentation to the group.

Students vote on the poster they find most relevant and most interesting.
Voting system: Choose a top 3. You could use different colours of post-it's to represent best, second best and third poster. To count the score you can divide points afterwards. 3 points for the best poster, 2 points for the second best and 1 point for the third best. Students form teams around the best voted posters or themes. They make arrangements and discuss terms, agreements for corporation and how they would like to work with each other. To stimulate this you can use the exercise in attachment 2 Group drawing.

Choosing the approach
What kind of approach is most suitable for the social issue they want to tackle? Student can choose between an inclusive research, develop a product or service or they can conduct a Kwartiermakersproject (social pioneering).
- Inclusive research
  https://onlinelibrary.wiley.com/toc/14683148/27/1 Journal of Applied Research in Intellectual Disabilities, Special Issue: New Directions in *Inclusive Research*. Pages: 1-84. January 2014
- Social pioneering
  www.kwartiermaken.nl/english
- Product or service innovation
  http://www.powertoolkit.nl/

During the course we let students find their way in which approach is most suitable and let them discover the different approaches. The result was that all of them choose the approach of 'Research'. Students Social Work could attend a lecture outside the course about these methods but to facilitate more equal decision-making it is important that every student knows more about these methods.

> **Lessons learned - know the approach before choosing one**
>
> Plan a session or moment that gives you more insight in the different approaches. Because of a lack of knowledge amongst expert students and social work students, the inclination was to choose the approach which was most familiar to the social work students. To be able to choose properly you need to know what the choices are. Use practical examples.

Session 4
Consultation and Prokkel

Objectives:
- Students can find information about their approach of the social issue.
- Students make a plan for their project.

- Students evaluate their collaboration and progress.
- Students can divide tasks amongst their team based on qualities and personal objectives.
- Students are able to further analyse their issue, motivate the relevance and make it manageable for the project time they have.
- Students are able to find a partner or client from social work practice who supports the project.

Additional objectives because of Prokkel
- Students practise networking with organisations from social work practice/policy.
- Students present themselves professionally.

Prokkel

We were invited to join an event organised by the Prokkel foundation. In the Netherlands, the Prokkel is a national event that is organised every year in the first week of June. The aim of Prokkel is to create situations or moments during which people with and without intellectual disabilities can meet. Throughout the country different activities are organised comprising an internship at a local or national government, a fire station to a dinner in the neighbourhood or an afternoon with games organised by a school. Prokkel is an example of Kwartiermaken, it is about creating space for being different.

Lessons learned - create connections with social work practice
Because the course was created in collaboration with several partner organisations the connection to social work practices was easy to establish. The Prokkel event, however, has proven to be an enormous added value to the Gapmending course that the recommendation is to seek for possibilities to attend such an event with students. This could be a conference or a network day in which also workshops are being offered.

The meeting targeted representatives of different partner organisations and stakeholders i.e. social care organisations and organisations involved in public policy-making. Students were invited to network and participate in different workshops that could inspire them in developing a solution for their selected social issue. This was a one-off activity for the course, yet highly appreciated by students.

Consultation

All groups choose an inclusive-corporative research as a means to work towards solving their issue. During this class the different phases of research were explained and it was emphasised to look at the different phases as important moments when decision are made. Students have to reflect on how they came to some decisions during these phases. Who took the lead, who contributed, did everyone have enough chances to contribute, how did they collaborate etc. The sheet 'Key components of practice based research', picture right was used to help students recognise these stages and structure their research.
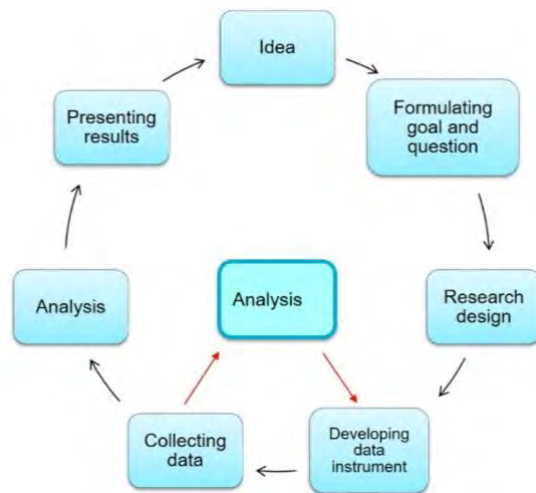
Expert-student: *"I have learned about doing research and what is means. I've learned a lot from the accessible summaries students social work made*

Session 5

Thinking out of the box and consultation

Objectives:
- Students learn about digital tools and robotics that can be used in finding answers to the social issue they have selected to tackle.
- Students challenge themselves to think further than the obvious solutions.
- Student are aware that making time to reflect on the process of collaboration is just as important as the result of the project.
- Students develop methods in which they prove that they have searched for ways to collaborate in an equal way.

Lessons learned - Help! We have a deadline!
students were very insecure about what was expected from them during the first three sessions. Especially the first two focused on getting to know each other and creating some safety and connection. They were glad to 'finally' work on the project. So an exercise like the group drawing was dismissed by the group, because they also felt a deadline was coming closer. This was mainly to the interest of students social work. If you look at previous lessons learned you could argue the decision to dismiss this exercise

HUBLab
Students visited HUB lab (a laboratory for social technology) in two smaller groups and shifts to invite them to think about innovative solutions for their social issues. The HUB-Lab is part of the HU Library and wants to be a hub for education, research and the professional field. It is an accessible meeting place where you can be inspired, informed and where you can experiment with both physical and digital tools.
Prompted by the ever changing society, which requires new skills for teachers and students, the HUB Lab offers both physical and digital tools to support the development of these 21st century skills. Through co-creation, the HUB-Lab unites various disciplines, leading to innovative products and services (https://library.hu.nl/HUB-Lab).

Consultation

Students are inclined to solely focus on results, while attention to the process of inclusive collaboration is central to the Gap mending course. They also seem to neglect the importance of paying attention to the process of inclusive collaboration which is necessary to create space for everyone. During consultation moments the teacher and co-teacher encouraged students to think of ways of how to show and prove their inclusive collaboration, for instance by means of photos, drawings, objects, schemes other kinds of visuals, by means of using vlogs and so on. Utilising such tools helps students to make clear how this collaboration progressed, what they have learned, how they experienced equality and inequality, equal worth of people, inclusion, power, powerlessness, etc. These tools also help students to find words, to give (new) meaning to abstract concepts such as equality, power, inclusion. It was helpful to share the 'teacher and co-teacher'

Lessons learned - practise what you teach and what you teach

The course was facilitated by a university lecturer and a lecturer with expertise by experience. Despite the experience of the tandem in working together, this course was quite an issue for them. The focus on the process and working with the group was an issue. It resulted in a power distance in which the university lecturer often took the lead while the role of the co-lecturer was less clear. It was essential to reflect on this but also to share this with the group.

discussions about our own collaboration.

Session 6
Vlog workshop and consultation

Objectives:
- Students learn about the importance of accessibility working in inclusive projects.
- Students learn about accessible ways to present products or results.

Accessibility is an important condition for working together. So products or results should be accessible for everyone involved. In our education we mainly focus on verbal and written results, so accessibility can be an issue.

Expert-student: *"I would rather have that they hurt us a little and be honest instead of being correct and nice."*

Vlog workshop

A video log is a fast and quite accessible way to share a process but also results. So to facilitate this, students were offered a workshop to learn more about 'vlogging'. One of the partner organisations had developed expertise and was invited to give the workshop. Students learned some practical skills and learned about some apps they can use.

Other options for presenting

When developing the course several other suggestions and ideas were mentioned to let students learn about presenting results in an accessible way, like a play, poster or photo

exhibition. Think of what suits your context best and what possibilities you or your partners have to facilitate these different options.

Consultation

Consultation by lecturer and co-lecturer mainly focused on how students can finish their projects as well as possible within the time they have left, helping them to choose what is relevant and what is not. Again it is important to stipulate the importance of reflection on the collaboration and how they will show this in their final presentations.

Expert-student: *"It is also easy to let it happen and let the social work student take the lead. I wish I had done more with this but I only gave feedback on this at the end"*

Another aspect was preparing students for the presentation day. Students were stimulated to invite partners of their project to the final presentation day. A concept invitation letter was available which the lecturers provided and could use and distribute. The lecturers of the course were also invited as well as the professor of the university who supported the course. Students were told to include the audience in their presentation, so it would have an interactive element.

Session 7
Presentation of results and process

Students, professionals, lecturers, representatives of partner organisations, the coordinator of the minor course and the professor involved were all present at the presentations. They were invited to ask questions and give feedback. Their presence was of added value for students because it made their work more relevant and suggestions or recommendations they made, were heard. One of the inclusive teams conducted a small scale research on loneliness among people with an intellectual disability. Representatives of partner organisations became aware of the importance and urgency of this subject, which resulted in continued and intensified cooperation between the university, the partner organisation, students and experts by experience.

Students, teacher and co-teacher, coaches involved in the Gap mending course

All students received a certificate supplemented with an explanation of the context and learning objectives of the course, and of the gap mending principles. The expert-students received an additional personal note on their learning process written by the coach involved.

Some general lessons and reflections
The tandem
The focus on the process during the course needs a lecturer and co-lecturer who are able to work with the group. It requires coaching skills and the ability to react to what is happening in the group. This takes time and reflection. The university lecturer needs to create space for the co-lecturer and the co-lecturer must be able to tell what he or she needs to have a valuable role during the course. A skill that can be helpful is to ask critical questions and not be scared to issue what is socially or political correct.

The role of the coach

One of our partner organisations, Amerpoort, provided the expert students, people with a mild intellectual disability who are trained and working as experts by experience. They came with a social worker who is their coach. First she came along because the expert students needed to find their way at the campus and get a bit familiar. But later her role was a bit confusing, she was participating in one of the groups because one expert student quit the course but she also wanted to observe and coach the others.

Student social work: *"By explaining a lot I was giving support, a role I wanted to avoid. On the other hand, it isn't possible to corporate when the other person doesn't understand it, she won't be able to participate in the research in an equal way. This is something I struggled with a lot during the project."*

Students social work did not know who to address when they came across difficulties, the expert student, the lecturers or the coach. The coach sometimes spoke on behalf of one of the student experts and also told the social work students how they could collaborate together in a better way. This resulted in confusion about what role they should pursue: professional support worker or student. They sometimes stimulated the expert student to take up the role of client. The recommendation is to invite the coach once and to ask them to join the group on the presentation day. The coach can function as a contact of the organisation but he or she is mainly a coach of the expert students outside the course.

(Separate) evaluations

Expert-student: *"After evaluating and saying what we wanted different in our team we had a better collaboration and it felt ..."*

Because it was a pilot, the lecturer planned several evaluations with the social work students and the expert students and their coach separately. Students of social work really appreciated these evaluations, because they felt they could talk more freely and sometimes they could be politically incorrect. They were valuable reflective moments in which the lecturers could ask them why they acted differently than when they worked with other social work students, for example.

Expert-student: *"We only did the practical stuff but it would be better if we could also do the theoretical things."*

Also expert students felt they could share their experiences but also their difficulties. In these evaluations the lecturer and their coach stimulated and practised difficulties they could discuss with their team members but also give feedback on the content of the course and about (what they needed from) the lecturer.

After ending the course and getting the results, students had a chance to give feedback. One critique was the form with criteria which was used to assess the process and the product. They felt it was not a good representation of what the message was during the course; the process is just as important as the result of the project. The form was adjusted to meet the students' feedback. 40 percent of the grade is now based on the product or result and 60 percent on the process of collaboration and how they make this transparent.

The recommendation is to involve students in designing the course and also to take their experiences and feedback during the course into account. Students found the course itself very valuable but the fact that they had a say in the design of the course made them very involved and responsible.

Different interests

Social work students and experts students had a different interest and motivation to participate in the course. Although experts students received a certificate and supplements which they appreciated and valued, the social work students received 5 European credits as part of their bachelor programme. This created a power disbalance in some situations, where expert students thought left decisions to the bachelor students since their diplomas depended on them. It is recommended to take this into account and maybe to look for solutions in your course to avoid th this problem.

Social work student: "At first I thought equality was a certain attitude that you had to have towards your client. But the fact that you have the power to use a certain attitude already makes the relationship unequal"

Additional classroom activities

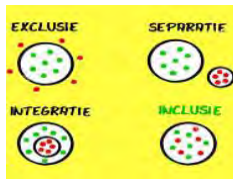To look for similarities and appreciate diversity

To collaborate and learn together from the equal role of the student
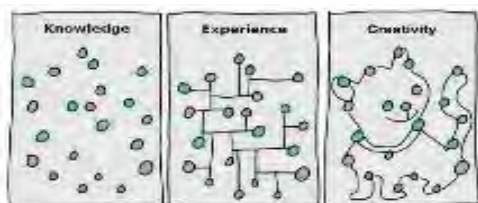

To remove obstacles so everyone can participate actively

To aim for social justice and inclusion

To talk and think about power differences

Using each other's knowledge to create new knowledge

Working together 'Group drawing'

Goal: From individual to collaboration. Make one drawing together. Form: The entire group at the same time. Time: 30 minutes.

Group size: 8 people.

Preparation: Choose a theme that is relevant for the group.

Task 1: A sheet of paper in A1 format is on the table with all coloured markers. The group members are standing around the table. Everyone starts at the same time somewhere on the sheet with a drawing about the theme. After 1 minute the trainer asks the participants to move up one place and to continue drawing on the drawing of the person standing next to him. After 1 minute everyone moves up again. Then after half a minute and so on. The trainer tries to keep some suspense in the exercise. Nobody knows when he has to move on. Determine the right moment to move by looking at how and what is drawn. The goal is together, so if people do their very best to finish their own contribution, let them move on. Continue until everyone returns to their original place.

Task 2: Now ask to draw a connection between the different drawings of the first round. Again everyone is moving up a place after a short or longer minute. When the whole sheet is full and the drawing appears to be finished, you stop.

Task 3: View the drawing together and let the participants say what they see and what the drawing evokes in them.

Reflection: About letting go of your own drawing, about supplementing with another, about disappointments and discoveries of this collaboration. Then make a translation of the discoveries to the work together.

Materials: A sheet of paper in A1 format. Sufficient coloured markers.

Reference: Vries, Karen de (2007) *Teamwork, 6 speelse werkvormen; samenwerken*. Utrecht: Karidiès, www.communicatie-presentatie.nl/pages/PDFwerkvormen/Teamwork.pdf

CASE 3. Course "Specific issues of disability".

Purpose of the course

- Students with intellectual disabilities gain knowledge and skills to face different and challenging life situations, counselling and skills to seek help and support.
- Degree students develop their capacity to face and support people with disabilities in difficult and challenging life situations.

Target group:

Student with intellectual disabilities with second- and third-year degree students (social services programme)

Themes of the course:

1. challenging behaviour as a specific issue
2. intoxicants and addictions
3. mental health
4. sexuality at different stages of life

Implementation:

- studies of students with intellectual disabilities are integrated partly into social service programme students´ studies and their courses. A part of the lessons, group work and workshops are taken together, a part is separately guided by social services programme students and their teachers.
- Degree students study together with students with intellectual disabilities. Degree students guide students with intellectual disabilities and act as their mentors. All this includes degree students´ "Disability and Rehabilitation"- study programme.
- Studies (lessons on campus, distance learning and functional, group-based learning methods) are planned together at the beginning of the course and are implemented through various learning and learning methods.

    - Study plan for degree students:
        - lessons and teaching situations 36 hrs
        - distance learning and group work for example planning the contents of studies and guiding for students with intellectual disabilities
        - learning tasks of the course, reporting together / all 126 hrs
    - Study plan for students with intellectual disabilities:
        - Participation in group's teaching situations 36 hrs
        - Learning tasks, getting acquainted with theory and materials, group and team work skills
        - Open book examination in pairs
        - Feedback

Duration:

Each study afternoon has been 3 hrs divided to different classes and groupwork sessions.

Preparation and teaching a lesson; Important tips:

- Prepare classes in cooperation with students with intellectual disabilities.
- Explain in advance what the themes of the lesson are.

- Take notice that lesson preparation and teaching may take longer than what you as regular student or teacher are used to.
- It is good practice to write a course and lesson plans which include e.g. purpose, learning goals, timetable, learning and teaching methods, exercises and group work themes.
- Prepare material in easy to understand and plain language and use pictures. Share material with the students. Pay attention to the need of images.
- Create a good and safe classroom atmosphere and environment for everybody.
- Use different visualisations and functional methods (photos, drawings, drama, discussion, group work, etc.).
- Use different exercises e.g. mindfulness, "I am positive"–game.
- Speak clearly and slowly, taking pauses.
- Ensure there is enough time for questions and discussions.
- Use different activities and exercises (moving, games, walking, place and role exchange).
- If possible, use visiting lecturers, e.g. in this course a sex therapist was present and lectured about sexuality, relationships, dating and human rights.
- Organise possibilities for students with intellectual disabilities to work as a co-teacher (name lists, different assisting tasks).
- Give instructions on how to prepare for the exam.
- Ensure that the topics studied are repeated for instance for the exam.
- Observe lessons and activities for reporting and development.
- Listen to the students´ opinions and hopes.
- Ask feedback in different ways (discussing, emoticons etc.).
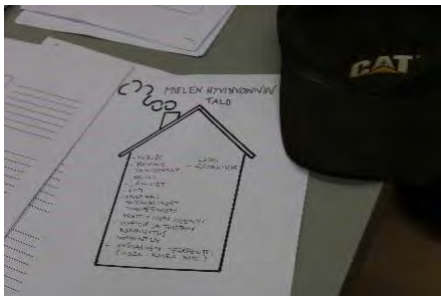

Photo 1. The House of mind well-being. It was collected from every student with an intellectual disability. They shared each other's different strengthening issues of mental health.

Photo 2. Paavo and Juho are revising course topics.

Photo 3. A degree student is guiding a small group. Discussing and learning together.

Photo 4. Virtual learning session. Students with intellectual disabilities gathered in meeting room. One-degree student, who coordinated facilities and e- link connections joined the group.

After teaching a class

- The findings are reported.
- All students´ feedback and ideas for development are collected and will be utilised
- "Feedback questions" are attached by way of example/

Assessment/evaluation form

- Open book exam by pairs. Multiple choice questions (6 questions/ each subject or topic)
- Feedback questions. A separate feedback session in which all students fill the feedback tool and discuss the feedback in small groups.

Photo 5. Preparing for the exam with the supervisor. Material on display.

Closing
Thank You, Certificates and coffee with cake