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INCLUSIVE HIGHER EDUCATION TRAINING PROGRAM



CURRICULUM



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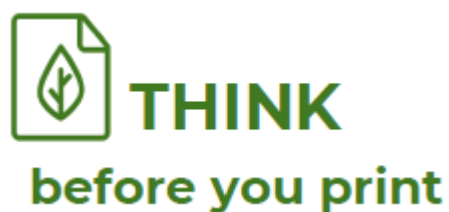
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Introduction

In the evolving landscape of educational practices, the imperative to cultivate an inclusive learning environment has never been more pronounced. The notion of inclusive pedagogy, rooted in the principles of equity, diversity, and accessibility, stands at the forefront of this transformative educational paradigm. This curriculum is meticulously designed to equip educators with a profound understanding and practical competencies necessary for implementing inclusive education, thereby ensuring that all students, irrespective of their abilities and backgrounds, are afforded equal opportunities to thrive academically and socially.

The curriculum is segmented into seven comprehensive modules, each delving into critical aspects of inclusive education. Beginning with the foundational principles of inclusive pedagogy, the curriculum explores the multifaceted dimensions of creating accessible and equitable learning spaces, addressing the needs of students with diverse learning preferences and abilities. It underscores the significance of digital accessibility in contemporary education, shedding light on legal and ethical considerations that underpin inclusive practices.

Further, the curriculum extends into specialized areas of need, including visual and hearing impairments, physical disabilities, and specific learning and intellectual disabilities, offering in-depth insights and strategies to address these varied needs effectively. It also embraces the Universal Design for Learning (UDL) framework, presenting it as a cornerstone for developing flexible and engaging learning experiences that cater to the diverse spectrum of learner variability.

By integrating theoretical knowledge with practical application, this curriculum aims to foster a holistic understanding of inclusive education. It endeavors to prepare educators not only to meet the legal and ethical obligations but also to champion the cause of inclusivity, ensuring that the educational landscape is a reflection of the diverse society it serves. Through this curriculum, educators will be empowered to create learning environments that are not only accessible and equitable but also nurturing and responsive to the diverse tapestry of student needs, thereby contributing to the cultivation of an inclusive, informed, and empathetic society.

Curriculum

MODULE 1: Principles of Inclusive Pedagogy

1.1 Definition and Goals of Inclusive Pedagogy

- Understanding diversity and equity in education.
- Benefits of inclusive education for all students.
- Addressing individual learner differences and needs.

1.2 Digital Accessibility in Education

- Definition and importance of digital accessibility.
- Web Content Accessibility Guidelines (WCAG) overview.
- Creating accessible digital content and materials.
- Ensuring inclusive access to online platforms and resources.

1.3 Legal and Ethical Considerations

- Overview of laws and policies supporting inclusive education (e.g., IDEA, Section

504, ADA).

Responsibilities and rights of teachers and educational institutions.

Ethical considerations in promoting inclusive practices.

Ensuring non-discrimination and equal opportunities in education.

1.4 Creating Inclusive Learning Environments

Universal Design for Learning (UDL) principles and frameworks.

Strategies for creating inclusive classroom environments.

Promoting a positive and inclusive classroom culture.

Collaboration and communication with students, families, and colleagues.

1.5 Designing Accessible Course Materials and Resources

Guidelines for creating accessible documents, presentations, and multimedia content.

Structuring content for readability and comprehension.

Captioning videos and providing alternative text for images.

Accessible formatting and navigation in course materials.

1.6 Assistive Technologies for Students with Disabilities

Overview of common assistive technologies.

Matching assistive technologies to individual student needs.

Integrating assistive technologies into teaching practices.

Providing training and support for students and teachers.

MODULE 2: Understanding Universal Design for Learning (UDL)

2.1 Definition and Key Principles of UDL

Benefits of UDL for diverse learners.

The three UDL principles: Multiple Means of Representation, Action and Expression, and Engagement.

2.2 Applying UDL Guidelines

Introduction to the UDL Guidelines framework.

Guidelines for providing multiple means of representation, action and expression, and engagement.

2.3 Differentiated Instruction and Personalization

Understanding differentiated instruction and its relationship to UDL.

Strategies for differentiating instruction based on learner variability.

Personalized learning approaches within the UDL framework.

Individualized learning plans and accommodations.

2.4 Technology Tools for UDL

Overview of technology tools that support UDL implementation.

Digital tools for providing multiple means of representation, action and expression, and engagement.

Evaluating and selecting appropriate technology tools for UDL.

2.5 Assessment and Evaluation in a UDL Framework

UDL principles applied to assessment and evaluation.

Strategies for assessing diverse learners' knowledge and skills.

Alternative assessment methods and accommodations.

Using technology for accessible and inclusive assessments.

2.6 Creating UDL-Informed Learning Environments

Classroom design considerations for UDL implementation.

Flexible learning spaces and seating arrangements.

Optimizing accessibility and physical accommodations.

Collaboration and partnerships for creating inclusive learning environments.

MODULE 3: Understanding Visual Impairments

3.1 Definition and Types of Visual Impairments

Common causes and implications for learning.
Visual functioning and the impact on educational settings.
Introduction to visual assistive technologies and tools.

3.2 Creating Inclusive Classroom Environments

Physical accommodations and environmental considerations for accessibility.
Collaboration with specialists for optimized learning conditions.

3.3 Accessible Formats for Learning Materials

Utilizing Braille, tactile graphics, and accessible digital formats for inclusive education.

3.4 Instructional Strategies for Students with Visual Impairments

Effective communication, auditory and tactile teaching methods, and multisensory instruction.

3.5 Assistive Technologies for Students with Visual Impairments

Overview of technologies like screen readers, OCR tools, and refreshable braille displays.

3.6 Collaborating with Support Services

Engaging with vision specialists and educational interpreters to support inclusive learning.

MODULE 4: Understanding Hearing and Speech Impairments

4.1 Types and Causes of Hearing and Speech Impairments

Implications for communication and learning.
Introduction to assistive technologies for communication enhancement.

4.2 Communication Strategies and Accommodations

Utilizing sign language, visual supports, and AAC systems for effective communication.

4.3 Classroom Adaptations for Hearing and/or Speech Impairments

Environmental modifications and assistive listening devices for improved communication access.

4.4 Accessible Instructional Materials

Captioning, transcripts, and adapted materials for inclusive learning experiences.

4.5 Collaborating with Support Services

Working with interpreters and speech-language pathologists to support student needs.

4.6 Cultivating Social and Emotional Well-being

Strategies to support social interactions, self-advocacy, and a supportive classroom community.

MODULE 5: Understanding Physical Disabilities

5.1 Definition and Types of Physical Disabilities

Common causes, implications for learning, and assistive technology introduction.

5.2 Creating Inclusive Physical Environments

Applying universal design principles for physical accessibility in educational settings.

5.3 Assistive Technology for Access and Participation

Overview of AAC devices, mobility aids, and adaptive software for educational engagement.

5.4 Curriculum Adaptations and Modifications

Instructional differentiation and modifications for accessibility and inclusion in various activities.

5.5 Collaboration and Teamwork

Engaging with therapists and specialists to support students' educational and social needs.

5.6 Health and Well-being

Addressing comprehensive health needs, promoting fitness, and supporting mental health.

MODULE 6: Understanding Intellectual and Specific Learning Disabilities

6.1 Definition and Types of Disabilities

Exploring cognitive challenges, learning profiles, and strength-based approaches.

6.2 Differentiating Instruction for Diverse Learners

Adapting teaching strategies and utilizing UDL principles for individualized support.

6.3 Effective Instructional Strategies

Employing visual supports, scaffolded instruction, and explicit teaching methods for skill development.

6.4 Assistive Technology and Learning Tools

Utilizing assistive devices and educational software for enhanced learning and independence.

6.5 Building Social and Emotional Skills

Promoting interpersonal skills, self-regulation, and transition planning for holistic development.

6.6 Collaborating with Support Services

Partnering with educational teams and families for comprehensive support and goal achievement.

MODULE 7: Understanding Other Disabilities

7.1 Overview of Less Common Disabilities

Insight into autism, ADHD, emotional and behavioral disorders, and their educational impacts.

7.2 Individualized Educational Planning

Emphasizing personalized planning and collaborative goal-setting for diverse educational needs.

7.3 Differentiated Instruction and Behavior Support

Applying targeted strategies for structured environments, behavior management, and executive functioning support.

7.4 Communication and Social Interaction

Enhancing communication skills, social pragmatics, and peer engagement for students with varied disabilities.

7.5 Collaboration with Support Services

Integrating multidisciplinary approaches and resources for comprehensive educational support.

7.6 Transition Planning and Post-School Success

Focusing on future planning, skill development, and community integration for students transitioning beyond school.

Modules, Learning Paths and Full Program Certification

Trainees in the program are afforded the flexibility to complete modules in any sequence and language of their preference. This approach facilitates a personalized learning experience, allowing participants to engage with the material in the language they are most comfortable with. Each activity within the modules can be completed in a different language, and trainees are eligible to obtain certificates in any of the available languages. Importantly, each activity needs to be completed only once, irrespective of the language chosen.

The program comprises 13 available certificates and badges, each associated with specific recognitions – certificates and badges. For the initial seven modules, trainees receive a Module conclusion certificate and a bronze badge upon the completion of any single module. Additionally, there are Learning Paths that combine related modules. Completing Modules 1 and 2, as well as any choice of Modules 3 to 7 that focus on different types of disabilities, earns trainees a Learning Path certificate specific to that disability type, along with a silver badge.

Achievement of the Full Program Completion, which entails finishing all modules from 1 to 7, culminates in the awarding of a comprehensive program conclusion certificate and a gold badge.