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INCLUSIVE HIGHER EDUCATION TRAINING PROGRAM



USER MANUAL



This user manual has been created within the Erasmus+ Inclusive Higher Education Training Programme project.

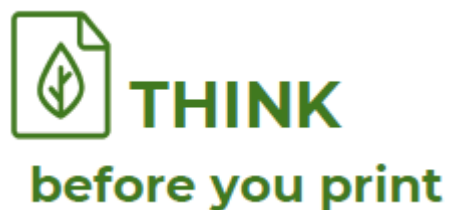
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Web Site

Welcome to our esteemed community of educators and academic professionals. If you are reading this user manual, it signifies that you have successfully navigated to our site, <https://ihetp.org>, a hub specifically designed for the enrichment of higher education pedagogy. As a distinguished professor or member of the higher education staff, you are likely already proficient in the art of web navigation and possess substantial experience with Moodle platforms. Therefore, this document will succinctly outline the unique configurations of our particular Moodle environment. Our goal is to streamline your experience, enabling you to delve into our training program effortlessly and enhance your repertoire of inclusive pedagogic skills.

Navigation

It is pertinent to elucidate the navigational mechanics of our digital platform. The primary conduit for navigation is the top menu bar, a strategically designed interface element that facilitates access to various sections of our website. Esteemed users should observe that certain menu items are accompanied by a downward-pointing arrow, an indicator of additional available options nested within that category. For instance, upon selecting or expanding the 'Legal' menu item, one will unveil a submenu where specific documents, such as the 'Digital Accessibility Statement' and 'Privacy Policy', can be accessed. This hierarchical structure is implemented to provide a comprehensive yet uncluttered navigational experience, allowing users to efficiently locate and engage with the content pertinent to their interests and requirements in the realm of higher education.

On Figure 1 this menu is noticeable on the top of the screen, to the right of the project logo.

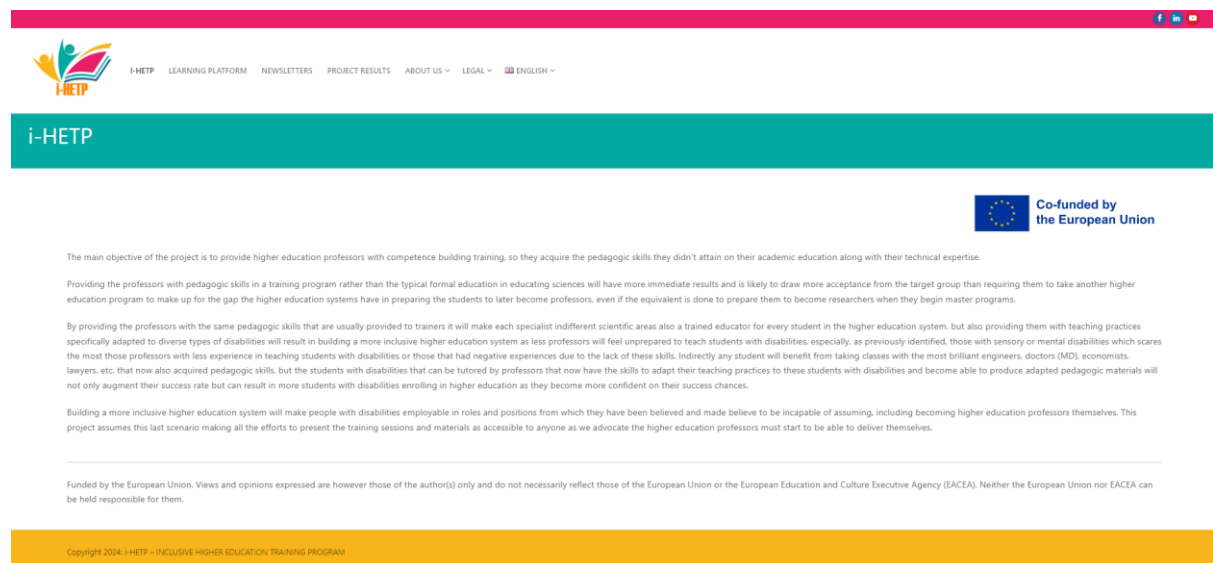


Figure 1 - ihetp.org Website Interface

Language Selector

It is essential to accentuate the linguistic accessibility features embedded within our interface. The terminal element on the right side of the top menu bar is a language selector, a pivotal tool that empowers users to customize their interactive experience on our platform. This selector proffers an array of linguistic options, encompassing English and the respective native languages of our partner entities: Czech, Spanish, Italian, Polish, Portuguese, Romanian, and Turkish. This feature is not merely a convenience but a bridge to inclusivity, enabling users to not only navigate the site but also to download content in their chosen language, contingent upon the availability of translations from the original English.

Upon transitioning to the Moodle Platform, users will discern a distinct language selector inherent to the platform. To enhance user experience coherence, we have synchronized the site and the embedded platform such that selecting a language on the main site influences the language setting within Moodle. For instance, if a user selects a particular language on our main site and then navigates to the Learning Platform, they will be directed to Moodle's login screen in the chosen language (as illustrated in Figure 2).

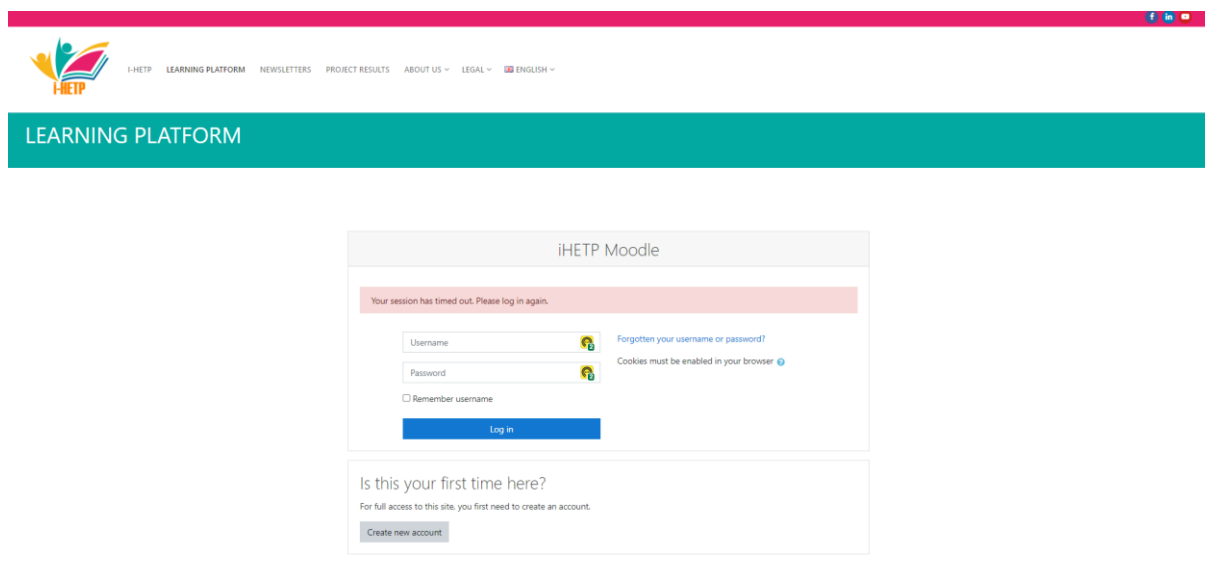


Figure 2 - Login screen on nested Moodle Platform responsive to the language selected on the site,

It is noteworthy that, once inside Moodle, should the user opt to alter the language via the site's language selector in the menu bar, the Moodle interface will correspondingly adjust. However, this action will prompt a return to the login screen, where the user is informed of their authenticated status, presenting options to either log off or cancel the redirection to the login screen (depicted in Figure 3).

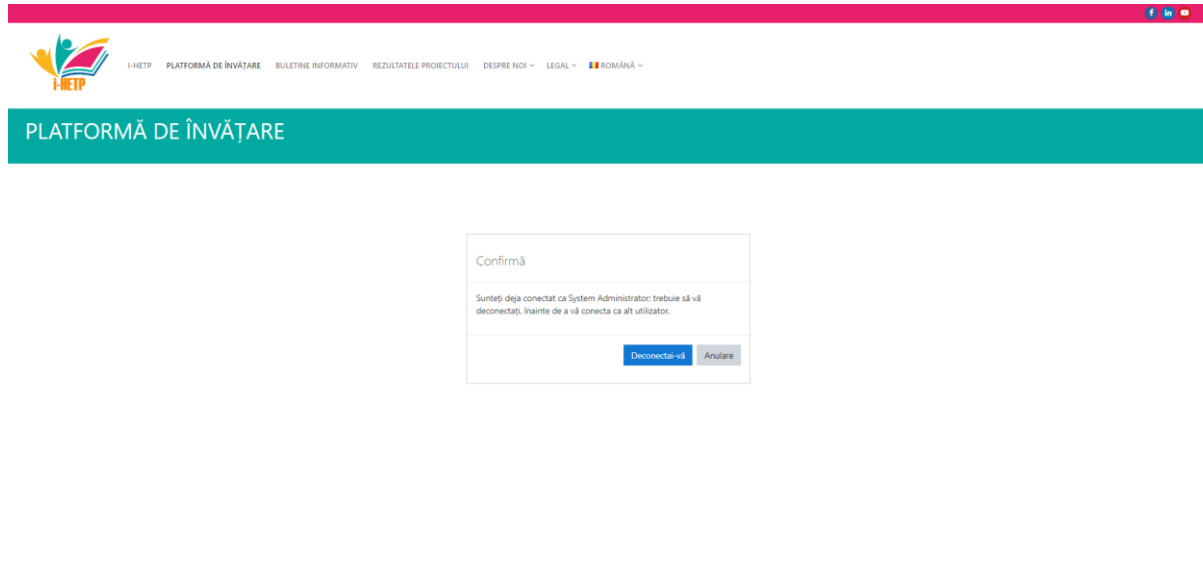


Figure 3 - Changing the language on the main site, changes the language inside Moodle but pops up a notification informing that the user is already logged in.

Alternatively, users have the option to modify the language directly within the Moodle interface, an action that solely affects the platform's language setting and does not instigate any notification from Moodle nor alters the main site's language configuration (demonstrated in Figure 4). This nuanced approach to language selection is designed to afford users maximum flexibility while maintaining an intuitive and interconnected user experience across our digital ecosystem.

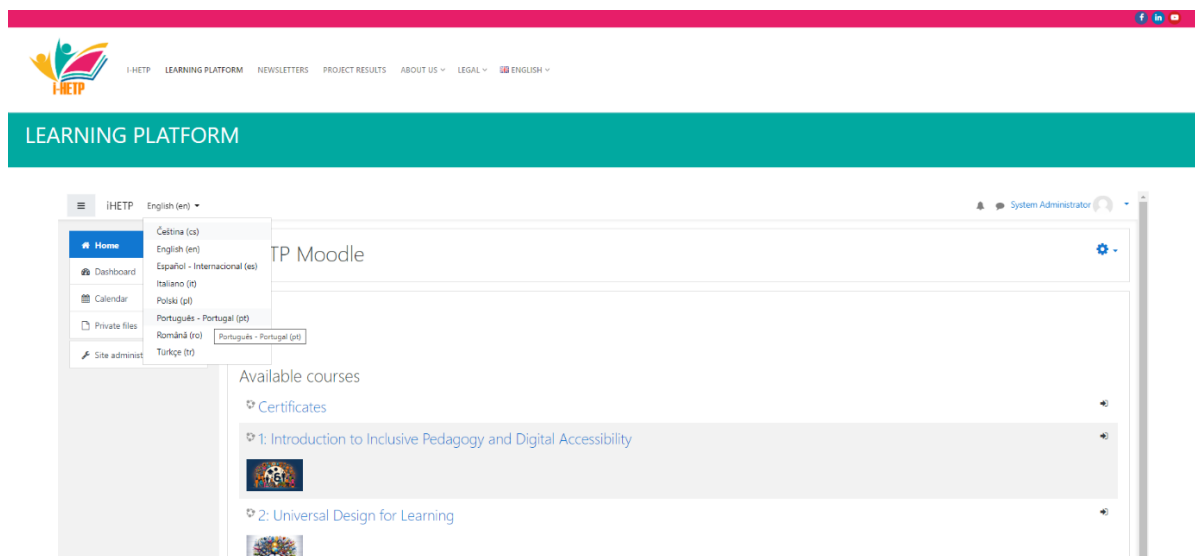


Figure 4 - Changing the language only inside Moodle.

Authentication

Sign up

To facilitate access for new users to the learning platform, a registration process is essential. First-time visitors will find a "Create New Account" button located beneath the login form in the section labeled "Is this your first time here?" (illustrated in Figure 1). This registration mechanism is crucial for establishing a unique user profile, which enables the delivery of a customized and secure educational experience. The creation of an individual account is a pivotal step that allows users to interact effectively with the available resources, enhancing the educational journey on the platform.

To initiate registration, the new user is required to complete all mandatory fields in the form. These fields include choosing a username, which must be in lowercase, and creating a password. The password criteria are stringent to enhance security: it must be a minimum of eight characters long and include at least one digit, one lowercase letter, one uppercase letter, and one non-alphanumeric character such as *, -, or #. Additionally, the user must provide a valid email address, confirm this email address in a subsequent field, and input their first and last name. The inclusion of the user's real name is imperative as it is utilized in the generation of certificates upon the completion of courses or modules (as depicted in Figure 5).

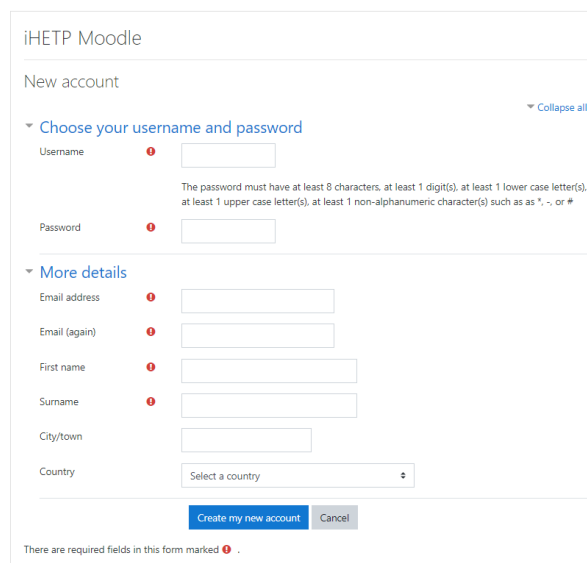


Figure 5 - Registration Form

Once the registration form is completed and submitted, the user will receive a confirmation email at the provided address. This email is a crucial step in verifying the user's identity and securing their account, ensuring that only the rightful owner has access to the educational resources and personal data on the platform. It is imperative that the user follows the instructions contained within the confirmation email to activate their account and commence their educational journey on the platform.

Sign in

The sign-in procedure on the platform adheres to the conventional method, requiring the user to input their username and password followed by selecting the login button (refer to Figure 1). It is essential for users to utilize the credentials established during

the registration process. It should be noted that platform administrators do not have the ability to retrieve or verify user passwords for security reasons.

In instances where a user forgets their credentials, there is an option to click on the "Forgotten your username or password?" link. This feature enables users to independently reset their credentials through a series of verification steps, ensuring the security and confidentiality of the user's information.

Should difficulties persist in regaining access to the account, users are encouraged to reach out for assistance by contacting us at info@ihetp.org. Additionally, users have the option to enable the platform to remember their username for future logins, enhancing the convenience of accessing the platform while maintaining security standards.

Please be aware that utilizing Moodle involves the acceptance of certain cookies, which are essential for the optimal functionality of the platform. Users are encouraged to review our privacy policy to gain a comprehensive understanding of how these cookies are employed and the measures in place to protect user data and privacy.

Taking the training program

Enrolling in courses

Upon successful authentication within the Moodle platform, users are directed to their personalized Home Page, which prominently displays a list of courses in which they are currently enrolled, labeled as "My Courses." This interface also provides visibility into the comprehensive catalog of available courses within the system.

Should users express interest in a course for which they have not yet registered, selecting the course title will prompt a self-enrolment dialog. This feature is designed to facilitate user autonomy in managing their learning trajectory. By clicking the "Enroll me" button within this dialog, users actively enroll themselves in the chosen course, thereby gaining full access to the course materials, activities, and assessments (as depicted in Figure 6).

It is pertinent to note, particularly for users engaged with the iHETP program, that obtaining certification necessitates a specific action. To be eligible for any certificate issued under the iHETP program, users must undertake a similar enrollment process in the "Certificates" course, akin to the procedure for any other module on the platform. This step is crucial as it aligns with the program's credentialing protocol, ensuring that users are formally recognized for their participation and achievement within the designated educational framework.

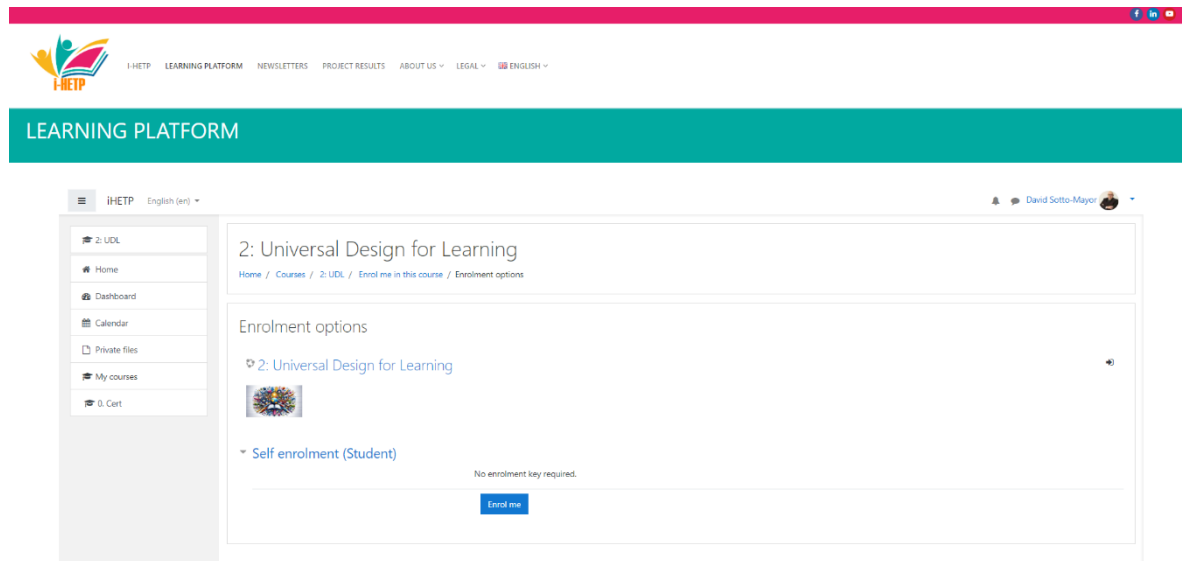


Figure 6 - Course Self Enrollment

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.

To qualify for these certificates or badges, trainees must complete a feedback survey for each module. Furthermore, those who complete the full program are required to submit a brief global appraisal form. This feedback mechanism ensures that participants reflect on their learning experiences and contribute to the continual enhancement of the program.

While the program does not include formal evaluations or quizzes, each module incorporates a case study designed to enable trainees to self-assess their preparedness to tutor students with specific disabilities. These case studies are accompanied by self-assessment criteria, urging trainees to apply the methodologies learned within the module. Upon self-assessment, trainees can mark the reading activities as complete, checking the box on right side of that activity row (as depicted in Figure 7) which then

unlocks the feedback activities. Submitting these feedback activities marks the corresponding course/module as completed.

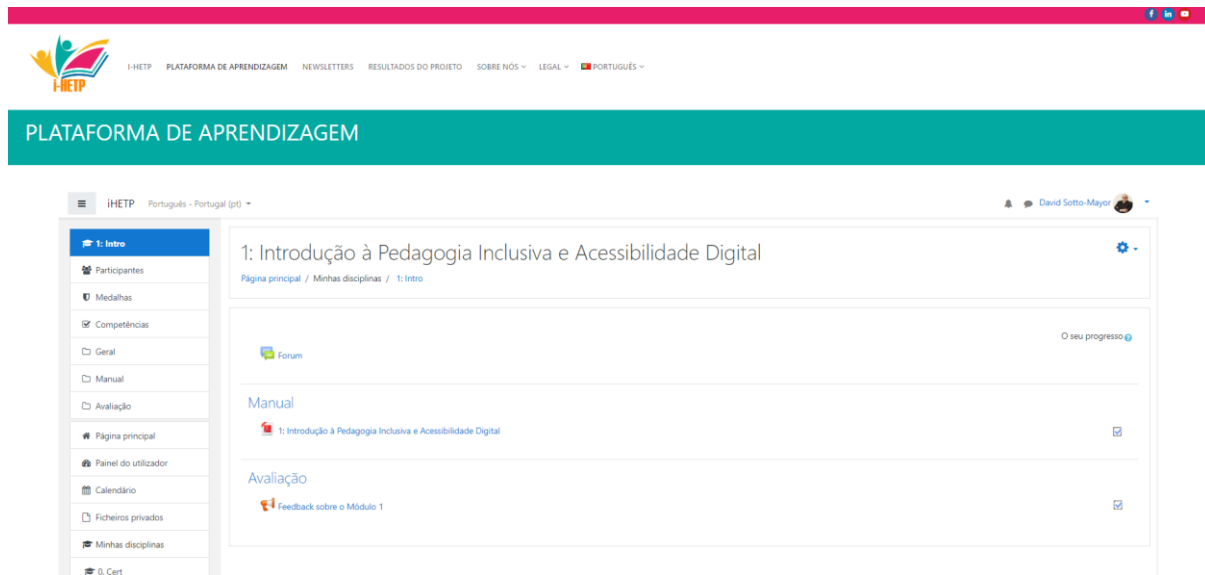


Figure 7 – The trainee has completed module 1 and has submitted his feedback in Portuguese, concluding that course

Trainees can access and download their certificates through the certificate module and view their badges either on their profiles or via the sidebar, providing tracking of their accomplishments and newly acquired competencies within the program.

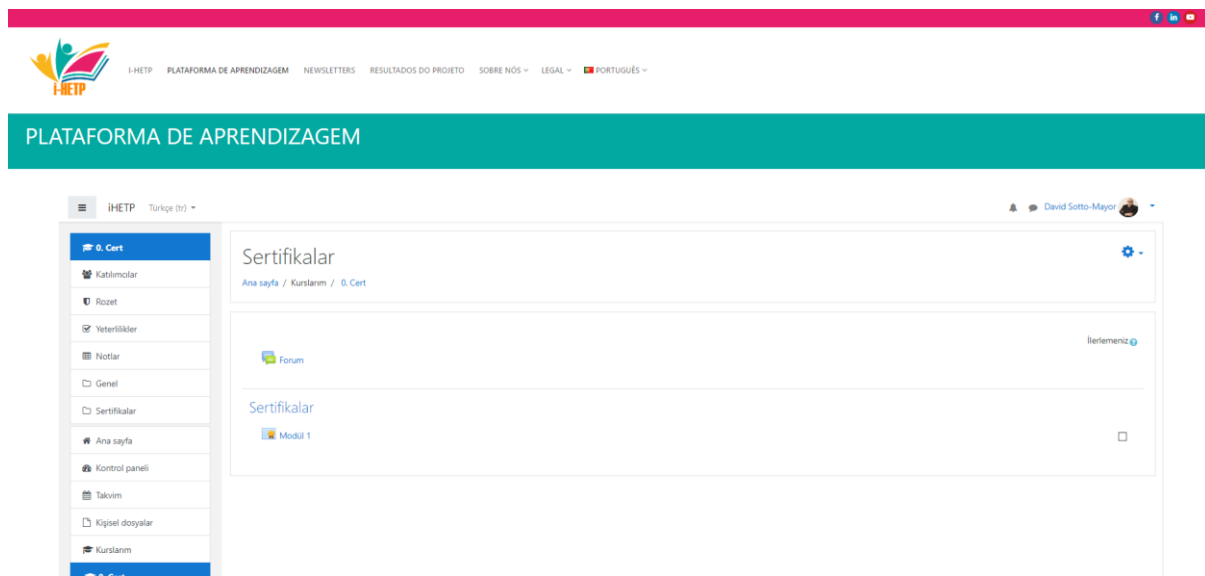


Figure 8 – Certificates course enables downloading module 1 on the currently selected language (Turkish)

i-HETP project goal is to offer professors and non-teaching staff the tools to contribute to a more inclusive higher education system, and the certificates are designed to help the trainees keep track of their progress while gamifying their experience for motivational purposes. The certificates issued by the program are not meant to validate the trainee acquired the skills needed to tutor students with diverse disabilities. That judgment is reserved for the educators themselves, their recruiters, or employers.

The project supports formal education on pedagogy in general, and particularly inclusive methodologies should be required for any future higher education professors as much as research methodologies usually are.