

INCLUDE PROJECT

Newsletter, Issue 4

In this issue you will be presented with:

- Steering committee meeting in the UK
- Output 3 cMOOC Platform launch
- The framework developed for Output 2
- The framework developed for Output 4

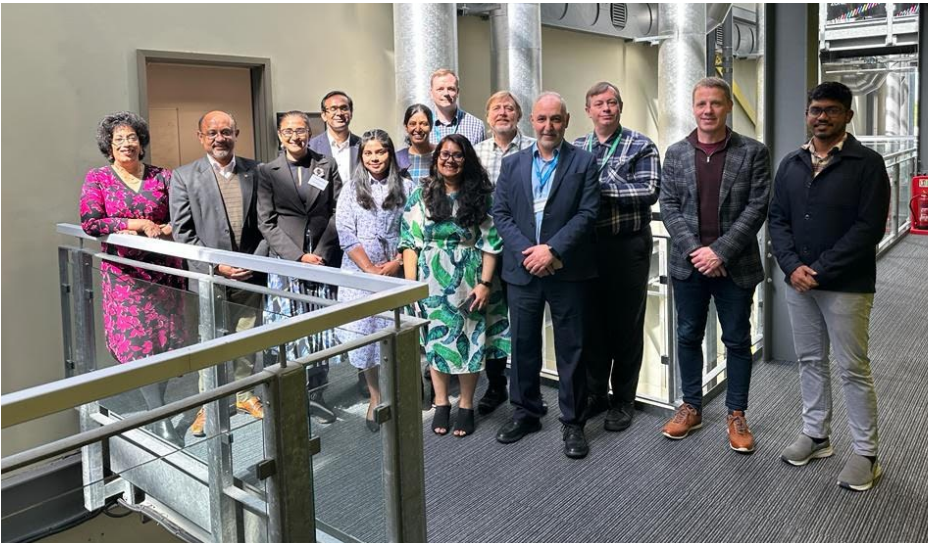
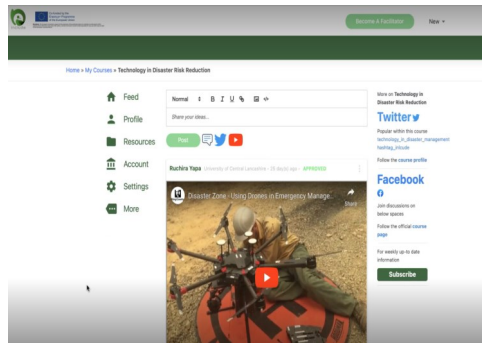
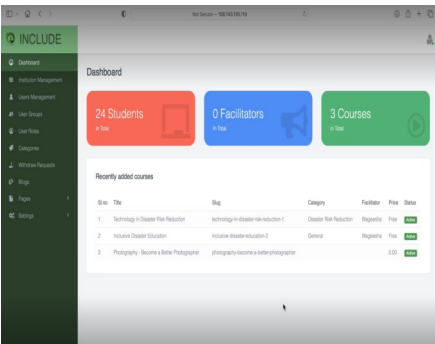
Steering Committee Meeting in the UK

The third INCLUDE Steering Committee Meeting was held on 12th of May 2023 at University of Huddersfield, UK. It was a hybrid event where all the completed Outputs were presented together with the action plan for Output 6. Alongside the quality board meeting was conducted. The issues regarding Outputs and other project related matters were discussed in detail.

An inclusive university-industry digital learning platform to provide high quality education to DRR community

As part of the INCLUDE project output 3, University of Central Lancashire (UCLan), the output leading organisation, developed a novel model of online learning platform for collaborative inclusive education for DRR community. The unveiling of the prototype collaborative Massive Open Online Course (cMOOC) platform developed for INCLUDE Output 3 was held as a workshop on the 11th of May at UCLan, UK. The developed model has been designed based on a comprehensive literature review conducted by UCLan team regarding existing collaborative online learning platforms while putting an emphasis on the cMOOC model. The review consisted of commercially available industrial learning and training management systems. The design process has taken into consideration the core principles identified by the INLCUDE Output 2 report, done by Lund University, Sweden and it has helped improve collaboration features in this model prototype. In correlation with the criteria defined in the Output 3 description and its 5-layer architecture, features extracted from literature review were matched to define a final hub-spoke model representing primary and secondary elements of the prototype model being developed. Before the 12th of May workshop the team conducted a mock workshop and received feedback from an initial sample user base regarding usability, relevance of the platform on DRR-related education and areas of improvement of the model platform. The event was conducted in hybrid mode with the involvement of all key stakeholders from participating countries. Following the presentations, a fruitful dialogue took place which initiated discussing the findings and helped making recommendations for policy in the areas of digital transformation on DRR, and importance of university-industry knowledge exchange in DRR.

cMOOC interfaces



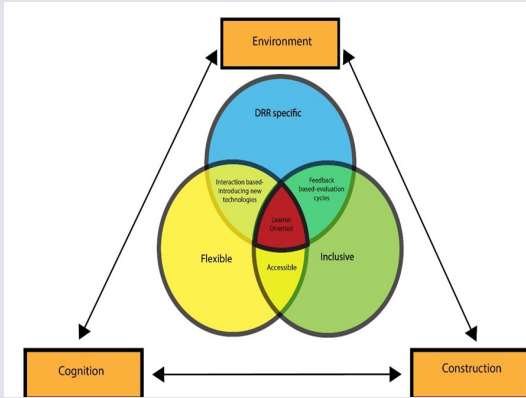
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The Framework developed for Output 2



The shown framework for online DRR education is an outcome of the challenges identified both for educators and students in Output 1, as well as the DRR context specific particularities. It is a student-centered and experience-based framework that responds to the challenges identified in Output 1 for students and educators and to the contextual aspects of the field of DRR in education and practice.

The two inner layers are informed by the contextual DRR realities of the field and the needs of the industry while the outer layers in the visual becomes the theoretical backbone of the proposed framework adhering to the learning theories described in the previous section, the social constructivist, and the cognitive learning paradigms. The first inner layer presents an overarching set of principles that respond to the main challenges of online education for DRR identified in Output 01. The second-inner layer of principles relates to the overarching ones but is an outcome of their interaction among each other but also with the nature and specificities of the DRR field in education and practice, highlighting the need for the framework to be a product of its environment in line with recent scientific developments and the needs of the DRR industry.

The framework developed for Output 4

The framework developed for Output 4 is self explanatory and intends to explore the opportunities of utilising disruptive technology in online DRR education. It also shows the relationship of each output to lead to offer improved teaching and learning oriented solutions. As a key finding of the Output, seven elements of disruptive technology were derived as vital attributes that drive their importance and relevance for their adoption in online distance learning education in DRR via case studies. These are their levels of accuracy, accessibility, affordability, reliability, efficiency, reachability, and flexibility. Findings conclude that that opportunities for disruptive technologies exist for their incorporation into online distance learning education in DRR but would be much more beneficial when considered in a holistic manner that addresses a wide range of issues and challenges of distance education

