



Co-funded by the
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ENHANCE IDM!


Enhanced Programme Leadership for Inclusion and Diversity Management (IDM) in Higher Education

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Technology
Arts Sciences
TH Köln

EnhanceIDM - Overview

- Erasmus plus project aimed at improving **programme leaders'** diversity competence
- Higher education institutions from four European countries participate: UK, Austria, Germany and Finland
- Goal: developing tools and trainings on inclusion and diversity management for study programme leaders

EnhanceIDM – Output

1. Online survey: needs assessment
2. Web-based training videos for IDM scenarios
3. Conception and development of blended learning training (Face-to-Face meeting: Linz, May 2019)
4. Development of IDM-Toolbox
5. Self-assessment based on online survey

IO 1: Needs Assessment Online Survey

Q5: Further Information and Training Needs: Please indicate for each of the following areas how important it would be to you to receive further information and/or instruction? Scale of 1 (not important) to 5 (very important)

- **1. Increasing student success** [Important (1,2): 93%; Arithm.Mean: 4,44; Median: 5]
- **2. Reducing student dropout** [78%; 4,01; 4]
- **3. Intercultural competence** [78%; 4,01; 4]
- **4. Inclusive teaching and learning practices** [70%; 3,94; 4]
- **5. Curriculum design: developing inclusive, diversity-sensitive curricula** [62%; 3,62; 4]
- **6. Increasing access by attracting more diverse or non-trad. students** [48%; 3,3; 3]

IO 1: Needs Assessment Online Survey

You have indicated that you would welcome further information and/or training on [...] to your programme. What sub-topics would you be most interested in?

Access:

Recognition/validation of non-formal and informal competencies	46,8%
Improving accessibility of info materials, webpage	45,2%
Developing and enhancing support schemes	40,3%
Outreach activities	38,7%
Preparation and dissemination of information materials	35,5%
Alternative entry paths	30,6%

Curriculum Design:

Developing inclusive environments	56,7%
Building effective relationships between students, teachers and administrative staff	50,7%
Enhancing inclusion by and in digital learning environments	50,7%
Flexible learning paths / flexible structure of study programme	47,8%
Integrating diversity related competences into the curriculum	41,8%
Inclusive assessment / assessment literacy	40,3%
Foundation courses	32,8%
Diversity monitoring	22,4%
Developing accessible environments	19,4%

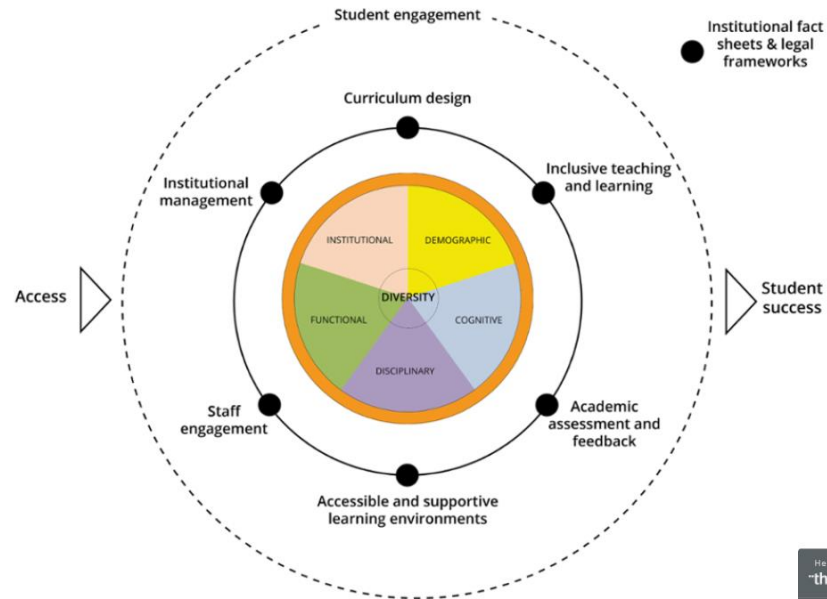
Retention:

Developing student support schemes further	59,0%
Raising aspirations	56,4%
Flexible learning paths	47,4%
High achievers development	39,7%

Teaching:

Intercultural communication	57,1%
Managing a diverse classroom	51,4%
Developing diversity-sensitive/inclusive course materials	48,6%
Developing inclusive assessment and feedback methods	48,6%
Creating accessible learning Environments	37,1%

IO 3: Blended Learning Training



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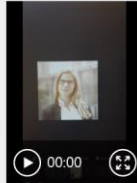
IO 3: Blended Learning Training

Introduction

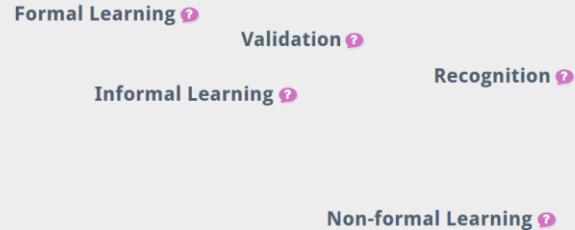
UNESCO, 2015: Today [...] all kinds of learning and training outcomes deserve to be valued and validated, regardless of where and how they were obtained.

Isabell Grundschober,
Danube University
Krems on the concept of
validation:

What it is? Why we need
it? Who is affected? What
are the challenges and
opportunities?



Definitions



Contact EnhanceIDM

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- More information and current news from EnhanceIDM at: www.enhanceidm.eu