



Centre for Innovation in Learning and Teaching
Sentrum vir Innovasie in Leer en Onderrig
IZiko loDalo -Nguqu kwezokuFunda nokuFundisa

TEDI MOOCs

Janet Small, Chantal Samuels,
Andrew Deacon & Ncediwe Mdlulwa

University of Cape Town

TEDI Symposium
15-16 July 2020
Cape Town



UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD



Co-funded by
the European
Union

TEDI MOOCS

Janet Small, Chantal Samuels,
Andrew Deacon & Ncediwe Mdlulwa
15th July 2020

T TEACHER
E EMPOWERMENT
D FOR DISABILITY
I INCLUSION



UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD



Co-funded by
the European
Union

What are MOOCs?

Massive

Open

Online

Courses

COURSE LANDSCAPE

OF HIGHER EDUCATION

conventional ← → flexible



[Browse](#) > [Social Sciences](#) > [Education](#)

Offered By

Disability Inclusion in Education: Building Systems of Support



★★★★★ 4.8 88 ratings • 35 reviews



Judith McKenzie

[Go To Course](#)Already enrolled
Financial aid available4,182 already enrolled [Share](#)

200 university partners 64 million participants

[About](#) [Instructors](#) [Syllabus](#) [Reviews](#) [Enrollment Options](#) [FAQ](#)

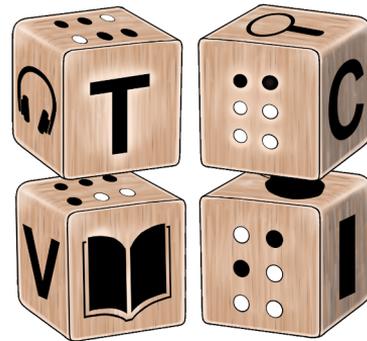
About this Course

47,897 recent views

Worldwide millions of children are not able to fully participate in schooling, and this is especially a problem for children with disabilities. In this course, we explore the support that teachers need in order to meet the needs of children with severe to profound hearing, visual and intellectual disabilities. We consider how this can be done by talking with a range of experts (from teachers to activists) about inclusive education, and how this can be done in practice.

TEDI MOOCs

- Disability Inclusion in Education
- Educating Deaf Children
- Teaching Children with Visual Impairment
- Severe to Profound Intellectual Disability



4 Massive Open Online Courses (MOOCs)



Disability Inclusion in Education:

Focuses on disability as a social justice issue, educator support needs, systemic support structures available to educators, and impairment specific support needs of learners with disabilities.

Educating Deaf Children: Becoming an Empowered teacher

The experience of being deaf and how it impacts learning and the role of teachers in developing resilience in Deaf children

Teaching Children with Visual Impairment: Creating Empowering Classrooms

Focuses on developing an understanding of children with low vision and blindness
Identifying ways to create an inclusive classroom and infusing Expanded Core Curriculum into teaching
The Application of curriculum differentiation strategies and identifying ways to infuse the Expanded Core Curriculum

Severe to Profound Intellectual Disability: Circles of Care and Education

Educating children with intellectual disability
Lifelong learning and Caregiving
Intellectual disability education & Facilitating learning

Learning formats & Course materials



Duration of the course: 4/5 weeks

Learning formats & Course materials include:

- Video lectures
- Online/offline reading (downloadable content)
- Discussion forums
- Quizzes
- Assignments

Mentors

Assistance

Certificates (on completion – optional)



STRUCTURE OF THE MOOC



The screenshot shows a web browser window with the URL coursera.org/learn/disability-inclusion-education. The page features the Coursera logo, a search bar, and a user profile for Chantal Samuels. The course title is "Disability Inclusion in Education: Building Systems of Support", offered by the University of Cape Town. It is marked as "Free" and has a rating of 4.8 from 87 reviews. The instructor is Judith McKenzie. A "Go To Course" button is present, along with the text "Already enrolled" and "Financial aid available". The page also indicates that 4,108 people are already enrolled. At the bottom, there are navigation links for "About", "Instructors", "Syllabus", "Reviews", "Enrollment Options", and "FAQ". The Windows taskbar at the bottom shows the time as 08:49 on 2020/07/09.



Cont.

T TEACHER
E EMPOWERMENT
D FOR DISABILITY
I INCLUSION

coursea.org/learn/disability-inclusion-education/home/welcome

What do you want to learn?

Disability Inclusion in Education: Building Systems of Support

by University of Cape Town

START WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5

My Weekly Goal

Set goal

Learners who set a goal are 75% more likely to complete the course. We'll help you track your progress.

WEEK 1

Disability Inclusion in Education: Building systems of support

Type here to search

09:34 2020/07/09

Structure of the MOOC: Reflection

What do you want to learn?

Disability Inclusion in Education: Building Systems of Support
University of Cape Town

Overview
Grades
Notes
Discussion Forums
Messages
Resources
Course Info

Judith McKenzie Instructor Week 1 · a month ago

Weekly reflection

Having worked through week 1's content, we'd like to know your thoughts on the following:

- What is the most important thing that you have learnt about disability and human rights, and how this relates to education?
- How do you think you can apply this knowledge?
- What difference do you think it will make to your practice?
- What challenges do you think you will face and how will you try and overcome them?

Please leave a comment on the discussion prompt and respond to those of your fellow learners in the discussion forum.

0 Upvotes Reply Follow this discussion

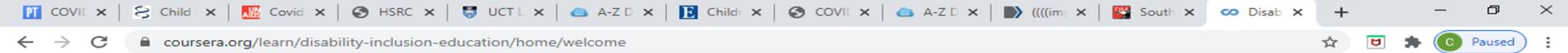
Earliest Top Most Recent

Type here to search

08:55 2020/07/09

Structure of the MOOC: Quiz & Materials

T
E
D
I
TEACHER
EMPOWERMENT
FOR DISABILITY
INCLUSION



coursera

Explore ▾

What do you want to learn?



Chantal Samuels ▾

Disability Inclusion in
Education: Building Systems
of Support
University of Cape Town

Overview

- Week 1
- Week 2
- Week 3
- Week 4
- Week 5

Grades

Notes

Discussion Forums

Messages

Week 1 Estimated Time: 2h 41m ^

Inclusive education and special education: Equality and equity

- Videos 49 min left
- Readings 32 min left
- Practice Exercises 20 min left
- Other 15 min left

REQUIRED



Quiz

Week 1: Inclusive education and special ...

45 min

GRADE

DUE

Jul 12

11:59 PM PDT

Week 2 Estimated Time: 3h 45m ^

Supporting disability inclusion

REQUIRED

GRADE

DUE



Type here to search



UNIVERSITY OF CAPE TOWN
YUNIBESITHI YASEKAPA - UNIVERSITEIT VAN KAAPSTAD



08:52

2020/07/09



Structure of the Quiz

Week 1: Inclusive education and special education

TOTAL POINTS 10

1. What best describes how *disability* is viewed in the medical model described by Brian Watermeyer? 1 point
 - An individual bodily problem and the responsibility of health professionals.
 - An education problem and the responsibility of teachers.
 - Any treatment of a person with an impairment by medical professionals.
 - A social problem and the responsibility of society.
2. What best distinguishes the terms 'impairment' and 'disability' as used in the social model of disability described by Brian Watermeyer? 1 point
 - Disability is a human rights and social justice issue while impairment refers to the medical model and the responsibilities of health professionals.
 - Disability is a human rights and social justice issue while impairment refers to the new critical way of thinking

Structure of the MOOC: Assignments & Materials



The screenshot shows a web browser window with the Coursera interface. The course title is "Disability Inclusion in Education: Building Systems of Support" by the University of Cape Town. The left sidebar contains navigation options: Overview, Week 1-5, Grades, Notes, Discussion Forums, and Messages. The main content area displays "Week 2 Estimated Time: 3h 45m" with the topic "Supporting disability inclusion". It lists materials: Videos (50 min left), Readings (45 min left), and Other (10 min left). A table of required assignments is shown below:

REQUIRED	GRADE	DUE
Peer-graded Assignment Week 2: Asking educators about disabilit...		Jul 19 11:59 PM PDT
Review Your Peers Week 2: Asking educators about disabilit...		Jul 22 11:59 PM PDT

Below this, "Week 3 Estimated Time: 2h 7m" is partially visible with the topic "Systemic support for educators". The browser's taskbar at the bottom shows the time as 08:53 on 2020/07/09.

Structure of the Assignments

The screenshot shows a web browser window with the Coursera website. The browser's address bar shows the URL: coursera.org/learn/disability-inclusion-education/peer/UKHxk/week-2-asking-educators-about-disability-inclusion. The Coursera logo and navigation menu are visible at the top. The main content area displays the assignment title: "Peer-graded Assignment: Week 2: Asking educators about disability inclusion". Below the title, there is a submission deadline: "Submit by Jul 19, 11:59 PM PDT". A notification box states: "It looks like this is your first peer-graded assignment. Learn more". Another notification box indicates a timezone mismatch: "Your computer's timezone does not seem to match your Coursera account's timezone setting of America/Los_Angeles. Change your Coursera timezone setting". The assignment instructions are visible under the "Instructions" tab, starting with: "Interview a teacher or someone involved in education about their confidence in working with learners with disabilities and write a short report of the interview. Your interview should focus on how they work with learners with disabilities as well as the barriers to disability inclusion they experience. Follow the steps below to write a short report of the interview and how this can be interpreted in the inclusive education approach." The steps section begins with: "The steps are: 1. Describe the context such as the school environment or classroom setting of the teacher you interviewed. Avoid any..." The Windows taskbar is visible at the bottom of the browser window.

Disability Inclusion in Education: Building Systems of Support > Week 2 > Week 2: Asking educators about disability inclusion

The steps are:

1. Describe the context such as the school environment or classroom setting of the teacher you interviewed. Avoid personal or specific details.
2. List the questions you asked the teacher. These should include questions relating to:
 - How they feel about working with learners with disabilities
 - The barriers to disability inclusion they experience
 - How they overcome these barriers
 - What is rewarding about their work
 - What does disability confidence mean to them
3. Interpret the responses you received, describing the following:
 - What kind of support could the teacher draw on in working with learners with disabilities and overcoming barriers to disability inclusion?
 - What might this mean for their role as an educator? What actions can be taken to ensure that teachers have disability confidence?

What else to consider when doing this assignment

Your computer's timezone does not seem to match your Coursera account's timezone setting of America/Los_Angeles.
[Change your Coursera timezone setting](#)

Type here to search

09:04
2020/07/09

Cont.

What else to consider when doing this assignment

In conducting your informal interview you may consider first explaining why you are asking these questions and the data you collect can be useful to make notes of what people said to report their responses and insights. If you would like to make a video rather than actually writing about how they would do it, you are welcome to do so. This could be filmed on a mobile phone, but please remember to first get consent to do so. Alternatively you could create an infographic (this is just an informative diagram about what you have observed) if that is your preference in displaying your responses.

Reviewing peers to complete this assignment

To complete your assignment you will need to review three other assignments. If you need reviews, we suggest posting a request for a reviewer in the discussion forums.

Review criteria less ^

- Is the context of the teacher interviewed described?
- Are interview questions listed and relevant?
- Are the interview responses interpreted to answer what kind of support the teacher could draw on in working with learners with disabilities, what this might mean for their role as an educator and what actions can be taken to ensure that teachers have disability confidence?

To conclude

The experiences of the participants:

P1 “...with regards to doing it when you have time..okay so, I’ve done an online course already so it is really about **flexibility**, your time, um and working through it at your own pace. So that was important.”

P1 “ I like the fact that it was **multiple choice**....but overall it is a fabulous course..... I also downloaded the videos, it was easy to download, so that I eventually created like a little database of resources um, where I had the videos and all the bibliographies”

P2 “..to have a **transcript of that video**, I can refer to it at anytime..”

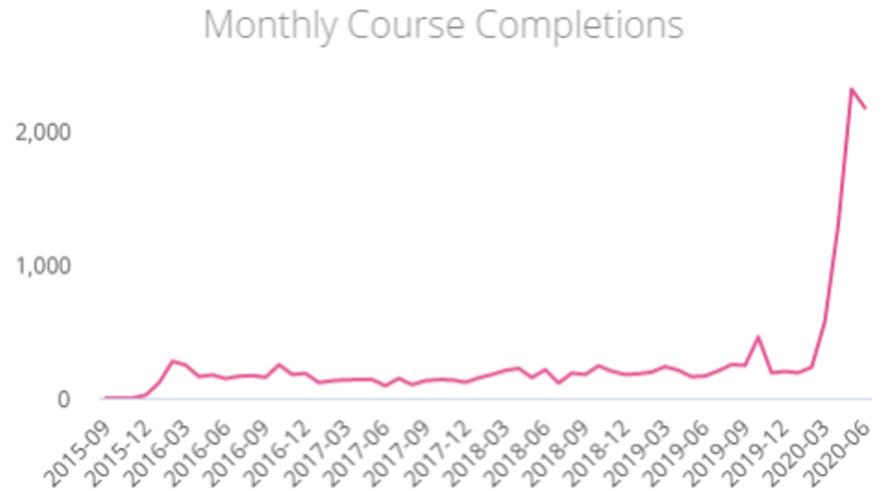
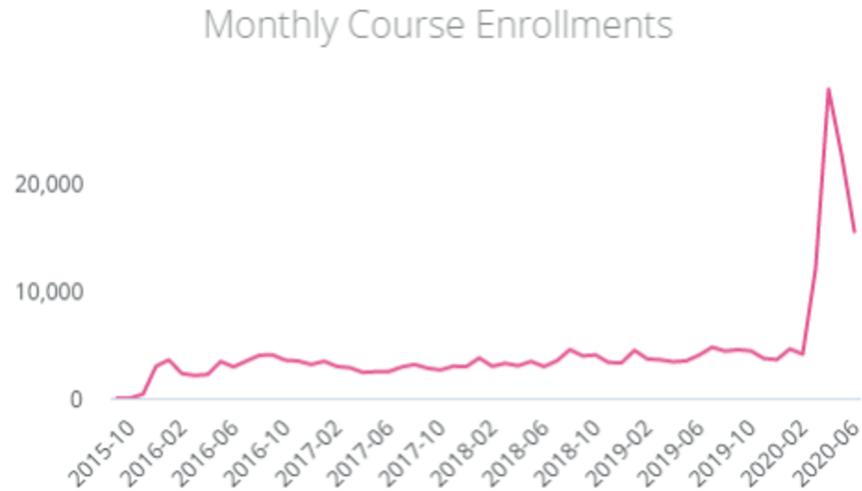
P3 “I like the idea that it is all **experts** in the field, you know and that was remarkable.....**experiences** which are built over the years”

P4 “..that **deaf people experiences** ...you are given examples..it makes things so much more clear

P1 “....a very **valuable course**. You need to know how to deal with different disabilities, you know...”

TEDI MOOC uptake:

COVID-19 lockdowns resulted in a dramatic increase in uptake



TEDI Headline numbers



Course	Enrolment	Completion
Disability Inclusion in Education: Building Systems of Support	4123	392
Educating Deaf Children: Becoming an Empowered Teacher	1827	138
Teaching Children with Visual Impairment: Creating Empowering Classrooms	1100	77
Severe to Profound Intellectual Disability: Circles of Care and Education	1542	146



TEDI Headline numbers



Course	Enrolment	Completion
Disability Inclusion in Education: Building Systems of Support	4123 (19 months)	392 (9.5%)
Educating Deaf Children: Becoming an Empowered Teacher	1827 (12 months)	138 (7.6%)
Teaching Children with Visual Impairment: Creating Empowering Classrooms	1100 (9 months)	77 (7.0%)
Severe to Profound Intellectual Disability: Circles of Care and Education	1542 (10 months)	146 (9.5%)



TEDI MOOC Enrolments: Reach (149 countries)



TEDI MOOC Enrolments: Disability Inclusion in Education



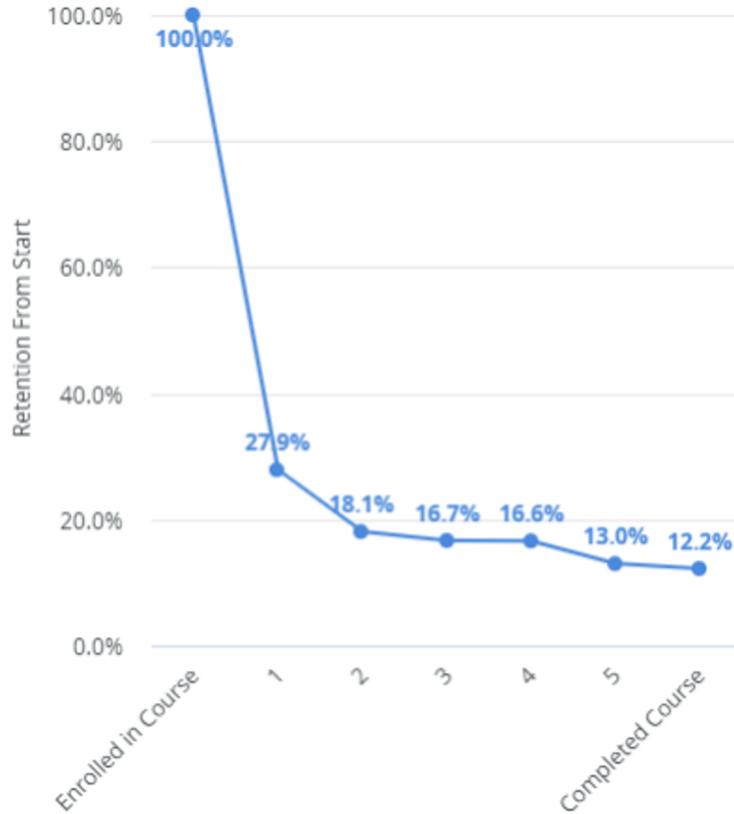
Country	TEDI1	%
United States	832	20.3%
India	448	10.9%
South Africa	420	10.2%
Canada	206	5.0%
Philippines	117	2.8%

TEDI MOOC Enrolments: Compared to Coursera average



Country	TEDI1	%	Coursera	%
United States	832	20.3%	854	20.8%
India	448	10.9%	559	13.6%
South Africa	420	10.2%	24	0.6%
Canada	206	5.0%	109	2.7%
Philippines	117	2.8%	36	0.9%

TEDI MOOC Engagement



“Disability Inclusion in Education”
is a 5-week course

18.1% start the second week

12.2% get to the last week

9.5% complete all assessments

TEDI MOOC Completions: Stories

Hello, I have thoroughly enjoyed the course and I am so grateful to all the Instructors to share your experiences. Everything discussed was so important. Amazing ideas and stories to learn from. Thank you once again for giving out such valuable course.

SOUTH AFRICAN EDUCATORS' EXPERIENCES OF ONLINE LEARNING

The impact of the *Education for All* MOOC

Presentation by Ncediwe Mdlulwa

ONLINE COURSE

Education for All: Disability, Diversity and Inclusion

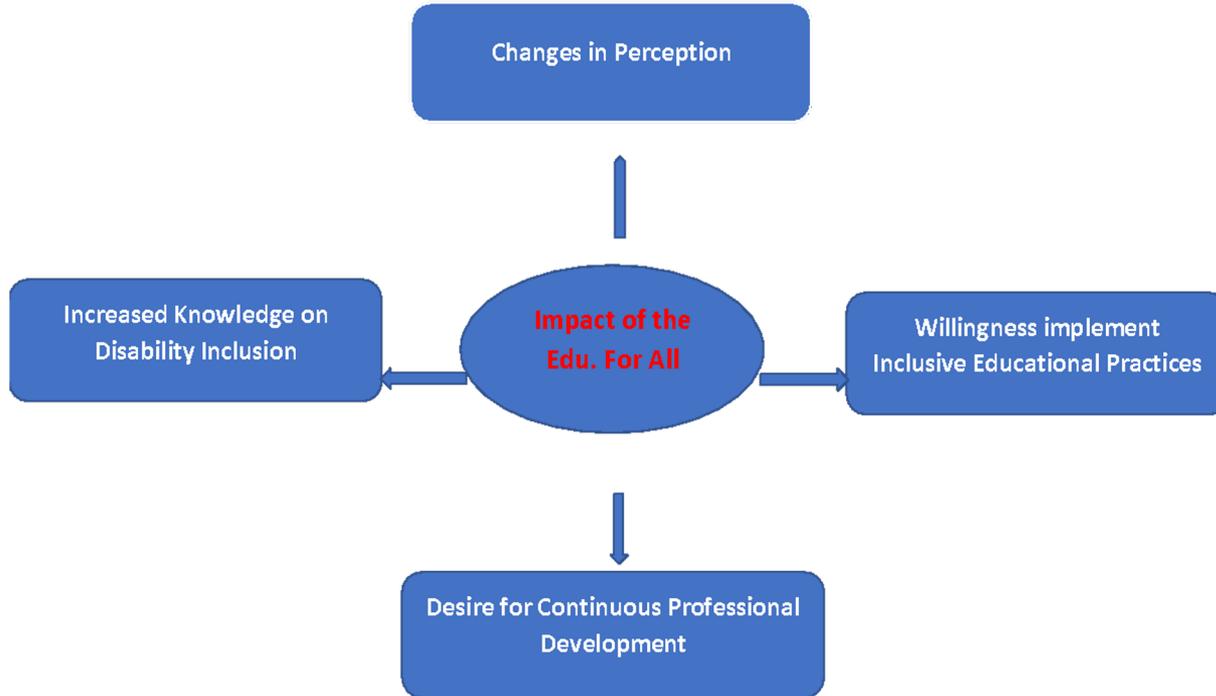
Join this free online course to find out how inclusive education can work, especially where resources are limited.

[Join free](#)[Upgrade - \\$34](#)

What's the difference?

[Overview](#)[Start dates](#)[Requirements](#)[Educators](#)

Figure one: The diagram on the impact of the Edu. For All



Willingness to Implement Inclusive Education Practices

- Motivated individuals before their enrolment e.g. leadership involvement.
- Intrinsic Motivators Vs Extrinsic Motivators.
- To improve their teaching practices
- To address their day to day difficulties within the classroom. .

Changes in Perceptions

- Changes in their professional ideologies towards inclusion.
- Participants have learnt new ways of thinking about inclusion.
- Positive attitudes to promote inclusive education practices.
- For all learners with or without disabilities.

Desire for Continuous Professional Development

- The goal is to build their lifelong learning for CPD
- Desire to pursue diverse learning experiences.
- To further develop their professional skills of teaching inclusively.
- To remain professionally competent and educationally relevant on continuing basis.

Acquired Knowledge and Skills

- Advanced technological skills
- Self-regulated learning skills
- Improved pedagogical approaches.
- Adjusting learning according to learner needs.
- Curriculum differentiation as an inclusive strategy.
- Acquired relevant disability specific knowledge and skills.

MOOC

The logo consists of four large, stylized letters: 'M' in blue, 'O' in orange, 'O' in red, and 'C' in green. Each letter is filled with a complex geometric pattern of small triangles, creating a mosaic-like effect.

Massive

Online

Open

Courses

Thank you 😊