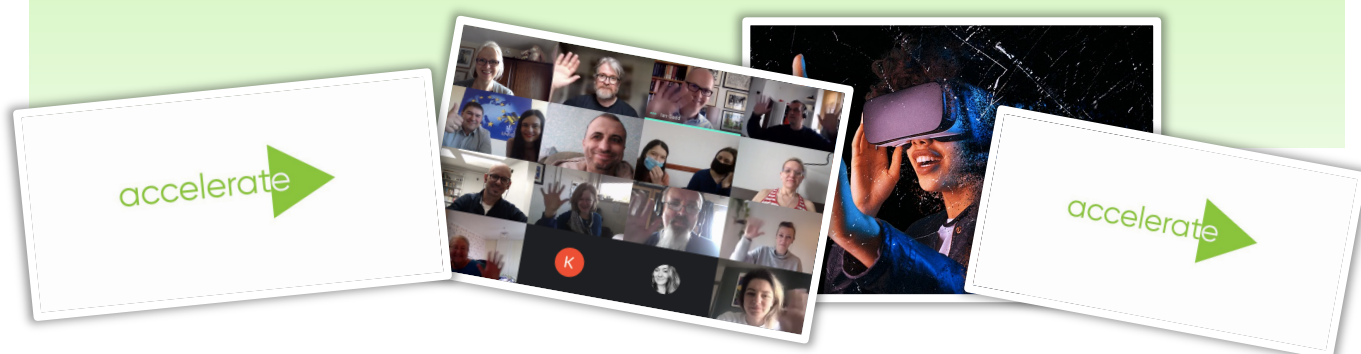


Accelerate Newsletter

February 2022



Training & Project Meeting in Bath

The first Transnational Project Management meeting took place on 23 February 2022, at Bath Spa University (BSU), UK. We were joined by staff from BSU, and other project partners from University of the Arts London, UK, Institute of Art, Design and Technology, Ireland and Chernivtsi National University, Ukraine. Partners Sumy State University, Ukraine and SWPS University, Poland took part online. The meeting was the first chance for some of the partners to meet in person and a lot of ground was covered to progress the plans for the project.

On the morning of the 24th February 2022, during our training session in Bath, we woke to the shocking news that Russia had invaded Ukraine overnight. We are providing support and solidarity to our Ukrainian partners but we will need to regroup and reconsider our project plans. More in the next newsletter.

Dimensions of the teaching experience

Despite the situation in Ukraine, we continued onto the first Training Meeting “Accessible Pedagogies” that took place 24th to 26th February in Bath. The programme was varied and explored a variety of topics that would help shape the intellectual outputs of the project. With one of the sessions discussing how the pandemic exacerbated existing challenges for accessibility and created new challenges?



“Was great to all meet and the training was perfect for helping contextualise and plan the early ideas for outputs”. Chris Follows, UAL

Funding

This project has been co-funded by the Erasmus+ Programme of the European Union. The newsletter reflects the views only of the authors, and the European Commission and UK National Agency cannot be held responsible for any use which may be made of the information contained therein.



Immersive Pedagogy



The training also included a session on Immersive Pedagogy, held by Caroline Kuhn of BSU. The workshop was underpinned by the findings of Caroline's PhD study 'An exploration of the underlying generative mechanisms that shape university students' agency in their educational digital practices, where she explored what mechanisms shape students' agency in digital spaces, that is, what shapes their reflexive engagement with digital tools.

Student Involvement

We are planning on direct involvement of students across all the partners with the formation of Accessible Learning Student Ambassador groups' (ALSA). The ALSAs will directly inform our decisions, participate in our collaborations, evaluate our work, and help promote our results. We aim to encourage students who have accessibility needs such as physical, sensory, and cognitive functional diversity, different learning styles, complex personal circumstances (including caring responsibilities or long-distance commuting) and difficulties accessing digital resources (e.g. because of low-quality devices, limited software, and poor or unreliable internet access) to become part of the ALSA groups.



How can you participate?

18 May 2023 — Simultaneous one-day events in will be held in London and Bath in the UK, in Dublin, Ireland, Warsaw, Poland, and Ukraine. The purpose of these meetings will be to disseminate the outputs of the projects to a wide audience in all the partners' countries.

Please visit the website in April 2023 to sign up for one of these events