



## D2.2: Handbook for trainers



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## Contents

1. The aim of this document .....	4
2. Instructional design .....	5
3. Writing learning outcomes.....	7
3.1. The ABCD approach .....	7
3.2. The SMART approach.....	8
3.3. The Bloom Taxonomy .....	9
3.4. The ADEDU methodology for writing learning outcomes .....	11
4. The methodology for the design and development of the ADEDU - Accessible Digital Education .....	13
4.1. Templates and Methodology Mapping .....	15
TB1: Module Description .....	16
TB2: Unit description.....	17
TB3: Learning object description .....	18
Table TB3.1. Learning resource type (IEEE LOM).....	18
Table TB3.2. Technical type (IEEE LOM).....	19
TB3A: Assessment Object .....	20
TB3B: Practical assignment .....	21
4.2. Mapping Table to ADDIE Phases.....	22
ADDIE Phase.....	23
Supporting Templates.....	23
Purpose.....	23
<i>Analysis</i> .....	23
TB1 .....	23
Define knowledge domain, learning objectives, and learner needs .....	23
<i>Design</i> .....	23
TB2 .....	23
Structure units, define learning outcomes, and select educational strategies .	23
<i>Development</i> .....	23
TB3, TB3A, TB3B.....	23
Develop learning objects, assessment tools, and practical assignments .....	23

<i>Implementation</i> .....	23
Applied use of all templates .....	23
Deliver content and facilitate learning .....	23
<i>Evaluation</i> .....	23
Assessment outputs from TB3A & TB3B .....	23
Evaluate learning outcomes and effectiveness .....	23
4.3. How to select Open Education Resources .....	23
4.4. Workload estimation.....	24
5. The Course description and structure .....	25
6. How to Use This Handbook .....	27
Appendix 1: Templates for the design of each training module .....	28
Module n.1: Identifying learning disabilities in the learning environment.....	29
Module n. 2: Differentiated instruction and personalised learning .....	47
Module n. 3: Intergrate technology in inclusive education .....	59
Module n. 4: Inclusive learning environment management and conflict resolution .....	71

## 1. The aim of this document

This document aims to provide the methodology for design and development of the ADEDU - Accessible Digital EDUcation (<https://ad-edu.eu/>). This course will provide educators with a comprehensive framework to identify, understand, and support learners with learning disabilities, incorporating recent data on participant confidence levels and commonly encountered learning challenges. The course emphasises proactive and inclusive approaches, drawing from real classroom experiences and professional feedback. Through a series of four modules, this course is designed to equip adult educators with the knowledge, skills, and strategies needed to effectively include learners with learning disabilities in adult education settings.

The document analyses the five phases of the instructional design model ADDIE (Analysis, Design, Development, Implementation and Evaluation). It details the methodology to write learning outcomes according to the Bloom Taxonomy, as it is the most critical part for the effectiveness of the course. This methodology includes (a) specification of learning outcomes per module, (b) specification of training techniques and content types, (c) guidelines for the production of contents, (d) specification of assessment techniques and (e) how to select Open Educational Resources. The material was created under Creative Commons License Attribution-Non Commercial-Share Alike 4.0 International (CC BY NC SA 4.0). The reader may find in the Appendix a set of Tables that must be filled in, designed and developed by the DAISSy research group of the Hellenic Open University (<http://daissy.eap.gr/en/>).

## 2. Instructional design

Adopting learning outcomes in the educational or training process serves the shift of the traditional approach oriented to the teachers towards an approach oriented to the learner. In the former strategy, teachers were responsible to select both the instructional strategy and the content. The course descriptions consisted of the content that would be used in lectures – or in other forms – while assessment focused on how well the learners assimilated this content. The “learner-centred” model adopts an “outcome-based” approach, focusing on what the learners will learn, master and be able to do as they progress through the course.

According to the European Qualifications Framework (2017)<sup>1</sup>,

- *Qualification* means a formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards.
- *Learning outcomes* mean statements regarding what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy.
- *Knowledge* means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of EQF, knowledge is described as theoretical and / or factual.
- *Skills* means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).
- *Responsibility* and autonomy mean the ability of the learner to apply knowledge and skills autonomously and with responsibility.
- *Competence* means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

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<sup>1</sup>Council Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2017/C 189/03).

Especially for learning outcomes, the following guidelines apply when developing them.

#### General Instructions

- Use the ABCD / SMART approaches in writing the learning outcomes.
- Each learning outcome should refer to one and only level in Benjamin Bloom's taxonomy.
- Each learning outcome should contain one and only one action verb; use the list of verbs associated with each level in the taxonomy.
- Each learning outcome should contain one concept of the knowledge domain.
- The learning outcomes must be observable, measurable and capable of being assessed.
- Avoid complicated sentences. If necessary, use more one than one sentence to ensure clarity.
- Avoid vague terms like know, understand, learn, be familiar with, be exposed to, be acquainted with, and be aware of. These terms are associated with teaching objectives rather than learning outcomes.
- Bear in mind the timescale within which the outcomes are to be achieved and the available resources. There is always the danger that one can be over-ambitious when writing learning outcomes.
- Before finalizing the learning outcomes, evaluate them with colleagues.

### 3. Writing learning outcomes

Writing learning outcomes with emphasis on correctness and quality requires the employment of particular techniques, like the ABCD and SMART approaches. Additionally, they must address – exclusively and separately – one of the levels identified in the Bloom taxonomy<sup>2,3</sup>, i.e. the Cognitive (knowledge-based), the Affective (emotion-based) and the Psychomotor (action-based) domains. Two main approaches are used to write learning outcomes; the ABCD and the SMART approach. The author of learning outcomes may select the most convenient for him / her to use.

#### 3.1. The ABCD approach

Back on 1984, Mager<sup>4</sup> argued that learning objectives should be specific and measurable in order to guide appropriately instructors and learners. In this regard, he introduced the ABCD approach in writing them, which included four main elements: Audience, Behaviour, Condition and Degree of mastery. The description for each is presented below<sup>5</sup>.

<b>Audience (A)</b>	Determines who will master the outcome. A very common way to begin a learning outcome is: "The learner will be able to...". Typical questions used are "Who? Who are your learners?"
<b>Behaviour (B)</b>	Identifies what a learner is expected to be able to perform as a result of achieving the learning outcome, or, in other words, how will the learner demonstrate achievement of the outcome. Typical questions used are "What? What do you expect the learners to be able to do?"
<b>Condition (C)</b>	Describes the important conditions (if any) under which learner's performance is to occur. Typical questions include "How? Under what conditions or context will the learning occur? What will the learner be given or already be expected to know to accomplish learning?"
<b>Degree of mastery (D)</b>	Wherever possible, describes the criterion of acceptable performance by describing how well the learner must perform in order to be considered acceptable. Typical questions include "How much? How much will be accomplished, how

<sup>2</sup> Bloom, B. S.; Engelhart, M. D.; Furst, E. J.; Hill, W. H.; Krathwohl, D. R. (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. New York: David McKay Company.

<sup>3</sup> Bloom, B.S., Masia, B.B. and Krathwohl, D. R. (1964). Taxonomy of Educational Objectives Volume II: The Affective Domain. New York: McKay. ABCD

<sup>4</sup> Mager, R. F. (1984). Preparing instructional objectives, 2nd edition. Belmont, California: Pitman Learning.

<sup>5</sup> The ABCD Method of Writing Measurable Objectives [www.cusoeprofessionaleducation.org](http://www.cusoeprofessionaleducation.org)

	well will the behaviour need to be performed, and to what level?"
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The reader should keep in mind the following when writing learning outcomes following the ABCD approach.

The verb used to describe desirable behaviour in a learning outcome must come from / comply with the Bloom’s taxonomy (Cognitive, affective, psychomotor domains). This verb must describe a behaviour that is observable. However, take into account that a performance can be overt or covert:

An overt performance can be observed directly, whether that performance is visible or audible. A covert performance cannot be observed directly; it may be mental, invisible, cognitive, or internal.

A covert performance can be used as a learning outcome as long as there is a direct way to determine whether it satisfies the outcome.

The specification of condition should be detailed enough so that another competent person would recognise the desired performance. Typical questions include, “What will the learner be allowed to use?”, “What will the learner will be denied to use?”, “Under what conditions the desired performance is expected to occur?”, “Are there any skills that the learner specifically should not develop?”.

Indicators of degrees of mastery (performance) include the time limits, accuracy, quality, etc. By specifying the acceptable level of performance for each outcome, one has the means for determining whether instruction is successful. Both the teacher and the learner would know the quality of performance they have to work for.

### 3.2. The SMART approach

SMART<sup>6</sup> stands for Specific, Measurable, Attainable (or Action-oriented), Relevant, and Time Bound.

<b>Specific</b>	The learning outcome should be clear and well defined, describing the knowledge, skills and competences that a learner should be able to demonstrate following exposure to a learning activity
<b>Measurable</b>	Achievement of learning objectives can be measured through benchmarks or targets by specific evaluation methods during or after the session
<b>Attainable (Action-oriented)</b>	The objective includes an action verb that demonstrates change or acquisition of knowledge, skills or competences
<b>Relevant</b>	The objective reflects relevant expectations of knowledge, skills and competences acquisition/change given the conditions for instruction
<b>Time-bound</b>	The objective specifies a time frame in which learners are expected to achieve the learning objective(s)—usually by the end of the session

<sup>6</sup> Anderson, L. & Krathwohl, D., et al. (2001). A Taxonomy for Learning, Teaching, and Assessing: a revision of Bloom's taxonomy of educational objectives, New York: Longman.

### 3.3. The Bloom Taxonomy

The aforementioned approaches to writing learning outcomes are based on the work of Benjamin Bloom, who identified three domains of learning – cognitive, affective and psychomotor – each of which is organised as a series of levels or prerequisites. The three domains can be defined as follows:

- **Cognitive:** it is the most widely used of the three domains. It refers mostly to knowledge structures and contains a classification (or taxonomy) of thinking behaviours from the simple recall of facts up to the process of analysis and evaluation<sup>7</sup>.
- **Affective:** it refers to the way we deal with things emotionally, such as feelings, values, attitudes, motivations, etc., and ranges from mere awareness through to being able to distinguish implicit values through analysis<sup>8</sup>.
- **Psychomotor:** it mainly emphasises physical skills involving co-ordination of the brain and muscular activity and it prevails in areas like laboratory science subjects, health sciences, art, music, engineering, drama and physical education. Bloom and his colleagues never created levels in this domain, though other researchers later did, like Dave (1970)<sup>9</sup> and Simpson (1972)<sup>10</sup>.

In the case of ADEDU, we will adopt the Cognitive domain.

#### Cognitive domain

Bloom and his colleagues advanced their work mainly in the cognitive domain, as this is required in most cases. They produced a hierarchical framework through one (learner) may build upon prior learning and upscale its knowledge. Apart from other purposes, it is used extensively to write learning outcomes providing the foundations for developers. Its ready-made structure, in conjunction with the provided (list of) verbs, facilitates significantly the writing of learning outcomes.

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<sup>7</sup> Anderson, Lorin W.; Krathwohl, David R., eds. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Allyn and Bacon. ISBN 978-0-8013-1903-7.

<sup>8</sup> [http://www.nwlink.com/~donclark/hrd/Bloom/affective\\_domain.html](http://www.nwlink.com/~donclark/hrd/Bloom/affective_domain.html)

<sup>9</sup> Dave, R. H. (1970). Developing and Writing Behavioural Objectives. (R J Armstrong, ed.) Tucson, Arizona: Educational Innovators Press

<sup>10</sup> Simpson, E. (1972). The classification of educational objectives in the psychomotor domain: The psychomotor domain. Vol. 3. Washington, DC: Gryphon House.

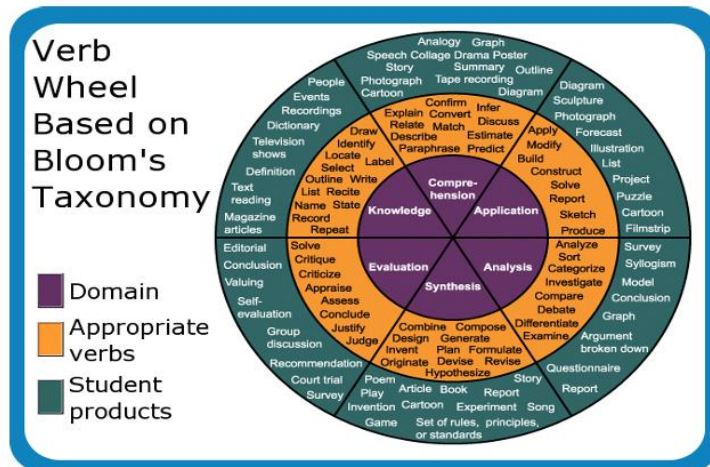
Bloom's taxonomy of cognitive domain consists of the following six levels (Bloom et al, 1956, Kennedy et al, 2006<sup>11</sup>):

1. **Knowledge:** the ability to recall or remember facts without necessarily understanding them. Some of the action verbs used to assess knowledge are: Arrange, collect, define, describe, duplicate, enumerate, examine, find, identify, label, list, memorise, name, order, outline, present, quote, recall, recognise, recollect, record, recount, relate, repeat, reproduce, show, state, tabulate, tell.
2. **Comprehension:** the ability to understand and interpret learned information. Some of the action verbs used to assess comprehension are: Associate, change, clarify, classify, construct, contrast, convert, decode, defend, describe, differentiate, discriminate, discuss, distinguish, estimate, explain, express, extend, generalise, identify, illustrate, indicate, infer, interpret, locate, paraphrase, predict, recognise, report, restate, rewrite, review, select, solve, translate.
3. **Application:** the ability to use learned information (i.e. ideas and concepts) to solve problems in new situations. Some of the action verbs used to assess application are: Apply, assess, calculate, change, choose, complete, compute, construct, demonstrate, develop, discover, dramatise, employ, examine, experiment, find, illustrate, interpret, manipulate, modify, operate, organise, practice, predict, prepare, produce, relate, schedule, select, show, sketch, solve, transfer, use.
4. **Analysis:** the ability to break down information into components and understand organisational structure (i.e. look for inter-relationships). Some of the action verbs used to assess analysis are: Analyse, appraise, arrange, break down, calculate, categorise, classify, compare, connect, contrast, criticise, debate, deduce, determine, differentiate, discriminate, distinguish, divide, examine, experiment, identify, illustrate, infer, inspect, investigate.
5. **Synthesis:** may be defined as the ability to combine parts together. Some of the action verbs used to assess synthesis are: Argue, arrange, assemble, categorise, collect, combine, compile, compose, construct, create, design, develop, devise, establish, explain, formulate, generalise, generate, integrate, invent, make, manage, modify, organise, originate, plan, prepare, propose, rearrange, reconstruct, relate, reorganise, revise, rewrite, set up, summarise.

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<sup>11</sup> Kennedy, D., Hyland, A. and Ryan, N. (2006). Writing and using learning outcomes: a practical guide. Article C 3.4-1 in Eric Froment, Jürgen Kohler, Lewis Purser and Lesley Wilson (eds.): EUA Bologna Handbook – Making Bologna Work (Berlin 2006: Raabe Verlag)

6. **Evaluation:** may be defined as the ability to judge the value of information for a given purpose or situation. Some of the action verbs used to assess evaluation are: Appraise, ascertain, argue, assess, attach, choose, compare, conclude, contrast, convince, criticise, decide, defend, discriminate, explain, evaluate, grade, interpret, judge, justify, measure, predict, rate, recommend, relate, resolve.



(Source: [http://2.bp.blogspot.com/\\_337GUHQH0FY/SmpJpr5va5I/AAAAAAAAABmU/UFiQn59gIT8/s1600-h/bloomwheel.png](http://2.bp.blogspot.com/_337GUHQH0FY/SmpJpr5va5I/AAAAAAAAABmU/UFiQn59gIT8/s1600-h/bloomwheel.png))

When writing learning outcomes for the cognitive domain, it is suggested that:

- One should try to include learning outcomes for all levels of the taxonomy.
- One should try to avoid overloading the list with outcomes which are drawn from the lower levels of the taxonomy.
- One ought not to try to address higher levels until those below them have been covered (the taxonomy is effectively serial in structure).

### 3.4. The AEDU methodology for writing learning outcomes

Taking into account the previous theories, methods and approaches, the partners will be asked to adopt the following steps to write learning outcomes:

- **Step 1:** Collect data related to the topic of the course or the module and prepare a textual description;
- **Step 2:** Analyse the meaning of every word given and define every unknown term;
- **Step 3:** Differentiate between knowledge, skill and competence in the Bloom's knowledge domain;

- **Step 4:** Apply the ABCD and SMART approaches to create one learning outcome for each knowledge, skill or competence;
- **Step 5:** Evaluate the learning outcomes for clarity, coherence, completeness (with respect to the domain AND to Bloom's taxonomy levels) and ability to be assessed;
- **Step 6:** Go to step 1 if any of the above conditions is not met and repeat the cycle.

## 4. The methodology for the design and development of the AEDU - Accessible Digital Education

This methodology adopts the basic elements of the well-known ADDIE model (Analysis, Design, Development, Implementation and Evaluation), illustrating an iterative and self-corrected training process since it provides continuous assessment in every step. In AEDU project the role of author/scientific reviewer played by IASIS and HOU. HOU is as the technical reviewer for all Modules.

The quality of the outcomes in each phase is assured by the employment of three roles: the author, the technical reviewer, and the scientific reviewer.

The **author** is responsible to design and develop the content. The **technical reviewer** monitors the intermediary outcomes and assures that they follow the instruction, e.g., each particular template is appropriately filled in. The **scientific reviewer** assures about the coherence and validity of the contents produced.

### Analysis Phase

During the analysis phase the training problem that will be addressed through the course will be analysed in order to specify the purpose of training, the knowledge domain, the main learning goals, the basic learning objectives, the learners' profile and the timeframe of the training process. It is equally important, to define the learners' background knowledge and to set any necessary limitations and knowledge prerequisites.

### Design Phase

The design phase is the most essential and demanding one in the particular Course development methodology. The purpose of this phase is to define and describe the detailed learning objectives / outcomes for each module (**using the methodology described above in Section 3.4**), the educational strategy that will be applied in and the learning outcomes. In this phase, it is equally important to define the students' assessment method. Consequently, the learning objects should be designed according to the learning outcomes.

### Development Phase

The development phase includes the production of the educational material (content) which is based on the design realised in the previous phase. The learning objects (core, additional supportive material, collaboration and assessment learning objects) are developed as conceived in the previous phase according to their technical type with respect to their learning resource type and subsequently uploaded to the AEDU platform (**see in Section 4.4 How to**

**select Open Education Resources**). It is recommended to use the educational material guidelines provided, since there are instructions on “what to do” and “what to avoid” during the development process. These guidelines are provided for both the pedagogical and technical aspects of educational material. During the development phase, partners could collaborate with multimedia developers (technical staff), who could contribute to creating or editing qualitative educational videos and additional digital educational material as described in the design phase. Simultaneously, the technical team of HOU sets the Platform and integrates the educational material into the platform.

### Implementation Phase

During the implementation phase, the educational process is implemented as designed and developed in the previous phases, and the learning effectiveness is evaluated. The primary goal of this phase is the dissemination and publication of the course. The course can be promoted and disseminated via social networks, advertising, communities and email DBs, newsletters and relevant websites of culture. Before delivering the course, a pre-pilot should run in order to test and evaluate the course, and the functionality of the platform for potential improvements. After the completion of the pilot course, improvements could be made to both the platform and the course, according to the comments and reviews by both parties – trainers and trainees. Subsequently, the education process will be realised in a predefined time period since tutors and technical staff must support, operate, monitor and audit the education process through the platform.

### Evaluation Phase

The **evaluation** of the proposed methodology shall be conducted in two directions. **Formative evaluations** should take place in every phase while the final evaluation takes place at the end of all phases, in order to uncover improvement issues. Therefore, the evaluation consists of formative and summative assessment, which includes:

**(A) Formative Assessment:** The formative evaluation is conducted in each stage of the process and includes information collection (check sheets, focus groups results, interviews, questionnaires etc.) in order to identify problems. During the procedure, revisions must be done whenever evaluation considers it necessary. The purpose of the formative evaluation is (a) to estimate the correct implementation of every step of the development process and (b) to verify the scientific quality of the course.

**(B) Summative Assessment:** The final assessment measures the effectiveness of the educational procedure; providing feedback from users and team members using interviews, system logs (providing information of platform usage, rates of attendance in every activity etc.), questionnaires etc.

#### **4.1. Templates and Methodology Mapping**

The methodology presented in this section is operationalised through a set of structured templates, which are designed to support the systematic design and development of the ADEDU (Accessible Digital Education) framework. Each phase of the methodology is directly linked to specific templates that guide educators and instructional designers in applying the proposed principles in a practical and consistent manner.

More specifically, the Analysis phase is supported by templates focusing on learner profiling and needs assessment, while the Design phase is aligned with templates for defining learning outcomes, structuring modules, and selecting appropriate instructional strategies. The Development phase is facilitated through templates for content creation and activity design, whereas the Implementation phase is supported by guidelines for delivery and learning facilitation. Finally, the Evaluation phase is linked to templates that enable both formative and summative assessment of the learning process.

These templates function as practical tools that translate the theoretical and methodological framework into actionable steps, ensuring coherence, accessibility, and pedagogical effectiveness throughout the design process.

The alignment between the **ADDIE phases and the corresponding templates is presented in Section 4.3**. The templates operationalise the ADEDU methodology by providing structured tools aligned with each phase of the instructional design process.

All templates are aligned with the IEEE Learning Object Metadata (LOM) standard to ensure interoperability, reusability, and standardisation of digital educational resources.

**Template TB1: Module Description**

**Template TB2: Unit description**

**Template TB3: Learning object description**

**Template TB3A: Assessment Object**

**Template TB3B: Practical assignment**

### TB1: Module Description

((TB1: Module title, content description, Knowledge domain, Learning objectives, Learning outcomes for the Cognitive domain (Bloom Taxonomy), Target group, prior knowledge, learning needs, accessibility requirements, Learning Outcome description, Bloom level))

TB1: MODULE DESCRIPTION		
1	<b>Module code</b>	<i>Module code</i>
2	<b>Module title</b>	<i>Title of Module</i>
3	<b>Module description</b>	<i>Description of the module (up to 100 words)</i>
4	<b>Knowledge domain</b>	<i>Knowledge domain of the module</i>
5	<b>Learning objectives</b>	<i>Learning objectives (4 up to 10) for the specific module</i>
Learning outcomes for the Cognitive domain <sup>12</sup> (Bloom Taxonomy)		
<b>Code</b>	<b>Learning Outcome</b> (please underline the verb and the concept of the knowledge domain used).  Upon completion of this module, the learner will be able to:	
<b>1. Knowledge level</b>		
<b>2. Comprehension level</b>		
<b>3. Application level</b>		
<b>4. Analysis level</b>		
<b>5. Synthesis level</b>		
<b>6. Evaluation level</b>		
<b>Unit Code,<sup>13</sup></b>	<b>Unit title</b>	

<sup>12</sup> Learning outcomes for the Affective and the Psychomotor domains can also be written

<sup>13</sup> For each Unit specified above please fill in a Table TB2

## TB2: Unit description

((**TB2:** Educational strategy (Interactive Workshops, Activity, Peer Collaboration, etc.), Learning outcomes (LOut), Unit core material (Learning object, LO), Unit additional material, Collaboration objects (Checklists, Case studies, etc.), Assessment objects (Projects, Self-evaluation exercises, etc.))

TB2: UNIT (LEARNING ACTIVITY) DESCRIPTION		
1	<b>Unit code</b>	<i>Unit code (as defined in Table TB1)</i>
2	<b>Unit title</b>	<i>Title of Unit (as specified in Table TB1)</i>
3	<b>Unit description</b>	<i>Description of the unit (up to 100 words)</i>
4	<b>Educational strategy</b>	<i>Educational strategy of the unit</i>
5	<b>Learning outcomes (LOut)</b>	<i>Learning outcomes (4 up to 10) for the specific course module</i>
6	<b>Unit core material (Learning object (LO)) (code and title)</b>	<i>List of Learning objects (videos, presentations, etc.) included in the specific unit (codes should be consistent and should reflect the corresponding unit) (for each core material specified here please fill in a Table TB3)</i>
7	<b>Unit additional material (code and title)</b>	<i>List of additional material (e-books, additional readings, etc) included in the specific unit (codes should be consistent and should reflect the corresponding unit) (for each additional material specified here please fill in a Table TB3)</i>
8	<b>Collaboration objects (code and title)</b>	<i>List of Collaboration objects (preparatory assignment and material for the mentored group work) included in the specific unit (codes should be consistent and should reflect the corresponding unit) (for each collaboration material specified here please fill in a Table TB3)</i>
9	<b>Assessment objects (projects, self-evaluation exercises, etc.) (code and title)</b>	<i>Detailed description of the learners' assessment for the specific unit (codes should be consistent and should reflect the corresponding unit) (for each assessment object specified here please fill in a Table TB3a)</i>
10	<b>Unit schedule</b>	<i>Description of the educational path for the defined unit</i>
11	<b>Key words</b>	<i>Key words (3 to 10)</i>

### TB3: Learning object description

((TB3: Technical type (IEEE LOM), Workload (Estimated study time) (min))),

TB3: LEARNING OBJECT		
1	<b>Learning object code</b>	<i>Enter code (as defined in Table TB2)</i>
2	<b>Learning object title</b>	<i>Title of Learning object (as defined in Table TB2)</i>
3	<b>Learning object description</b>	<i>Description of the Learning object (up to 100 words)</i>
4	<b>Language</b>	<i>Language for the specific learning object</i>
5	<b>Learning recourse type (IEEE LOM)</b>	<i>Definition of the learning recourse type (theory, simulation, experiment, etc.) for the specific learning object (select from the list in Table TB3.1.)</i>
6	<b>Technical type (IEEE LOM)</b>	<i>Definition of the technical type (document, video, wiki etc.) for the specific learning object (select from the list in Table TB3.2)</i>
7	<b>Workload (Estimated study time) (min)</b>	<i>The estimated study time needed for an average learner in minutes</i>
8	<b>Key words</b>	<i>Key words (3 to 10)</i>
9	<b>Learning outcomes (LOut)</b>	<i>Record the Learning Outcomes for the specific learning object (should be a subset of the learning outcomes defined in the corresponded unit (learning activity)). In case you define more learning outcomes than those defined in the relative unit (learning activity) please update appropriately the relative unit learning outcomes field.</i>
10	<b>Extended learning object description</b>	<i>Describe the learning objects in details - if needed</i>

**Table TB3.1. Learning resource type (IEEE LOM)**

1. Guidelines
2. Presentation
3. Demonstration
4. Lecture

- 5. Definition-Principle-Law
- 6. Narrative Text (theory)
- 7. Analogy
- 8. Example
- 9. Activity
  - Case Study
  - Problem Solving
  - Text Composition
  - Question
  - Else (specify)
- 10. Simulation
  - Interactive
  - Non-Interactive
- 11. Self-Assessment
  - Multiple Choice Questions
  - Open Type Question
  - Problem Statement
  - Else (specify)
- 12. Experiment
- 13. Serious Game
- 14. Exercise
  - Multiple Choice Questions
  - Open Type Question
  - Problem Statement
  - Else (specify)
- 15. Project

**Table TB3.2. Technical type (IEEE LOM)**

Text	Document Hypertext
Image	Photo Map Graph Image
Streaming media	Audio Recording Animation Self-running Presentation Webcast Video
Application	Interactive Software Hypermedia Application Wiki Presentation

### TB3A: Assessment Object

((TB3A: Learning resource type (IEEE LOM), Technical type (IEEE LOM), Workload (Estimated study time) (min), and the *Question Tables* of Self-assessment questionnaires)),

TB3A: LEARNING OBJECT (ASSESSMENT OBJECT)		
1	<b>Learning object code</b>	Enter code (as defined in Table TB2)
2	<b>Learning object title</b>	Title of Learning object (as defined in Table TB2)
3	<b>Language</b>	English
4	<b>Learning resource type (IEEE LOM)</b>	Multiple Choice Questions
5	<b>Technical type (IEEE LOM)</b>	<i>Text</i>
6	<b>Workload (Estimated study time) (min)</b>	The estimated study time needed for an average learner in minutes
7	<b>Write down the assessment object (quiz)</b>	<i>Use the Table below as many times as needed and modify accordingly to specific question type (1 Table for each question).</i>
<i>Question Table</i>		
<b>No.</b>		
<b>Question (stem)</b>		
<b>Possible answers</b>		
<b>Correct answer</b>		
<b>Response to correct answer</b>	Your answer is correct. Congratulations!	
<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...	
<b>Times the question can be taken</b>	2	

<b>Is the question part of a test?</b>	Yes
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### TB3B: Practical assignment

((**TB3B**: Learning resource type (IEEE LOM), Technical type (IEEE LOM), Workload (Estimated study time) (min), Learning outcomes (LOut), Extended practical assignments description, Preparatory/Additional material (literature, further readings)),

#### TB3B: LEARNING OBJECT (PRACTICAL ASSIGNMENT)

<b>1</b>	<b>Learning object (practical assignment) title</b>	<i>Title of practical assignment</i>	
<b>2</b>	<b>Learning object (practical assignment) code</b>	<i>Enter a code for future reference. Please consider the practical assignment as a new unit of the associated module and continue the numbering of the units shown in corresponding TB1. For example, if the Module 11 has four (4) units and the 4th unit has the code 11.4, please enter the code 11.5 for the practical assignment.</i>	
<b>3</b>	<b>Language</b>	<i>Language for the specific learning object</i>	
<b>4</b>	<b>Learning resource type (IEEE LOM)</b>	<i>Definition of the learning recourse type (theory, simulation, experiment, etc.) for the specific learning object (practical assignments)</i>  <i>8. Example</i> <i>9. Activity</i> <i>Case Study</i> <i>Problem Solving</i> <i>Text Composition</i> <i>Question</i> <i>Else (specify)</i>  <i>15. Project</i>	
<b>5</b>	<b>Technical type (IEEE LOM)</b>	<i>Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)</i>	
		<i>Text</i>	<i>Document</i>  <i>Hypertext</i>

<b>6</b>	<b>Workload (Estimated study time) (min)</b>	<i>The estimated study time needed for an average learner in minutes</i>
<b>7</b>	<b>Key words</b>	<i>Key words (3 to 10)</i>
<b>8</b>	<b>Learning outcomes (LOut)</b>	<i>Record the Learning Outcomes for the specific practical assignment (should be a subset of the learning outcome(s) defined in the corresponding module). Please update appropriately the relative TB1 if the learning outcome(s) listed there differ from those listed here.</i>
<b>9</b>	<b>Extended practical assignments description</b>	<i>Provide the subject; describe the content of the practical assignment and the expected outcomes.  Provide learners with 3 to 5 phrases that constitute the axes for this practical assignment or the methodology that they should follow to deal and answer it.</i>
<b>10</b>	<b>Preparatory / Additional material (literature, further readings)</b>	<i>Provide preparatory materials, which can take the form of references, literature, additional readings (presentation slides, audio lectures or video lectures etc.) needed to deal with this practical assignment.</i>
<b>11</b>	<b>Answer extension (Words quantity)</b>	<i>Expected range of words for the accepted answers</i>

## 4.2. Mapping Table to ADDIE Phases

<b>ADDIE Phase</b>	<b>Associated Templates</b>
Analysis	Learner Profile Template, Needs Analysis Template
Design	Module Structure Template, Learning Outcomes Template (TB1), Unit Structure Template (TB2)
Development	Content Development Template (TB3), Activity Design Template
Implementation	Delivery & Facilitation Guidelines Template
Evaluation	Assessment & Evaluation Template (TB3A, TB3B)

## Visual Mapping of ADDIE Phases and Templates

<b>ADDIE Phase</b>	<b>Supporting Templates</b>	<b>Purpose</b>
<b><i>Analysis</i></b>	TB1	Define knowledge domain, learning objectives, and learner needs
<b><i>Design</i></b>	TB2	Structure units, define learning outcomes, and select educational strategies
<b><i>Development</i></b>	TB3, TB3A, TB3B	Develop learning objects, assessment tools, and practical assignments
<b><i>Implementation</i></b>	Applied use of all templates	Deliver content and facilitate learning
<b><i>Evaluation</i></b>	Assessment outputs from TB3A & TB3B	Evaluate learning outcomes and effectiveness

### 4.3. How to select Open Education Resources

For the ADEDU course, partners should collect relevant Open Educational Resources by (they can choose one or more of the following actions):

- a) Selecting properly licensed OERs which can be used for the course;
- b) Creating their own OERs (or suggest resources they have created in other contexts) if properly licensed. OERs include learning contents (e.g., textbooks, readings), applications (e.g., quizzes, assessment tools) and any other material that can be used for teaching and learning.

They usually concern digital resources, and each resource is issued under a license which explains how it can be used, usually under a Creative Commons or similar license for open or nearly open use of the content. Some materials can only be used in their original form, in other cases they can be modified or remixed by the resource's creator or its users. Partners will adopt OER Commons' definition: "*Open Educational Resources (OER) are teaching and learning materials that are freely available online for anyone to use, whether you are an instructor, student, or self-learner. OER can exist as smaller, stand-alone resources that can be mixed and combined to form larger pieces of content, or as larger course modules or full courses*".

#### 4.4. Workload estimation

The **Workload** for a learning object depends on the content.

The total of STUDY EFFORT = time of work study + comprehension + the time needed for the assessment (after the educational material the trainee should do quizzes, multiple choice questions, self-evaluation exercises etc.).

In ADEDU, the total work effort study for the course is 50 hours. Each Module is estimated 12,5 hours.

## 5. The Course description and structure

### Course description

This course is designed to equip adult educators with the knowledge, skills, and strategies needed to effectively include learners with learning disabilities in adult education settings. Through four modules, participants will explore key concepts related to learning disabilities and inclusive teaching practices in digital environment. The course emphasises practical approaches and reflective practice, helping educators foster equitable participation and success for all learners.

### Knowledge domain

Through this course, learners will develop the ability to detect various learning disabilities, understand their impact on student learning, and implement effective strategies to support affected students.

### Educational problem

Despite the increasing awareness of learning disabilities, many educators feel unprepared to identify and support learners facing these challenges. This course addresses the gap in knowledge and skills among educators regarding inclusive and accessible practices for learners with learning disabilities.

**Course addressed to:** This course is primarily intended for educators in the field of special education, psychology, and pedagogy. It is designed to be accessible to a broader audience, including teachers, teaching assistants, and educational professionals who wish to improve their practices related to learning disabilities and inclusive education.

### Learning goals:

- Introduce participants to various learning disabilities, enhancing their ability to identify and understand these challenges in learners.
- Encourage participants to adapt teaching methods to accommodate diverse learning needs, promoting equity in education.
- Highlight key principles of differentiated instruction to enhance personalised learning experiences for all learners.
- Introduce educators to technology tools that support learners with disabilities, enhancing engagement and accessibility.
- Equip educators with strategies for managing diverse learning environments, ensuring a safe, accessible and inclusive learning space for all learners.

**Basic learning objectives:**

- Increase awareness of common learning disabilities and their impact on learning.
- Enhance understanding of differentiated instructional strategies that cater to diverse learning needs.
- Increase familiarity with assistive technologies and digital tools for inclusive and accessible education.

**Course length:** 50 didactic hours

Through **four modules**, participants will explore key concepts related to learning disabilities and inclusive teaching practices in digital environment. The course emphasises practical approaches and reflective practice, helping educators foster equitable participation and success for all learners.

**Course modules' titles:**

**Module 1: Identifying learning disabilities**

**Module 2: Differentiated instruction and personalised learning**

**Module 3: Integrating technology in inclusive education**

**Module 4: Inclusive learning environment management and conflict resolution**

The **Templates for the design of each training module** are presented in **Appendix A**.

## 6. How to Use This Handbook

This handbook is designed to support trainers, educators, and instructional designers in the systematic development of accessible and inclusive digital learning experiences within the ADEDU framework.

The methodology presented in this document follows a structured, step-by-step approach aligned with the ADDIE model. Users are encouraged to apply the handbook progressively, moving from analysis to evaluation, while making use of the corresponding templates provided in Appendix A.

More specifically:

- During the **Analysis phase**, users should identify the target group, define the knowledge domain, and assess learners' needs using Template TB1.
- In the **Design phase**, users are guided to define learning outcomes, select appropriate educational strategies, and structure learning units through Template TB2.
- In the **Development phase**, users develop learning objects, assessment components, and practical assignments using Templates TB3, TB3A, and TB3B.
- During the **Implementation phase**, the designed content is delivered through appropriate digital platforms and learning environments.
- Finally, in the **Evaluation phase**, users assess the effectiveness of the learning experience through assessment tools and feedback mechanisms.

The templates included in this handbook serve as practical tools that facilitate the application of the methodology, ensuring coherence, pedagogical alignment, and accessibility across all stages of the instructional design process.

## **Appendix 1: Templates for the design of each training module**

## Module n.1: Identifying learning disabilities in the learning environment

Sofia Asimakopoulou,  
Hellenic Open University

**Table TB1. Module description**

<b>TB1: MODULE DESCRIPTION</b>		
<b>1</b>	<b>Module code</b>	<i>Module 1</i>
<b>2</b>	<b>Module title</b>	<i>Identifying learning disabilities in the learning environment</i>
<b>3</b>	<b>Module description</b>	<i>The module is focused on the identification of the learners with learning disabilities in the learning environment in the light of the basic principles and conditions of inclusion philosophy. Identifying learning disabilities in a learning environment setting is a complex process. The module describes the processes and practices that are necessary for the identification process. Basic intervention and early intervention parameters are mentioned. The goal of early recognition is not to simply locate high-risk learners, but rather the early intervention to reduce difficulties and preventative intervention with regard to secondary disorders accompanying the predominant difficulty or disability.</i>
<b>4</b>	<b>Knowledge domain</b>	<ul style="list-style-type: none"> <li>✓ <i>Screening and evaluation phases of identifying</i></li> <li>✓ <i>Implementation of processes and practices that are necessary for the identification process</i></li> <li>✓ <i>Early recognition and support</i></li> </ul>
<b>5</b>	<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• <i>Defining learning disabilities</i></li> <li>• <i>Screen and evaluate phases of identifying</i></li> <li>• <i>Implement processes and practices that are necessary for the identification process</i></li> <li>• <i>Develop, strengthen and build practices that support learners with learning disabilities</i></li> <li>• <i>Recommend interventions that can implemented at each phase of system development</i></li> </ul>
<b>Learning outcomes for the Cognitive domain (Bloom Taxonomy)</b>		
<b>Code</b>	Upon completion of this module, the learner will be able to:	
<b>1. Knowledge level</b>		
	<ul style="list-style-type: none"> <li>• <b><u>Define</u></b> <i>learning disabilities</i></li> </ul>	
	<ul style="list-style-type: none"> <li>• <b><u>Learn</u></b> <i>the characteristics of learners with learning disabilities</i></li> </ul>	
<b>2. Comprehension level</b>		
	<ul style="list-style-type: none"> <li>• <b><u>Screen</u></b> <i>phases of identifying learning disabilities</i></li> </ul>	

3. Application level	
	<ul style="list-style-type: none"> <li>• <b>Implement</b> processes and practices that are necessary for the identification process</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Apply</b> early interventions approaches</li> </ul>
4. Analysis level	
	<ul style="list-style-type: none"> <li>• <b>Develop</b> practices that support learners with learning disabilities</li> </ul>
5. Synthesis level	
	<ul style="list-style-type: none"> <li>• <b>Strengthen</b> and <b>build</b> practices that support learners with learning disabilities</li> </ul>
6. Evaluation level	
	<ul style="list-style-type: none"> <li>• <b>Evaluate</b> phases of identifying</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Estimate</b> processes and practices that are necessary for the identification process</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Assess</b> practices that support learners with learning disabilities</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Appreciate</b> early interventions approaches</li> </ul>
Unit Code,	Unit title
1.1	Understanding Learning Disabilities identification
1.2	Basic and early intervention parameters

**Table TB2. Unit description**

TB2: UNIT (LEARNING ACTIVITY) DESCRIPTION		
1	<b>Unit code</b>	1.1
2	<b>Unit title</b>	Understanding Learning Disabilities identification
3	<b>Unit description</b>	The unit focuses on understanding learning disabilities through the principles and conditions of inclusion philosophy. Identifying learning disabilities in a school setting is a complex process. The unit describes the characteristics of students with learning disabilities and the practices that are necessary for the identification process.

4	<b>Educational strategy</b>	<ul style="list-style-type: none"> <li>• <b>Interactive Workshop:</b> Hands-on sessions where educators can practice identification processes.</li> <li>• <b>Activity:</b> Opportunities for educators to develop the implementation of identification process.</li> </ul>
5	<b>Learning outcomes (LOut)</b>	<p><i>LOut1 Introduction and types of learning disabilities</i></p> <p><i>LOut2 Phases of Learning Disability Identification</i></p> <p><i>LOut3 Individualized Education Plans (IEPs)</i></p> <p><i>LOut4 Implement processes and practices that are necessary for the identification process</i></p>
6	<b>Unit core material (Learning object (LO)) (code and title)</b>	<p><i>1.1.a: Introduction and types of Learning Disabilities (document, presentation)</i></p> <p><i>1.1.b: Phases of Learning Disability Identification (document, presentation)</i></p> <p><i>1.1.c: Individualized Education Plans (IEPs) (document, tables)</i></p> <p><i>1.1.d: Implementation of identification process (checklists)</i></p>
7	<b>Unit additional material (code and title)</b>	<p><i>List of additional material (e-books, additional readings, etc) included in the specific unit (codes should be consistent and should reflect the corresponding unit) (for each additional material specified here please fill in a Table TB3)</i></p>
8	<b>Collaboration objects (code and title)</b>	<p><i>1.1.d: Checklists</i></p>
9	<b>Assessment objects (projects, self-evaluation exercises, etc.) (code and title)</b>	<p><i>1.1.e: Self-assessment questionnaires (facultative)</i></p> <p><i>1.1.f: Assessing Understanding Learning Disabilities identification (self-evaluation exercise)</i></p>
10	<b>Unit outline</b>	<p><i>1.1.a: Introduction and types of Learning Disabilities (document, presentation)</i></p> <p><i>1.1.b: Phases of Identification (document, presentation)</i></p> <p><i>1.1.c: Individualised Education Plans (IEPs) (document, tables)</i></p> <p><i>1.1.d: Implementation of identification process (checklists)</i></p> <p><i>1.1.e: Self-assessment questionnaires (facultative)</i></p>

		1.1.f: Assessing Understanding Learning Disabilities identification (self-evaluation exercise)
11	<b>Key words</b>	Learning Disabilities, Characteristics, Identification, Process, Inclusion philosophy

**Table TB2. Unit description**

<b>TB2: UNIT (LEARNING ACTIVITY) DESCRIPTION</b>		
1	<b>Unit code</b>	1.2
2	<b>Unit title</b>	<i>Basic and early intervention parameters</i>
3	<b>Unit description</b>	<i>The unit is focused on the basic and early intervention parameters of learning disabilities. The goal of early recognition is not to simply locate high-risk learners, but rather to reduce difficulties and preventative intervention with regard to secondary disorders accompanying the predominant difficulty or disability.</i>
4	<b>Educational strategy</b>	<ul style="list-style-type: none"> <li>• <b>Interactive Workshops:</b> Hands-on sessions where educators can practice intervention parameters.</li> <li>• <b>Peer Collaboration:</b> Opportunities for educators to discuss case studies and analyse with one another.</li> </ul>
5	<b>Learning outcomes (LOut)</b>	<p><i>LOut1 Apply early interventions approaches</i></p> <p><i>LOut2 Develop, strengthen and build practices that support learners with learning disabilities</i></p> <p><i>LOut3 Recommend interventions that can implemented at each phase of system development</i></p> <p><i>LOut4 Assess practices that support learners with learning disabilities</i></p> <p><i>LOut5 Appreciate early interventions approaches</i></p>
6	<b>Unit core material (Learning object (LO)) (code and title)</b>	<p><i>1.2.a: Applying early interventions approaches (document)</i></p> <p><i>1.2.b: Developing, strengthening and building supportive practices (case studies)</i></p> <p><i>1.2.c: Recommending interventions that can implemented at each phase of system development (presentation)</i></p>

<b>7</b>	<b>Unit additional material (code and title)</b>	<i>List of additional material (e-books, additional readings, etc) included in the specific unit (codes should be consistent and should reflect the corresponding unit) (for each additional material specified here please fill in a Table TB3)</i>
<b>8</b>	<b>Collaboration objects (code and title)</b>	<i>1.2.b: Case studies</i>
<b>9</b>	<b>Assessment objects (projects, self-evaluation exercises, etc.) (code and title)</b>	<i>1.2.d: Assessing supporting practices (self-assessment questionnaires) 1.2.e: Appreciating early interventions approaches (self-evaluation exercise)</i>
<b>10</b>	<b>Unit outline</b>	<i>1.2.a: Applying early interventions approaches (document) 1.2.b: Developing, strengthening and building supporting practices (case studies) 1.2.c: Recommending interventions that can implemented at each phase of system development (presentation) 1.2.d: Assessing supporting practices (self-assessment questionnaires) 1.2.e: Appreciating early interventions approaches (self-evaluation exercise)</i>
<b>11</b>	<b>Key words</b>	<i>Intervention parameters, Learning disabilities, Supportive practices, Approaches</i>

**Table TB3. Learning object description**

<b>TB3: LEARNING OBJECT</b>		
<b>1</b>	<b>Learning object code</b>	<i>1.1.a</i>
<b>2</b>	<b>Learning object title</b>	<i>Introduction and types of Learning Disabilities</i>
<b>3</b>	<b>Learning object description</b>	<i>This presentation explores the diverse world of learning disabilities, providing insights into their unique characteristics, common challenges, and strategies for success.</i>
<b>4</b>	<b>Language</b>	<i>English</i>

5	<b>Learning recourse type (IEEE LOM)</b>	<i>Narrative Text (theory)</i> <i>Presentation</i>
6	<b>Technical type (IEEE LOM)</b>	<i>Document</i> <i>Presentation</i>
7	<b>Workload (Estimated study time) (min)</b>	<i>2 hours</i>
8	<b>Key words</b>	<i>Learning Disabilities, Characteristics, Identification, Process, Inclusion philosophy</i>
9	<b>Learning outcomes (LOut)</b>	<i>Record the Learning Outcomes for the specific learning object (should be a subset of the learning outcomes defined in the corresponded unit (learning activity)). In case you define more learning outcomes than those defined in the relative unit (learning activity) please update appropriately the relative unit learning outcomes field.</i>
10	<b>Extended learning object description</b>	<i>Describe the learning objects in details - if needed</i>

### TB3: LEARNING OBJECT

1	<b>Learning object code</b>	<i>1.1.b</i>
2	<b>Learning object title</b>	<i>Phases of Identification</i>
3	<b>Learning object description</b>	<i>This presentation explores the identification of learning disabilities and involves a structured process divided into key phases. These phases ensure that learners' challenges are accurately recognised and addressed through appropriate interventions.</i>
4	<b>Language</b>	<i>English</i>
5	<b>Learning recourse type (IEEE LOM)</b>	<i>Narrative Text (theory)</i> <i>Presentation</i>
6	<b>Technical type (IEEE LOM)</b>	<i>Document</i>

		<i>Presentation</i>
7	<b>Workload (Estimated study time) (min)</b>	<i>1 hour</i>
8	<b>Key words</b>	<i>Identification, Process, Screening, Evaluation, Signs, Symptoms</i>
9	<b>Learning outcomes (LOut)</b>	<i>Record the Learning Outcomes for the specific learning object (should be a subset of the learning outcomes defined in the corresponded unit (learning activity)). In case you define more learning outcomes than those defined in the relative unit (learning activity) please update appropriately the relative unit learning outcomes field.</i>
10	<b>Extended learning object description</b>	<i>Describe the learning objects in details – if needed</i>

### TB3: LEARNING OBJECT

1	<b>Learning object code</b>	<i>1.1.c</i>
2	<b>Learning object title</b>	<i>Individualised Education Plans (IEPs)</i>
3	<b>Learning object description</b>	<i>This presentation explores an Individualised Education Plan (IEP) that is a legal document developed for students with disabilities to ensure they receive personalised support and services tailored to their unique needs. It is a cornerstone of special education, designed to provide a structured framework for addressing academic, social, and developmental challenges.</i>
4	<b>Language</b>	<i>English</i>
5	<b>Learning recourse type (IEEE LOM)</b>	<i>Narrative Text (theory) Example</i>
6	<b>Technical type (IEEE LOM)</b>	<i>Document Tables</i>
7	<b>Workload (Estimated study time) (min)</b>	<i>2 hours</i>

<b>8</b>	<b>Key words</b>	<i>IEP, Teaching Strategies, Supportive Learning Environment, Classroom Accommodations and Modifications</i>
<b>9</b>	<b>Learning outcomes (LOut)</b>	<i>Record the Learning Outcomes for the specific learning object (should be a subset of the learning outcomes defined in the corresponded unit (learning activity)). In case you define more learning outcomes than those defined in the relative unit (learning activity) please update appropriately the relative unit learning outcomes field.</i>
<b>10</b>	<b>Extended learning object description</b>	<i>Describe the learning objects in details – if needed</i>

### TB3: LEARNING OBJECT

<b>Learning object code</b>	<i>1.1.d</i>
<b>Learning object title</b>	<i>Implementation of identification process</i>
<b>Learning object description</b>	<i>This learning object explores the Implementation of identification process by developing checklists of Reading Comprehension and Writing Ability skills.</i>
<b>Language</b>	<i>English</i>
<b>Learning resource type (IEEE LOM)</b>	<i>Activity</i>
<b>Technical type (IEEE LOM)</b>	<i>Checklists</i>
<b>Workload (Estimated study time) (min)</b>	<i>45 minutes</i>
<b>Key words</b>	<i>Implementation, Skills, Functionality levels, Reading Comprehension, Writing Ability</i>
<b>Learning outcomes (LOut)</b>	<i>Record the Learning Outcomes for the specific learning object (should be a subset of the learning outcomes defined in the corresponded unit (learning activity)). In case you define more learning outcomes than those defined in the relative unit (learning activity) please update appropriately the relative unit learning outcomes field.</i>
<b>Extended learning object description</b>	<i>Describe the learning objects in details – if needed</i>

Table TB3A. Assessment Object

TB3: LEARNING OBJECT (ASSESSMENT OBJECT)		
1	Learning object code	1.1.e
2	Learning object title	Self-assessment questionnaires
3	Language	English
4	Learning resource type (IEEE LOM)	Multiple Choice Questions
5	Technical type (IEEE LOM)	Interactive Software
6	Workload (Estimated study time) (min)	15 minutes
7	Write down the assessment object (quiz)	The assessment object is the understanding of learning disabilities, the identification of learning disabilities in a school setting, the warning signs, the practices that are necessary for the identification process.

### Question Table

No.	1
Question (stem)	What is the definition of Learning Disabilities?
Possible answers	<ul style="list-style-type: none"> <li>• The term 'learning disabilities' is interchangeable with other disorders.</li> <li>• Learning disabilities usually correspond with a low IQ.</li> <li>• Learning disabilities do not go away — they're with you for life.</li> </ul>
Correct answer	Learning disabilities (LDs) are neurodevelopmental disorders that affect how individuals process, understand, and retain information.
Response to correct answer	Your answer is correct. Congratulations!

<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...
<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes
<b>Question Table</b>	
<b>No.</b>	2
<b>Question (stem)</b>	What are the most common types of Learning Disabilities?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• ADHD and autism.</li> <li>• Dyslexia and Dyspraxia.</li> <li>• Autism and dyslexia.</li> </ul>
<b>Correct answer</b>	Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia, Dysphasia/Aphasia, Auditory and Visual Processing Disorders.
<b>Response to correct answer</b>	Your answer is correct. Congratulations!
<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...
<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes
<b>No.</b>	3
<b>Question (stem)</b>	Which are warning signs of LD?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• Low self-esteem.</li> <li>• Social and behavioural problems.</li> <li>• None of the above.</li> </ul>
<b>Correct answer</b>	Struggles with Reading and Writing, Difficulty with Math Concepts, Slow Processing Speed, Inconsistent Performance, Attention and Focus Issues.
<b>Response to correct answer</b>	Your answer is correct. Congratulations!

<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...
<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes
<b>No.</b>	4
<b>Question (stem)</b>	What should include an IEP?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• A description of the student's disability.</li> <li>• Specific academic goals and objectives.</li> <li>• A plan for providing specialised instruction, accommodations, and modifications.</li> </ul>
<b>Correct answer</b>	All the above.
<b>Response to correct answer</b>	Your answer is correct. Congratulations!
<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...
<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes
<b>No.</b>	5
<b>Question (stem)</b>	Which are effective Teaching Strategies for students with LD?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• Provide Clear, Structured Instructions.</li> <li>• Use Multisensory Teaching Techniques.</li> <li>• Provide Positive Reinforcement.</li> </ul>
<b>Correct answer</b>	All the above.
<b>Response to correct answer</b>	Your answer is correct. Congratulations!
<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...

<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes
<b>No.</b>	6
<b>Question (stem)</b>	What are the key elements of a supportive environment?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• Not giving opportunities to express themselves.</li> <li>• Provide Negative Reinforcement.</li> <li>• Emphasize in academic success.</li> </ul>
<b>Correct answer</b>	Use of differentiated instruction, accommodations that address individual needs, and positive reinforcement to build self-confidence.
<b>Response to correct answer</b>	Your answer is correct. Congratulations!
<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...
<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes

### TB3: LEARNING OBJECT (ASSESSMENT OBJECT)

<b>1</b>	<b>Learning object code</b>	<i>1.2.d</i>
<b>2</b>	<b>Learning object title</b>	<i>Self-assessment questionnaires</i>
<b>3</b>	<b>Language</b>	English
<b>4</b>	<b>Learning resource type (IEEE LOM)</b>	<i>Multiple Choice Questions</i>
<b>5</b>	<b>Technical type (IEEE LOM)</b>	<i>Interactive Software</i>

6	<b>Workload (Estimated study time) (min)</b>	15 minutes
7	<b>Write down the assessment object (quiz)</b>	<i>The assessment object is the understanding on the basic and early intervention parameters of learning disabilities. The goal of early recognition is not to simply locate high-risk students, but rather to reduce difficulties and preventative intervention with regard to secondary disorders accompanying the predominant difficulty or disability.</i>

### Question Table

<b>No.</b>	1
<b>Question (stem)</b>	Which are some key reasons why early intervention is crucial?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• Decreasing Independence</li> <li>• Increased Need for Intensive Services Later</li> <li>• None of the above.</li> </ul>
<b>Correct answer</b>	Better Academic Performance and Social and Emotional Benefits
<b>Response to correct answer</b>	Your answer is correct. Congratulations!
<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...
<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes

### Question Table

<b>No.</b>	2
<b>Question (stem)</b>	Which are some of the key stages of early intervention?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• Group Support and Accommodations.</li> <li>• Medical Support.</li> <li>• None of the above.</li> </ul>
<b>Correct answer</b>	Identification and Screening and Formal Diagnosis and Assessment.

<b>Response to correct answer</b>	Your answer is correct. Congratulations!
<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...
<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes
<b>No.</b>	3
<b>Question (stem)</b>	Which are effective early intervention strategies?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• Comprehensive Assessment &amp; Diagnosis.</li> <li>• Personalised Learning &amp; Skill Development.</li> <li>• None of the above.</li> </ul>
<b>Correct answer</b>	All the above ( <i>Answer 1 and 2</i> ).
<b>Response to correct answer</b>	Your answer is correct. Congratulations!
<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...
<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes
<b>No.</b>	4
<b>Question (stem)</b>	Which are the phases of system development for people with LDs ?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• Planning Phase.</li> <li>• Design Phase.</li> <li>• Development Phase.</li> </ul>
<b>Correct answer</b>	All the above.
<b>Response to correct answer</b>	Your answer is correct. Congratulations!

<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...
<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes
<b>No.</b>	5
<b>Question (stem)</b>	Which are recommended interventions at the planning phase for people with LDs?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• Stakeholder Engagement</li> <li>• Accessibility Assessment</li> <li>• Policy Review</li> </ul>
<b>Correct answer</b>	All the above.
<b>Response to correct answer</b>	Your answer is correct. Congratulations!
<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...
<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes
<b>No.</b>	6
<b>Question (stem)</b>	Which are recommended interventions at the desing phase for people with LDs?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• Stakeholder Engagement.</li> <li>• Customized Learning Paths.</li> <li>• Awareness Campaigns.</li> </ul>
<b>Correct answer</b>	UDL, Assistive Technology Integration, Flexible Learning & Work Options and Psychological & Emotional Support Plan.
<b>Response to correct answer</b>	Your answer is correct. Congratulations!
<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...

<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes

Table TB3B. Practical assignment

<b>TB3B: LEARNING OBJECT (PRACTICAL ASSIGNMENT)</b>		
<b>1</b>	<b>Learning object (practical assignment) title</b>	<i>Implementation of identification process (checklists)</i>
<b>2</b>	<b>Learning object (practical assignment) code</b>	<i>1.1.d</i>
<b>3</b>	<b>Language</b>	English
<b>4</b>	<b>Learning resource type (IEEE LOM)</b>	<i>Activity</i>
<b>5</b>	<b>Technical type (IEEE LOM)</b>	<i>Checklists</i>
<b>6</b>	<b>Workload (Estimated study time) (min)</b>	<i>45 minutes</i>
<b>7</b>	<b>Key words</b>	<ul style="list-style-type: none"> <li>• <i>Oral Skills</i></li> <li>• <i>Mathematical Ability</i></li> </ul>
<b>8</b>	<b>Learning outcomes (LOut)</b>	<i>Implement processes and practices that are necessary for the identification process.</i>
<b>9</b>	<b>Extended practical assignments description</b>	<p>In this assignment, learners will create for their own self-assessment a checklist for:</p> <ul style="list-style-type: none"> <li>• <i>Oral Skills</i></li> <li>• <i>Mathematical Ability</i></li> </ul> <p><i>In order to implement processes and practices that are necessary for the identification process of these areas.</i></p>

<b>10</b>	<b>Preparatory / Additional material (literature, further readings)</b>	<ul style="list-style-type: none"><li>✓ <i>Example checklist for Reading Skills</i></li><li>✓ <i>Documents</i></li><li>✓ <i>Presentations</i></li><li>✓ <i>Table for Writing ability checklist</i></li><li>✓ <i>Table for Reading comprehension checklist</i></li></ul>
<b>11</b>	<b>Answer extension (Words quantity)</b>	500-600 words

## Module n. 2: Differentiated instruction and personalised learning

## TB1: MODULE DESCRIPTION

1	<b>Module code</b>	2
2	<b>Module title</b>	Differentiated instruction & personalised learning
3	<b>Module description</b>	<p>This module focuses on the principles and practices of differentiated instruction and personalised learning, aiming to equip educators with strategies to meet the diverse needs of their learners.</p> <p>The module introduces various instructional methods that allow for flexible learning environments, enabling learners to engage with content at their own pace and in ways that resonate with their individual learning styles.</p>
4	<b>Knowledge domain</b>	The module emphasises knowledge of assistive technologies, digital learning tools, and strategies for effectively incorporating technology into inclusive educational practices. It aims to equip educators with the skills necessary to leverage technology to meet diverse learning needs.
5	<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Understand and address learner diversity through differentiated instruction and Universal Design for Learning (UDL).</li> <li>• Design flexible, personalised learning paths using learners' strengths, interests, and needs.</li> <li>• Apply inclusive strategies and formative assessments to promote engagement, collaboration, and equity.</li> </ul>

### Learning outcomes for the Cognitive domain (Bloom Taxonomy)

<b>Code</b>	Upon completion of this module, the learner will be able to:
<b>1. Knowledge level</b>	
Lo1	<ul style="list-style-type: none"> <li>• Identifying key principles of differentiated instruction.</li> </ul>
<b>2. Comprehension level</b>	
Lo2	<ul style="list-style-type: none"> <li>• Implement flexible grouping strategies to enhance collaborative learning.</li> </ul>
<b>3. Application level</b>	

Lo3	<ul style="list-style-type: none"> <li>Develop personalised learning plans that accommodate individual learner strengths and challenges.</li> </ul>
Lo4	<ul style="list-style-type: none"> <li>Utilise formative assessments to inform instructional adjustments.</li> </ul>
<b>4. Analysis level</b>	
Lo5	<ul style="list-style-type: none"> <li>Analysing the diverse learning needs of learners.</li> </ul>
<b>5. Synthesis level</b>	
Lo6	<ul style="list-style-type: none"> <li>Create engaging learning activities that cater to multiple intelligences</li> </ul>
<b>6. Evaluation level</b>	
Lo7	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of differentiated instructional strategies in promoting student engagement and success.</li> </ul>
<b>Unit Code,</b>	<b>Unit title</b>
2.1	<ul style="list-style-type: none"> <li>Understanding learning Diversity</li> </ul>
2.2	<ul style="list-style-type: none"> <li>Strategies for Differentiated Instruction</li> </ul>

### TB2: UNIT (LEARNING ACTIVITY) DESCRIPTION

1	<b>Unit code</b>	2.1
2	<b>Unit title</b>	Understanding learning Diversity
3	<b>Unit description</b>	<p>This unit explores the various dimensions of learning diversity, including learning styles, cultural backgrounds, and individual needs.</p> <p>Educators will learn to identify and analyse these differences to create a more inclusive classroom environment that supports differentiated instruction and personalised learning.</p>
5	<b>Learning outcomes (LOut)</b> <b>Lo4</b>	<ul style="list-style-type: none"> <li>Analyzing the diverse learning needs of learners.</li> </ul>

	<b>Lo7</b> <b>Lo5</b>	<ul style="list-style-type: none"> <li>Utilise formative assessments to inform instructional adjustments.</li> <li>Create engaging learning activities that cater to multiple intelligences.</li> </ul>
6	<b>Unit core material (Learning object (LO))</b> <b>2.1.a</b> <b>2.1.b</b> <b>2.2.c</b>	<ul style="list-style-type: none"> <li>Introduction to Learning Diversity</li> <li>Learning Needs Approach</li> <li>Case Study in Differentiation</li> </ul>
7	<b>Unit additional material (code and title)</b> <b>2.1.1</b> <b>2.1.2</b> <b>2.1.3</b> <b>2.1.4</b> <b>2.1.5</b>	<ul style="list-style-type: none"> <li>UNESCO Report on Inclusive Education – E-book / Report</li> <li>Article on Universal Design for Learning (UDL) – Article / Reading Research on Learning Disabilities and Accommodations – Article / Reading</li> <li>Gardner’s Multiple Intelligences Explained – E-book / Reading Case Studies on Differentiated Instruction – Case Studies / PDF</li> </ul>
8	<b>Collaboration objects (code and title)</b>	N/A
9	<b>Assessment objects (projects, self-evaluation exercises, etc.) (code and title)</b>	Evaluation Assessment Questionnaire
10	<b>Unit outline</b> <b>2.1.a</b> <b>2.1.b</b> <b>2.1.c</b> <b>2.1.d</b>	<ul style="list-style-type: none"> <li>Introduction to Learning Diversity</li> <li>Learning Needs Approach</li> <li>Case Study in Differentiation</li> <li>Evaluation Assessment Questionnaire</li> </ul>
11	<b>Key words</b>	<ul style="list-style-type: none"> <li>Inclusive Education</li> </ul>

		<ul style="list-style-type: none"> <li>• Universal Design for Learning (UDL)</li> <li>• Multiple Intelligences</li> <li>• Differentiated Instruction</li> <li>• Engagement</li> <li>• Representation</li> </ul>
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## TB2: UNIT (LEARNING ACTIVITY) DESCRIPTION

1	<b>Unit code</b>	2.2
2	<b>Unit title</b>	Strategies for Differentiated Instruction
3	<b>Unit description</b>	This unit focuses on practical strategies for implementing differentiated instructions in a diverse learning environment. Educators will explore various instructional techniques that cater to the diverse learning needs identified in the previous unit. The aim is to equip educators with actionable methods to adapt their teaching practices, ensuring that all learners can engage meaningfully with the curriculum.
4	<b>Educational strategy</b>	Differentiated Instruction is an educational strategy that tailors teaching methods to meet the diverse needs of students within the same classroom. It emphasises flexibility in content, process, and product to ensure all learners can engage and succeed. This learner-centered approach relies on ongoing assessment and strong educator- learner relationships.
5	<b>Learning outcomes (LOut)</b> <b>Lo1</b> <b>Lo2</b> <b>Lo6</b> <b>Lo3</b>	<ul style="list-style-type: none"> <li>• Identifying key principles of differentiated instruction</li> <li>• Implement flexible grouping strategies to enhance collaborative learning.</li> <li>• Evaluate the effectiveness of differentiated instructional strategies in promoting student engagement and success.</li> <li>• Develop personalised learning plans that accommodate individual student strengths and challenges.</li> </ul>
6	<b>Unit core material</b>	<ul style="list-style-type: none"> <li>• Differentiation Techniques in Practice</li> <li>• Flexible Grouping Strategies</li> </ul>

	<b>(Learning object (LO))</b> <b>2.2.a</b> <b>2.2.b</b> <b>2.2.c</b>	<ul style="list-style-type: none"> <li>Adapting Curriculum for Diverse Learners</li> </ul>
7	<b>Unit additional material (code and title)</b> <b>2.1.1</b> <b>2.2.2</b> <b>2.2.3</b> <b>2.2.4</b> <b>2.2.5</b> <b>2.2.6</b> <b>2.2.7</b>	<ul style="list-style-type: none"> <li>Differentiation Techniques in Practice</li> <li>Clearing Misconceptions About Differentiated Instruction</li> <li>Strong Class Culture</li> <li>Flexible Grouping Strategies</li> <li>The Jigsaw Method</li> <li>Adapting Curriculum for Diverse Learners</li> <li>Tips for Adapting Curriculum for Diverse Learners</li> </ul>
8	<b>Collaboration objects (code and title)</b>	N/A
9	<b>Assessment objects (projects, self-evaluation exercises, etc.) (code and title)</b>	Evaluation Assessment Questionnaire
10	<b>Unit outline</b> <b>2.2.a</b> <b>2.2.b</b> <b>2.2.c</b> <b>2.2.d</b>	<ul style="list-style-type: none"> <li>Differentiation Techniques in Practice</li> <li>Flexible Grouping Strategies</li> <li>Adapting Curriculum for Diverse Learners</li> <li>Evaluation Assessment Questionnaire</li> </ul>
11	<b>Key words</b>	<ul style="list-style-type: none"> <li>Inclusive Education</li> <li>Universal Design for Learning (UDL)</li> <li>Multiple Intelligences</li> </ul>

		<ul style="list-style-type: none"> <li>Differentiated Instruction</li> </ul>
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### TB3: LEARNING OBJECT

1	<b>Learning object code</b>	2.2.a
2	<b>Learning object title</b>	Differentiation Techniques in Practice
3	<b>Learning object description</b>	This learning object introduces the concept of learning diversity by exploring different dimensions such as multiple intelligences, cultural backgrounds, and individual learner needs. It aims to help educators recognise and value these differences to foster an inclusive classroom environment.
4	<b>Language</b>	Greek / English
5	<b>Learning resource type (IEEE LOM)</b>	6. Narrative Text (theory)
6	<b>Technical type (IEEE LOM)</b>	Text Document
7	<b>Workload (Estimated study time) (min)</b>	30
8	<b>Key words</b>	<ul style="list-style-type: none"> <li>Differentiated Instruction (DI)</li> <li>Learner-centered learning</li> <li>Flexible teaching</li> <li>Content adaptation</li> </ul>
9	<b>Learning outcomes (LOut)</b> <b>Lo1</b> <b>Lo3</b>	<ul style="list-style-type: none"> <li>Identify key principles of differentiated instruction and analyse the diverse learning needs of learners, including learning styles, intelligence, and cultural backgrounds.</li> </ul>

		<ul style="list-style-type: none"> <li>Develop and implement personalised learning plans and flexible grouping strategies, utilising Universal Design for Learning (UDL) principles to create inclusive and engaging learning environments.</li> </ul>
10	<b>Extended learning object description</b>	This learning object introduces educators to the principles of differentiated instruction and Universal Design for Learning (UDL). It highlights strategies to address learning diversity by adapting teaching methods, curriculum, and assessment to support all learners. Through case studies and practical examples, educators learn to create inclusive environments that foster engagement, accessibility, and personalised learning.

### TB3A: LEARNING OBJECT (ASSESSMENT OBJECT)

1	<b>Learning object code</b>	2.2. b
2	<b>Learning object title</b>	Flexible Grouping Strategies
3	<b>Language</b>	English/Greek
4	<b>Learning resource type (IEEE LOM)</b>	Multiple Choice Questions
5	<b>Technical type (IEEE LOM)</b>	Case study
6	<b>Workload (Estimated study time) (min)</b>	15
7	<b>Write down the assessment object (quiz)</b>	<p>What is the primary goal of Differentiated Instruction (DI) as described by Tomlinson and Chapman and King?</p> <p>1. To standardise teaching methods for all learners.</p> <p><b>Not quite right</b></p> <p>2. To accommodate the diverse learning needs of learner within the same learning environment.</p> <p><b>Your answer is correct</b></p>

3. To eliminate the need for personalised learning strategies.

**Not quite right**

4. To focus solely on the academic performance of learner.

**Not quite right**

What is essential for the successful implementation of Differentiated Instruction?

1. A rigid curriculum that does not adapt to learner needs.

**Not quite right**

2. Solely relying on traditional teaching strategies.

**Not quite right.**

3. Building trust and understanding between educators and learners.

**Your answer is correct. Congratulations!**

4. Limiting professional development opportunities for educators.

**Not quite right.**

How does the Jigsaw Method facilitate learning among learners?

1. By assigning all students the same segment of a topic to study individually.

**Not quite right.**

2. By having students work in isolation to complete their tasks.

**Not quite right.**

3. By encouraging students to become "experts" on specific segments and teach their peers.

**Your answer is correct. Congratulations!**

4. By limiting interaction among learners to avoid distractions.

**Not quite right.**

	<p>What is one suggested modification for supporting learners who take longer to complete tasks?</p> <p>1 Increase the number of questions or tasks assigned.</p> <p><b>Not quite right.</b></p> <p>2 Allow students to answer fewer questions or tasks than originally assigned.</p> <p><b>Your answer is Correct. Congratulations!</b></p> <p>3 Remove all assignments to reduce pressure.</p> <p><b>Not quite right.</b></p> <p>4. Require all students to complete the same amount of work regardless of their pace.</p> <p><b>Not quite right.</b></p>
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### Question Table

<b>No.</b>	1
<b>Question (stem)</b>	What is a key principle of inclusive pedagogy?
<b>Possible answers</b>	<p>Equity in education</p> <p>Standardised testing</p> <p>Individualised instruction</p> <p>Group projects</p>
<b>Correct answer</b>	A
<b>Response to correct answer</b>	Your answer is correct. Congratulations!
<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...
<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes

**TB3B: LEARNING OBJECT (PRACTICAL ASSIGNMENT)**

1	<b>Learning object (practical assignment) title</b>	2.2.c: Adapting Curriculum for Diverse Learners	
2	<b>Learning object (practical assignment) code</b>	2.2.c	
3	<b>Language</b>	English	
4	<b>Learning resource type (IEEE LOM)</b>	8. Activity (Case Study)	
5	<b>Technical type (IEEE LOM)</b>	Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)	
		Text	Document
6	<b>Workload (Estimated study time) (min)</b>	45	
7	<b>Key words</b>	<ul style="list-style-type: none"> <li>• Assistive Technology</li> <li>• Inclusive Education</li> <li>• Lesson Planning</li> <li>• Accessibility</li> <li>• Differentiated Instruction</li> </ul>	
8	<b>Learning outcomes (LOut)</b> <b>Lo1</b> <b>Lo3</b>	<ul style="list-style-type: none"> <li>• Identify key principles of differentiated instruction and analyse the diverse learning needs of students, including learning styles, intelligences, and cultural backgrounds.</li> <li>• Develop and implement personalised learning plans and flexible grouping strategies, utilising Universal Design for Learning (UDL) principles to create inclusive and engaging learning environments.</li> </ul>	
9	<b>Extended practical</b>	In this assignment, learners will: <ul style="list-style-type: none"> <li>• Review detailed learner profiles illustrating diverse abilities and challenges.</li> </ul>	

	<b>assignments description</b>	<ul style="list-style-type: none"> <li>• Analyse these profiles to identify key learning needs and barriers.</li> <li>• Research and select appropriate assistive technology tools (e.g., speech-to-text software, screen readers, communication devices) tailored to those needs.</li> <li>• Design an inclusive lesson plan incorporating the selected AT tools to facilitate differentiated instruction.</li> </ul>
<b>10</b>	<b>Preparatory / Additional material (literature, further readings)</b>	<ul style="list-style-type: none"> <li>• SETT Framework overview (Student, Environment, Tasks, Tools)</li> <li>• Articles and tutorials on common assistive technologies (e.g., text-to-speech, alternative input devices)</li> <li>• Sample inclusive lesson plans demonstrating AT integration</li> <li>• Case studies on learners with various disabilities and learning needs</li> <li>• Research on impact of AT in inclusive classrooms</li> </ul>
<b>11</b>	<b>Answer extension (Words quantity)</b>	500-700 words

## Module n. 3: Intergrate technology in inclusive education

**TB1: MODULE DESCRIPTION**

1	<b>Module code</b>	3
2	<b>Module title</b>	Integrating Technology in Inclusive Education
3	<b>Module description</b>	This module focuses on the integration of technology in inclusive education, focusing on how digital tools can enhance learning experiences for all learners, particularly those with special educational needs and disabilities. Various assistive technologies and innovative teaching methods will be explored to facilitate access to the curriculum, promote engagement, and foster a supportive learning environment.
4	<b>Knowledge domain</b>	The module emphasizes knowledge of assistive technologies, digital learning tools, and strategies for effectively incorporating technology into inclusive educational practices. It aims to equip educators with the skills necessary to leverage technology to meet diverse learning needs.
5	<b>Learning objectives</b>	<ol style="list-style-type: none"> <li>1. Utilize assistive technologies such as screen readers, text-to-speech, and AAC tools to support inclusive education and increase engagement for students with learning disabilities.</li> <li>2. Integrate technology into lesson plans through adaptive tools, multimedia resources, and interactive platforms to accommodate diverse learning needs and foster collaboration.</li> <li>3. Apply data-driven and adaptive assessment tools to personalise feedback, monitor progress, and evaluate the effectiveness of technology in promoting inclusive and equitable learning environments.</li> </ol>

**Learning outcomes for the Cognitive domain (Bloom Taxonomy)**

<b>Code</b>	Upon completion of this module, the learner will be able to:
<b>1. Knowledge level</b>	
Lo1	<ul style="list-style-type: none"> <li>• Identify various types of assistive technologies that support inclusive education.</li> </ul>
<b>2. Comprehension level</b>	
Lo2	<ul style="list-style-type: none"> <li>• Explore data-driven decision-making processes to tailor educational experiences using technology</li> </ul>

3. Application level	
Lo3	<ul style="list-style-type: none"> <li>Develop strategies for integrating technology into lesson plans to accommodate diverse learners.</li> </ul>
Lo4	<ul style="list-style-type: none"> <li>Implement adaptive assessment tools that provide personalised feedback.</li> </ul>
4. Analysis level	
Lo5	<ul style="list-style-type: none"> <li>Analyse the role of technology in enhancing engagement for students with learning disabilities.</li> </ul>
5. Synthesis level	
Lo6	<ul style="list-style-type: none"> <li>Create a technology-enhanced learning environment that fosters collaboration among learners.</li> </ul>
6. Evaluation level	
Lo7	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of different technological tools in promoting inclusivity.</li> </ul>
Unit Code,	Integrating Technology in Inclusive Education
3.1	Understanding Assistive Technologies
3.2	Strategies for Differentiated Instruction

TB2: UNIT (LEARNING ACTIVITY) DESCRIPTION		
1	Unit code	3.1
2	<b>Unit title</b>	Understanding Assistive Technology
3	<b>Unit description</b>	This unit introduces various assistive technologies that support inclusive education. Participants will explore the functionalities of these tools and their applications in enhancing learning experiences for learners with learning disabilities.
4	<b>Educational strategy</b>	This strategy aims to introduce educators to various assistive technologies (AT) and their practical use in inclusive education. It emphasizes understanding how AT tools can support diverse learners, especially those with learning disabilities, by connecting their use with the Universal Design for Learning (UDL) framework. The approach includes integrating AT into lesson plans, using case studies to illustrate real-life applications, continuously assessing

		effectiveness, and encouraging learner independence through technology.
5	<b>Learning outcomes (LOut)</b> <b>Lo5</b> <b>Lo3</b> <b>Lo4</b>	<ul style="list-style-type: none"> <li>Analyse the role of technology in enhancing engagement for students with learning disabilities.</li> <li>Develop strategies for integrating technology into lesson plans to accommodate diverse learners.</li> <li>Implement adaptive assessment tools that provide personalised feedback.</li> </ul>
6	<b>Unit core material (Learning object (LO)) (code and title)</b> <b>3.1.a</b> <b>3.1.b</b> <b>3.1.c</b>	Overview of Assistive Technology Types Functionalities of Assistive Technologies Case Studies on Successful Implementation of Assistive Technologies
7	<b>Unit additional material (code and title)</b> <b>3.1.1</b> <b>3.1.2</b> <b>3.1.3</b> <b>3.1.4</b> <b>3.1.5</b> <b>3.1.6</b> <b>3.1.7</b> <b>3.1.8</b> <b>3.1.9</b>	Differentiating the terms Introduction to Assistive Technology Benefits of Assistive Technology An example of a low-tech assistive technology tool for self-regulation Functionalities of Assistive Technologies Case Study on Successful Implementation of Assistive Technologies The SETT Framework Step-by-Step Guidelines for Using the SETT Framework AT Integration Principles
8	<b>Collaboration objects (code and title)</b>	N/A

9	<b>Assessment objects (projects, self-evaluation exercises, etc.) (code and title)</b>	Evaluation Assessment Questionnaire
10	<b>Unit outline</b> <b>3.1.a</b> <b>3.1.b</b> <b>3.1.c</b> <b>3.1.d</b>	Overview of Assistive Technology Types Functionalities of Assistive Technologies Case Studies on Successful Implementation of Assistive Technologies Evaluation Assessment Questionnaire
11	<b>Key words</b>	<ul style="list-style-type: none"> <li>• Reading Accessibility</li> <li>• Writing Support</li> <li>• Assistive technology</li> </ul>

## TB2: UNIT (LEARNING ACTIVITY) DESCRIPTION

1	Unit code	3.2
2	<b>Unit title</b>	Strategies for Differentiated Instruction
3	<b>Unit description</b>	This unit focuses on developing lesson plans that incorporate technology to accommodate diverse learning needs. Participants will learn to design lessons that utilise various digital tools effectively.
4	<b>Educational strategy</b>	Design and implement differentiated lesson plans that integrate digital tools and technologies, supporting the principles of Universal Design for Learning (UDL). This strategy aims to meet diverse learners' needs through personalization, accessibility, and active engagement, utilising tools for reading, writing, organization, assessment, and collaboration. Emphasis is also placed on evaluating effectiveness and adapting learning activities based on data and feedback.
5	<b>Learning outcomes (LOut)</b>	<ul style="list-style-type: none"> <li>• Evaluate the effectiveness of different technological tools in promoting inclusivity.</li> </ul>

	<b>Lo7</b> <b>Lo6</b> <b>Lo5</b> <b>Lo1</b>	<ul style="list-style-type: none"> <li>• Create a technology-enhanced learning environment that fosters collaboration among students.</li> <li>• Explore data-driven decision-making processes to tailor educational experiences using technology</li> <li>• Identify various types of assistive technologies that support inclusive education.</li> </ul>
6	<b>Unit core material (Learning object (LO)) (code and title)</b> <b>3.2.a</b> <b>3.2.b</b> <b>3.2.c</b>	<ul style="list-style-type: none"> <li>• Tools for Creating Inclusive Lesson Plans</li> <li>• Examples of Technology-Enhanced Lessons Across Subjects</li> <li>• Self-evaluation exercise on creating inclusive lesson plans</li> </ul>
7	<b>Unit additional material (code and title)</b> <b>3.2.1</b> <b>3.2.2</b> <b>3.2.3</b> <b>3.2.4</b> <b>3.2.5</b> <b>3.2.6</b> <b>3.2.7</b>	<ul style="list-style-type: none"> <li>• Leveraging Digital Tools for Inclusive Design</li> <li>• UDL Digital Planning Tools</li> <li>• Digital Accessibility Checkers &amp; Validators</li> <li>• Collaborative Lesson Planning Platforms (Digital Focus)</li> <li>• Digital Content Creation Tools (Accessibility in Mind)</li> <li>• Personalised Learning Platforms</li> <li>• Digital Tools for Specific Learning Needs</li> </ul>
8	<b>Collaboration objects (code and title)</b>	N/A
9	<b>Assessment objects (projects, self-evaluation exercises, etc.) (code and title)</b>	Evaluation Assessment Questionnaire

10	<b>Unit outline</b> <b>3.2.a</b> <b>3.2.b</b> <b>3.2.c</b> <b>3.2.d</b>	<ul style="list-style-type: none"> <li>• Tools for Creating Inclusive Lesson Plans</li> <li>• Examples of Technology-Enhanced Lessons Across Subjects</li> <li>• Self-evaluation exercise on creating inclusive lesson plans</li> <li>• Evaluation Assessment Questionnaire</li> </ul>
11	<b>Key words</b>	<ul style="list-style-type: none"> <li>• Differentiated Instruction</li> <li>• Inclusive Lesson Planning</li> <li>• Digital Tools</li> </ul>

### TB3: LEARNING OBJECT

1	<b>Learning object code</b>	3.2. a
2	<b>Learning object title</b>	Tools for Creating Inclusive Lesson Plans
3	<b>Learning object description</b>	This learning object introduces various assistive technologies and digital tools that support inclusive education and diverse learning needs. Participants explore practical strategies for integrating technology into lesson plans, focusing on Universal Design for Learning (UDL) principles, accessibility, and differentiated instruction. Through case studies, self-evaluation exercises, and collaborative activities, learners develop the skills to create inclusive, technology-enhanced learning environments that foster engagement and personalised support.
4	<b>Language</b>	Greek / English
5	<b>Learning resource type (IEEE LOM)</b>	6. Narrative Text (theory)
6	<b>Technical type (IEEE LOM)</b>	Text Document
7	<b>Workload (Estimated study time) (min)</b>	30 (min)

8	<b>Key words</b>	<ul style="list-style-type: none"> <li>• Assistive Technology</li> <li>• Inclusive Education</li> <li>• Differentiated Instruction</li> </ul>
9	<b>Learning outcomes (LOut)</b>  <b>Lo1</b>  <b>Lo5</b>  <b>Lo3</b>  <b>Lo4</b>	<ul style="list-style-type: none"> <li>• Identify and categorize assistive technologies and digital tools for inclusive education.</li> <li>• Analyse the role of technology in enhancing engagement and learning for students with diverse needs.</li> <li>• Develop strategies for integrating technology into lesson plans to accommodate various learners.</li> <li>• Implement adaptive tools and evaluate their effectiveness in promoting accessibility and inclusivity.</li> </ul>
10	<b>Extended learning object description</b>	<p>This learning object covers key theories and practical uses of assistive technologies and differentiated instruction for inclusive education. Learners explore tools supporting reading, writing, organization, and self-regulation through case studies like Tom and Maria. It includes UDL principles, the SETT framework, and involves collaborative projects and self-evaluations to create accessible, technology-enhanced lessons. Emphasis is placed on ongoing assessment to optimize learning for diverse needs.</p>

### TB3A: LEARNING OBJECT (ASSESSMENT OBJECT)

1	<b>Learning object code</b>	3.2b
2	<b>Learning object title</b>	Examples of Technology-Enhanced Lessons Across Subjects
3	<b>Language</b>	English/Greek
4	<b>Learning resource type (IEEE LOM)</b>	Multiple Choice Questions
5	<b>Technical type (IEEE LOM)</b>	Questionnaire

6	<b>Workload (Estimated study time) (min)</b>	15
7	<b>Write down the assessment object (quiz)</b>	<p>Which of the following digital tools is specifically designed to provide audiobooks and e-books to help struggling readers keep pace with their peers?</p> <p>1 Grammarly <span style="float: right;">Not quite right</span></p> <p>2 Learning Ally <span style="float: right;">Your answer is right. Congratulations</span></p> <p>3 Minmeister <span style="float: right;">Not quite right</span></p> <p>4 Google Jamboard <span style="float: right;">Not quite right</span></p> <p>Which UDL principle is best supported by using digital textbooks with adjustable fonts and text-to-speech features?</p> <p>1. Action/Expression <span style="float: right;"><b>Not quite right</b></span></p> <p>2. Engagement <span style="float: right;"><b>Not quite right</b></span></p> <p>3. Representation <span style="float: right;"><b>Your answer is correct. Congratulations!</b></span></p> <p>4 collaborations <span style="float: right;"><b>Not quite right</b></span></p> <p>Which of the following is a collaborative lesson planning platform that offers real-time collaboration and version history?</p> <p>1 canva <span style="float: right;"><b>Not quite right</b></span></p> <p>2 trello <span style="float: right;"><b>Not quite right</b></span></p> <p>3 Microsoft accessibility Checker <span style="float: right;"><b>Not quite right</b></span></p> <p>4 Google workplace <span style="float: right;"><b>Your answer is correct. Congratulations!</b></span></p> <p>Which of the following is a free screen reader that can assist students with visual impairments?</p> <p>1 Forrest <span style="float: right;"><b>Not quite right</b></span></p>

	2 Freedom	<b>Not quite right</b>
	3 NonVisual Desktop Access	<b>Your answer is correct. Congratulations</b>
	4 Open Dyslexic font	<b>Not quite right</b>

### Question Table

No.	1
<b>Question (stem)</b>	What is the primary focus of the module on integrating technology in inclusive education?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• Enhancing educator productivity</li> <li>• Supporting students with diverse educational needs and/or learning disabilities</li> <li>• Reducing learning environments sizes</li> <li>• Increasing standard testing scores</li> </ul>
<b>Correct answer</b>	b
<b>Response to correct answer</b>	Your answer is correct. Congratulations!
<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...
<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes

### TB3B: LEARNING OBJECT (PRACTICAL ASSIGNMENT)

1	<b>Learning object (practical assignment) title</b>	Self-evaluation exercise on creating inclusive lesson plans
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2	<b>Learning object (practical assignment) code</b>	3.1 c	
3	<b>Language</b>	English	
4	<b>Learning resource type (IEEE LOM)</b>	8. Activity (Case Study)	
5	<b>Technical type (IEEE LOM)</b>	Definition of the technical type (document, video, wiki etc.) for the specific learning object (practical assignments)	
		Text	Document
6	<b>Workload (Estimated study time) (min)</b>	45	
7	<b>Key words</b>	<ul style="list-style-type: none"> <li>•Assistive</li> <li>•Inclusive Education</li> <li>•Lesson Planning</li> <li>• Differentiated Instruction</li> </ul>	
8	<b>Learning outcomes (LOut)</b> <b>Lo1</b> <b>Lo3</b> <b>Lo4</b>	<ul style="list-style-type: none"> <li>• Develop strategies for integrating technology into lesson plans to accommodate diverse learners</li> <li>• Identify and categorize assistive technologies and digital tools for inclusive education</li> <li>• Implement adaptive tools and evaluate their effectiveness in promoting accessibility and inclusivity</li> </ul>	
9	<b>Extended practical assignments description</b>	Learners will create a detailed lesson plan that integrates at least two assistive or digital educational technologies to support learners with diverse learning needs. The lesson plan should include clear learning objectives, instructional strategies aligned with inclusive education principles, and simple adaptive assessment methods. Participants will submit a reflective statement explaining their choice of technologies, how these tools address learners' needs, and how their approach fosters engagement and accessibility.	
10	<b>Preparatory Additional material (literature, further readings)</b>	Quenneville, J. (2001). Tech tools for students with learning disabilities: Infusion into inclusive classrooms. Preventing School Failure: Alternative Education for Children and Youth, 45(4), 167-170.	

		<p>Adebisi, R. O., Liman, N. A., &amp; Longpoe, P. K. (2015). Using assistive technology in teaching children with learning disabilities in the 21st century. <i>Journal of Education and Practice</i>, 6(24), 14–20.</p> <p>Raskind, M. H. (2000). Assistive technology for children with learning disabilities. In L. Swanson, K. Harris, &amp; S. Graham (Eds.), <i>Handbook of learning disabilities</i> (pp. 508–521). Guilford Press.</p> <p>Allan, J. (2015). Inclusive education and the arts. <i>Cambridge Journal of Education</i>, 45(4), 541–553. <a href="https://doi.org/10.1080/0305764X.2014.987642">https://doi.org/10.1080/0305764X.2014.987642</a></p> <p>Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 (2004). Retrieved from <a href="https://sites.ed.gov/idea/">https://sites.ed.gov/idea/</a></p> <p>CAST. (2018). <i>Universal Design for Learning Guidelines version 2.2</i>. Wakefield, MA: CAST. Retrieved from <a href="http://udlguidelines.cast.org">http://udlguidelines.cast.org</a></p> <p>Zabala, J. S. (2005). Using the SETT Framework to level the learning field for students with disabilities. Retrieved from <a href="http://www.joyzabala.com">http://www.joyzabala.com</a></p>
11	<b>Answer extension (Words quantity)</b>	500-700 words

## **Module n. 4: Inclusive learning environment management and conflict resolution**

Sofia Asimakopoulou,  
Hellenic Open University

**Table TB1. Module description**

TB1: MODULE DESCRIPTION	
<b>Module code</b>	<i>Module 4</i>
<b>Module title</b>	<i>Inclusive learning environment management and conflict resolution</i>
<b>Module description</b>	<i>The module is focused on the fact that inclusive classrooms are crucial for promoting learner success, social and emotional well-being and a positive learning environment community. An inclusive learning environment is where all learners feel welcome, valued and supported, with diversity acknowledged, celebrated, and integrated into the learning experience. Creating a supportive learning environment culture is crucial for enabling learners to thrive and develop. Educators, the architects of learning environment dynamics, face the challenge of navigating learning environment conflict management and resolution efficiently. Effective learning environment management involves addressing conflict promptly and constructively, turning potential disruptions into valuable learning opportunities.</i>
<b>Knowledge domain</b>	<ul style="list-style-type: none"> <li>✓ <i>Inclusive learning environment management</i></li> <li>✓ <i>Strategies creating inclusive learning environment</i></li> <li>✓ <i>Types of learning environment conflicts</i></li> <li>✓ <i>Conflict resolution skills among learners</i></li> <li>✓ <i>Strategies for empowering learning environment peace</i></li> <li>✓ <i>Proactive strategies for a harmonious learning environment</i></li> </ul>
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• <i>Building a supportive learning environment community</i></li> <li>• <i>Analyzing strategies that educators can implement to create inclusive learning environments</i></li> <li>• <i>Learning the types of learning environment conflicts</i></li> <li>• <i>Developing conflict resolution skills among learners</i></li> <li>• <i>Implementation of strategies for empowering learning environment peace</i></li> <li>• <i>Creating a harmonious learning environment with proactive strategies</i></li> </ul>
Learning outcomes for the Cognitive domain (Bloom Taxonomy)	
<b>Code</b>	Upon completion of this module, the learner will be able to:
1. Knowledge level	
	<ul style="list-style-type: none"> <li>• <b><u>Define</u></b> <i>inclusive education</i></li> </ul>
	<ul style="list-style-type: none"> <li>• <b><u>Discover</u></b> <i>types of learning environment conflicts</i></li> </ul>

2. Comprehension level	
	<ul style="list-style-type: none"> <li>• <b><u>Learn</u></b> the meaning of inclusive learning environments</li> </ul>
	<ul style="list-style-type: none"> <li>• <b><u>Realise</u></b> the meaning of building a supportive learning environment culture</li> </ul>
3. Application level	
	<ul style="list-style-type: none"> <li>• <b><u>Execute</u></b> strategies to create inclusive learning environments</li> </ul>
	<ul style="list-style-type: none"> <li>• <b><u>Apply</u></b> strategies for empowering learning environment peace</li> </ul>
4. Analysis level	
	<ul style="list-style-type: none"> <li>• <b><u>Build</u></b> a supportive learning environment community</li> </ul>
	<ul style="list-style-type: none"> <li>• <b><u>Develop</u></b> conflict resolution skills among learners</li> </ul>
5. Synthesis level	
	<ul style="list-style-type: none"> <li>• <b><u>Empower</u></b> learning environment peace</li> </ul>
	<ul style="list-style-type: none"> <li>• <b><u>Create</u></b> a harmonious learning environment with proactive strategies</li> </ul>
6. Evaluation level	
	<ul style="list-style-type: none"> <li>✓ <b><u>Evaluate</u></b> strategies of creating inclusive learning environments</li> </ul>
	<ul style="list-style-type: none"> <li>• <b><u>Estimate</u></b> the development of conflict resolution skills among learners</li> </ul>
	<ul style="list-style-type: none"> <li>✓ <b><u>Assess</u></b> the strategies for empowering learning environment peace</li> </ul>
	<ul style="list-style-type: none"> <li>• <b><u>Appreciate</u></b> the proactive strategies for a harmonious learning environment</li> </ul>
Unit Code,	Unit title
4.1	Inclusive learning environment management
4.2	Conflict resolution

**Table TB2. Unit description**

<b>TB2: UNIT (LEARNING ACTIVITY) DESCRIPTION</b>		
<b>1</b>	<b>Unit code</b>	4.1
<b>2</b>	<b>Unit title</b>	<i>Inclusive learning environment management</i>
<b>3</b>	<b>Unit description</b>	<i>The unit is focused on the fact that inclusive classrooms are crucial for promoting learner success, social and emotional well-being and a positive learning environment community. An inclusive learning environment is where all learners feel welcome, valued and supported, with diversity acknowledged, celebrated, and integrated into the learning experience. Creating a supportive learning environment culture is crucial for enabling learners to thrive and develop.</i>
<b>4</b>	<b>Educational strategy</b>	<i>The unit employs a combination of interactive elements, case studies and group discussions to facilitate understanding of inclusive learning environment management.</i>
<b>5</b>	<b>Learning outcomes (LOut)</b>	<i>LOut1 Define inclusive education</i> <i>LOut2 Learn the meaning of inclusive learning environments</i> <i>LOut3 Realise the meaning of building a supportive learning environment culture</i> <i>LOut4 Execute strategies to create inclusive learning environments</i>
<b>6</b>	<b>Unit core material (Learning object (LO)) (code and title)</b>	<i>4.1.a Defining inclusive education (document)</i> <i>4.1.b Learning the meaning of inclusive learning environments (document)</i> <i>4.1.c Realising the meaning of building a supportive learning environment culture (video)</i> <i>4.1.d Executing strategies to create inclusive learning environments (project)</i>
<b>7</b>	<b>Unit additional material (code and title)</b>	<i>List of additional material (e-books, additional readings, etc) included in the specific unit (codes should be consistent and should reflect the corresponding unit) (for each additional material specified here please fill in a Table TB3)</i>
<b>8</b>	<b>Collaboration objects (code and title)</b>	<i>4.1.d Project</i>

9	<b>Assessment objects (projects, self-evaluation exercises, etc.) (code and title)</b>	4.1.e <i>Self-evaluation exercise on creating inclusive learning environments</i>
10	<b>Unit outline</b>	<p>4.1.a <i>Defining inclusive education (document)</i></p> <p>4.1.b <i>Learning the meaning of inclusive learning environments (document)</i></p> <p>4.1.c <i>Realising the meaning of building a supportive learning environment culture (video)</i></p> <p>4.1.d <i>Executing strategies to create inclusive learning environments by empowering learning environment peace (project)</i></p> <p>4.1.e <i>Self-evaluation exercise on creating inclusive learning environments</i></p>
11	<b>Key words</b>	<i>Inclusive learning environments, learning environment management, positive learning environment community, social and emotional well-being, supportive learning environment culture</i>

## TB2: UNIT (LEARNING ACTIVITY) DESCRIPTION

<b>Unit code</b>	4.2
<b>Unit title</b>	<i>Conflict resolution</i>
<b>Unit description</b>	<i>The unit is focused on the fact that educators, the architects of learning environment dynamics, face the challenge of navigating learning environment conflict management and resolution efficiently. Effective learning environment management involves addressing conflict promptly and constructively, turning potential disruptions into valuable learning opportunities.</i>
<b>Educational strategy</b>	<ul style="list-style-type: none"> <li>• <b>Interactive Workshops:</b> <i>Hands-on sessions where educators can practice conflict resolution processes.</i></li> <li>• <b>Peer Collaboration:</b> <i>Opportunities for educators to discuss case studies and analyse with one another</i></li> </ul>
<b>Learning outcomes (LOut)</b>	<p><i>LOut1 Discover types of learning environment conflicts</i></p> <p><i>LOut2 Apply strategies for empowering learning environment peace</i></p> <p><i>LOut3 Develop conflict resolution skills among learners</i></p>

	<i>LOut4 Empower classroom peace and create a harmonious learning environment environment with proactive strategies</i>
<b>Unit core material (Learning object (LO)) (code and title)</b>	<p><i>4.2.a: Discovering types of learning environment conflicts (tables)</i></p> <p><i>4.2.b: Applying strategies for empowering learning environment peace (presentation)</i></p> <p><i>4.2.c: Developing conflict resolution skills among learners (case studies)</i></p> <p><i>4.2.d: Empowering classroom peace and creating a harmonious learning environment with proactive strategies (video)</i></p>
<b>Unit additional material (code and title)</b>	<i>List of additional material (e-books, additional readings, etc) included in the specific unit (codes should be consistent and should reflect the corresponding unit) (for each additional material specified here please fill in a Table TB3)</i>
<b>Collaboration objects (code and title)</b>	<i>4.2.c: Case studies</i>
<b>Assessment objects (projects, self-evaluation exercises, etc.) (code and title)</b>	<p><i>4.2.e: Estimate the development of conflict resolution skills among learners (self-evaluation exercises)</i></p> <p><i>4.2.f: Assessing the strategies for empowering learning environment peace (self-assessment questionnaires)</i></p>
<b>Unit schedule</b>	<p><i>4.2.a: Discovering types of classroom conflicts (tables)</i></p> <p><i>4.2.b: Applying strategies for empowering learning environment peace (presentation)</i></p> <p><i>4.2.c: Developing conflict resolution skills among learners (case studies)</i></p> <p><i>4.2.d: Empowering learning environment peace and creating a harmonious learning environment with proactive strategies (video)</i></p> <p><i>4.2.e: Estimate the development of conflict resolution skills among learners (self-evaluation exercises)</i></p> <p><i>4.2.f: Assessing the strategies for empowering learning environment peace (self-assessment questionnaires)</i></p>
<b>Key words</b>	<i>Conflict resolution, classroom dynamics, conflict management, effective learning environment management, learning environment peace, resolution skills, learning opportunities</i>

**Table TB3. Learning object description**

<b>TB3: LEARNING OBJECT</b>		
<b>1</b>	<b>Learning object code</b>	<i>4.1.a</i>
<b>2</b>	<b>Learning object title</b>	<i>Defining inclusive education</i>
<b>3</b>	<b>Learning object description</b>	<i>This document outlines that inclusive education is a philosophy and practice that recognises the unique needs of all learners. It aims to ensure that all learners, regardless of their background, abilities, or challenges, have access to quality education and feel welcomed and supported. This approach emphasizes participation, equity, and belonging, creating a learning environment where all students can thrive.</i>
<b>4</b>	<b>Language</b>	<i>English</i>
<b>5</b>	<b>Learning resource type (IEEE LOM)</b>	<i>Narrative Text (theory)</i>
<b>6</b>	<b>Technical type (IEEE LOM)</b>	<i>Document</i>
<b>7</b>	<b>Workload (Estimated study time) (min)</b>	<i>1,5 hours</i>
<b>8</b>	<b>Key words</b>	<i>Inclusive Education, Introduction, Barriers, Strategies for Inclusive Instruction</i>
<b>9</b>	<b>Learning outcomes (LOut)</b>	<i>Record the Learning Outcomes for the specific learning object (should be a subset of the learning outcomes defined in the corresponded unit (learning activity)). In case you define more learning outcomes than those defined in the relative unit (learning activity) please update appropriately the relative unit learning outcomes field.</i>
<b>10</b>	<b>Extended learning object description</b>	<i>Describe the learning objects in details - if needed</i>

**TB3: LEARNING OBJECT**

<b>Learning object code</b>	4.1.b
<b>Learning object title</b>	<i>Learning the meaning of inclusive learning environments</i>
<b>Learning object description</b>	<i>This document presents Key principles of inclusive learning environment management. It refers to the intentional design and implementation of strategies, practices, and structures that create a supportive and equitable learning environment for all learners. It prioritizes fostering a sense of belonging, mutual respect, and collaboration among learners, ensuring that each individual feels valued and empowered to succeed.</i>
<b>Language</b>	<i>English</i>
<b>Learning resource type (IEEE LOM)</b>	<i>Narrative Text (theory)</i>
<b>Technical type (IEEE LOM)</b>	<i>Document</i>
<b>Workload (Estimated study time) (min)</b>	<i>1,5 hour</i>
<b>Key words</b>	<i>Inclusive Classroom Management, Key Principles, Supportive and Equitable Learning Environment</i>
<b>Learning outcomes (LOut)</b>	<i>Record the Learning Outcomes for the specific learning object (should be a subset of the learning outcomes defined in the corresponded unit (learning activity)). In case you define more learning outcomes than those defined in the relative unit (learning activity) please update appropriately the relative unit learning outcomes field.</i>
<b>Extended learning object description</b>	<i>Describe the learning objects in details – if needed</i>

**TB3: LEARNING OBJECT**

<b>Learning object code</b>	4.1.c
<b>Learning object title</b>	<i>Realising the meaning of building a supportive learning environment culture</i>

<b>Learning object description</b>	<i>These videos present that supportive learning environment culture is one where learners feel safe, respected, and empowered to learn, regardless of their challenges. For people with Learning Disabilities (LDs), this means creating an inclusive environment that accommodates diverse learning styles, encourages participation, and fosters growth, confidence, and independence.</i>
<b>Language</b>	<i>English</i>
<b>Learning resource type (IEEE LOM)</b>	<i>Videos</i>
<b>Technical type (IEEE LOM)</b>	<i>Videos</i>
<b>Workload (Estimated study time) (min)</b>	<i>1 hour</i>
<b>Key words</b>	<i>Supportive Learning Environment Culture, Inclusive Environment, Responce to Intervention</i>
<b>Learning outcomes (LOut)</b>	<i>Record the Learning Outcomes for the specific learning object (should be a subset of the learning outcomes defined in the corresponded unit (learning activity)). In case you define more learning outcomes than those defined in the relative unit (learning activity) please update appropriately the relative unit learning outcomes field.</i>
<b>Extended learning object description</b>	<i>Describe the learning objects in details – if needed</i>

### TB3: LEARNING OBJECT

<b>Learning object code</b>	<i>4.1.d</i>
<b>Learning object title</b>	<i>Executing strategies to create inclusive learning environments</i>
<b>Learning object description</b>	<i>This presentation outlines strategies to create inclusive learning environments that foster a sense of belonging, equity, and opportunity for all learners.</i>
<b>Language</b>	<i>English</i>
<b>Learning resource type (IEEE LOM)</b>	<i>Project</i>

<b>Technical type (IEEE LOM)</b>	<i>Presentation</i>
<b>Workload (Estimated study time) (min)</b>	<i>1,5 hours</i>
<b>Key words</b>	<i>Strategies, Inclusive learning environments, Improving Inclusivity, Instructional Methods</i>
<b>Learning outcomes (LOut)</b>	<i>Record the Learning Outcomes for the specific learning object (should be a subset of the learning outcomes defined in the corresponded unit (learning activity)). In case you define more learning outcomes than those defined in the relative unit (learning activity) please update appropriately the relative unit learning outcomes field.</i>
<b>Extended learning object description</b>	<i>Describe the learning objects in details – if needed</i>

### TB3: LEARNING OBJECT

<b>1</b>	<b>Learning object code</b>	<i>4.2.a</i>
<b>2</b>	<b>Learning object title</b>	<i>Discovering types of learning environment conflicts</i>
<b>3</b>	<b>Learning object description</b>	<i>This table outlines the most common types of conflicts that may occur in a learning environment setting. Learning environment conflicts can arise due to differences in personalities, communication styles, learning needs, or external pressures. In adult education, particularly when supporting students with learning disabilities (LDs), it is crucial to identify and address conflicts early to maintain a positive learning environment.</i>
<b>4</b>	<b>Language</b>	<i>English</i>
<b>5</b>	<b>Learning resource type (IEEE LOM)</b>	<i>Table</i>
<b>6</b>	<b>Technical type (IEEE LOM)</b>	<i>Table</i>

7	<b>Workload (Estimated study time) (min)</b>	1 hour
8	<b>Key words</b>	<i>Common Types of Conflicts, Classroom Conflicts, Causes, Examples</i>
9	<b>Learning outcomes (LOut)</b>	<i>Record the Learning Outcomes for the specific learning object (should be a subset of the learning outcomes defined in the corresponded unit (learning activity)). In case you define more learning outcomes than those defined in the relative unit (learning activity) please update appropriately the relative unit learning outcomes field.</i>
10	<b>Extended learning object description</b>	<i>Describe the learning objects in details – if needed</i>

### TB3: LEARNING OBJECT

<b>Learning object code</b>	4.2.b
<b>Learning object title</b>	<i>Applying strategies for empowering learning environment peace</i>
<b>Learning object description</b>	<i>This presentation describes proven strategies to promote harmony, reduce conflicts, and empower learners in the learning environment. Creating a peaceful learning environment is essential for effective learning, especially in diverse settings that include people with learning disabilities (LDs).</i>
<b>Language</b>	<i>English</i>
<b>Learning resource type (IEEE LOM)</b>	<i>Presentation</i>
<b>Technical type (IEEE LOM)</b>	<i>Presentation</i>
<b>Workload (Estimated study time) (min)</b>	<i>1,5 hour</i>
<b>Key words</b>	<i>Proven Strategies, Promote Harmony, Create a Peaceful Learning Environment</i>

<b>Learning outcomes (LOut)</b>	<i>Record the Learning Outcomes for the specific learning object (should be a subset of the learning outcomes defined in the corresponded unit (learning activity)). In case you define more learning outcomes than those defined in the relative unit (learning activity) please update appropriately the relative unit learning outcomes field.</i>
<b>Extended learning object description</b>	<i>Describe the learning objects in details – if needed</i>

### TB3: LEARNING OBJECT

<b>Learning object code</b>	4.2.c
<b>Learning object title</b>	<i>Developing conflict resolution skills among learners</i>
<b>Learning object description</b>	<i>These case studies present developing conflict resolution skills among learners, involving practical, real-life scenarios that help them understand, practice, and apply strategies for resolving disputes effectively.</i>
<b>Language</b>	<i>English</i>
<b>Learning resource type (IEEE LOM)</b>	<i>Case Studies</i>
<b>Technical type (IEEE LOM)</b>	<i>Document</i>
<b>Workload (Estimated study time) (min)</b>	<i>1 hour</i>
<b>Key words</b>	<i>Developing Conflict Resolution Skills, Real-Life Scenarios, Resolving Disputes</i>
<b>Learning outcomes (LOut)</b>	<i>Record the Learning Outcomes for the specific learning object (should be a subset of the learning outcomes defined in the corresponded unit (learning activity)). In case you define more learning outcomes than those defined in the relative unit (learning activity) please update appropriately the relative unit learning outcomes field.</i>
<b>Extended learning object description</b>	<i>Describe the learning objects in details – if needed</i>

**TB3: LEARNING OBJECT**

<b>1</b>	<b>Learning object code</b>	4.2.d
<b>2</b>	<b>Learning object title</b>	<i>Empowering learning environment peace and creating a harmonious learning environment with proactive strategies</i>
<b>3</b>	<b>Learning object description</b>	<i>This video outlines that peaceful and harmonious learning environment is essential for fostering effective learning, mutual respect, and personal growth. Proactive strategies help prevent conflicts, encourage collaboration, and ensure all learners—especially those with learning disabilities (LDs)—feel safe, valued, and empowered.</i>
<b>4</b>	<b>Language</b>	<i>English</i>
<b>5</b>	<b>Learning resource type (IEEE LOM)</b>	<i>Videos</i>
<b>6</b>	<b>Technical type (IEEE LOM)</b>	<i>Videos</i>
<b>7</b>	<b>Workload (Estimated study time) (min)</b>	<i>1 hour</i>
<b>8</b>	<b>Key words</b>	<i>Peaceful and Harmonious Classroom, Proactive Strategies</i>
<b>9</b>	<b>Learning outcomes (LOut)</b>	<i>Record the Learning Outcomes for the specific learning object (should be a subset of the learning outcomes defined in the corresponded unit (learning activity)). In case you define more learning outcomes than those defined in the relative unit (learning activity) please update appropriately the relative unit learning outcomes field.</i>
<b>10</b>	<b>Extended learning object description</b>	<i>Describe the learning objects in details - if needed</i>

Table TB3A. Assessment Object

TB3: LEARNING OBJECT (ASSESSMENT OBJECT)		
1	<b>Learning object code</b>	4.1.e
2	<b>Learning object title</b>	<i>Self-assessment questionnaires</i>
3	<b>Language</b>	English
4	<b>Learning resource type (IEEE LOM)</b>	<i>Multiple Choice Questions</i>
5	<b>Technical type (IEEE LOM)</b>	<i>Interactive Software</i>
6	<b>Workload (Estimated study time) (min)</b>	<i>15 minutes</i>
7	<b>Write down the assessment object (quiz)</b>	<i>The assessment object is the understanding of the fact that inclusive learning environments are crucial for promoting learner success, social and emotional well-being and a positive school community. Creating a supportive learning environment culture is crucial for enabling learners to thrive and develop.</i>

Question Table	
<b>No.</b>	1
<b>Question (stem)</b>	What are the Key elements of inclusive education?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• Partial Participation.</li> <li>• Stigma and Stereotypes.</li> <li>• None of the above.</li> </ul>
<b>Correct answer</b>	Equity and Accessibility, Respect for Diversity, Collaboration and Holistic Development.
<b>Response to correct answer</b>	Your answer is correct. Congratulations!
<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...

<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes
<b>Question Table</b>	
<b>No.</b>	2
<b>Question (stem)</b>	What are the benefits for students with Disabilities or Special Needs?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• Lower Access to Resources.</li> <li>• Development of Leadership Skills.</li> <li>• None of the above.</li> </ul>
<b>Correct answer</b>	Improved Academic Outcomes, Enhanced Social Skills, & Increased Independence.
<b>Response to correct answer</b>	Your answer is correct. Congratulations!
<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...
<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes

<b>No.</b>	3
<b>Question (stem)</b>	What are the common barriers to inclusion?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• Higher Expectations.</li> <li>• Adequate Curriculum.</li> <li>• None of the above.</li> </ul>
<b>Correct answer</b>	Attitudinal, Physical and Environmental, Institutional, Communication, & Educational Barriers.
<b>Response to correct answer</b>	Your answer is correct. Congratulations!

<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...
<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes
<b>No.</b>	4
<b>Question (stem)</b>	Which are effective strategies for creating an inclusive learning environment?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• Design Lessons for Accessibility.</li> <li>• Foster an Inclusive Classroom Environment.</li> <li>• Provide Appropriate Support.</li> </ul>
<b>Correct answer</b>	All the above.
<b>Response to correct answer</b>	Your answer is correct. Congratulations!
<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...
<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes
<b>No.</b>	5
<b>Question (stem)</b>	Which are the Key principles of inclusive learning environment management?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• Equity and Fairness.</li> <li>• Cultural Responsiveness.</li> <li>• Universal Design for Learning (UDL).</li> </ul>
<b>Correct answer</b>	All the above.
<b>Response to correct answer</b>	Your answer is correct. Congratulations!
<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...

<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes
<b>No.</b>	6
<b>Question (stem)</b>	What are PBIS?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• Teaching project.</li> <li>• Regular assessment and monitoring of learner progress.</li> <li>• Collaboration with special education professionals.</li> </ul>
<b>Correct answer</b>	Proactive strategies that focus on preventing challenging behaviors and promoting positive behavior change.
<b>Response to correct answer</b>	Your answer is correct. Congratulations!
<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...
<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes

### TB3: LEARNING OBJECT (ASSESSMENT OBJECT)

<b>1</b>	<b>Learning object code</b>	<i>4.2.f</i>
<b>2</b>	<b>Learning object title</b>	<i>Self-assessment questionnaires</i>
<b>3</b>	<b>Language</b>	English
<b>4</b>	<b>Learning resource type (IEEE LOM)</b>	<i>Multiple Choice Questions</i>
<b>5</b>	<b>Technical type (IEEE LOM)</b>	<i>Interactive Software</i>

<b>6</b>	<b>Workload (Estimated study time) (min)</b>	<i>15 minutes</i>
<b>7</b>	<b>Write down the assessment object (quiz)</b>	<i>The assessment object is the understanding of the fact that educators face the challenge of navigating learning environment conflict management and resolution efficiently. Effective learning environment management involves addressing conflict promptly and constructively, turning potential disruptions into valuable learning opportunities.</i>

### Question Table

<b>No.</b>	1
<b>Question (stem)</b>	What is learning environment peace?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• Just absence of conflict.</li> <li>• A proactive environment where differences are not valued.</li> <li>• None of the above.</li> </ul>
<b>Correct answer</b>	A state of harmony and well-being where all learners feel safe, respected, and supported.
<b>Response to correct answer</b>	Your answer is correct. Congratulations!
<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...
<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes

### Question Table

<b>No.</b>	2
<b>Question (stem)</b>	Which are effective communication strategies?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• Not clear expectations.</li> <li>• Verbal communication.</li> <li>• None of the above.</li> </ul>

<b>Correct answer</b>	Clear expectations, active listening, non-verbal communication.
<b>Response to correct answer</b>	Your answer is correct. Congratulations!
<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...
<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes
<b>No.</b>	3
<b>Question (stem)</b>	Which are the common conflict resolution techniques?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• Identify the Problem.</li> <li>• Active listening &amp; brainstorm solutions.</li> <li>• None of the above.</li> </ul>
<b>Correct answer</b>	All the above (Answer 1 and 2).
<b>Response to correct answer</b>	Your answer is correct. Congratulations!
<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...
<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes
<b>No.</b>	4
<b>Question (stem)</b>	Which are the common challenges to learning environment peace?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• Conflict Resolution.</li> <li>• Bullying and Harassment.</li> <li>• Emotional Regulation.</li> </ul>
<b>Correct answer</b>	All the above.

<b>Response to correct answer</b>	Your answer is correct. Congratulations!
<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...
<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes
<b>No.</b>	5
<b>Question (stem)</b>	What can we use to build a positive learning environment culture?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• Respectful Communication.</li> <li>• Empathy and Inclusion.</li> <li>• Positive Reinforcement.</li> </ul>
<b>Correct answer</b>	All the above.
<b>Response to correct answer</b>	Your answer is correct. Congratulations!
<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...
<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes
<b>No.</b>	6
<b>Question (stem)</b>	How do we foster empathy and emotional awareness?
<b>Possible answers</b>	<ul style="list-style-type: none"> <li>• By self-awareness.</li> <li>• By perspective taking.</li> <li>• None of the above.</li> </ul>
<b>Correct answer</b>	By self-awareness, perspective taking, & empathetic responses.
<b>Response to correct answer</b>	Your answer is correct. Congratulations!

<b>Response to wrong answer(s)</b>	Not quite right. The correct answer is...
<b>Times the question can be taken</b>	2
<b>Is the question part of a test?</b>	Yes

### TB3B: LEARNING OBJECT (PRACTICAL ASSIGNMENT)

<b>Learning object (practical assignment) title</b>	<i>Executing strategies to create inclusive learning environments (project)</i>	
<b>Learning object (practical assignment) code</b>	4.1.d	
<b>Language</b>	English	
<b>Learning resource type (IEEE LOM)</b>	<i>Project</i>	
<b>Technical type (IEEE LOM)</b>	<i>Presentation</i>	
<b>Workload (Estimated study time) (min)</b>	45 minutes	
<b>Key words</b>	<ul style="list-style-type: none"> <li>• <i>Universal Design for Learning</i></li> <li>• <i>Culturally Responsive Teaching</i></li> <li>• <i>Differentiated Instruction</i></li> </ul>	
<b>Learning outcomes (LOut)</b>	<i>Execute strategies to create inclusive learning environments.</i>	
<b>Extended practical assignments description</b>	In this assignment, learners will devise strategies to create inclusive learning environments.	
<b>Preparatory / Additional material (literature, further readings)</b>	<ul style="list-style-type: none"> <li>✓ <i>Documents</i></li> <li>✓ <i>Presentation</i></li> <li>✓ <i>Example</i></li> <li>✓ <i>Video</i></li> </ul>	



<b>Answer extension (Words quantity)</b>	<i>300-500 words</i>