

INCLUDE PROJECT

Newsletter, Issue 1

In this issue you will be presented with:

- Background to the project
- Project Plan
- Project partners
- Kickoff meeting of the project

INCLUusive Disaster Education

INCLUDE (INCLUusive Disaster Education) is a collaborative research project co-funded by EU Erasmus+ programme. This two-year research initiative aims to reimagine online distance learning education so that it better supports the diverse DRR community.

The COVID-19 pandemic, which is a biological disaster, is defining global health crisis of our time and the greatest challenge for the world since World War II. As a result of the COVID-19 pandemic, education sector has changed dramatically, with the distinctive rise of e-learning whereby teaching is undertaken remotely and on digital platforms. Due to the complexities involved in and due to peculiar nature of disaster situations, even before COVID-19, there were consensus among researchers that lifelong learning is an appropriate way of ensuring continuous education to the various stakeholders of disaster management. To support lifelong learning, a number of online, distance learning opportunities emerged in the field of DRR in the recent past. As such, many countries have launched remote DRR education activities, however, these opportunities possess many challenges. To tackle these challenges, our proposal entitled INCLUDE (INCLUusive Disaster Education) aims to reimagine online distance learning education so that it better supports the diverse DRR community. INCLUDE will develop a University-Industry digital learning platform to provide high quality inclusive digital education in DRR.

Project Coordinator:

University of Huddersfield, UK

Project Partners:

University of Central Lancashire, UK

LUND University, Sweden

Vilnius Gediminas Technical University, Lithuania

Keio University, Japan

Project Aims:

- To understand online, distance learning strategies currently used in DRR education and their effectiveness, by taking into consideration in promoting gender equality and sensitivity and also in addressing differences in relation to the access and use by underrepresented groups.
- To develop a framework to reimagine online distance learning education so that it better supports the diverse DRR community, also in addressing both natural and biological hazards and their integration
- To design an innovative University-Industry digital learning platform to provide high quality inclusive digital education to DRR community
- To explore the opportunities of the use of disruptive technologies in online distance learning education in DRR
- To propose a digital competence framework for educators in building capacity to implement



Source: <https://www.spacesworks.com/five-reasons->



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

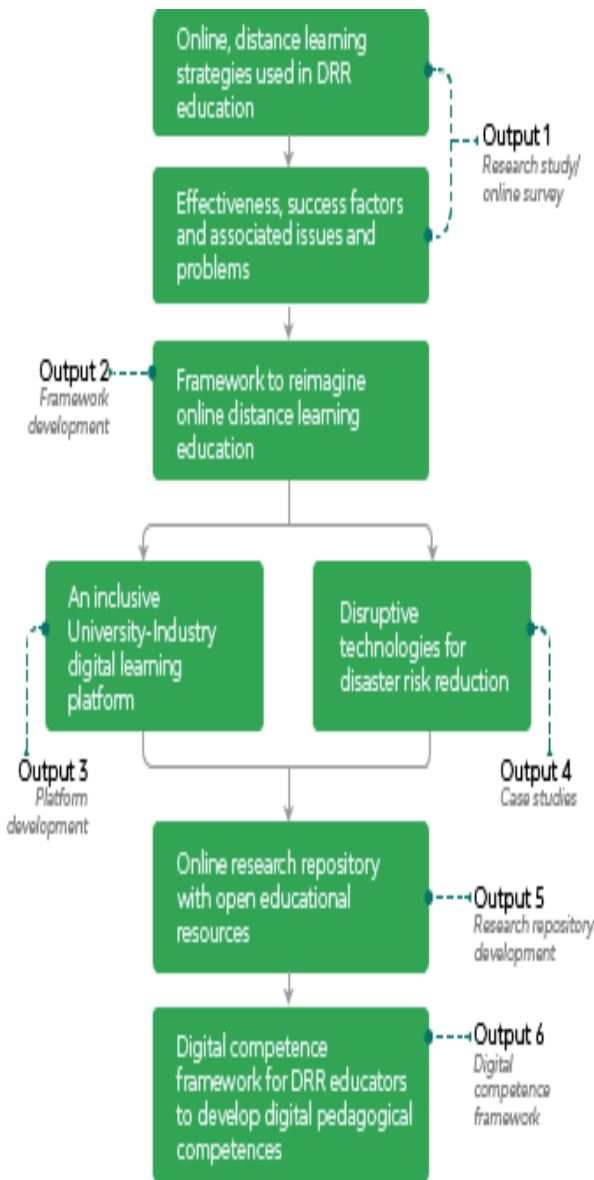
INCLUDE PROJECT

Newsletter, Issue 1

Project Plan

The project INCLUDE holds the main objective of re-imagining inclusive disaster education in online and distance contexts. In terms of achieving this objective, the project will initiate its tasks by investigating the prevailing online teaching strategies in the field of Disaster Risk Reduction (DRR) and challenges attached to those. Next, the project will develop a framework that will reimagine the online DRR education and will cater in overcoming the challenges identified in the initial output. The project will also strengthen university-industry collaboration in DRR through the development of a digital learning platform. The project will also develop an online research repository with an open access to various educational resources. Further, case studies will be conducted to explore the possibilities and benefits of using disruptive technologies such as AI and big data in online distance learning education in DRR. Finally, a digital competence framework will be developed for DRR educators to assist them in developing a suitable and up to date pedagogical approach in the online teaching context.

An overview of the INCLUDE project process and the outputs is provided in the following figure:



Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

INCLUDE PROJECT

Newsletter, Issue 1

Online DRR education—Status Quo

As an initial step of the Output 1, the INCLUDE research team conducted an online survey to investigate the status quo of the online Disaster Risk Reduction (DRR) education. The said survey was conducted by all the partners using two separate online survey platforms. The UK and the Europe partners conducted the survey using samples from their own institutes and the country context (for the ones who had no specific DRR taught course in their respective institutes). The University of Keio, Japan conducted the survey covering the context of the Asia pacific (India, Sri Lanka, Bangladesh, Pakistan, Philippines, Nepal, and Japan).

As per the findings, the Learning Management Systems (LMS), only synchronous learning and Flipped class rooms are the commonly used learning strategies. It was vital to note that student based learning strategies such as class blogs and game-based learning were the least used strategies in the selected country contexts.

In the contexts of challenges encountered by the learners, the major concerns were raised in terms of the infrastructural facilities and personal concerns. The matters related to infrastructural facilities cover a wider spectrum of matters related to the IT infrastructure, language literacy, literacy in terms of IT and access to relevant IT facilities. On the other hand, personal concerns were raised in the dimensions of emotional and health issues, discontinuity of education due to professional and personal commitment and social contextual concerns such as poverty.

Include project Kick-off meeting:

INCLUDE Project Kick-Off Meeting was held on 27th September 2021, as a Virtual Meeting (via Microsoft Teams)

For further information on the project, contact:

Dr Chamindi Malalgoda
(C.Malalgoda@hud.ac.uk),

or

Professor Dilanthi Amaratunga
(d.amaratunga@hud.ac.uk),

or

Professor Richard Haigh
(r.haigh@hud.ac.uk) or

visit the website at
www.disaster-resilience.net/



Image from the online kick-off meeting



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.