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[Design]

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https://www.inclusioned.edu.au

InclusionED: a digital platform for teachers by teachers

NTRO 1203 Design Practice and Management

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Dr Keely Harper-Hill
Dr Oksana Zelenko

Autism CRC Background

The Cooperative Research Centre for Living with Autism was established in 2013 under the Commonwealth Government's Cooperative Research Centres (CRC) Program and the management of Autism CRC Ltd. It is the world's first national collaboration between researchers, service providers, clinicians, education professionals, government and autistic individuals and their families and carers – working to develop and implement evidence-based practice, products and policy that deliver whole-of-life outcomes for people on the autism spectrum.

The Australian Autism Educational Needs Analysis highlighted the need for teachers to enhance their knowledge and understanding of autism, and researchers in the Autism CRC education program have developed a significant evidence-base with the potential to inform and change teacher practice in order to improve student learning outcomes. To meet this challenge, and ensure the direction and resources directly align with the needs of users, an online learning portal was co-designed and constructed to engage educators. This online learning portal would subsequently disseminate professional learning resources for educators, parents, and young people on the autism spectrum whilst supporting implementation of these in such a way that optimised school practices. User experience and user research has been central throughout all stages of resource development and realised through wide consultation with all state-based and national stakeholders including teachers, clinical staff, principals, guidance officers, therapists, and policy makers. This process has been guided by core values of inclusion and authenticity, striving to authentically reflect the experiences and perspectives of young people on the autism spectrum. The portal intends to facilitate teacher understanding and adoption of evidence-based practices, the success of which will ultimately be realised through improved student outcomes.

AutismCRC

About Autism CRC:
At the end of the 2019-20 reporting period, we had 56 Participant organisations, as well as other partners, based around Australia and internationally, working in collaboration. Together, we seek to build capacity and support for neurodiverse environments in our communities, so every individual has the opportunity to reach their full potential. Through our education participants and partners, our School Years program has worked in more than 300 schools across Australia. The research outputs of this program underpin the practices and resources on the inclusionED platform.

What is the total funding of the CRC?
$101m investment, which is made up of $37m cash and $64m of in-kind resources from Participants.

Years of funding: 8 years - FY21 is the final year that Commonwealth CRC funding is to be provided for that program. Autism CRC is presently securing a legacy operation beyond that time to address research priorities for practice and policy determined by autism community stakeholders.

InclusionED home page

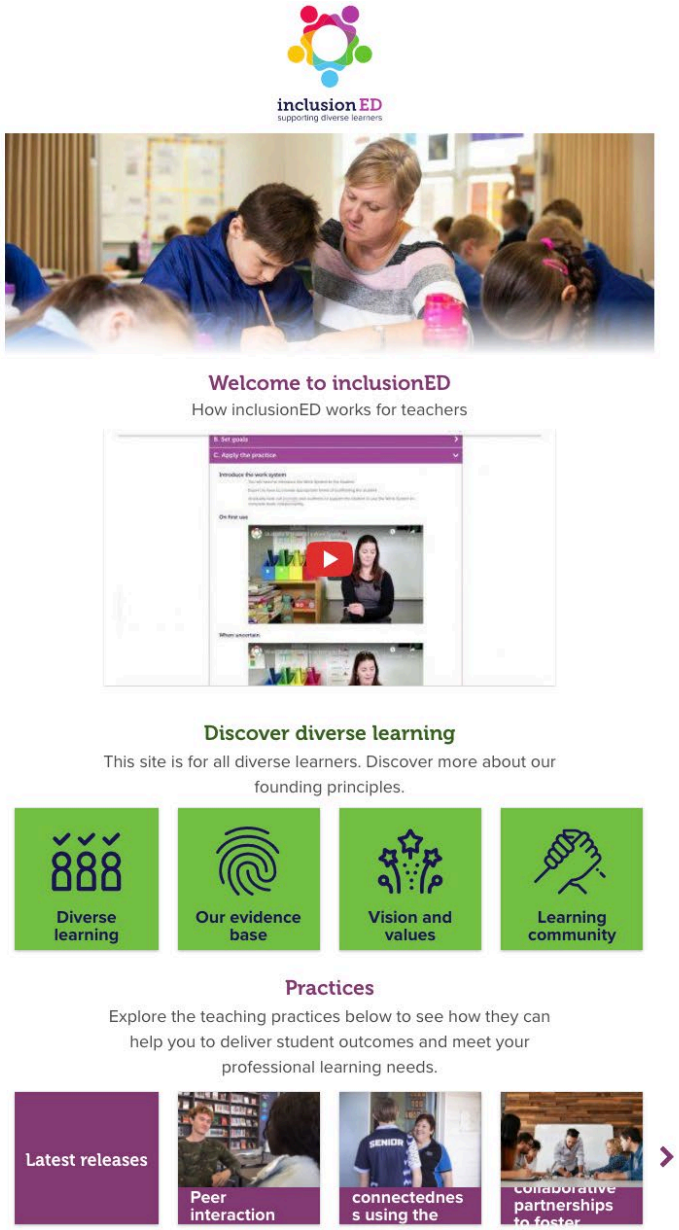
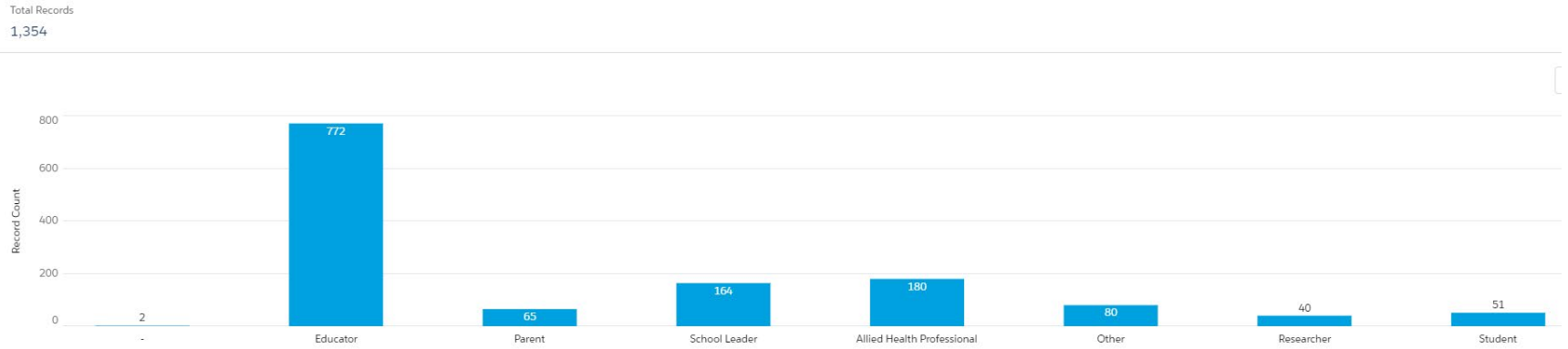


Figure 2: ***InclusionEd was launched publicly on 18 May, 2020***



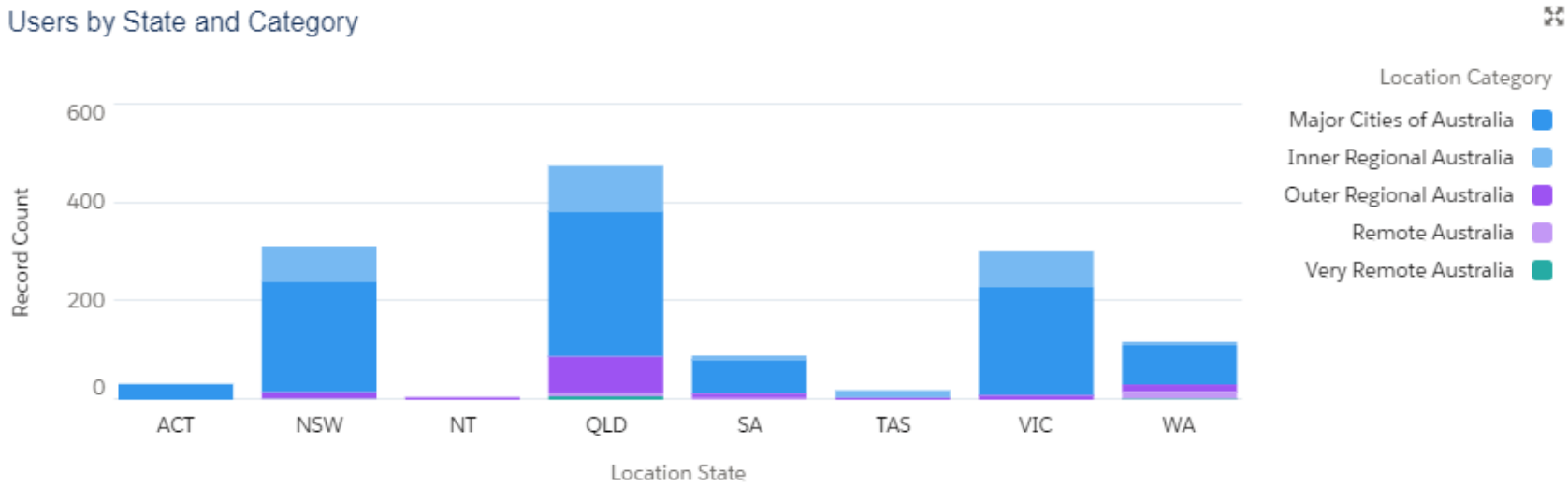


Figure 3: ***InclusionEd google analytics data showing subscriber categories and locations.***

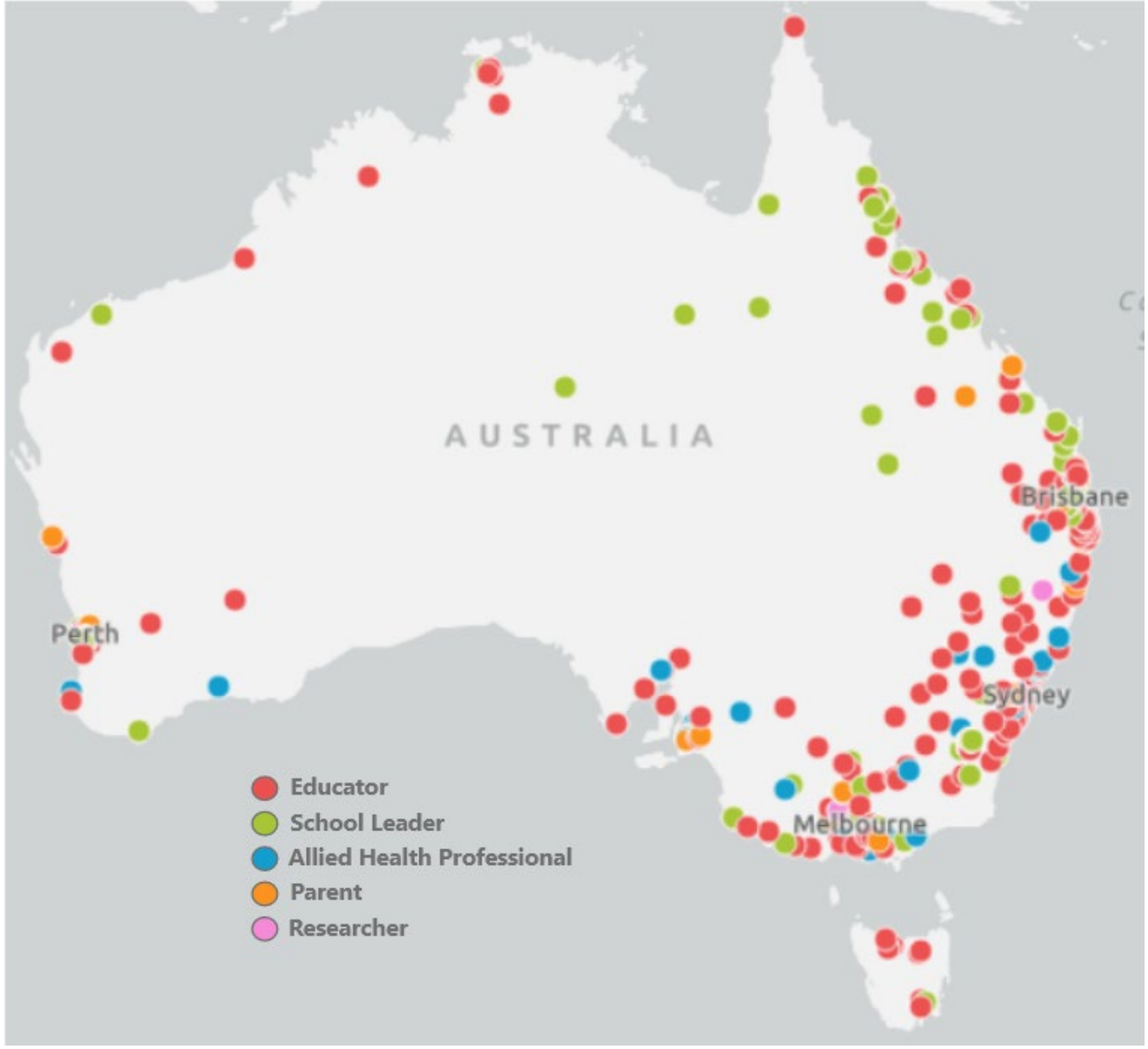


Figure 4: ***InclusionEd google analytics data showing subscriber categories and locations on map.***

Minister Dan Tehan Quote:

https://www.autismcrc.com.au/news/webinars/inclusioned-launch-event –

(May 20, 2020)

"Education is best delivered by professional teachers in the classroom, on a school campus. As we resume classroom teaching we must renew our focus on supporting our most vulnerable students so they do not fall behind because of Covid 19. Inclusion ED will play an important role in addressing these challenges at a national level….

Co-designed with educators for educators, Inclusion ED provides evidence-based teaching practices and tools to support all students, including those with learning difficulties or neurodevelopmental disabilities. Parents can also access the free tools to support their children learn from home."

Figure 5: ***InclusionEd was launched jointly by the Autism CRC, QUT and Hon Dan Tehan MP***

Prof Suzanne Carrington Quote:

"Our focus has always been on supporting educators in real classrooms and we've been very collaborative over the last six years working with our education partners working with over three hundred plus schools over Australia. We were very keen to move our research away from clinical based research that was happening in segregated type classrooms or schools. We wanted to move to doing research in inclusive classrooms with teachers because we knew that teachers were really struggling to support the diversity of learners that they have in their classrooms, including students on the autism spectrum….

We really valued the voice of the autistic community right across our program of research. So, we conducted our research with teachers, specialists, parents and students, and a lot of our research work involves the student voice."

Figure 6: ***InclusionEd was launched jointly by the Autism CRC, QUT and Hon Dan Tehan MP***

Teacher Quote Ms Rhiannon Kemp, Head of Inclusion, Ripley Valley State Secondary College:

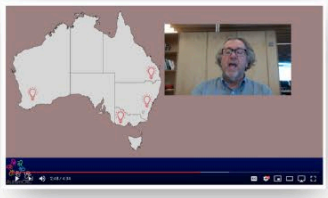
"I think that Inclusion ED is going to be a great platform to illustrate how inclusive education works in the school because I think that what's lacking at the moment is what that actually looks like for teachers who have never worked in a place where [inclusion] is common practice.

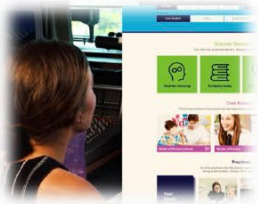
I guess what Inclusion Ed provides is the evidence in a practical and accessible way so if you look at the practices across Universal Design for Learning and that approach, it gives you examples and videos and things like that to help illustrate what that could look like and how that might work inside a school environment and that could then be applied by the people looking at this content on how they might transfer that across to their own context."

Figure 7: ***InclusionEd was launched jointly by the Autism CRC, QUT and Hon Dan Tehan MP***

Overview of Collaborative Design, Development & Implementation with Stakeholders

incl. Key Co-Design Findings & Community-led Design Decisions (colour coded)





inclusionED

1. Preliminary Stages	2. Co-Design Workshops	3. Data Analysis	4. Prototype 1	5. Workshop Participants Feedback	6. Prototype 2	7. Multiple-Stakeholder Feedback (x2)	8. PlatformBuild
Co-Design Planning; Pilot Workshop (x 1); Preliminary Activities	Students w/ASD Workshop (x 2)	• Strong Foundation	• access to reports & journal articles	• Design Validation	• increase in multi-modal design	Interactive Showcase 1 & 2	Stakeholders Advisory Committee
	Teachers Workshop (x 3)	• Efficient Discovery	• responsive search & 'save' capacity	• Positive Portrayls	• increase in point-of-view videos	• Design Validation	• Content Design
	Parents of Students w/ASD Workshop (x 1)	• Supported Implementation	• 5-phase design for class & student practices, video & visual learning	• Easy to apply practices	• structural tweaking	• Positive Bite-Sized Learning Experience	User Testing
	Policy-Makers Workshop (x 3)	• Learning Community	• profiles & accreditation, researcher participation		• researcher profiles	• Positive Impact for Visual Learning	• Interface Tweaks
DESIGN				DEVELOP			IMPLEMENT

Core design principles

Strong foundation: A priority for a learning ecosystem is for it to be built upon a proven and explicit evidence-base.

Efficient discovery: It is essential for a learning ecosystem to provide the correct resources for a specific situation as soon as it arises.

Supported implementation: For new teacher/classroom practices to be successfully engaged and implemented there needs to be a series of supports integrated into system design. This can include videos with experienced teachers demonstrating the practices in action using the resources provided, as well as a practical guide format to step teachers through the iterative process of planning, implementation and reflection.

Learning community: A community of learners is necessary for a learning ecosystem to thrive. Teachers desire to learn alongside peers with similar skill levels in a supportive environment, and there is a preference for sharing resources and classroom practices, as well as active, ongoing discourse around teaching approaches.

Figure 8: ***inclusionEd was developed using an originally-conceived, multiple stakeholder 'integrated co-design' model, operating from a 'fuzzy' front-end to beyond project delivery***

How inclusionED works

Introductory/platform overview video

Practice Exemplar overview video

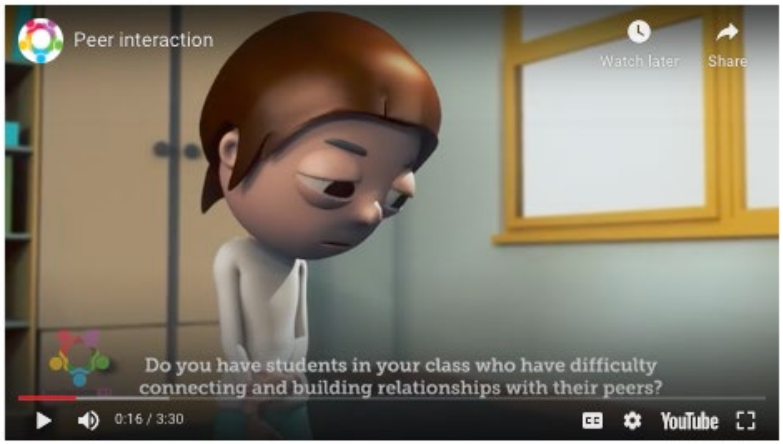


Figure 9: ***Final design format and learning resources on inclusionED***

Teacher Endorsements:

"… inclusionED is an amazing resource and I have been sharing it with colleagues since it was launched. Today the PLC group I lead we spent half the session going through the website and we even watched one of the videos about how to use visual schedules. I was very impressed with the cartoon video and the staff in the room commented on how they liked the video and how it was positive where it talks positively about their teaching practice. Next week we will be looking setting some goals as it's our las session this term and then they go off on their own journey and we come back for 4 weeks next term. So I have told them we set goals next week for the student or students they have identified and then next term when we meet again we will reflect on how their practice went, did their achieve their desired goals and where to go from here" (Inclusion Teacher, Queensland Education)

Thank you for you and your teams hard work and we are believing that InclusionEd will bring about great success in students, teachers and families lives. (Classroom Teacher; NSW)

InclusionED.**edu.au** **Education Domain Accreditation**

In order to be considered eligible for a domain name in the edu.au space, the organisation applying must be a recognised education or training entity operating in Australia.

The InclusionED team was required to demonstrate that the primary function of the organisation is the provision of education, training and/or related research or services in Australia, and that the organisation is recognised within the education sector.

aitsl
Australian Institute for Teaching and School Leadership Limited

The unique learning design proposed in InclusionED aligns with, and is formally endorsed by, the Australian Institute for Teaching and School Leadership.

Media Coverage

Education HQ & Education Today Online

Autism CRC collaborated with colleagues at Evidence for Learning to map inclusionED practices to the Evidence for Learning Toolkits. The Teaching & Learning Toolkit and the Early Childhood Education Toolkit are accessible summaries of education research. The two Toolkits are designed to support teachers, leaders and other educators to make evidence-informed decisions that will directly improve learning outcomes. The Toolkits provide high quality information from the existing evidence and an estimate of the robustness of that evidence based on:
the quantity of evidence available (i.e. the number of systematic reviews or meta-analyses and the number of primary studies which they synthesise)
the outcomes measured in those studies
the methodological quality of the available evidence
the consistency of impact estimates across the reviews and meta-analyses that have been synthesised.
inclusionED has also been promoted to Educators by online education sector news outlets EducationHQ and Education Today. (links below)

https://educationhq.com/news/new-inclusioned-free-online-platform-a-major-step-for-inclusive-education-78614/
https://www.educationtoday.com.au/news-detail/New-online-platform-to-support-the-autistic-in-classrooms-4942

ABC Radio Interview with Kat Feeney

(Prof Suzanne Carrington and Trudy Bartlett – Special Education Teacher – Marsden SHS)

Figure 11: ***InclusionED covered in the media - now with 17,000 users***

Journal articles

Harper-Hill, Keely, Beamish, Wendi, Hay, Stephen, Whelan, Michael, Kerr, Jeremy, Zelenko, Oksana, et al. (2020) Teacher engagement in professional learning: What makes the difference to teacher practice? Studies in Continuing Education.

Kerr, Jeremy, Zelenko, Oksana, Whelan, Michael, Harper-Hill, Keely, & Villalba, Clare A model for co-designing with multiple stakeholder groups from the 'fuzzy' front-end to beyond project delivery: Designing inclusionED International Journal of Design (under review)

Conference presentations

Whelan, Michael, Harper-Hill, Keely, Kerr, Jeremy, Zelenko, Oksana, & Beamish, Wendi (2018) With teachers, for teachers: An opportunity to provide feedback on an innovative learning platform for educators meeting the needs of all learners. Aspect Autism in Education Conference, 2018-08-30 - 2018-08-31, Brisbane, Qld, Australia.

Keely Harper-Hill, Michael Whelan, Jeremy Kerr, Wendi Beamish & Stephen Hay Accounting for the needs of many, to meet the needs of all – Inclusive Education Summit, Auckland University, New Zealand, Friday 25 October to Sunday 27 October 2019

Whelan, Michael, Wilson, Wayne inclusionED: a knowledge translation tool Inclusive Education Summit, Auckland University, New Zealand, Friday 25 October to Sunday 27 October 2019

Book chapters

Keely Harper-Hill, Michael Whelan and Beth Saggers - Meeting the needs of all: The case to translate the evidence-base beyond autism – Book Title: Research approaches to supporting students on the autism spectrum in inclusive schools: Outcomes, challenges and impact (Routledge 2020 – In Press)

Michael Whelan, Jeremy Kerr, Keely Harper-Hill and Oksana Zelenko - With teachers, for teachers: Knowledge translation and professional learning, – Book Title: Research approaches to supporting students on the autism spectrum in inclusive schools: Outcomes, challenges and impact (Routledge 2020 – In Press)

Figure 10: *InclusionED documented in scholarly outputs*