

## **Work Package no. 2 – Design Principles for the course to build inclusive higher education systems for HEI teachers, HEI administrative staff and academic tutors specialized in SEN**

### **A 2.2. Organizing a co-design session with project partners for proposing design principles and possible contents**

#### ***Achieved results: Report on the co-design session***

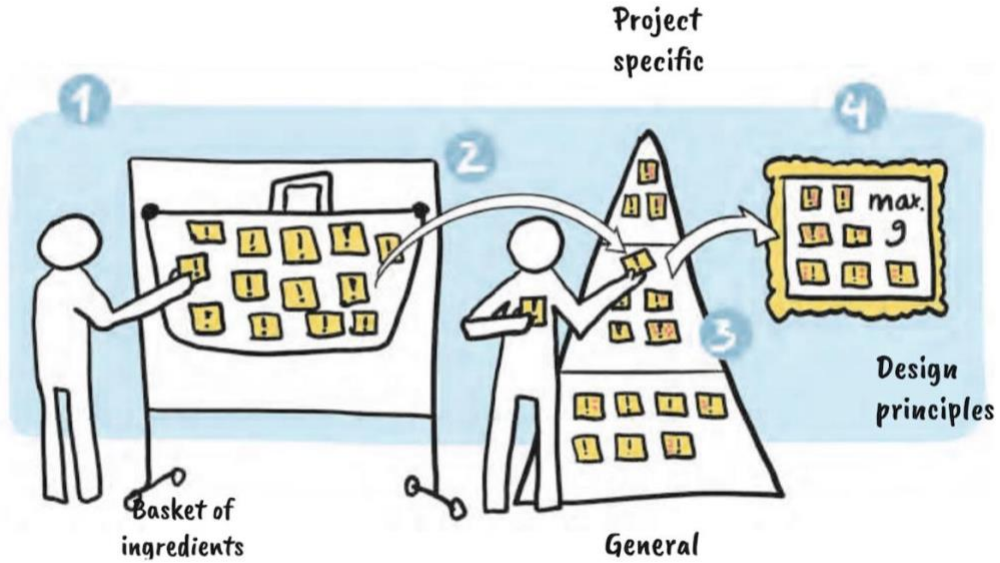
In the two co-design sessions, conducted on 19 April and 23 May 2023 respectively, the design principles and possible course content to be realised in WP3 were defined.

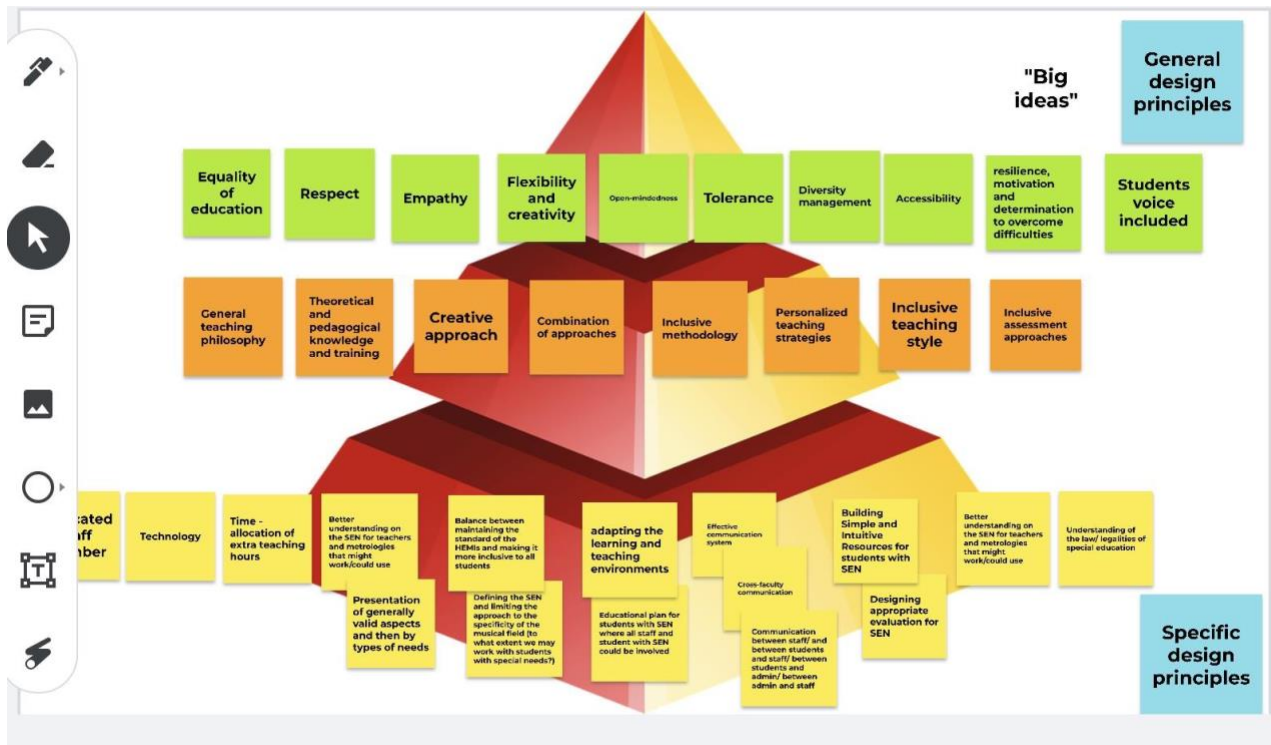
By “design principles” we mean guidelines that can guide the work of all those who have to design an object or experience. These guidelines may relate to broader concepts concerning the background “design philosophy” but also to specific needs that can support decisions at every stage of the project.

The IncluMusic Project Design Principles are a set of guiding principles that inform the development and implementation of the project to promote inclusion in higher music education institutions. These principles provide a framework for creating an inclusive and equitable learning environment for all students, including those with different abilities and backgrounds. The design principles of the IncluMusic Project encompass both general teaching philosophies and specific methodological approaches, emphasising empathy, flexibility, creativity, student voice, theoretical and pedagogical knowledge, personalised teaching strategies, inclusive assessment approaches, dedicated staff members, integration of technology, design of appropriate assessment for students with special educational needs (BES), and adaptation of learning and teaching environments. Adhering to these principles, the IncluMusic Project strives to ensure that higher music education institutions adopt inclusive practices that promote access, engagement and success for all students.

The methodology known as “From the basket to the pyramid” was used to carry out the first session, which allows one to move from a divergence phase, with the production of many ideas to be placed in a basket (also electronic), to a convergence phase, in which only 9 main ideas need to be selected, placing them within a hierarchical pyramid-like structure.

## Procedure: Design principles





The resulted design principles and their definitions are presented below:

<b>LEVEL 0: FUNDAMENTALS</b>	
<b>General educational philosophy</b>	Refers to the guiding principles and general beliefs that inform the approach to teaching and learning in higher music education institutions. It encompasses the core values and goals that shape the educational experience. In the context of promoting inclusion, the overall educational philosophy should emphasise equity, diversity and accessibility for all students.
<b>LEVEL 1: GENERAL PRINCIPLES</b>	
<b>Empathy</b>	This principle emphasises the importance of understanding and relating to the experiences, perspectives and needs of individual learners. It is about developing a deep sense of empathy for students from diverse backgrounds, including those with different abilities, and considering their unique circumstances in the teaching and learning process.
<b>Flexibility and creativity</b>	This principle supports adaptability and innovation in teaching methods and strategies. Recognising that students have different learning styles, abilities and preferences, teachers should use flexible and creative approaches to meet different needs. This may involve the use of different teaching techniques, materials and technologies to improve engagement and foster inclusiveness.

<b>The students' voices included</b>	This principle emphasises the active involvement and participation of students in shaping their learning experiences. It encourages students to have a voice in the curriculum, pedagogical methods and assessment practices. Inclusive HEIs create opportunities for students to express their opinions, ideas and concerns, ensuring that their perspectives are valued and considered in decision-making processes.
<b>LEVEL 2: METHODOLOGICAL PRINCIPLES</b>	
<b>Theoretical and pedagogical knowledge and training</b>	This principle emphasises the importance of instructors possessing a sound theoretical and pedagogical knowledge base in music education. Instructors should be equipped with an understanding of inclusive teaching practices, theories of diversity and inclusion, and pedagogical approaches that support diverse learners. Instructors should be provided with ongoing professional development and training to improve their competence in inclusive teaching.
<b>Creative approach</b>	This principle encourages teachers to foster creativity and innovation in their teaching methods. By incorporating diverse teaching techniques, such as improvisation, composition, collaborative projects and interdisciplinary approaches, teachers can create a dynamic and inclusive learning environment that meets the diverse needs and interests of students.
<b>Customised teaching strategies</b>	This principle supports the need to adapt teaching strategies to meet students' individual needs, strengths and interests. Teachers must strive to understand each student's learning style, preferences and abilities and adapt their teaching methods accordingly. Personalised teaching strategies promote a supportive and inclusive learning environment that recognises and values individual differences.
<b>Inclusive evaluation approaches</b>	This principle highlights the need for inclusive assessment practices that take into account different forms of expression and evaluation. Teachers need to design assessments that take into account different learning styles, abilities and cultural contexts. This may involve incorporating alternative assessment methods, such as performance-based assessments, portfolios, peer assessments and self-reflection, to provide a comprehensive and inclusive assessment of student learning.
<b>LEVEL 3: SPECIFIC PRINCIPLES</b>	
<b>Dedicated staff</b>	This principle emphasises the importance of having dedicated staff members who are familiar with and trained in inclusive practices. These staff members may include learning support specialists, disability service coordinators or inclusive education consultants who collaborate with teachers and provide support in creating an inclusive learning environment.

<b>Technology</b>	This principle recognises the potential of technology to improve inclusiveness in higher education institutions. By using appropriate technologies, such as assistive devices, adaptive tools, digital learning platforms and multimedia resources, teachers can facilitate access, participation and engagement of students with different needs.
<b>Designing an appropriate evaluation for SEN</b>	This principle focuses on designing appropriate assessment methods for students with special educational needs (SEN). Teachers must consider the specific learning profiles and abilities of students with SEN and develop assessment approaches that are fair, equitable and meaningful to them. This may involve providing alternative accommodations, modifications or assessments to ensure their participation and success.
<b>Adapting learning and teaching environments</b>	This principle emphasises the importance of creating physically and culturally accessible learning and teaching environments. Instructors must consider the layout of classrooms, rehearsal spaces and performance venues to ensure that they are inclusive and suitable for different abilities. In addition, instructors must promote a culture of respect, inclusion and acceptance, fostering a sense of belonging for all students within the learning community.

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