# Les mystères des hautes écoles – ou pourquoi la CUA n'est pas (encore) une évidence

# Beda Venerabilis (672?-735)


Beda venerabilis

Historia ecclesiastica gentis Anglorum

...atque inter obseruantiam disciplinae regularis, et cotidianam cantandi in ecclesia curam, semper aut discere, aut docere, aut scribere dulce habui.

# Mesures inclusives : U. de L. et E.

- Edgar Zilsel et les artisans vs. profil ecclésiastique et hyperlexique

  relativisation des distinctions : Pamela O. Long, Artisan/Practitioners and the Rise of the New Sciences: 1400 – 1600 (Corvallis: Oregon State University Press, 2011)

- Des artisans qui parlent latin et grec : existence de petites gens autodidactes : « These trials could be quite gruelling events » (p. 34)

  de même pour étudiants : « speik Latine both in the scoolles, in the clois, in the fields, and in all uther plaices whair they ar together, and that none be found speaking Scottes » (Mitchell p. 35)

- Pas de salaire

- système des régents vs. système des professeurs : personnes plus « exotiques »

- Discipline : « It is thocht expedient and ordanit that all the students of the townis colledge sall nichtlie ly and remayne in their chalmeris within the same » (ibid. p. 24-25)

- Petite taille, donc « … the level of education being offered could end up falling, while the curriculum stagnated. In order to avoid this, some universities sought to actively discourage individuals from being employed for non-academic reasons, as well as trying to avoid hiring alumni from that same institution; rules were introduced by a number of these universities to ensure that new staff would be drawn from further afield » (Mitchell p. 19).

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- Geneviève Le Fort : « on ne connaît pas la diversité à la HESSO »

# The Impact of Immersive Learning on Teacher Effectiveness: A Systematic Study

**Cite This** 📄 **PDF**

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**Abstract:**
Immersive learning, or experiential learning, involves placing teachers in realistic scenarios where they can practice their skills and receive feedback in a safe, controlled environment. This study conducts systematic research to investigate the impact of immersive learning on teacher effectiveness. The research included 16 articles from electronic databases including IEEE, ERIC, and Google Scholar that met the inclusion criteria based on PRISMA guidelines. Evaluation of the selected articles was based on the CASP checklist. The findings suggest that immersive learning has a positive impact on teacher effectiveness, improving teachers' content knowledge, pedagogical skills, and confidence in their abilities to handle real-life situations in the classroom. The study highlights the need for further research in this area, particularly regarding the long-term impact of immersive learning on teacher effectiveness. The use of immersive learning in teacher education can enhance the quality of teacher preparation programs and provide professional development opportunities for practicing teachers.

**Abstract**

Document Sections

I. Introduction

II. Methods

III. Results

IV. Discussion

V. Conclusion

Authors

# Favoriser interactions entre étudiants → entre profs

# Mystère et Tabou



- Lisa Waddington, chair in European Disability Law (U. de Maastricht)

- Paradoxe de CUA sans les personnes handicapées vs. la CUA par l'emploi de personnes en situation de handicap

- Article 27 de la CRPD (Convention D. PH) : droit, mais aussi obligation d'emploi

    - « g. Employ persons with disabilities in the public sector »

- La quotidienneté : « disability inclusion must not be an add-on, but be part of the day-to-day activities of staff »

# Facteurs de blocage

- Idée que l'U. est sans discussion supérieure aux entreprises

- Sentiment d'automaticité : le cours de l'Histoire s'en charge, l'État s'en charge, la loi le garantit > *soyons patients, ça viendra*

- Quotas vs. Anti-discrimination

  - Le modèle américain de l'ADA 1990

> This is the central question I seek to address in this chapter: why does the road to disability rights in Japan and Germany not lead to the rejection of the traditional employment quota when in all other areas of disability activism such as independent living, equal access, and even education the rights model has almost universally replaced the welfare model? I will attempt to explain the resilience of the employment quota in light of cultural as well as constitutional and labor market differences.

- La spéc

  - > quand on pense être 100 % inclusif, on est 100 % excluant

# Disability Inclusion Group (UQ DIG)

The group provides a consultative mechanism for developing and implementing disability inclusion initiatives across UQ.

We aim to apply the principle of 'nothing about us, without us' to all UQ business, meaning that decision-making, policy and programs should not be done without the full and direct participation of members of the group affected by that policy.

If you have any questions or feedback, contact Workplace Diversity and Inclusion.

> UQ Disability Inclusion Group terms of reference  (PDF, 126.9 KB)
> UQ Disability Inclusion Group 2023 Meeting Schedule (PDF, 78.4 KB)
> UQ Disability Action Plan Annual Report 2019 (PDF, 1 MB)
> UQ Disability Action Plan Annual Report 2020 (PDF, 573.2 KB)
> UQ Disability Action Plan End 2018-2020 End of DAP Report (PDF, 746.6 KB)

Disability inclusion and s

**Disability Inclusion Grou**

UQ Disability Inclusion A
(UQ DIAN)

**Workplace Divers
Inclusion**

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## Members

| Name | Position |
| --- | --- |
| Paul Harpur (Chair) | Associate Professor, TC Beirne School of Law |

# Les quatre règles de base
# - Lisa Waddington

+ notion d'action « a priori » : faire avant que les demandes ne s'expriment : projet CUA
& l'expérience UCLouvain : on attire…

1 : « nothing about us without us » vs. advocacy exhaustion (&allies)

2 : bringing disability inclusion into all policies

3 : setting goals/targets and providing for transparent monitoring and reporting
l'inclusion, trop lointain/vague ?

4 : support from leadership at a senior level

# Extrait de bibliographie

- Mitchell, Aaron Geoffrey, Hiring Practices and Craftsmen at the University of Edinburgh, 1583 – 1750, 2014

- Waddington, Lisa, Discours de réception du doctorat h.c., Université Saint-Louis à Bruxelles, 2023

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- Heyer, Katharina, Rights or Quotas? The ADA as a Model for Disability Rights

- The University of Queensland - Disability Action Plan ; 2023–2025https://staff.uq.edu.au/files/110634/Disability%20Action%20Plan%20V8b.pdf

# Merci :-)