



COALITION i-SCP Competence Framework



Vision of the COALITION i-SCP Competence Framework

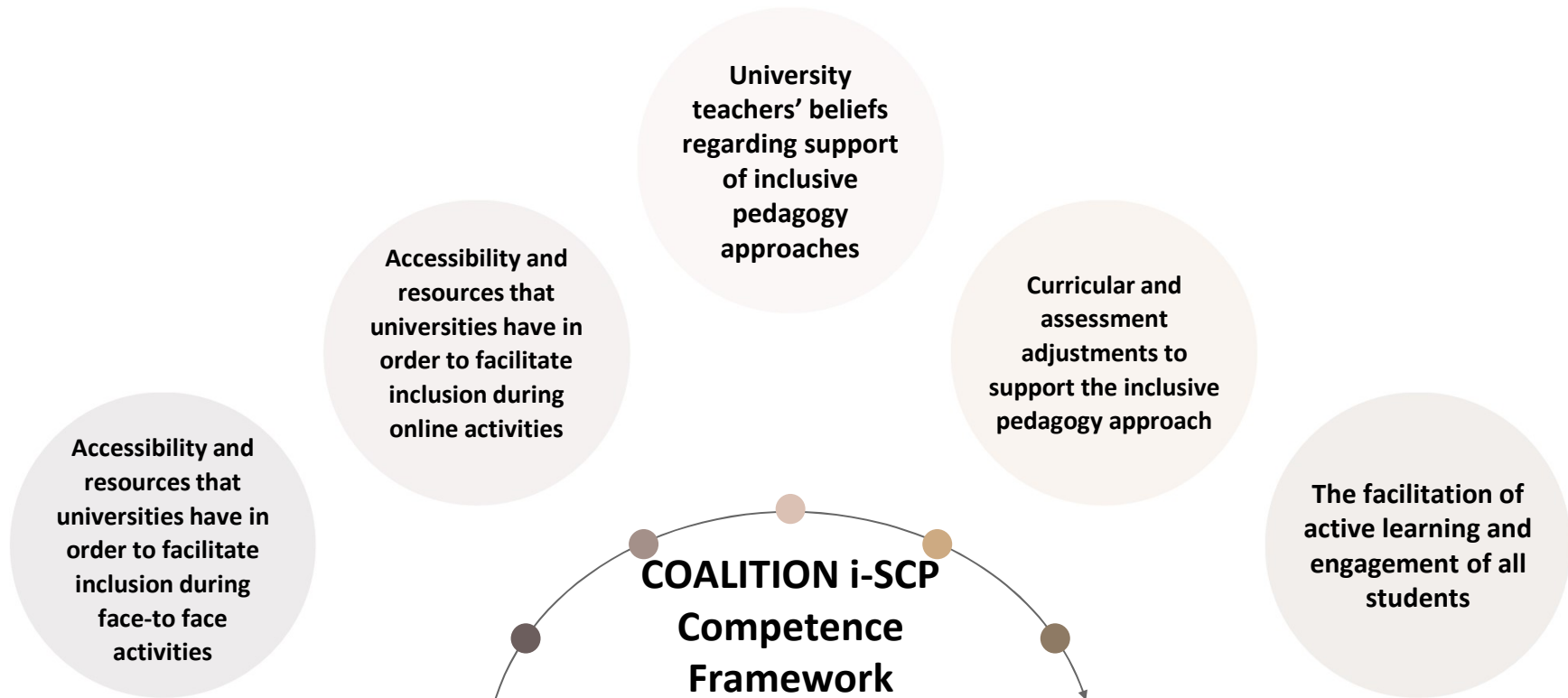
The vision of the i-SCP Competence Framework within the COALITION aims to provide a structured and comprehensive guide outlining the knowledge, skills, and attributes that university teachers should possess in order to effectively carry out their roles in the field of higher education. It helps establish clear expectations for university teachers, ensuring they are equipped to meet the diverse needs of their students and deliver high-quality academic instruction. Additionally, the COALITION framework aids in promoting professional growth and continuous improvement within the teaching profession, ultimately enhancing the overall quality of higher education provided to diverse learners.



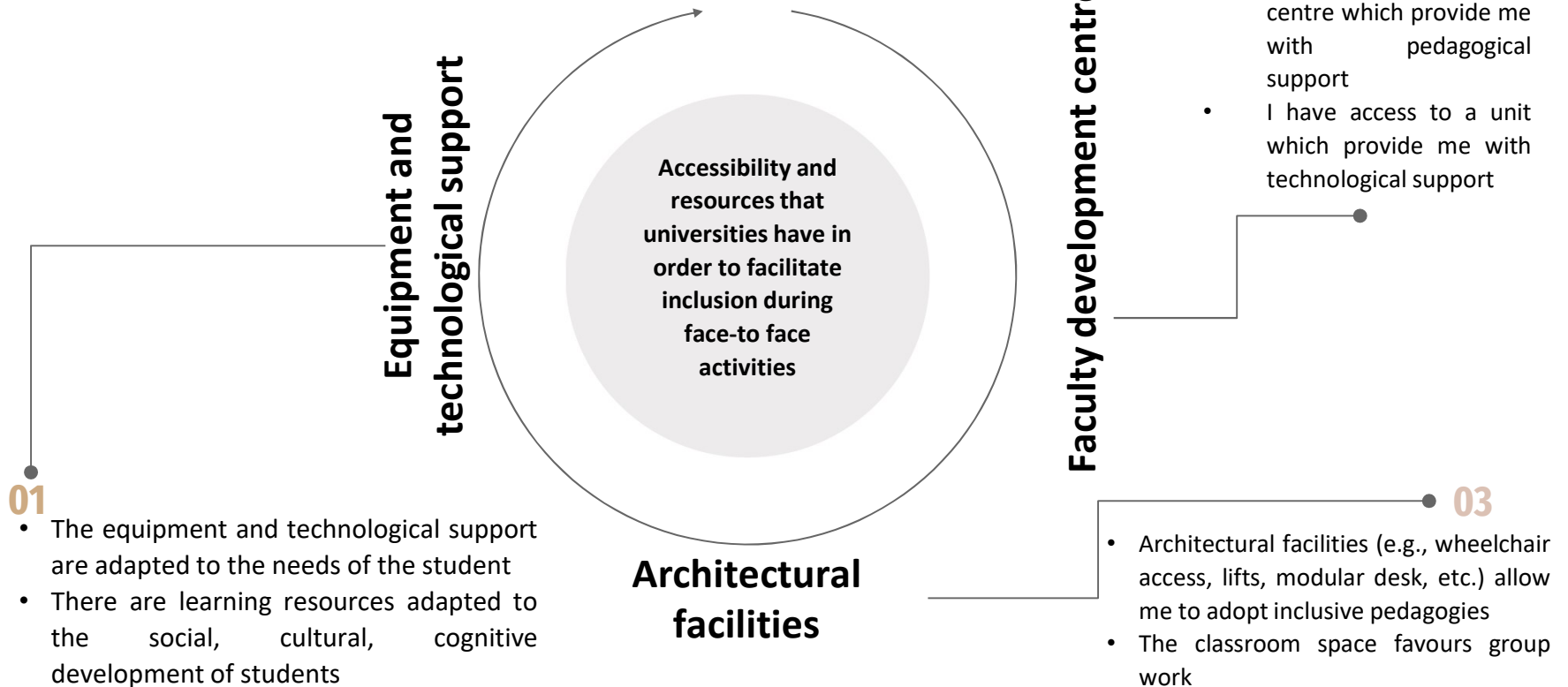
Strands in Action

The i-SCP Competence Framework within the COALITION encompasses various components. These include the accessibility and resources provided by universities to facilitate inclusion in both face-to-face and online activities. Additionally, it addresses the commitment of university teachers to embrace the inclusive pedagogy approach, as well as the implementation of curricular adjustments to support this approach. Furthermore, the framework emphasizes the promotion of active learning and engagement for all students, aiming to create an inclusive educational environment that caters to diverse learning needs and styles.

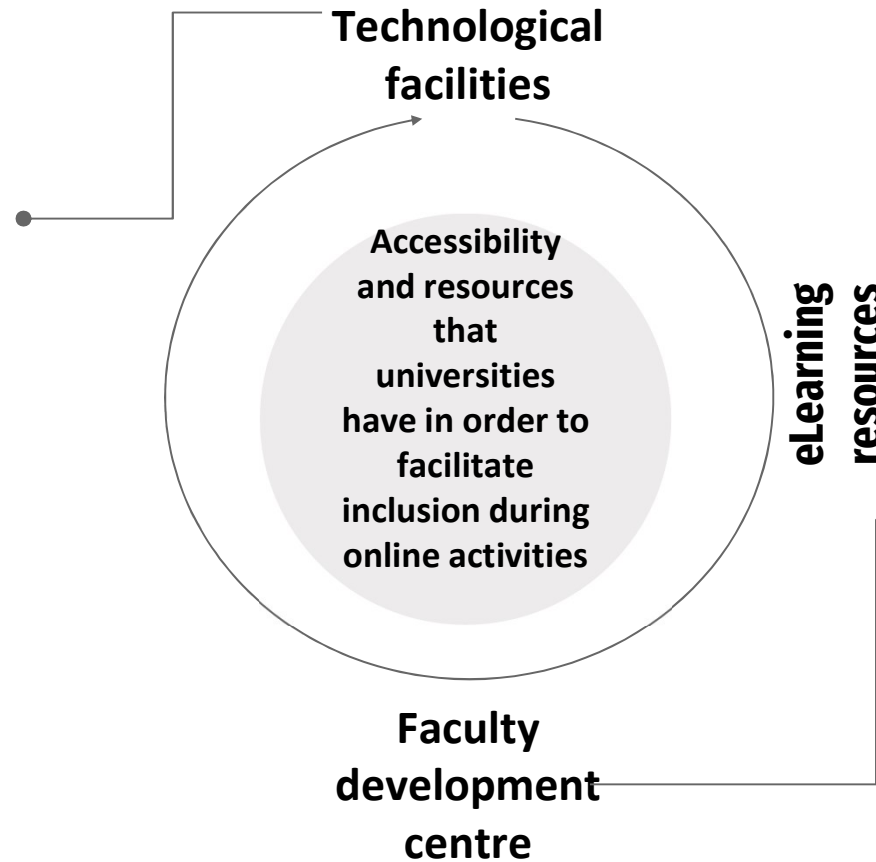
The four main categories are listed and a detailed presentation is further provided.



02



- 01**
- Technological facilities (e.g., sound quality, video quality, connectivity quality, etc.) allow me to adopt inclusive pedagogies
 - The online classroom space favours group work
 - The equipment and technological support are adapted to online teaching



- There are online learning resources adapted to the social, cultural, cognitive development of students
- I encourage my students to collaborate as equal partners in the online learning environment

- 03**
- faculty development centre which provide me with pedagogical support specific to online teaching
 - Faculty departments which provide technological support specific to online teaching

01

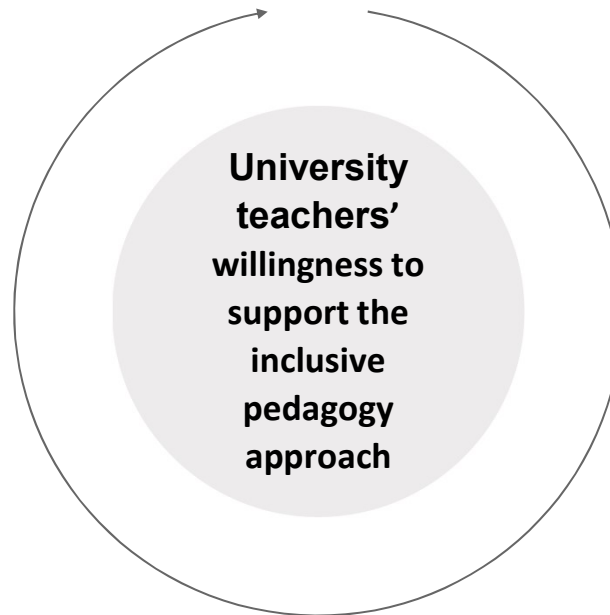
**Embrace students'
different ways of learning**

02

**Encourage
perspective taking in
the classroom based
on non-judgmental
approaches to
discussing cultural,
social or other type
of differences**

04

**Develop
awareness about
students learning
needs**



**Accept and embrace
diversity in the classroom**

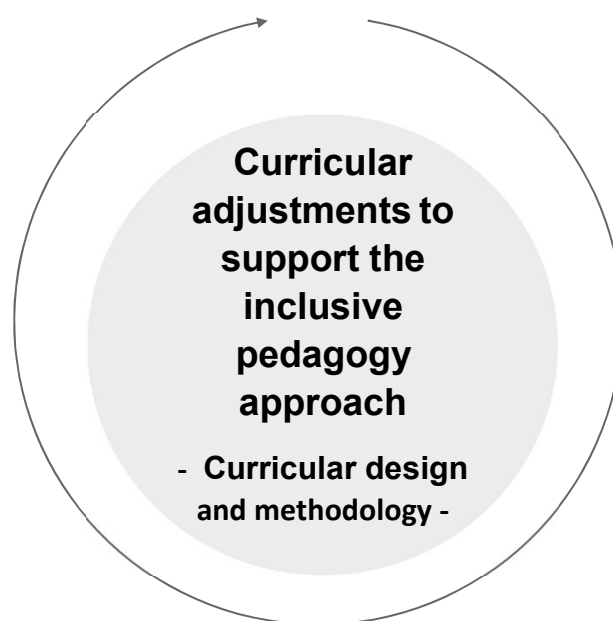
03

01

- adapting the learning objectives of the courses to the needs of an inclusive pedagogical approach
- including learning activities which foster inclusive participation
- adapting my teaching to cater for diverse students' needs

Ongoing professional training

Designing learning activities



Students`s autonomy

04

- training to develop my repertoire for teaching in an inclusive way

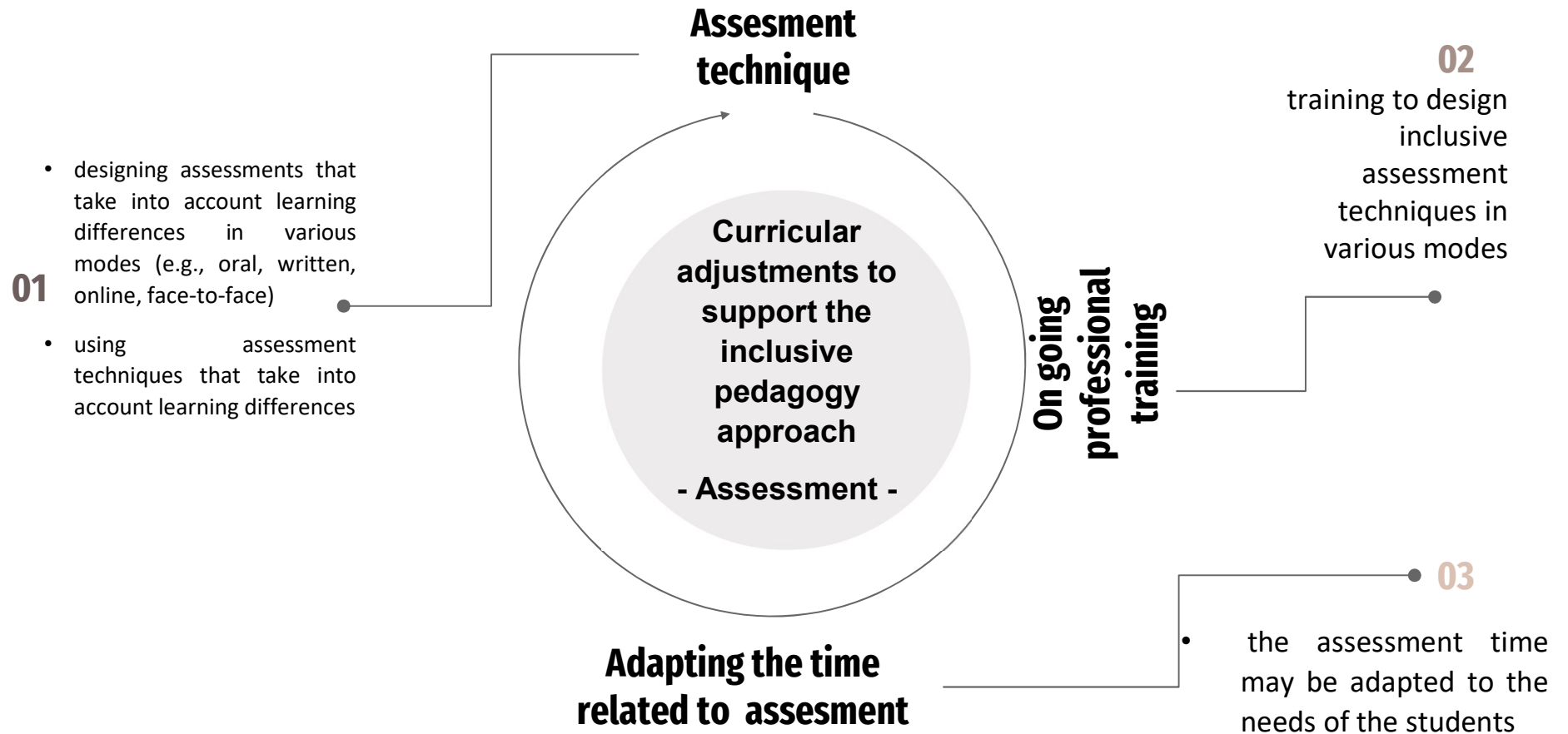
02

- creating group learning activities that allow students to collaborate in an inclusive community of learning (e.g., peer feedback activities, challenging the taking for granted assumptions and values)
- designing learning activities that take into account learning differences in various modes (e.g., oral, written, online, face-to-face)

Create group learning activities

03

- empower students' progressive autonomy regarding their planning and their work



- 01**
- facilitating discussion among students so that different perspectives are shared
 - providing feedback in a variety of modes (e.g., oral, written, online, face-to-face)
 - recognizing the barriers to students' participation and engagement

- mentoring students during their learning process to take charge of their own learning

**The ability to teach
in an inclusive
environment**

Feedback

**Providing to
mentoring to
students**

**Facilitate
active
learning and
engagement
of all students**

03

- 04**
- creating opportunities for peer learning and interaction among diverse learners
 - actively supporting students who require communicative technologies (e.g., Braille, sign language, online readers)
 - prevent labelling others as having additional needs

Time management

- managing the workload while approaching inclusive pedagogical approaches
- managing the workload while approaching inclusive pedagogical approaches

