



A Course Design for e- Inclusion

Moving from Diversity to
Inclusion in Online Higher
Education Environments

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Impressum

This is an **open-access course design outline** aimed at those who seek to support educators in developing expertise in inclusive higher education and digital learning, and in providing educational equitable opportunities for every student in online, hybrid, and blended learning environments.

This course design outline has been designed in the context of the EU-funded project 'e-Inclusion. Building Capacity for Inclusive Education in Digital Environments' (project number 2020-1-NL01-KA226-HE-083100), co-funded by the Erasmus+ Programme of the European Commission.

The knowledge developed in this project is also distributed through a **Handbook of e-Inclusion, e-learning modules for teachers**, and an **Awareness Raising Tool**. For additional information, the handbook, the modules, and the tool see the project website: <https://einclusion.net>. The course was piloted at the Universitat Oberta de Catalunya's virtual campus in 2022.

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E-inclusion consortium

In this project, four universities and two policy-focused organisations with leading expertise in inclusion policy and online learning collaborated on inclusion in digital education. Participating partners are Expertise Centrum Diversiteitsbeleid ECHO, Knowledge Innovation Centre Malta, Katolicki Uniwersytet Lubelski Jana Pawła II, Universitat Oberta de Catalunya, Universiteit Hasselt, and Vrije University Amsterdam (project leader).









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Introduction to this report

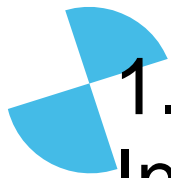
This open-access report offers a comprehensive view of the pilot course *e-Inclusion: Moving from Diversity to Inclusion in Online Higher Education Environments*, hereinafter *e-Inclusion*. The course was planned and implemented within the project 'Building capacity for inclusive education in digital environments (e-Inclusion)', co-funded by the Erasmus+ Programme of the European Union.

The report comments on the key components of the learning strategy implemented in the e-Inclusion pilot course, and the main resources and educational technologies displayed.

How to use this report

Lecturers and university staff can use this open-access report as a basis to design and implement online courses that seek to build capacities in digital inclusion within their respective higher education institutions.

Section 2, entitled *Learning strategy for an inclusive virtual learning environment*, forms the core of this report.



1. Goals and targets of the e-Inclusion pilot course

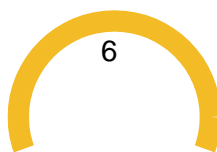
The e-Inclusion pilot course was intended to enhance the expertise in building and nurturing meaningful e-learning experiences for a diverse range of university students – regardless of their socioeconomic, occupational and health backgrounds. It sought to facilitate higher education institutions to adopt organisational cultures that promote virtual environments which are inclusive, academically challenging and of high quality.

The pilot course had 3 ECTS credits of workload and **it was designed to develop knowledge, skills, attitudes, and values to work against social reproduction in virtual educational settings.**

The course was aimed at **lecturers and university staff**, as architects, implementers, and mediators of student experiences in higher education institutions, and it focused on preparing and equipping to teach in digital settings inclusively from many different perspectives.

The pilot was run fully online and in an asynchronous manner, using the Universitat Oberta de Catalunya's (or UOC's) virtual campus.

Three distinct **challenges** were provided to participants to work on. As an overview, these challenges took participants on a journey of personal reflection about their background and needs as lecturers and university staff, as well as those of their students. They learned how to apply the principles of inclusive education in virtual settings and create truly engaging learning environments, with a strong sense of social virtual presence.



2. Learning strategy for an inclusive virtual learning environment

2.1. A Challenge-Nest Model for e-inclusion

The e-Inclusion pilot course was planned and implemented according to the UOC's Challenge-Nest Model. This is an innovative methodology for designing online courses, developed by the UOC, which lets course participants achieve educational competency goals.

Based on the Challenge-Nest Model, **an online course is structured as a sequence made up of activities and presented through learning scenarios called challenges.**

The Challenge-Nest Model's main objectives are the following:

- To contextualise learning activities for course participants – by applying the principles of situated learning. This translates into **challenges** or real situations related to participants' professional or daily lives.
- To ensure that the competency-based teaching project of the course is properly integrated into participants' **learning activities**.
- To closely connect the participants' learning processes and the lecturers' teaching endeavours with a learning resource-management system, which allows for content curation.

We organised our challenge-nest informed-online course to ensure that all participants could achieve a set of six relevant **competencies in e-inclusion**. These competencies were capacities that participants should be able to put into practice in their professional lives, as lecturers or university staff members, and they combined relevant knowledge, skills, attitudes, or values in e-inclusion.

All six course competencies were action-oriented, stated from the participants' perspective, verifiable, and expressed as capacities for doing something – or as active verbs that showed action and generated an assessable outcome:

1. Challenge your own perspectives and practice self-reflection.
2. Recognise and cater to diversity in digital classrooms.
3. Design effective and engaging digital learning strategies for diverse learners.
4. Create and make use of diverse, meaningful digital learning content.
5. Cultivate an inclusive online learning climate.
6. Build alliances for digital inclusive education.

Because the learning processes we envisioned for our participants were rooted in competency-based education, we needed to ensure that participants effectively worked on the competencies defined for the course. To appropriately inform participants about the course competencies and facilitate their work towards their acquisition, we translated them into **learning outcomes**. Therefore, each learning outcome revealed what participants would be able to do, display or prove by the end of the learning process, so they would be aware of what was expected of them, what they would learn, and, importantly, why they would learn it.

We articulated the learning outcomes as actions performed or accomplished by course participants. All of them were formulated from the participants' perspective and referred to acquired, applied, or integrated knowledge, skills, attitudes, and values. They were specific, non-ambiguous, observable, and measurable. (See in Figure 1 how participants were informed about competencies 1 and 2 and their corresponding learning outcomes).

| Competences and learning outcomes | |
|--|--|
| Competences linked to the activity | Learning outcomes derived from the activity |
| Challenge your own perspectives and practice self-reflection | Critically reflect on your own specific biases and position, and the way in which these affect digital learning |
| | Develop and integrate an inclusive language for digital learning purposes |
| | Recognise the specificities of digital learning for social action and community building |
| Recognize and cater to diversity in digital classrooms | Analyse and value your students' backgrounds, perspectives, and learning journeys |
| | Devise digital learning initiatives that empower students to express their perspectives |
| | Design digital learning initiatives that value and integrate the different perspectives to personalise the learning experience of the students |

Figure 1. Learning outcomes related to competencies 1 and 2

We structured the course into **three challenge-nest activities**. We envisaged each activity as a learning scenario structured around a challenge and oriented to achieve a specific subset of competencies. For example, the first challenge-nest activity in the course gravitated towards competencies 1 and 2 and their corresponding learning outcomes. The challenge was entitled ***Educating (to) different perspectives*** and we stated it in the following manner:



Teaching is highly personal. As teachers, we have our own style, preferences, experiences, and biases that shape our classroom environment and the way in which we interact with our students. More often than not, taking the time to consider these influences is hampered by other work-related matters. In a similar vein, taking the time to assess the needs and backgrounds of our students can be difficult.

With the move to online education, the question of what makes a classroom a safe, educational and inclusive environment has become even more pressing than before. Challenges surrounding the accessibility and engagement of underserved students take on a different form, as the conventions and norms of 'traditional' education are rendered different in online environments. At the same time, it is this move to a new environment that also offers opportunities to discuss these matters more in-depth and cater to students that are traditionally studying on the

margins of the educational system.

In this challenge, you will learn to make use of these opportunities by embarking on a path that involves the deliberation of your own needs and background, as well as those of your students. Learning to use this form of continuous reflection allows you to adapt to societal changes and challenges that are in constant motion, demanding different forms of education.



We displayed every challenge as a headline of the virtual classroom. As seen in the previous example, challenges were not simply learning content. Rather, we conceived them to offer context-based learning by reflecting real education needs in e-inclusion and introducing a learning activity.

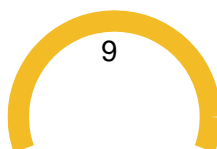
Therefore, the course participants' learning processes were inspired by the three challenges that were presented to them and the related activities they were requested to perform – so as to address these challenges. Accordingly, participants were guided by the professional or training situations described in the challenges (i.e. the challenge statements) to obtain specific learning outcomes and, thus, the associated competencies.

Overall, the course challenge-nest activities were aimed **at every participant in order for them to reach the skills, knowledge, attitudes, and values related to the course competencies.**

To help engage participants to construct their knowledge, each challenge-nest activity not only put a continuous assessment activity at centre stage but also provided participants with information about the meaning and usefulness of what they would be working on, and a specific selection of **curated learning resources.**

The challenge-based learning strategy came together with **curated-content aggregators, visually shaped as mosaics and called nests** (*niu* in the Catalan language).

A nest referred to a collection of diverse learning resources we selected specifically for each challenge-based learning activity (see Figure 2). As a result, all the learning resources and content needed by participants to successfully carry out a learning activity were offered through the nests.



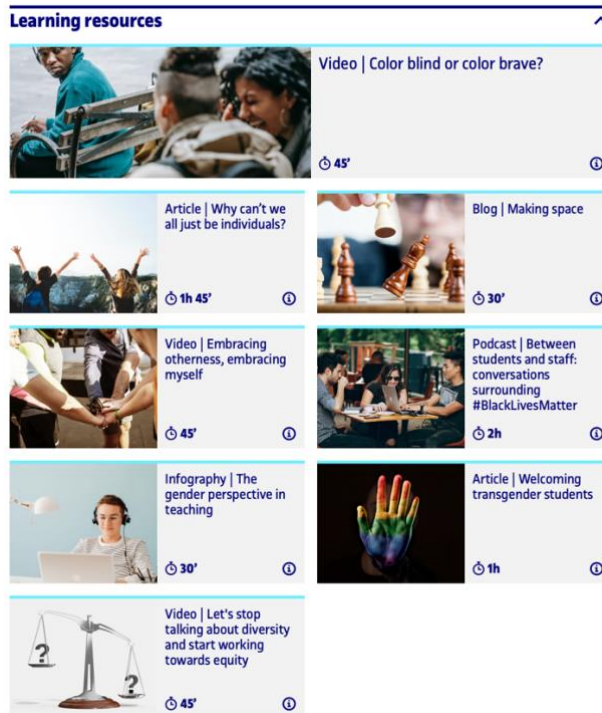


Figure 2. Nest related to the first challenge-based activity in the course

Thanks to these curated content aggregators, learning resources were shown in an attractive way, which captured the participants' attention and supported their learning processes. Every learning resource was provided along with information that helped participants to navigate within such a resource, plan their work and know how they should use it to conduct a particular learning activity (Figure 3).

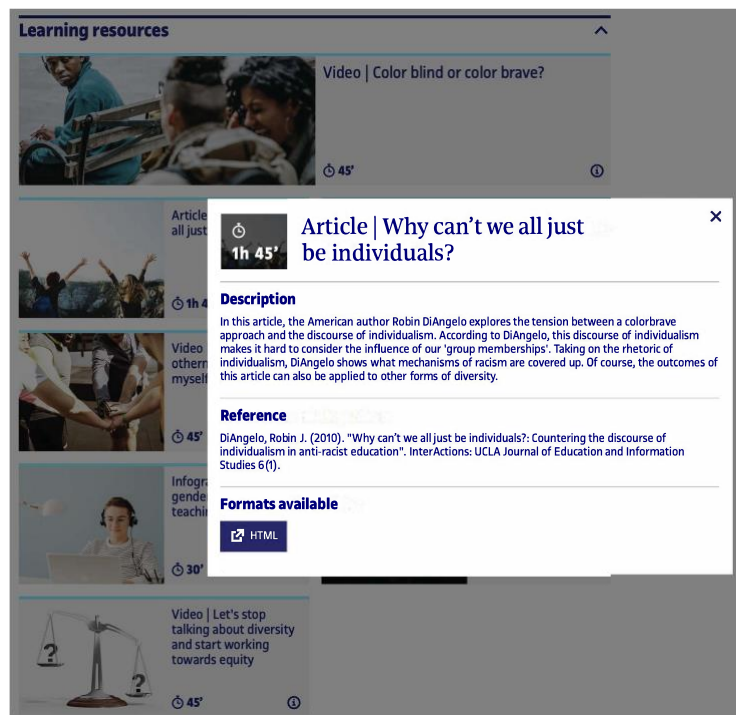


Figure 3. Information made available about a learning resource

The nests integrated resources available at the university's library and external resources with multimedia didactic materials published by the university. These materials were presented in a selection of formats to meet students' diverse functional needs and format preferences.

In addition to this, we prepared a **course plan** which was a teaching guide to assist the course's lecturers and participants. The course plan displayed a detailed description of the course, a list of the main professional fields linked to it, the competencies and learning outcomes to meet, the challenges to address and the learning resources that were going to be used. Also, it explained the learning methodology and provided guidelines about the assessment model and the key dates of the course. This information, together with an interactive timeline was embedded in the virtual classroom (Figure 4).

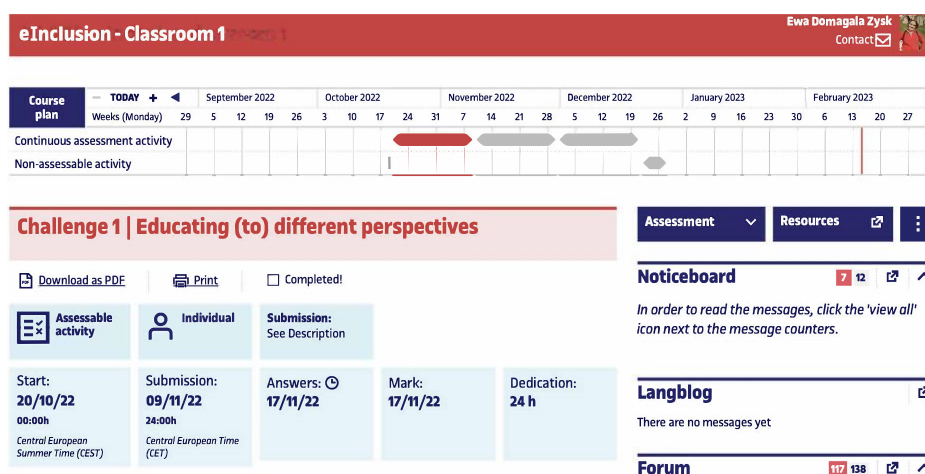


Figure 4. Course plan and timeline in the classroom

2.2. A distributed teaching approach

Perhaps the most important issue in fully online education environments is to prevent student isolation. We addressed this by bringing together participants, learning resources and lecturers in a nurturing virtual environment. It required all staff involved in teaching duties to play different roles throughout the pilot course:

- A social role, as motivators who stimulate participants' involvement and engagement.
- A cognitive role, as generators of opportunities for participants to construct their knowledge – through learning dynamics, activities, and resources.
- A didactic role, as designers of learning activities, facilitators of learning and experts in the disciplinary field.

To bring these roles to life, we adopted an integrated student support system based on a **distributed teaching approach**. As a consequence, teaching activities were distributed between two distinct protagonists: faculty members and instructors.

Faculty members' functions were deployed by the Project's Consortium's professors. They designed the course, ensured its quality, and selected, trained, and coordinated the instructors who ended up *teaching* the course. To design the course, faculty

members (i.e. the Consortium's professors) prepared a **challenge-based teaching project**¹.

For their part, **course instructors monitored the participants' activity individually, proactively assisted, and guided participants, and assessed their progress throughout the course.**

Each instructor took care of a single virtual classroom. Their main role was to act as facilitators of the learning process, instead of becoming mere knowledge transmitters.

Because the pilot was run in two virtual classrooms, two course instructors in total were involved. They worked collaboratively and were under the supervision of faculty members. Based on the teaching project prepared by the Consortium, the two instructors worked together to prepare and circulate the participants' assignments, their solutions, and the participants' group feedback. For each assignment in the course, the instructors assessed and graded the participants' performance, and they provided personalised feedback along with the corresponding marks.

2.3. The teaching communication pattern for e-inclusion

Communication and lecturer interaction was key to promoting participants' autonomy and motivation to learn across the range of challenge-based activities, learning resources, communication platforms and assessments deployed in the course. Ultimately, active teaching presence in each virtual classroom contributes to learning goals.

Lecturers' communications and interactions were planned well in advance by taking into consideration what to convey and when. These communication and interaction initiatives were collaboratively designed by the two course instructors and organised and supervised by faculty members (i.e. the Consortium).

The main goal of teaching communications was to generate a safe, constructive learning environment, which allowed course participants to feel free to share their experiences, thoughts, and ideas and to acquire knowledge in every challenge-based activity proposed.

Throughout the pilot, course instructors communicated to the entire class of participants **unilaterally and regularly**, using a virtual classroom's noticeboard. To do so, they produced structured messages for each key moment of the learning process (e.g. at the beginning of each challenge-based activity, right before every deadline, when an activity's assessment was completed, etc.).

¹ The teaching project for this course is available in section 3.

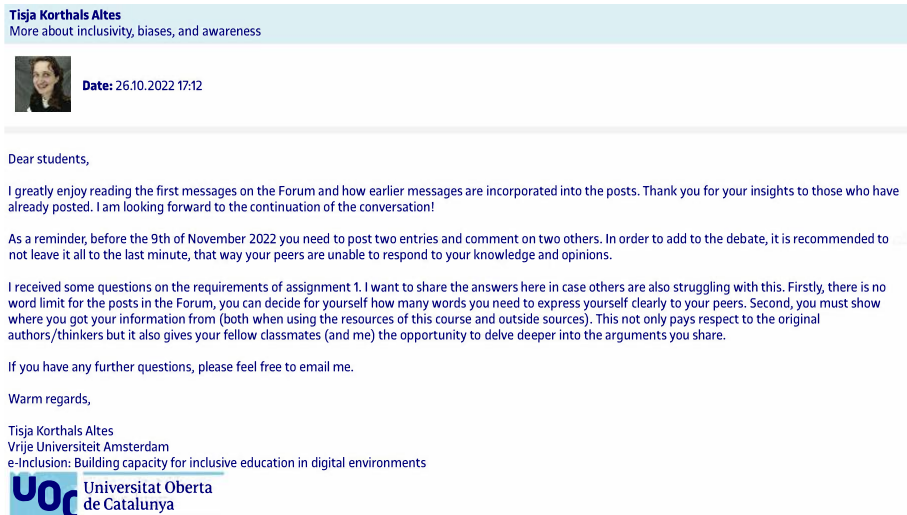


Figure 4. Course instructor's message in a teaching board

In parallel to this, course instructors built three major windows of opportunities for **group communication** and insightful discussion about e-inclusion topics, both in text-based and video-based communication tools. In these debates, active student participation was essential, and instructors introduced and encouraged the discussions and acted as moderators and facilitators. They followed the threads of the arguments through active listening and encouraged participants to interact.

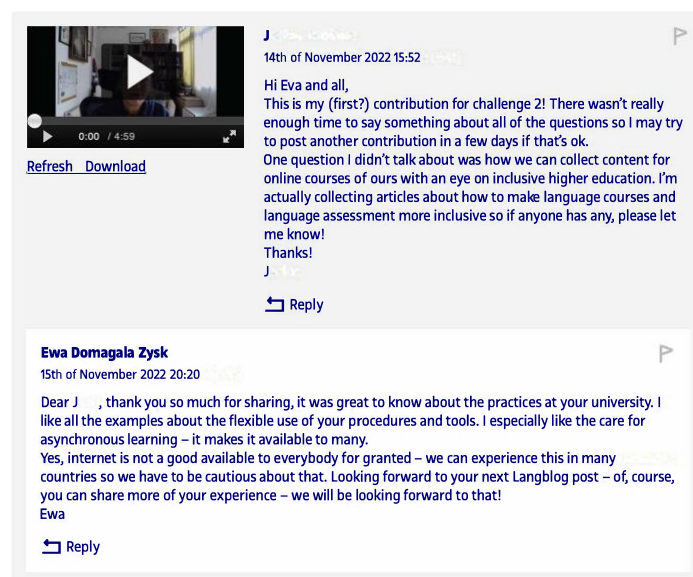


Figure 5. Instructor's interaction with a participant in a video debate²

Importantly, teaching communication and interaction was provided, for every challenge-based activity, in the forms of **1) a suggested solution** for the proposed assignment; **2) formative group feedback** about the assignment; **and 3) individual feedback** about the performance of every participant in the assignment.

² Participant's name and image have been removed to ensure anonymity and confidentiality.

The instructor's suggested solutions, group feedback, and personalised feedback were all devoted to helping participants. But because participants could compare an activity's **solution** (published in the classroom) with their answers, both the group feedback and the personalised feedback did not justify the grades scored. Instead, they focused on the learning outcomes that had, and had not, been achieved (at the group or individual level) and that were particularly important in the next activities.

In the **group feedback**, course instructors gave the class an overall judgement about the learning activity and the areas in need of further attention, and encouraged them, as a group, to continue progressing in the course.

The **personalised feedback** was delivered to each participant along with their marks and it contained unambiguous and precise messages, in a language that helped them understand their mistakes and learn from them. It adopted an encouraging and friendly tone while it conveyed objective information related to the course contents and competencies, and it omitted any value judgement and criticism linked to the participant's personal profiles or educational background.

Comments



M [Name removed]

Challenge 1 | Educating (to) different perspectives

16/11/2022 - 15:11

Dear M [Name removed], thank you for your contributions to the topics and your reactions to the fellow participants. I especially liked your reaction to the message of C [Name removed], which showed a critical reflection and offered a new side to the debate which your fellow students could have interacted with. Also, good that you added the references to your work: this is very important for your fellow students to be able to further their learning journey. The contributions could have been more expansive, I at times missed an explanation of the processes that lead to more inclusion or a deep reflection on the learning resources. For the next assignments, I encourage you to dig a bit deeper into the learning resources in this course and connect them to your own insights and experiences. Well done!

Figure 6. Personalised feedback about the first challenge-based activity³

³ Participants' names have been removed for anonymity and confidentiality.

3. Challenge-based teaching project

| Challenge-Based Teaching Project | | |
|---|---|-------------------------------|
| Pilot course name: | eInclusion: Moving from Diversity to Inclusion in Online Higher Education Environments | |
| Professors in charge: | Inma Rodríguez-Ardura, Josep Lladós-Maslorens, Antoni Meseguer-Artola, Iviane Ramos de Luna | |
| Total number of ECTS: | 3 | Total number of challenges: 3 |
| Summary | | |
| Presentation activity | Welcome to the eInclusion pilot course! | ECTS Resources |
| Challenge & nest 1 | Educating (to) different perspectives | 0,05 8 |
| Challenge & nest 2 | Moving from diversity to inclusion in the digital arena | 0,90 8 |
| Challenge & nest 3 | How can I engage my online students? | 1,00 9 |
| Concluding activity | We reflect on what we have learned and assess the course | 1,00 6 |
| Total | | 3,00 ECTS Resources 23 |
| Pilot course description | | |
| <p>This pilot course offers you windows of opportunities to further develop your knowledge and capabilities to work against social reproduction in virtual educational settings. The course (3 ECTS credits of workload) has been designed and implemented within a project called Building capacity for inclusive education in digital environments (e-Inclusion), co-funded by the Erasmus+ Programme of the European Union.</p> <p>The pilot course will enhance your expertise in building and nurturing meaningful e-learning experiences for a diverse range of university students - regardless of their socio-economic, occupational and health backgrounds. This will facilitate higher education institutions to adopt organisational cultures that promote virtual environments which are inclusive, academically challenging and of a high quality.</p> <p>You will be given three challenges to work on. As an overview, these challenges will take you on a journey of personal reflection about your own background and needs as educators, as well as those of your students. You will also learn how to apply the principles of inclusive education in virtual settings and create truly engaging learning environments, with a strong sense of social virtual presence.</p> | | |
| Competences | | |
| C1: Challenge your own perspectives and practice self-reflection. | | |
| C2: Recognise and cater to diversity in digital classrooms. | | |
| C3: Design effective and engaging digital learning strategies for diverse learners. | | |
| C4: Create and make use of diverse, meaningful digital learning content. | | |
| C5: Cultivate an inclusive online learning climate. | | |
| C6: Build alliances for digital inclusive education. | | |

| eInclusion: Moving from Diversity to Inclusion in Online Higher Education Environments | | | |
|--|---|---|---|
| Pilot course name: | eInclusion: Moving from Diversity to Inclusion in Online Higher Education Environments | | |
| Professors in charge: | Imma Rodríguez-Ardura, Josep Lladós-Maellorens, Antoni Meseguer-Artola, Iviane Ramos de Luna | | |
| Total number of ECTS: | 3 | Total number of challenges: | 3 |
| Welcome to the inclusion pilot course! | | | |
| Presentation activity: | Welcome to the inclusion pilot course! | | |
| ECTS: | 0,05 | Time required for the student to conduct the activity, and to study and work with the learning resources: | 1:00:00 |
| Student's time dedication: | Time required for the student to plan and self-organise | | |
| | | Total time required: | 0:15:00 |
| | | | 1:15:00 |
| Assignment | | | |
| Assignment description | Tasks | Time required | Deliverables |
| <p>Introduction</p> <p>Welcome to this pilot course in eInclusion!</p> <p>This course will prepare and equip educators like you – architects, implementers, and mediators of student experiences in higher education institutions – to teach in digital settings inclusively from many different perspectives.</p> <p>The pilot course is organised around three learning situations that allow you to incorporate an inclusive perspective in your courses and in your interactions with students in an autonomous and transversal way.</p> <p>We hope you enjoy this training!</p> <p>Activity</p> <p>You will begin your work in the course with this introductory activity, which consists of the following:</p> <ol style="list-style-type: none"> 1. Read the teaching plan carefully. A thorough reading of the teaching plan will allow you to learn about the course's goals, the learning methodology and the assignments' timing. This information will help you plan the term properly and work autonomously throughout the course. 2. Fill out the online questionnaire available here (https://vuass.eu.qualtrics.com/jfe/form/SV_2cAurNbjCKQZ4SW). You will provide us with insights into motivations that lead you to take this course, challenges you might have experienced with regard to diversity and inclusion, and what you hope to learn from the course. 3. Introduce yourself on the Langblog. Share with your peers in this course your interests in digital inclusion, what you do as an educator, what courses you teach, and what you expect from this course. This will let us get to know each other. <p>We very much look forward to your contributions!</p> | <p>Read the teaching plan</p> <p>Fill out the initial online questionnaire</p> <p>Introduce yourself on video and interact with peers</p> | <p>0:30:00 - Online questionnaire fulfilled</p> <p>0:10:00</p> <p>0:20:00 - Personal introduction on Langblog</p> | <p>- Online questionnaire fulfilled</p> <p>- Personal introduction on Langblog</p> <p>- interaction with peers (and the lecturer) on Langblog</p> |
| Total | | 1:00:00 | Time required |

| | | | |
|--|---|--|------------------------------|
| Pilot course name: | | Inclusion: Moving from Diversity to Inclusion in Online Higher Education Environments | |
| Professors in charge: | | Inma Rodríguez-Arduo, Josep Lladós-Mañórens, Antoni Mesguer-Artola, Iván Ramos de Luna | |
| Total number of ECTS: | | 3 | |
| Total number of challenges: | | 3 | |
| Challenge 1: | | | |
| Educating (to) different perspectives | | | |
| ECTS: | 1 | Time required for the student to conduct the activity, and to study and work with the learning resources: | 23.00.00 |
| Student's time dedication: | | Time required for the student to plan and self-organise: | 1.00.00 |
| | | Total time required: | 24.00.00 |
| Competences associated | | | |
| C1: Challenge your own perspectives and practice self-reflection | | Learning outcomes derived from the activity | |
| | | CO1: Critically reflect on your own specific biases and position, and the way in which these affect digital learning. | |
| | | CO2: Develop and integrate an inclusive language for digital learning purposes. | |
| | | CO3: Recognise the specificities of digital learning for social action and community building. | |
| C2: Recognize and cater to diversity in digital classrooms | | CO4: Analyze and use your students' backgrounds, perspectives and learning journeys. | |
| | | CO5: Design digital learning initiatives that empower students to share their perspectives. | |
| | | CO6: Design digital learning initiatives that value and integrate different perspectives to personalise the learning experience of the students. | |
| Challenge wording | | | |
| Teaching is high precision. As teachers, with our own style, preferences, experiences, and biases that shape our classroom environment and the way in which we interact with our students. More often than not, taking the time to consider these influences is by other work-related matters. In a similar vein, taking the time to assess the needs and backgrounds of our students can be difficult. | | | |
| With the move to online education, the question of what makes a classroom safe, educational and inclusive environment has become even more pressing than before. Challenges surrounding the accessibility and engagement of underserved students take on a different form, as the conventions and norms of traditional education are rendered different in online environments. At the same time, it is this move to a new environment that also offers opportunities to discuss these matters more in-depth and cater to students that a traditionally studying on the margins of the educational system. | | | |
| In this challenge, you will learn to make use of these opportunities by embarking on a path that involves the deliberation of your own needs and background, as well as those of your students. Learning to use this form of continuous reflection allows you to adapt to | | | |
| Assignment 1 | | | |
| Assignment | | Tasks | Time required |
| After familiarizing yourself with provided learning resources on educating (to) different perspectives take part in the discussion in the Forum. Share your opinion on two of the following topics: | | Study and work with the learning resources of the nest | 8:00.00 - Two posts on Forum |
| Topic 1. What have you learned about your own perspective on diversity and inclusion in higher education? What is your answer to the ideas presented in the didactic material you read or watched? | | Understanding assignment 1 | 0:30.00 |
| Topic 2. How can you cater to diversity in online classrooms? Share your experiences from online learning you participated in. | | Reflection and design task | 1:00.00 |
| Topic 3. What are the differences and similarities between teaching and learning in an inclusive way on-site – and on a virtual environment? | | Peer coaching and redesign task | 4:30.00 |
| Topic 4. In 2022, we are more experienced in online pedagogy than we used to be two years ago. If you were to start online teaching and learning today, what inclusive practices would you definitely recommend and why? | | | |
| Post on the forum at least two entries discussing at least two of the above topics. In addition to that, comment on at least two posts of your colleagues: agreeing, challenging, or complementing their ideas. | | | |
| Assessment criteria | | | |
| A- You have posted two entries and constructively commented on two other entries posted by your colleagues. You show extraordinary or deep knowledge of the content provided in the learning resources, your own critical reflection, and new ideas. | | | |
| B- You have posted two entries and commented on two entries of your colleagues. Your entries are only partially based on the learning resources provided and do not show deep reflection on the topics under debate. | | | |
| C- You have posted and/or commented on only one entry. Your contribution(s) shows sufficient knowledge of the topic(s). | | | |
| D- You have posted and/or commented on only one entry. Your participation shows very basic knowledge of the topic(s). | | | |
| N- You have not posted your assignment. | | | |
| | | | 23:00.00 |
| | | | Time required |

| Educating (to) different perspectives | | | | | | | | | |
|---------------------------------------|-------------|--|------------------------------|----------------|---------------|-----------------------------|---|--|--|
| Order | Importance | Learning resources (microlearning modules) | Origin | Length (pages) | Length (0:00) | Time for the student (0:00) | Alternative title (if necessary) | Orientations for the students | |
| 1 | Outstanding | Hobson, Melody (2014). "Colorblind or colorbrave?". <i>TED2014</i> [online]. Available at https://www.ted.com/talks/melody_hobson_colorblind_or_color_brave?language=en | External | | 0:14:02 | 0:45:00 | Video Colorblind or colorbrave? | When we talk about diversity, some of us tend to avoid emphasising the differences that exist amongst us. Aren't we all human after all? While this is a view that is based on good intentions, it might not have the desired effect. In this talk, Melody Hobson, President of Ariel Investments, uses personal experience and her knowledge on racial disparities to advocate a | |
| 2 | High | DiAngelo, Robin J. (2010). "Why can't we all just be individuals?: Countering the discourse of individualism in anti-racist education". <i>InterActions: UCLA Journal of Education and Information Studies</i> 6(1). | External | 24 | | 1:45:00 | Article Why can't we all just be individuals? | In this article, the American author Robin DiAngelo explores the tension between a colorbrave approach and the discourse of individualism. According to DiAngelo, this discourse of individualism makes it hard to consider the influence of our 'group memberships'. Taking on the rhetoric of individualism, when it comes down to catering to different perspectives, it is important to create a space in which diverging ideas can be discussed. For this purpose, the ideas of 'safe spaces', 'brave spaces' and 'accountable spaces' have been suggested. In this article, Elise Ahenkorah elaborates on the difference between | |
| 3 | High | Ahenkorah, Elise (2020). "Safe and brave spaces don't work (and what you can do instead)". <i>Medium</i> [online]. Available at https://medium.com/@elise.k.ahen/safe-and-brave-spaces-dont-work-and-what-you- | External | 4 | | 0:30:00 | Blog Making space | When it comes down to catering to different perspectives, it is important to create a space in which diverging ideas can be discussed. For this purpose, the ideas of 'safe spaces', 'brave spaces' and 'accountable spaces' have been suggested. In this article, Elise Ahenkorah elaborates on the difference between | |
| 4 | High | Newton, Thandiwe (2011). "Embracing otherness, embracing myself". <i>TedGlobal 2011</i> [online]. Available at https://www.ted.com/talks/thandiwe_newton_embracing_otherness_embracing_myself?language=en | External | | 13:39:00 | 0:45:00 | Video Embracing otherness, embracing yourself | In this video, the actress Thandiwe Newton talks about living in a multicultural context and shares her struggle to fit in and to belong to. Newton comments on how she was defined by her otherness; she was different and went unnoticed. These ideas are specially valuable when building an inclusive online classroom, because that task requires teachers to recognise, acknowledge | |
| 5 | High | van Marfen, Josefen; Mesman, Judi; Laurente, Dewi; Madgulika, Shivalika (2021). "SOJA03 S45". <i>Students-4-Students Podcast</i> [online]. Echo, and Leiden University College. | External | | 0:41:00 | 2:00:00 | Podcast Between students and staff: conversations surrounding #BlackLivesMatter | When it comes down to catering to different perspectives, it is important to create a space in which diverging ideas can be discussed. For this purpose, the ideas of 'safe spaces', 'brave spaces' and 'accountable spaces' have been suggested. In this article, Elise Ahenkorah elaborates on the difference between | |
| 6 | High | UOC's Equality Unit; UOC's eLearn Center (2022). <i>The gender perspective in teaching</i> . Universitat Oberta de Catalunya. | UOC existent [PID_002769 96] | 1 | | 0:30:00 | Infography The gender perspective in teaching | The use of non-sexist language can be just the first step to adopt a true gender perspective in our online classrooms. As online educators, we can also be gender sensitive when selecting the learning resources for our courses, and when designing activities that invite students to reflect about how gender issues (and social | |
| 7 | High | Newhouse, Maria R. (2013). "Remembering the 'T' in LGBT: recruiting and supporting transgender students". <i>Journal of College Admissions</i> (Summer) [online]. Available at https://files.eric.ed.gov/fulltext/EJ1011703 . | External | 6 | | 1:00:00 | Article Welcoming transgender students | In this article, Maria R. Newhouse elaborates on the way in which gender and transgender experiences of gender can shape the reality of students on campus. Importantly, Newhouse shows the way in which certain identities are made abnormal and how we can better understand the dynamics behind this. This article can | |
| 8 | High | Medina, Paloma (2019). "Let's stop talking about diversity and start working towards equity". <i>Channel of TEDx Talks on YouTube</i> [online]. Available at https://www.youtube.com/watch?v=dexUU | External | | 0:15:33 | 0:45:00 | Video Let's stop talking about diversity and start working towards equity | Diversity has become a well-known concept, woven into policy, strategic plans and other ambitions that educational institutions may have. But why exactly should we strive for diversity? Are there other approaches that might suit us better? In this talk, Paloma Medina distinguishes the idea of diversity from the idea of | |
| Total: | | | | 8 | Pages | 8:00:00 | Time for the student | | |

| | | |
|---|--|--|
| eInclusion: Moving from Diversity to Inclusion in Online Higher Education Environments Irma Rodríguez-Andrés, José Luis Llorens-Masferrer, Antoni Meseguer-Arribas, Iván Ramos de Lema Total number of ECTS: 3 Total number of Challenges: 3 | | 23:50:00 1:10:00 25:00:00 |
| Challenges: 1 Time required for the student to conduct the activity, and to study and work with the learning resources: 1:10:00 Time required for the student to plan and self-manage: 25:00:00 | | |
| Competences associated: C2: Design effective and engaging digital learning strategies for diverse learners C3: Create and make use of diverse, meaningful digital learning content C4: Build alliances for digital inclusive education Learning outcomes derived from the activity: LO1: Find and choose included digital tools for learning purposes. LO2: Recognise digital learning approaches that fit our students' different needs. LO3: Design your digital course so it is accessible, activating and challenging. LO4: Find and make use of a diverse range of non-mainstream topics and perspectives for your digital course LO5: Find and make use of multimedia learning resources from academic and alternative sources LO6: Identify learning methodologies and digital tools that let students collaboratively co-create content LO7: Identify digital inclusion catalysts within your university and find strategies to collaborate with them LO8: Identify external key players in digital inclusive education and find strategies to collaborate with them | | |
| Challenging awarding: "Inclusive education is about responding to diversity. Inclusive education is about listening to unfamiliar voices, being open, empowering all members, and about celebrating difference in digitified ways. [...] The goal [of inclusive education] is not to leave anyone out [...] Inclusive experience is about learning to live with one another" (Barton, 1997, pp. 233-234). This definition clarifies the relationship between diversity and inclusive education and was suggested by Len Barton in an article that appeared in the <i>International Journal of Inclusive Education</i> shortly as in 1997. Many years later, the search for inclusive education is still burning. With increasing diversity, globalisation and the lessons from the COVID pandemic, the demand for equity, based on universal educational design and practice, is unavoidable. The challenges to apply these principles optimally in the online learning environment you create. | | |
| Assignment 2 Assignment description After familiarizing yourself with the provided learning resources, we ask you to make a LangBlog entry reflecting on the higher education institution you worked for studied (at in which you offer a) two examples of online inclusive practices you have noticed at your institution; and b) two new ideas for making your institution even more inclusive online. Make sure that your post shows your (gained) knowledge of these digital tools (e.g. online communication tools, digital tools) that make online education more inclusive and how to facilitate inclusiveness. Also, you are requested to demonstrate you are aware of approaches to provide students with content or learning resources that better reach inclusivity goals online. Your post on LangBlog should not exceed five minutes. To help you in showcasing your reflection, knowledge, and awareness, you can use the following questions as guidelines for your lines of reasoning: - What is the higher education institution you reflect on like in terms of online inclusive higher education? - Who/which are the points of knowledge in your institution on inclusive online higher education? - What are (two) best practices of inclusive online practices at your higher education institution? - What are (two) examples of exclusionary online practices at your higher education institution? - What specific digital tools can make online higher education more inclusive and how they can be used at your institution? - How do these digital tools make online education more inclusive at your institution? - How would you collect content for an online course of yours with an eye on inclusive higher education? - What sources in your field you can collect content from can help you move away from conventional views (e.g. male or Western-centric views, local perspectives that do not allow students to think beyond their immediate environment) and give voice to minority or alternative viewpoints? - How can you stay aware of changes in debate and sources in your field that deviate from the "usual suspects"? You are allowed to deviate from these questions if you bring your insights according to the general instructions provided; if there is any reason you are unable to share personal videos on LangBlog, you can contact your instructor for an adaptation of this assignment. | | |
| Tasks Study and work with the learning resources of the next Understanding assignment 2 Search for information Reflection and design task Peer coaching and redesign task | | Time required 8:20:00 - Two video entries on LangBlog 0:30:00 2:00:00 10:00:00 3:00:00 |
| Deliverables At least two comments on posts made by peers | | 23:50:00 Time required |

| Nest 2 | | Moving from diversity to inclusion in the digital arena | | | | | | |
|--------|-------------|--|----------|----------------|---------------|-------------------------------------|---|--|
| Order | Importance | Learning resources (microlearning modules) | Origin | Length (pages) | Length (0:00) | Time for the student (if necessary) | Alternative title (if necessary) | Orientations for the students |
| 1 | Outstanding | Domagala-Zysk, Ewa (2022). "Universal learning design for inclusive higher education". <i>John Paul II Catholic University of Lublik</i> [online]. Available at: https://drive.google.com/file/d/1_g60RPF8aNOzSD_aUGiMacRTtOcn7a/view . | Internal | 16 | | 1:00:00 | Presentation Universal learning design | In these slides, Ewa Domagala-Zysk, professor at the John Paul II Catholic University of Lublik, introduces us to universal design for learning and explains how it expands learning opportunities for all students, so the education environment can be accessed, understood and used by every person regardless of their personal characteristics. |
| 2 | High | Fawns, Tim (2022). "An entangled pedagogy: looking beyond the pedagogy — Technology dichotomy". <i>Postdigital Science and Education</i> . DOI: https://doi.org/10.1007/s42438-022- | External | 18 | | 1:00:00 | Academic article An entangled pedagogy | In this article by Tim Fawns you will find a pedagogical model that encapsulates the mutual shaping of technology, teaching methods, purposes, values and context. According to Fawns, entangled pedagogy is collective, and agency is negotiated between teachers, students and other stakeholders. |
| 3 | High | Bates, Anthony William (Tony) (2019). "Culture and learning environments". in: Bates, Anthony William (Tony). <i>Teaching in a digital age: guidelines for designing teaching and learning</i> (2nd edition), pp. 518-521. Vancouver (BC): Tony Bates | External | 4 | | 0:20:00 | Book chapter Culture and learning environments | In this book chapter by professor Anthony William (Tony) Bates (the 9th of the book) you can learn on the importance of culture in educational design and the learning process of your students. It will help thinking about how, at each stage of design, you can consciously engage and adapt elements related to dominant and non-dominant culture. |
| 4 | High | Ngozi Adichie, Chimamanda (2009). "The danger of a single story". <i>TED channel on YouTube</i> . [online]. Available at: https://www.youtube.com/watch?v=KjZLW1e1080 | External | | 0:20:00 | 1:00:00 | Video Thinking about stereotyping | In this TED talk, novelist Chimamanda Ngozi Adichie illustrates the danger of our stereotyping. |
| 5 | High | De Leersnyder, Jozefien; Gündemir, Sevil; Ağrıdağ, Orhan (2021). "Diversity approaches matter in international classrooms: how a multicultural approach buffers against cultural misunderstandings and encourages inclusion and psychological safety". <i>Studies in Higher Education</i> [online]. DOI: https://doi.org/10.1080/03075079.2021.1983534 . | External | 18 | | 1:30:00 | Academic article Diversity approaches matter in international classrooms | As a lecturer you are increasingly part of international classrooms. This academic article offers study evidence about the impact of the diversity approach in the classroom (both physical and online). It shows that when lecturers are perceived to adopt a multicultural approach (i.e. recognising and valuing cultural diversity), student experience less cultural misunderstandings, and, therefore, less negative outcomes associated with studying in international classrooms. However, when lecturers are perceived to communicate a colorblind approach (i.e. overlooking cultural differences), cultural misunderstandings and their concomitant negative effects become high. |
| 6 | High | Emmers, Elke ; Schrooten, Mieke; Pulinx, Reinhilde (2022). "Using UDL to redesign education in response to diversity". <i>The</i> | External | 5 | | 0:25:00 | Academic article Using UDL to redesign education in response to diversity | In this article, professors Elke Emmers, Mieke Schrooten and Reinhilde Pulinx call upon key players in higher education to redesign education in response to diversity. |
| 7 | High | Griful-Freixenet, Júlia; Struyven, Karlien; Verstichele, Meggie; Andries, Caroline (2017). "Higher education students with | External | 19 | | 1:00:00 | Academic article Students with disabilities speaking out | This academic article presents a qualitative study that gives evidence and reflects on the potential and requirements implementing the UDL framework in higher education. |
| 8 | High | Uerz, Dana; van Zanten, Manon; Kral, Marijke; Gorissen, Pierre; van der Neut, Irma; Tondeur, Jo; Nackaerts, Uloлке | External | 38 | | 2:00:00 | Academic report Digital competences of lecturers | This document results from an initiative developed by educational scientists and experts on the digital competences that lecturers should build to teach in higher education contexts. |
| 9 | High | Rapha Films (2020). "Rapha Women's 100". <i>Rapha Films's channel on YouTube</i> [online]. Available at: https://youtu.be/egcbm-kaVc . | External | | 0:01:31 | 0:05:00 | Video Challenging examples | These are examples for inspiration. Look for non-obvious, challenging, diverse role models in your teaching and resources. Make it a story that matches the learner's ambitions, so that it becomes a joint effort. The greater the diversity of those who are involved, the more powerful it is. |
| Total: | | | | 118 | 0:21:31 | 8:20:00 | | |

| Conclusion: Moving from Diversity to Inclusion in Online Higher Education Environments | |
|---|--|
| Irma Rodríguez-Ardura, Josep Lladós-Misaflorens, Antoni Meseguer-Arcoch, Ivare Ramos de Luna Total number of CECS: 3 | |
| Challenges: 1. | 24:00:00 |
| ECTS: 3 | 25:00:00 |
| Student's final education: Total time required: | 24:00:00 |
| Competences associated: CS: Cultivate an inclusive online learning climate | Learning outcomes derived from the activity LO1: Recognize and articulate the characteristics of, and requirements for, an inclusive online learning climate LO2: Design learning activities that strengthen an inclusive online climate, with students as co-participants LO3: Identify and describe didactical approaches to make online discussions and hot moments into moments of learning LO4: Design an interactive activity with peers to evaluate the created didactical approaches |
| CECS Build alliances for digital inclusive education Students determine meaningful personal connections in their education. They feel safe to be vulnerable to their teachers and they are insecure about the reactions of their students. They feel unsafe to participate in class. In online classrooms, they can experience an even higher barrier to engagement if they keep their cameras off to reduce visibility. | Learning outcomes derived from the activity LO1: Recognize and articulate the characteristics of, and requirements for, an inclusive online learning climate LO2: Design learning activities that strengthen an inclusive online climate, with students as co-participants LO3: Identify and describe didactical approaches to make online discussions and hot moments into moments of learning LO4: Design an interactive activity with peers to evaluate the created didactical approaches |
| While these barriers apply to every student, a lack of recognition is particularly challenging for students who fit in less seamlessly because of their backgrounds, appearances, or special needs. In online teaching, these issues can form a bigger challenge than in physical, offline settings due to the challenges teachers face in connecting with their students, facilitating student-peer interaction, and promoting an inclusive online learning environment. | Learning outcomes derived from the activity LO1: Recognize and articulate the characteristics of, and requirements for, an inclusive online learning climate LO2: Design learning activities that strengthen an inclusive online climate, with students as co-participants LO3: Identify and describe didactical approaches to make online discussions and hot moments into moments of learning LO4: Design an interactive activity with peers to evaluate the created didactical approaches |
| How can we as teachers, together with our students, create an inclusive online learning climate in which every student feels engaged? How can we create learning climates and learning activities that inspire every student and in which every student feels safe to engage in various ways? You will learn what characterizes an inclusive online or hybrid learning climate, and how teachers can establish these, together with their students. We build on the VO Mixed Classroom Educational Model, which aims to enrich learning for all students. You will learn how to establish a social presence online, and to respond to various kinds of engagement and learning. And: you don't have to do this by yourself! You will see very engaged with your own peers to strengthen your skills and confidence. | Learning outcomes derived from the activity LO1: Recognize and articulate the characteristics of, and requirements for, an inclusive online learning climate LO2: Design learning activities that strengthen an inclusive online climate, with students as co-participants LO3: Identify and describe didactical approaches to make online discussions and hot moments into moments of learning LO4: Design an interactive activity with peers to evaluate the created didactical approaches |
| Assignment 3 Assignment description | Tasks Study and work with the learning resources of the next Understanding assignment 2 Search for information Reflection and design task Peer coaching and redesign task |
| Assignment This assignment consists of two parts: 1st part: Pick an online course you (want to) teach, and briefly describe the situational factors surrounding the course (e.g. theme, audience). Then, write a critical reflection (1,000 words maximum) in which you describe: (a) what are characteristics of a safe inclusive online learning climate that is engaging for every student, relevant to your course; and (b) what according to you are important challenges, barriers or issues in your classroom situation that (might) limit or affect such an inclusive learning climate. Use all the following concepts in your reflection: social presence; engagement; community; access; belonging. Post it in the corresponding folder in the forum by 15th December . 2nd part: Read the discussion board entries on the forum. Based on all the input published by the participants, pick two entries that you like most. Write a short reaction to each of the two other participants. Write down two aspects that contrast, complement or contradict your own reflection in a reaction to the posts of two other people. Post your contribution as a comment/reaction to your previous message, in the corresponding folder of the Forum by 21st December . | Time required 9:00:00 - Two posts on forum 0:30:00 - At least two comments on posts made by peers 1:00:00 10:00:00 3:30:00 |
| Assessment criteria A: You have posted a forum entry and a reaction to your forum entry. The entries show deep knowledge of the characteristics of and barriers for a safe online learning climate, the content provided in the learning resources, and awareness of the fellow participants' entries. Your concepts are connected to inclusive online learning environments correctly and show profound understanding of their meaning and relation to one another. B: You have posted a forum entry and a reaction on your first forum entry. However, your entry does not show a complete understanding of the learning resources provided, a deep reflection on the topics under debate, nor a profound reflection on the entries of your fellow participants. You mention concepts connected to inclusive online learning environments but a deep understanding of these concepts and their connections is lacking. C: You have posted a forum entry detailing characteristics of an inclusive online learning environment and barriers from an inclusive learning environment. Your contribution shows sufficient knowledge of the topic, a reflection, and the suggested concepts. C: You have posted a forum entry detailing characteristics of an inclusive online learning environment and barriers to an inclusive learning environment, which does not follow the suggested structure and does not contain the suggested elements. Your participation shows very basic knowledge of the topic. | 24:00:00 Time required |

| Nest 3 | | | | | | |
|---------------|-------------|--|--------------|----------------|----------------|---|
| Order | Importance | Learning resources (incl. learning modules) | Origin | Length (pages) | Length (0:00) | Time for the student |
| | | How can I engage my online students? | | | | |
| | | Orientations for the students | | | | |
| 1 | Outstanding | Research report Slootman, Marieke; Altés, Trija Korhais; Wemmo, Mary Tupari; van Halewijn, Erik; Stanojević, Ivana; Domagala-Zysk, Ewa; Rodríguez-Ardura, Inmaculada; Reijnders, Katharina; Nienand, Bie (2022). <i>An introduction to inclusive education in digital environments</i> . European Union, Erasmus+ Programme. | External | 50 | 2:30:00 | Research report Building capacity for inclusive education in digital environments |
| 2 | High | Greimler, Robin (2020). "Teaching inclusively online". <i>CIETL Network channel on YouTube</i> [online]. Available at: https://www.youtube.com/playlist?list=PLU5YkD009f6A1681HrFqpcIFrAM94O . | External | 0:35:00 | 1:35:00 | Video Teaching inclusively online |
| 3 | High | Ramadas, Sienna; Das, Anrita; Slootman, Marieke (2022). <i>The mixed classroom educational model in blended learning: how to foster inclusivity in blended education</i> . Amsterdam: YU Amsterdam. | External | 34 | 1:30:00 | Website The mixed classroom in blended learning |
| 4 | High | Sedovskaya, Alexandra (2021). "How to create an inclusive virtual learning environment". <i>UOC channel on YouTube</i> [online]. Available at: https://youtu.be/X0pDqQuh8Tc=803 . | UOC external | 0:53:00 | 2:30:00 | Video How to create an inclusive virtual learning environment |
| 5 | High | Research report Korhais Altés, Trija; Slootman, Marieke; Müllrigl, Yajiro, Sedra (2022). Student engagement and belonging in online classrooms. Amsterdam: YU Amsterdam. | External | 7 | 0:30:00 | Research report Student engagement and belonging in online classrooms |
| 6 | High | Cordero, Ellen (2015). "Critical incident technique". <i>Ellen Cordero channel on YouTube</i> [online]. Available at: https://www.youtube.com/watch?v=I-gae8d1U0 . | External | 0:08:20 | 0:25:00 | Video Critical incident technique for peer intervention |
| Total: | 6 | | | 91 | 1:36:20 | 9:00:00 |

4. Challenge-based course plan

- 1 -

Course plan

Inclusion | Oct 22 Dec 22 | Credits: 3.0

| | |
|--------------------------------|---|
| Coordinating professors | Antoni Meseguer Artola, Inma Rodríguez Ardura, Iviane de Luna Ramos and Josep Lladós Masllorens |
| Course instructors | Ewa Domagala Zysk and Tisja Korthals Altes |

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Key dates

Presentation

Description

This pilot course offers you windows of opportunities to further develop your knowledge and capabilities to work against social reproduction in virtual educational settings. The course (3 ECTS credits of workload) has been designed and implemented within a project called *Building capacity for inclusive education in digital environments (e-Inclusion)*, co-funded by the Erasmus+ Programme of the European Union.

The pilot course will enhance your expertise in building and nurturing meaningful e-learning experiences for a diverse range of university students - regardless of their socio-economic, occupational and health backgrounds. This will facilitate higher education institutions to adopt organisational cultures that promote virtual environments which are inclusive, academically challenging and of a high quality.

You will be given three challenges to work on. As an overview, these challenges will take you on a journey of personal reflection about your own background and needs as educators, as well as those of your students. You will also learn how to apply the principles of inclusive education in virtual settings and create truly engaging learning environments, with a strong sense of social virtual presence.

Professional fields it is linked to

This pilot course is aimed at educators like you (and would-be educators as well) - architects, implementers, and mediators of student experiences in higher education institutions. You are the glue that holds virtual education environments together. And this course focuses on preparing and equipping you to teach in digital settings inclusively from many different perspectives.

Prior information before enrolling

The pilot course will be hosted on the UOC's virtual campus. All participants must be educators (or potential educators) at higher education institutions and must register online through the online course platform.

The course starts on 19 October 2022 and ends on 21 December 2022. Participants who successfully complete the course will be awarded Europass Digital Credentials.

Prior to enrollment, potential candidates will be asked about their motivation to participate in the course, to provide a brief CV, and to guarantee their continuous participation throughout the entire course.

Competencies and learning outcomes

Competencies

The competences associated to the activities in this pilot course are the following:

- Challenge your own perspectives and practice self-reflection.
- Recognize and cater to diversity in digital classrooms.
- Design effective and engaging digital learning strategies for diverse learners.
- Create and make use of diverse, meaningful digital learning content.
- Cultivate an inclusive online learning climate.
- Build alliances for digital inclusive education.

Learning outcomes

The learning outcomes associated to the activities and to the competences in the course are the following:

- Critically reflect on your own specific biases and position, and the way in which these affect digital learning.

- Develop and integrate an inclusive language for digital learning purposes.
- Recognise the specificities of digital learning for social action and community building.
- Analyse and value your students' backgrounds, perspectives and learning journeys.
- Devise digital learning initiatives that empower students to express their perspectives.
- Design digital learning initiatives that value and integrate the different perspectives to personalise the learning experience of the students.
- Find and choose inclusive digital tools for learning purposes.
- Recognise digital learning approaches that fit your students' different needs.
- Design your digital course so it is accessible, activating and challenging.
- Find and make use of a diverse range of non-mainstream topics and perspectives for your digital course.
- Find and make use of multimedia learning resources from academic and alternative sources.
- LR12: Identify learning methodologies and digital tools that let students collaboratively co-create content.
- Identify digital inclusion catalysts within your university and find strategies to collaborate with them.
- Identify external key players in digital inclusive education and find strategies to collaborate with them.
- Recognize and articulate the characteristics of, and requirements for, an inclusive online learning climate.
- Design learning activities that strengthen an inclusive online climate, with students as co-participants.
- Identify and describe didactical approaches to make online discussions and hot moments into moments of learning.
- Design an interactive activity with peers to evaluate the created didactical approaches.

Content

The contents of this pilot course are broken down into three challenges, which are the following:

Challenge 1 | Educating (to) different perspectives.

This challenge deals with some of the core concepts of inclusive education, where the focus is put on the practice of continuous self-reflection on positionality. In this challenge, you will be introduced to the concepts of color braveness, learn the different ways in which you can establish a 'space' for dialogue and reflection in the classroom and are familiarized with some online resources for further learning.

Challenge 2 | Moving from diversity to inclusion in the digital arena.

In this challenge, you learn to create an inclusive online learning environment. The design, learning objectives, resources, learning environment and feedback/evaluation is viewed through the lens of inclusion with the power of online learning possibilities. In this challenge, you will find opportunities and inspiration to see this and be able to work with it.

Challenge 3 | How can I engage my online students?

In this challenge, you will learn the significance of some essential concepts, as critical incident techniques, inclusive education, inclusive online learning environment, sense of belonging, social presence, hot moments and digital learning activities. The combination of Moving from learning resources and activities includes a step-based reflective approach to evaluate unexpected situations that we reacted to and had unexpected outcomes, tools for making education accessible and engaging for every student, regardless of their social background, identities and/or disabilities, a learning setting where every student feels safe to learn and participate, where students feel they belong as a member of the learning community and where they feel their contributions matter, experiences when individuals feel that they are acknowledged as full-fledged members of a community, skills for creating social and emotional connections and to present oneself as a 'real person' to group members in online contexts, strategies for managing emotion-laden moments of conflict or tension that threaten to derail the teaching process and finally the design of learning activities that are supported by digital tools.

Resources

[View the UOC course learning resources](#)

| Material | Support |
|---|---------|
| The gender perspective in teaching | web |
| Educating (to) different perspectives | NIU |
| Moving from diversity to inclusion in the digital arena | NIU |
| How can I engage my online students? | NIU |

Additional information on support tools and learning resources

Learning resources to address challenge 1:

Ahenkorah, Elise (2020). "Safe and brave spaces don't work (and what you can do instead)". Medium [online]. Available at <https://medium.com/@elise.k.ahen/safe-and-brave-spaces-dont-work-and-what-you-can-do-instead-f265aa339aff>.

DiAngelo, Robin J. (2010). "Why can't we all just be individuals?: Countering the discourse of individualism in anti-racist education". *InterActions: UCLA Journal of Education and Information Studies* 6(1).

Hobson, Melody (2014). "Colorblind or colorbrave?". TED2014 [online]. Available at https://www.ted.com/talks/melody_hobson_color_blind_or_color_brave?language=en.

Medina, Paloma (2019). "Let's stop talking about diversity and start working towards equity". Channel of TEDx Talks on YouTube [online]. Available at <https://www.youtube.com/watch?v=deYUufak08Y>.

Newhouse, Maria R. (2013). "Remembering the 'T' in LGBT: recruiting and supporting transgender students". *Journal of College Admissions (Summer)* [online]. Available at <https://files.eric.ed.gov/fulltext/EJ1011703.pdf>.

Newton, Thandiwe (2011). "Embracing otherness, embracing myself". TedGlobal 2011 [online]. Available at https://www.ted.com/talks/thandiwe_newton_embracing_otherness_embracing_myself?language=en.

UOC's eLearn Center (2022). The gender perspective in teaching. Universitat Oberta de Catalunya.

van Marlen, Josefien; Mesman, Judi; Laurente, Dew; Madgulka, Shivalika (2021). "S01A03 S4S". *Students-4-Students Podcast*. Echo and Leiden University College.

Additional learning resource for challenge 1:

Echo (2022). "Kaders & definities" [online]. Available at <https://www.tlcenter.nl/kaders/>.

Learning resources to work on challenge 2:

Bates, Anthony William (Tony) (2019). "Culture and learning environments". In: Bates, Anthony William (Tony). *Teaching in a digital age: guidelines for designing teaching and learning* (2nd edition), pp. 518-521. Vancouver (BC): Tony Bates Associates Ltd. Available on <https://opentextbc.ca/teachinginadigitalage/>.

De Leersnyder, Jozefien; Gündemir, Seval; Agirdag, Orhan (2021). "Diversity approaches matter in international classrooms: how a multicultural approach buffers against cultural misunderstandings and encourages inclusion and psychological safety". *Studies in Higher Education* [online]. DOI: <https://doi.org/10.1080/03075079.2021.1983534>.

Domagala-Zysk, Ewa (2022). "Universal learning design for inclusive higher education". John Paul II Catholic University of Lublik [online]. Available at https://drive.google.com/file/d/1_geOfkP8FaN0ZsD_aUGiMlaCRTTcNn7a/view.

Emmers, Elke; Schrooten, Mieke; Pulinx, Reinhilde (2022). "Using UDL to redesign education in response to diversity". *The AHEAD Journal* (14). Available at <https://www.ahead.ie/journal/Using-UDL-to-redesign-education-in-response-to-diversity->.

Fawns, Tim (2022). "An entangled pedagogy: looking beyond the pedagogy - Technology dichotomy". *Postdigital Science and Education*. DOI: <https://doi.org/10.1007/s42438-022-00302-7>.

Griful-Freixenet, Júlia; Struyven, Katrien; Verstichele, Meggie; Andries, Caroline (2017). "Higher education students with disabilities speaking out: perceived barriers and opportunities of the Universal Design for Learning framework". *Disability & Society* 32(10), pp. 1627-1649. DOI: <https://doi.org/10.1080/09687599.2017.1365695>.

Ngozi Adichie, Chimamanda (2009). "The danger of a single story". TED channel on YouTube [online]. Available at <https://youtu.be/D9Ihs241zeg?t=12>.

Rapha Films (2020). "Rapha Women's 100". Rapha Films's channel on YouTube [online]. Available at <https://youtu.be/ergcbm-kaVk>.

Uerz, Dana; van Zanten, Manon; Kral, Marijke; Gorissen, Pierre; van der, Neut, Irma; Tondeur, Jo; Nackaerts, Ulrike; Howard, Sarah (2021). "A framework for digital competences of lecturers". *Acceleration Plan Education Innovation with IT* [online]. Available at https://www.researchgate.net/publication/359064682_A_framework_for_digital_competences_of_lecturers.

Additional learning resource for challenge 2:

Rubens, Wilfred (2022). "Wijze lessen: twaalf bouwstenen voor effectieve didactiek versterkt met behulp van leertechnologie". Wilfred Rubens.com [online]. Available at <https://www.te-learning.nl/blog/activeer-relevante-voorkennis-met-leertechnologie-wijze-lessen/>.

Learning resources to face challenge 3:

Korthals Altes, Tisja; Slootman, Marieke; Müftügil Yalçın, Seda (2022). "Student engagement and belonging in online classrooms", Research Report. Amsterdam: VU Amsterdam.

Cordeiro, Ellen (2016). "Critical incident technique". Ellen Cordeiro channel on YouTube [online]. Available at <https://www.youtube.com/watch?v=l-oaezn8lVU>.

Greenler, Robin (2020). "Teaching inclusively online". CIRTL Network channel on YouTube [online]. Available at <https://www.youtube.com/playlist?list=PLJSYKbO0r9fnAIJ68JhrFqpciFrXMYq4O>.

Ramdas, Siema; Das, Amrita; Slootman, Marieke (2022). "The mixed classroom educational model in blended learning: how to foster inclusivity in blended education". Amsterdam: VU Amsterdam.

Sedlovskaya, Alexandra (2021). "How to create an inclusive virtual learning environment". UOC channel on YouTube [online]. Available at <https://youtu.be/X0grDeQHuh8?t=803>.

Slootman, Marieke; Altes, Tisja Korthals; Wenno, Mary Tupan; van Halewijn, Erik; Stanojev, Ivana; Domagala-Zysk, Ewa; Rodríguez-Ardura, Inma; Reijnders, Kathia; Nielandt, Bie (2022). "An introduction to e-inclusion: building capacity for inclusive education in digital environments", Research Report. European Union, Erasmus+ Programme.

Additional learning resources for challenge 3:

Baboeram, Pravin; Meeuwisse, Marieke; Wolff, Rick (2021). "Team teacher reflection manual" [online]. Available at <https://ibelong.eu/wp-content/uploads/sites/5/2022/06/IBelong-TTR-2022-v2-1.pdf>.

Brodksy, Nicole Willner; Slootman, Marieke; Das, Amrita; Ramdas, Siema (2021). "Hot moments in class: VU mixed classroom" [online]. Amsterdam: VU Amsterdam. Available at <https://assets.vu.nl/d8b6f1f5-816c-005b-1dc1-e363cd7ce9a5/9672b05a-f7d6-419e-97f4-cb562de37ac1/VU%20Mixed%20Classroom%20Hot%20Moments%20in%20Class.pdf>.

Farrell, Orna; Brunton, James. (2020). "A balancing act: a window into online student engagement experiences". *International Journal of Educational Technology in Higher Education* 17(1), pp. 1-19. DOI: <https://doi.org/10.1186/s41239-020-00199-x>.

Moore, Robert L.; Miller, Courtney N. (2022). "Fostering cognitive presence in online courses: a systematic review (2008-2020)". *Online Learning Journal* 26(1), pp. 130-149. DOI: 10.24059/olj.v26i1.3071.

van Valkenburg, Willem; Dijkstra, Wiebe; de los Arcos, B.; Goeman, Katie; van Rompaey, Veerle; Poelmans, Stephan (2020). *European maturity model for blended education* [online]. European Union, Erasmus+ Programme. Available at <https://embed.eadtu.eu/>.

Methodology

This pilot course will require you to work in a continuous way throughout the term. Your work will encompass studying the learning resources provided, searching for, and analysing further information (on databases accessible at the UOC's virtual library or online), preparing cases or assignments, and actively participating in communication spaces in the virtual classroom.

In sync with this, the course's continuous assessment assignments and challenges may involve critically reflecting on concepts, frameworks, and personal assumptions; carrying out desktop research and literature reviews; solving case studies; creatively designing new e-learning strategies and activities or contributing to public debates.

All the assignments and challenges can be prepared using the learning resources available in the virtual classroom. However, it is highly recommended that you consult further sources of information, as they will allow you to explore concepts in more detail, gather statistics, understand theoretical frameworks in depth, discover new ideas and practices, etc. In all these cases you will have to cite and reference your sources properly, using an established citation criteria (e.g., ISO 690, APA, Vancouver). A reference manager (Mendeley, Zotero, etc.) can help you to perform these tasks.

The assessment assignments and challenges are strictly personal. Although you can work in groups during a preliminary discussion stage, you must hand in an individual paper, original and differentiated in form and content. All submitted assignments will be processed by plagiarism detection software.

You can access the course's virtual classroom through the classrooms section in the top menu of the UOC's virtual campus or via the shortcut at My UOC.

Timeline

The course's timeline appears at the top section of the virtual classroom, and it shows the course's milestones (including the deadlines for handing the continuous assessment assignments and challenges) and where the course plan is.

Assignment and challenge in progress

In the middle section of the virtual classroom, you will find the information and tools related to the e-learning activity in progress. This includes: 1) an introduction to the challenge you need to address; 2) comprehensive information about the tasks you should perform for your assignment; and 3) the criteria we will be using to assess your assignment.

The learning resources that you need to study to prepare the assignment or challenge are also accessible in this section, along with bibliographic information and study guidelines about each learning resource, and the estimated time suggested to work on every of them.

Communication spaces and tools

Over the course, we will be using the following communication tools (all available at the right section of the virtual classroom):

- Noticeboard. This is the main communication space for the course' lecturer. There we will provide you with guidelines to prepare the assignments and challenges and address issues of general interest.
- Microblog. This is a space where the lecturer will post brief messages. It will inform you about last-minute news and remind you of key dates. The messages are usually grouped by category (with hashtags #).
- LangBlog. This communication tool lets you record and upload audio and video files, which can then be listened to, viewed, or commented on by your fellows. Here you can contribute debates proposed by the lecturer.
- Forum. This is a space open to participants' interaction where you can share and discuss concerns, observations and recent news related to the course's topics. It is a particularly suitable place to ask for help.

Continuous Assessment register

At the right of the virtual classroom, just above the communication spaces and tools, you will find the Continuous Assessment register. This is the tool that you need to use to upload and submit each assignment or challenge. There you will also find your marks for every assignment and the personalised feedback that the lecturer has prepared for you.

Assessment

Guidelines on assessment at the UOC

The assessment process is based on the student's personal work and presupposes authenticity of authorship and originality of the exercises completed.

Lack of authenticity of authorship or originality of assessment tests, copying or plagiarism, the fraudulent attempt to obtain a better academic result, collusion to copy or concealing or abetting copying, use of unauthorized material or devices during assessment, inter alia, are offences that may lead to serious academic or other sanctions.

Firstly, you will fail the course (D/O) if you commit any of these offences when completing activities defined as assessable in the course plan, including the final tests. Offences considered to be misconduct include, among others, the use of unauthorized material or devices during the tests, such as social media or internet search engines, or the copying of text from external sources (internet, class notes, books, articles, other students' essays or tests, etc.) without including the corresponding reference.

And secondly, the UOC's academic regulations state that any misconduct during assessment, in addition to leading to the student failing the course, may also lead to disciplinary procedures and sanctions.

The UOC reserves the right to request that students identify themselves and/or provide evidence of the authorship of their work, throughout the assessment process, and by the means the UOC specifies (synchronous or asynchronous). For this purpose, the UOC may require students to use a microphone, webcam or other devices during the assessment process, and to make sure that they are working correctly.

The checking of students' knowledge to verify authorship of their work will under no circumstances constitute a second assessment.

Assessment model

This subject can only be passed through a continuous assessment. The final mark on the continuous assessment will be the final mark for the subject. The subject's accreditation formula is as follows: CA

Option to pass the course: Continuous assessment

Final course mark:

Continuous assessment

Continuous assessment

Assessment process

This pilot course's learning model seeks to foster your continuous improvement in competences related to inclusion in virtual education environments. You will do so by means of: your individual work, collective knowledge building, and the support you will be receiving from us.

We have designed the course's assessment as a tool to learn and receive feedback about your learning process. Therefore, the assessment will not only be continuous in nature but will be providing you with formative feedback to keep progress and enhance your learning.

Each of the three challenges in the course is associated with an assignment, which will encourage and direct you to attain a set of learning outcomes and to develop course's competences.

All course's assignments are equally important, as every of them will help you to build knowledge and contribute progressively to your learning process.

Assessment model

This course can only be completed through continuous assessment assignment. The final mark obtained in the continuous assessment will be your final mark in the course.

The course's continuous assessment is based on three assignments, one for each challenge.

Continuous assessment

Continuous assessment entails the carrying out and passing of all three continuous assessment assignments:

- At the beginning of the challenge, you'll find the corresponding assignment posted in the middle section of the virtual classroom. The assignment's texts themselves will explain what you have to do.
- You have to submit each assignment to the Continuous assessment register section of the classroom by the deadline marked in the calendar.

You must collect your answers to each assignment as it is explained in document that contains the questions you have to work, specific instructions about procedures and communication tools to be used and assessment criteria. Each document will be sent to the classroom at the beginning of each challenge. Only those assignments that conform to the template and indications provided and have been uploaded to the Continuous assessment register before the deadline will be considered as submitted.

Final assessment

Although each continuous assessment activity is given a mark, you will also receive a final grade at the end of the term. This final grade will be obtained as the mean of the marks for each assignment.

| Continuous assessment assignments | Challenge | Weight in the final grade |
|-----------------------------------|---|---------------------------|
| Assignment 1 | Challenge 1 Educating (to) different perspectives | 33.33% |
| Assignment 2 | Challenge 2 Moving from diversity to inclusion in the digital arena | 33.33% |
| Assignment 3 | Challenge 3 How can I engage my online students? | 33.33% |

Feedback

Once the deadline for each assessment assignment has passed, the solution will be automatically published in the classroom. The solutions are guides and guidelines for answering the assignment. We highly recommend that you compare them with your own answers because this task will allow you to detect correct and incorrect answers and, therefore, will facilitate self-assessment and learning.

The solution of each assessment assignment will be published along with a document which we call group feedback. The group feedback collects outstanding contributions from some fellow participants, lists and

comments on the main points of improvement and provides suggestions that will help you to carry out next assignments.

In the Continuous Assessment register you can consult the mark obtained in each assignment. When deemed necessary, the lecturer will also provide you with personalised feedback.

All course's participants will be able to ask for clarifications and raise questions and concerns during the week following the publication of the assignment's mark. After that period, it will no longer be possible.

Key dates

Assessable activities

| Name | Start / Presentation | Submission | Feedback | Mark |
|--|----------------------|------------|------------|------------|
| Challenge 1 Educating (to) different perspectives | 20/10/2022 | 09/11/2022 | 17/11/2022 | 17/11/2022 |
| Challenge 2 Moving from diversity to inclusion in the digital arena | 10/11/2022 | 30/11/2022 | 07/12/2022 | 07/12/2022 |
| Challenge 3 How can I engage my online students? | 01/12/2022 | 21/12/2022 | 28/12/2022 | 28/12/2022 |

Non-assessable activities

| Name | Start / Presentation | Submission | Feedback |
|--|----------------------|------------|----------|
| Welcome to the eInclusion pilot course! | 19/10/2022 | 19/10/2022 | - |
| We reflect on what we have learned and assess the course | 22/12/2022 | 28/12/2022 | - |

5. Course challenges and activities

- 1 -



Universitat Oberta de Catalunya

Classroom

DG.002 - eInclusion classroom 1

Challenge 1 | Educating (to) different perspectives

| | | | | |
|---|---|--|--------------------------|----------------------------|
| Start: 20/10/22 00:00h Central European Summer Time (CEST) | Submission: 09/11/22 24:00h Central European Time (CET) | Answers: Scheduled solution 17/11/22 | Mark: 17/11/22 | Dedication: 24 h |
|---|---|--|--------------------------|----------------------------|

Proposal

Teaching is highly personal. As teachers, we have our own style, preferences, experiences, and biases that shape our classroom environment and the way in which we interact with our students. More often than not, taking the time to consider these influences is hampered by other work-related matters. In a similar vein, taking the time to assess the needs and backgrounds of our students can be difficult.

With the move to online education, the question of what makes a classroom a safe, educational and inclusive environment has become even more pressing than before. Challenges surrounding the accessibility and engagement of underserved students take on a different form, as the conventions and norms of 'traditional' education are rendered different in online environments. At the same time, it is this move to a new environment that also offers opportunities to discuss these matters more in-depth and cater to students that are traditionally studying on the margins of the educational system.

In this challenge, you will learn to make use of these opportunities by embarking on a path that involves the deliberation of your own needs and background, as well as those of your students. Learning to use this form of continuous reflection allows you to adapt to societal changes and challenges that are in constant motion, demanding different forms of education.

Competencies and learning outcomes

Competencies linked to the activity

Learning outcomes derived from the activity

| | |
|--|--|
| Challenge your own perspectives and practice self-reflection | Critically reflect on your own specific biases and position, and the way in which these affect digital learning |
| | Develop and integrate an inclusive language for digital learning purposes |
| | Recognise the specificities of digital learning for social action and community building |
| Recognize and cater to diversity in digital classrooms | Analyse and value your students' backgrounds, perspectives, and learning journeys |
| | Devise digital learning initiatives that empower students to express their perspectives |
| | Design digital learning initiatives that value and integrate the different perspectives to personalise the learning experience of the students |

Assignment

After familiarizing yourself with provided learning resources on educating (to) different perspectives take part in the discussion in the Forum. Share your opinion on two of the following topics:

- **Topic 1** . What have you learned about your own perspective on diversity and inclusion in higher education? What is your answer to the ideas presented in the didactic material you read or watched?
- **Topic 2** . How can you cater to diversity in online classrooms? Share your experiences from online learning you participated in.
- **Topic 3** . What are the differences and similarities between teaching and learning in an inclusive way on site – and on a virtual environment?
- **Topic 4** . In 2022, we are more experienced in online pedagogy than we used to be two years ago. If you were to start online teaching and learning today, what inclusive practices would you definitely recommend and why?

Post on the forum at least **two entries** discussing at least two of the above topics. In addition to that, **comment on at least two posts** of your colleagues: agreeing, challenging, or complementing their ideas.

Assessment criteria

- **A** : You have posted two entries and constructively commented on two other entries posted by your colleagues. You show extraordinary or deep knowledge of the content provided in the learning resources, your own critical reflection, and new ideas.
- **B** : You have posted two entries and commented on two entries of your colleagues. Your entries are only partially based on the learning resources provided and do not show deep reflection on the topics under debate.
- **C+** : You have posted and/or commented on only one entry. Your contribution(s) shows sufficient knowledge of the topic(s).
- **C-** : You have posted and/or commented on only one entry. Your participation shows very basic knowledge of the topic(s).
- **D** : Your post is irrelevant to the topic or of poor quality.

- **N** : You have not posted your assignment.

Learning resources

Solution and group feedback (publication scheduled for 17/11/22)

As of the scheduled date on the calendar you will find the assignment solution guidelines and a group feedback here.

[📎 eInclusion_Solution_Assignment1.pdf](#)

[📎 eInclusion_Group Feedback_Assignment1.pdf](#)

Challenge 3 | How can I engage my online students?

| | | | | |
|--|--|--|-----------------|-------------|
| Start: | Submission: | Answers: | Mark: | Dedication: |
| 01/12/22 00:00h Central European Time (CET) | 21/12/22 24:00h Central European Time (CET) | Scheduled solution 28/12/22 | 28/12/22 | 25 h |

Proposal

Students often miss meaningful personal connections in their education. They feel as if they are merely a number to their teachers and they are insecure about the reactions of other students. They feel unsafe to participate in class. In online classrooms, they can experience an even higher barrier to engage and many keep their cameras off to reduce visibility.

While these barriers apply to every student, a lack of recognition is particularly challenging for students who fit in less seamlessly because of their backgrounds, appearances, or special needs. In online teaching, these issues can form a bigger challenge than in physical, offline settings due to the challenges teachers face in connecting with their students, facilitating student-peer interaction, and promoting an inclusive online learning environment.

How can we as teachers, together with our students, create inclusive online learning climates in which every student feels engaged? How can we create learning climates and learning activities that inspire every student and in which every student feels safe to engage in various ways? You will learn what characterizes an inclusive online or hybrid learning climate, and how teachers can establish these, together with their students. We build on the VU Mixed Classroom Educational Model, which aims to enrich learning for all students. You will learn how to establish a 'social presence' online, and to be open to various kinds of engagement and learning. And: you don't have to do this by yourself! You will actively engage with your own peers to strengthen your skills and confidence.

Competencies and learning outcomes

| Competencies related to the activity | Learning outcomes derived from the activity |
|---|---|
| Cultivate an inclusive online learning climate | Recognize and articulate the characteristics of, and requirements for, an inclusive online learning climate |
| | Design learning activities that strengthen an inclusive online climate, with students as co-participants |
| | Identify and describe didactical approaches to make online discussions and hot moments into moments of learning |
| Build alliances for digital inclusive education | Design an interactive activity with peers to evaluate the created didactical approaches |

Assignment

This assignment consists of two parts:

- **1st part** . Pick an online course you (want to) teach, and briefly describe the situational factors surrounding the course (e.g. theme, audience). Then, write a critical reflection (1,000 words maximum) in which you describe: (a) what are characteristics of a safe inclusive online learning climate that is engaging for every student, relevant to your course; and (b) what according to you are important challenges, barriers or issues in your classroom situation that (might) limit or affect such an inclusive learning climate. Use all the following concepts in your reflection: social presence; engagement; community; access; belonging.

Post it in the corresponding folder in the Forum by 15th December .

- **2nd part** . Read the discussion board entries on the Forum. Based on all the input published by the participants, think carefully about how your reflection corresponds with the reflections made by two other participants. Note down two aspects that contrast, complement or contradict your own reflection in a reaction to the posts of two other people.

Post your contribution as a comment/reaction to your previous message, in the corresponding folder of the Forum by 21st December .

Assessment criteria

A : You have posted a Forum entry and a reaction to your Forum entry. The entries show deep knowledge of the characteristics of- and barriers for a safe online learning climate, the content provided in the learning resources, and awareness of the fellow participants' entries. You use concepts connected to inclusive online learning environments correctly and show profound understanding of their meaning and relation to one another.

B : You have posted a Forum entry and a reaction on your first Forum entry. However, your entry does not show a complete understanding of the learning resources provided, a deep reflection on the topics under debate, nor a profound reflection on the entries of your fellow participants. You mention

concepts connected to inclusive e-learning environments but a deep understanding of these concepts and their connection is lacking.

C+ : You have posted a Forum entry detailing characteristics of an inclusive online learning environments and barriers to an inclusive learning environment. Your contribution shows sufficient knowledge of the topic, a reflection, and the suggested concepts.

C- : You have posted a Forum entry detailing characteristics of an inclusive online learning environments and barriers to an inclusive learning environment, which does not follow the suggested structure and does not contain the suggested elements. Your participation shows very basic knowledge of the topic.

D : Your post is irrelevant to the topic or of poor quality.

N : You have not posted your assignment.

Learning resources

Solution and group feedback (publication scheduled for 28/12/22)

As of the scheduled date on the calendar you will find the assignment solution guidelines and a group feedback here.

[eInclusion_Solution_Assignment3.pdf](#)

[eInclusion_Group Feedback_Assignment3.pdf](#)

Challenge 2 | Moving from diversity to inclusion in the digital arena

| | | | | |
|--|---|--|---------------------------------|-----------------------------------|
| Start: 10/11/22 00:00h Central European Time (CET) | Submission: 30/11/22 24:00h Central European Time (CET) | Answers: Scheduled solution 07/12/22 | Mark: 07/12/22 | Dedication: 25 h |
|--|---|--|---------------------------------|-----------------------------------|

Proposal

" Inclusive education is about responding to diversity. Inclusive education is about listening to unfamiliar voices, being open, empowering all members, and about celebrating 'difference' in dignified ways. [...] the goal [of inclusive education] is not to leave anyone out [...]. Inclusive experience is about learning to live with one another " (Barton, 1997, pp. 233-234).

This definition clarifies the relationship between diversity and inclusive education and was suggested by Len Burton in an article that appeared in the International Journal of Inclusive Education as early as in 1997. Many years later, the search for inclusive education is still burning. With increasing diversity, globalisation and the lessons from the COVID pandemic, the demand for equity, based on a universal educational design and practice, is unavoidable. The challenge is to apply these principles optimally in the online learning environment you create.

Competencies and learning outcomes

| Competencies linked to the activity | Learning outcomes derived from the activity |
|--|--|
| Design effective and engaging digital learning strategies for diverse learners | Find and choose inclusive digital tools for learning purposes |
| | Recognise digital learning approaches that fit your students' different needs |
| | Design your digital course so it is accessible, activating and challenging |
| Create and make use of diverse, meaningful digital learning content | Find and make use of a diverse range of non-mainstream topics and perspectives for your digital course |

| | |
|---|---|
| | Find and make use of multimedia learning resources from academic and alternative sources |
| | Identify learning methodologies and digital tools that let students collaboratively co-create content |
| Build alliances for digital inclusive education | Identify digital inclusion catalysts within your university and find strategies to collaborate with them |
| | Identify external key players in digital inclusive education and find strategies to collaborate with them |

Assignment

After familiarizing yourself with the provided learning resources, we ask you to make a Langblog entry reflecting on the higher education institution you work(ed) or study(ed) at in which you offer: **a) two examples** of online inclusive practices you have noticed at your institution; **and b) two new ideas** for making your institution even more inclusive online.

Make sure that your post shows your (gained) knowledge of **diverse digital tools** (e.g. online communication tools, digital assessment tools) that make online education inclusive and how these tools facilitate inclusiveness. Also, you are requested to demonstrate you are aware of approaches to provide students with **content or learning resources** that better reach inclusivity goals online.

Your post on Langblog should not exceed **five minutes**. To help you in showcasing your reflection, knowledge, and awareness, you can use the following questions as guidelines for your lines of reasoning:

- What is the higher education institution you reflect on like in terms of online inclusive higher education?
- Who/which are the points of knowledge in your institution on inclusive online higher education?
- What are (two) best practices of inclusive online practices at your higher education institution?
- What are (two) examples of exclusionary online practices at your higher education institution?
- What specific digital tools can make online higher education more inclusive and how they can be used at your institution?
- How do these digital tools make online education more inclusive at your institution?
- What are downfalls or attention points for these digital tools?
- How would you collect content for an online course of yours with an eye on inclusive higher education?
- What sources in your field you can collect content from can help you move away from conventional views (e.g. male or Western-centric views, local perspectives that do now allow students to think beyond their immediate environment) and give voice to minority or alternative viewpoints?
- How can you stay aware of changes in debate and sources in your field that deviate from the “usual suspects”?

You are allowed to deviate from these questions if you bring your insights according to the general instructions provided. If there is any reason you are unable to share personal videos on Langblog, you can contact your instructor for an adaptation of this assignment.

Assessment criteria

A : You have posted a Langblog entry with two examples of online inclusive practices you have noticed at your institution and two new ideas for making your institution even more inclusive online. You show extraordinary or deep knowledge of the content provided in the learning resources, your own critical reflection on the institutional inclusive online practices and awareness of the diverse online tools and learning resources that can be used to prompt inclusion.

B : You have posted a Langblog entry with two examples of online inclusive practices you have noticed at your institution and two new ideas for making your institution even more inclusive online. However, your entry does not show a complete understanding of the learning resources provided nor a deep reflection on the topics under debate.

C+ : You have posted a Langblog entry but provided only one example of an online inclusive practice you have noticed at your institution or just one new idea for making your institution even more inclusive online. Your contribution shows sufficient knowledge of the topic.

C- : You have posted a Langblog entry on inclusive online practices at your institution which does not follow the suggested structure and does not contain the suggested elements (two examples of online inclusive practices you have noticed at your institution and two new ideas for making your institution even more inclusive online). Your participation shows very basic knowledge of the topic.

D : Your post is irrelevant to the topic or of poor quality.

N : You have not posted your assignment.

Learning resources

6. Solution guidelines



Solution Guidelines

Assignment 1 | Educating (to) different perspectives

For the first assignment for this course, you have been asked to read, watch, and listen to the resources provided and then reflect on them and your own experiences by posting two entries on the Forum and commenting on other two. To give you some solution guidelines for the assignment which can help you reflect on your contributions, we offer an in-depth review of aspects we appreciated in the contributions and an example contribution for topic 1.

The four topics under debate concentrated on reflecting our own perspectives on diversity and inclusion. There is not one good answer to any of the topics, **your personal specific contributions** are what makes this course go deeper than a one-size-fits-all solution, but the following aspects would contribute to a grade A for the assignment.

Many of you did a great job and commented constructively on the provided resources, sharing also deep understanding of the issues, your critical reflection on them and proposing some ideas that you are employing in your inclusive everyday practices – which is important for your own critical reflection and the learning journey of other participants.

What showed us your extensive knowledge on the topic of inclusive online higher education and the provided learning resources was when you **explicitly expanded upon an argument** from the learning resources which went deeper than only pinpointing the main concept from a resource.

We could see this deeper reflection on resources due to for instance when you quoted some sentences, gave us even the exact time of some fragments you want to elaborate on later, e.g., “as Thandiwe Newton comments at the beginning of the material (minute 01:30)”, or describe the presenters/authors point of view briefly in order to comment on this very fragment, like “Melody Hobson, is well-educated black woman who makes her life from the central points of capitalism: invest in non-tangible things and win money from others’ work. It makes me think that...”.

Your awareness of the topic and reflection on the learning resources/external resources was also visible when you connected multiple learning resources to each other, as is shown in the following excerpt:

“I wholeheartedly agree with Medina’s (2019) take on diversity. We shouldn’t keep talking about diversity because it’s not actually the end goal. What we want is equity in a diverse society. In Medina’s TED talk she mentions that our brains actually don’t care about diversity. I would argue that, instead of not caring, we get tired of hearing about it. (...) Eventually we might even start rolling our eyes at the very mention of diversity, while once upon a time we were so passionate about it. I think that’s why people in a place of privilege tend to support the idea of individualism as stated by DiAngelo (2010). It’s easier

to take yourself out of the equation and place the blame with racists, sexists, exclusionists, etc. while relieving yourself of any possible guilt of associating with that group. And that's a thing people in a place of privilege can indeed do."

OR

"Another aspect that the resources have made me reflect on is the fact that we ALL have some unconscious prejudices even if not many people are willing to recognise those. This is interestingly shown in the study by Wessel, 2005 (cited in DiAngelo, 2010) in which they used fictitious CVs and they assigned different white sounding names vs. African-American sounding names. The white-sounding names were chosen 50% more often despite the fact that the resume screeners claimed not to be selecting applicants based on race. I have caught myself falling into these kind of "unconscious" prejudices in some situations and I wonder what we can do to try to avoid those. As Mellody Hobson (2014) and Thandiwe Newton (2011) mention the starting point to make a change about diversity and inclusion is to raise awareness about it. I guess the more we are aware about diversity and about the fact that we have unconscious prejudices, the sooner we can start working towards building an inclusive and equity-based society."

We also appreciate the way you were able to **connect the knowledge** coming from learning resources with your own experience, referring either to your teaching and learning experiences or issues from other professions, like e.g., *"When it comes to working with learners, it is clearly helpful if we are aware of our learners' differences. However, it is also up to each learner to decide whether they want their differences taken into account in education"*.

It was very valuable if you decided to take a **critical look** at the materials provided, seeing both the well-described issues, but also some of the authors/presenters' biases, like e.g., *"I agree with Paloma Medina's idea to ensure that steps towards equity are verbalized, measurable and time-bound, or "while presenting the issue of experiencing micro-aggression, she seems to forget about the experience of people with less advantaged societies, who don't have even a chance to have her educational experience"*.

This critical look was also **extended to your own behavior** or higher education institutions' practices, and it showed a deep reflection on current exclusionary practices in higher education. This critical look we valued highly. An example of critical self-reflection and a critical look toward the e-inclusion course is the following:

"I must also say that, while studying the texts, I thought that it was all very interesting and that I could learn useful things; and, at the same time, I had the feeling that they emerged from a different context than mine. In North America, the issue has been debated for more time, especially racism, for historical and social reasons: a more 'diverse' population for a longer time, and therefore with more conflicts. I have found little diversity in my experience as a tutor and teacher, and in my social environment. Gender diversity yes, but between individuals with a similar cultural and socio-economic background. But I realize, as the article "Why Can't Be All Just Individuals" says, that I live in a bubble that protects me from these conflicts, and that I can't expect to react 'well' when I encounter them simply because I have good intentions; I also need tools and, above all, to become aware of this problem that I sense but do not see."

Learning is in a way contagious and consists of tiny things and short moments. The mastery of your posts was also visible in your language: you took care of choosing proper vocabulary and remembered about details.

Example answer by one of your fellow participants in topic 1:

"As a [nationality] student living in [country] I am aware that we are living in a diverse society. Nevertheless, this diverse population is not reflected in the student population and workforce of our higher education institutions. I think it is crucial for our higher education institutions to question the composition of the teaching staff and their perspectives on diversity and inclusion. Undoubtedly, this is a huge challenge. It is essential that would-be teachers like myself and employed teachers avoid deficit thinking, which basically refers to putting a label on minority students and their families as being underprivileged (Walker, 2011). The available resources made me realize I was guilty of this unconsciously. However, Walker (2011) found that deficit thinking lowers the teacher's expectations which ultimately leads to lower learning outcomes. In my opinion, universities should spend time to get to know the perspectives of their teaching staff on diversity and inclusion to avoid this phenomenon.

This assignment has made me reflect on the lack of diversity at [higher education institution]. I thoroughly dislike the fact that minority groups therefore might feel left out at our campus. In the didactic material, it was obvious that people of color experience personal struggles because of their feeling of otherness due to racism and discrimination (Newton, 2011). I definitely understand why they want us to be colorbrave instead of colorblind. As a white person, I think I used the colorblind approach in the past. I now have learned that people of color prefer a colorbrave approach. This way, we acknowledge the fact that racial identities impact people in our society (Hobson, 2014).

My first answer to the ideas presented in the didactic material is that would-be teachers and employed teachers should inform themselves about diversity and inclusion. I now actually realize how poorly educated I was on these topics. At first, I thought that diversity and inclusion were synonyms. I now understand that a diverse university is no guarantee for inclusion. As a future teacher I think it is essential to have a deeper understanding of the social problems and struggles students may face. The article written by Newhouse (2013) about welcoming transgender students was therefore very enriching for me.

My second answer is that we should not only look at the student population, but also at the teaching staff at higher education institutions. I think it is very important that competent people are hired, regardless of their race, religion, ethnicity, gender or skin color. It is not surprising that the lack of people of color in the teaching staff may strengthen the minority groups' feeling of otherness. However, to realize more diversity in the teaching staff, teachers should also know how to deal with diversity in the classroom.

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Solution Guidelines

Assignment 2 | Moving from diversity to inclusion in the digital arena

For Challenge 2 you have been asked to read, listen to, watch and reflect on a series of materials concerning diversity and inclusion in the digital teaching and learning. The basic resource contained a presentation of the model of Universal Learning design, which is considered worldwide as a powerful instrument to design high quality education for diverse population. It was followed by a series of resources on both challenges and good practices of inclusive online education.

As an assignment to this challenge, you have been asked to post a five-minute video in which you have been supposed to provide your general reflection on the topic as well as two examples of online inclusive practices you notice at your institution – and two ideas for designing an even more inclusive learning environment. This task was meant to give you the opportunity to express your knowledge and reflection in an audio and visual way – which is not so common as written form.

There might be different ways of producing a good piece of video. Here is an exemplary scenario – it would be advisable to follow a similar scheme ([please see Langblog](#)).

A good video starts with a clear-cut statement – a sentence that clearly states its aim, such as for example *“In my video I would like to share my reflection on...”* It is great if this first sentence catches your audience’s attention. For example, you may use an intriguing, thought-provoking question or present a claim that is a bit provocative and thus you are able to spark the audience’s attention.

Before you start recording, it is great to have a plan. Though five minutes seem to be a short time, but it should last exactly five minutes – and actually you can touch many points during this time.

Your speech, yet short, should have a clear structure. We gave you a suggestion for this – you were supposed to share two examples of the existing practices and two new ideas. However, the construction might differ – though a certain construction should be present. One of the ideas is to use the PAR structure (Problem - Action - Result): 1) you state a problematic situation (e.g. a university student who is a serious dyslexic); 2) then you show what can be done to support this person (e.g. transliteration or notetaking services); and 3) finally you present what result can it have (e.g. student’s higher self-esteem, educational success, better marks, etc.).

Your video was supposed to be based on the resources provided – so it was advisable to place your examples against them. For example, it could relate to one of the seven principles of Universal design and its equitable application: *“An illustration of this at my institution is...”*

The more detailed examples, the better. Sometimes the examples of inclusive practices are obvious, like subtitles or longer time for preparing a task for those students who are in need of an accommodation. Examples, however, can be more detailed – concerning the teaching style, language used in the classroom, *not* granting accommodation, assessing different students' needs and acting properly, keeping support "invisible" and private so as the group does not recognise the group mates who are in need of accommodation etc.

What is inclusive for one – can be exclusive for others. For example, a visual assignment can be a great solution for students with writing disorders (dyslexia, etc.) but can make uncomfortable others. A good video does not present just one positioning, but it tends to discuss details and opposite views too.

A good video has a powerful ending – it presents a clearly stated conclusion, a remark ready to be remembered for long or a summary of your positioning. It is always a good idea to come back to the statement you made at the beginning of your speech and answer your initial question or confirm your claim.

Audience is more engaged if you present the topic as an ongoing work – so a good video can end with a question to be reflected upon further or a suggestion about what can be done as a next step.

Solution

Assignment 3| How can I engage my online students?

A contribution in the first part of the assignment that would lead to a grade A assessment consists of the following parts: (1) an introduction to the online course; and (2) a set of characteristics of and challenges to a safe inclusive online learning climate as pertaining to your course.

The introduction to your online course should shortly introduce the theme of the course, its context, and student population. As the following examples show:

Example 1:

"My name is [name] and I am currently a tutor on the [program] master's degree at the [university], although I had previously taught classes on the same master's degree, in a subject called [course name], so my critical reflection will be about the two roles, both my time as a teacher of the cited subject and my current role as an academic tutor.

To briefly describe the situational factors of the course, indicate that the master's degree is purely online and most of the students combine studies with full-time work, they are students of a varied age range that can go from 22 to 50 years old, the vast majority are Spaniards and a minority from Latin America, since the main language is Spanish, although there are materials that are presented in English, so a good level of English is required to access the master's degree."

Example 2:

"My name is [name] and I am a teacher at [university]. The subject I teach is called [course name] and it is addressed to students that are usually in their first year of university studying a degree in Speech Therapy. This course is mandatory within the degree and the course aims to help students learn about the cognitive, socioemotional and affective development throughout the lifespan. I have taught this course for 5 years. The total amount of students each year can vary but there are usually between 20 to 30 students in the online classroom. The audience that attends the course can be very diverse: often in the group there are more women than men; ages vary widely ranging usually from 18 years old up to people in their fifties; most of the students are Spanish but we also have some people from Latin America and other parts of Europe. The language of the course is Spanish although I have had students whose first language is different to Spanish (for example Italian, French, etc.)."

After a general introduction to your online course, characteristics of and challenges to a safe inclusive online learning environment need to be made. These characteristics and

challenges should not only be mentioned, but also rooted in both resources and the practical implications of your course. The following three examples show rootedness in both the theoretical foundations and the reasons for the practices in specifically their course (the why and the how):

Example 1:

"I would also split the content of the lesson between the teacher's explanation and the student's explanation. By this I mean that I would first explain the theory myself, with interim questions to see if all students are on board with the subject matter. This can be done by using Nearpod, as I also described in Challenge 2. Nearpod allows you as a teacher to easily apply UDL in your lessons because students can work at their own pace and you as a teacher can intervene quickly when students do not understand the course material. When you ask open questions, you can easily start a discussion by asking the students with different opinions why they say that. For example, in various European Commission projects where I could ask the students what they think about this. You can then hear and compare the views of both, where there should be no right or wrong of course. By entering the world of the students in an online environment, this will lead to engagement in the subject matter (Ramdas et al., 2022).

After the theoretical explanation, the students are divided into breakout rooms. They will now have to apply the theory to (thinking) exercises themselves. The teacher visits each group to see how the exercises are going and the participation of the group members. Students get to know each other's points of view in a respectful manner. Afterwards, the students are asked to reflect on their group work. What was said, what stood out, what could be done differently, etc. This reflection is a form of peer feedback. This could be recreated in a Google Form, but also in another tool such as Padlet (Ramdas et al., 2022). The biggest barrier is: what if certain students don't get along? Because of the reflection they must make at the end, I, as a teacher, get a clear picture of how the groups work, but the students also know how they think about each other. This can result in a change in behavior towards each other and a boost in the learning process. This is also described in the video on the subject of 'critical incident technique' (Cordeiro, 2016). As a teacher I would overall ensure that the groups remain the same throughout the lessons."

Example 2:

"As I stated in the beginning of this contribution, much of the theory in Macroeconomics is based on western points of view. Although I believe many of these are (at least partly) universally applicable (f.i. laws of supply, demand and their elasticities), I'm sure many details will be different in other cultures. To check these beliefs, get to know those details, and to give their students the opportunity to prove them wrong, teachers could ask for their input.

For example, the teacher could ask the students to look for examples that prove the theory, and for examples that disprove the theory, before class. Both could be discussed in class. A great way to do this, is to designate a point of view to students, let them prepare for a few minutes in break-out sessions, and then let elected members of opposing groups discuss the issue, moderated by the teacher (Ramdas et al., 2022).

This way of working forces students to look at an issue from all sides, including the one you disagree with. Either because you want to prove your point, or disprove the opposing point of view. I myself have recently changed my mind about an issue about which I had held a strong position for many years, after an exercise that lasted about 10 minutes. Also, in this way all students get to participate, but only student with enough confidence have to debate publicly.”

Example 3:

“I struggled with the part of the 5th guideline for inclusive online education that states that an inclusive environment is free from microaggressions, stigmatization and stereotyping (Slootman et al., 2022). I agree of course, but as they often occur unconsciously, how can I avoid them. Well, I can't. Not as long as they remain unconscious. I could ask my students to point out when I make them feel uncomfortable, but it can be really hard for a student to tell this to his teacher, who has to grade him.

Since I would obviously record each session for the students, I can watch it myself afterwards. I would focus on said micro-aggressions, stereotyping, ... and think of what I could have said or done differently. I could ask a colleague to do the same, because he or she could see other things. Of course, everything I have described, and all these ideas I have offered could change after I got to know my students. Maybe they need another approach entirely.”

A contribution in the second part of the assignment that would lead to a grade A assessment shows deep reflection on characteristics and barriers of safe online learning climate, resources on inclusive online learning climates, and the contributions of fellow participants while following an easy-to-read structure in which it is clear what the author is reacting to. As the following contribution encompasses:

Example:

“I would like to react on the contributions of [name participant 1] and [name participant 2].

First, I find [participant 1]'s contribution complementary to my own reflection. In my critical reflection I indicate I would send all students before class a welcome email and let them answer with a brief introduction of themselves and reasons why they follow the course. However, UDL indicates it is very important that students have multiple possibilities to engage. Therefore, to make my online course more inclusive, I liked [participant 1]'s idea of also setting an optional and non-gradable task (which she calls “presentations”) to encourage students introduce themselves by posting a video before class even starts. This way, my students have the possibility to (1) introduce themselves by email or (2) introduce themselves by posting a video. Accordingly, I contribute more to the Universal Design for Learning (Slootman et al., 2022).

Regarding my critical reflection, I did not specifically focus on addressing students by name. However, I do believe that [participant 1] is right. Names do matter. When a teacher knows your name out of hundreds of students, they feel like they belong. Therefore, I would focus more on addressing students by name during my

microeconomics

course.

Second, I find [participant 2]'s contribution contrasting with mine. [participant 2] explains he would engage online students by putting them in break-out rooms. This way, the students discuss the subject matter in small groups online. Despite the fact that I do believe [participant 2] has good intentions, I would invite him to focus more on the Universal Design for Learning and its different ways to engage with the learning material. As UDL describes, it is much more useful to use several digital tools rather than only focusing on break-out rooms. After a while, students may be bored and irritated by the fact they are being put into break-out rooms again. Therefore, I would suggest [participant 2] to also use other digital tools like polls, raising hands, chatting rooms and emoticons for example. When this might be difficult, the I-TPACK framework definitely provides insight into one's content knowledge, pedagogical knowledge and technological knowledge (Slootman et al., 2022).

[participant 2] also describes in his contribution that he would use colors in his PowerPoint presentation to indicate whether students can or cannot interrupt the teacher. Although I believe this may work in a smaller group, I would recommend [participant 2] to also focus on other various tools to increase interaction and engagement. To practice the subject matter, tools like Kahoot, Quizlet or Flipquiz may be useful. Also, Mentimeter is a great way to ask questions and to measure the response. However, I do believe that ICT can never replace the interaction itself. So, a positive interaction between students and teachers is necessary to make students feel safe and to increase their willingness to participate actively. “

7. Group feedback

Group Feedback

Assignment 1 | Educating (to) different perspectives

Thank you for your contributions to challenge 1!

It was great to read all the posts on the Forum. Some of them provided **additional resources** introduced by you and showed an outstandingly deep reflection on the resources we provided for the course, and your personal reflection on the issues of online inclusive education.

We appreciate the way you showed us the way you critically reflect on your own specific biases and position and brought so many **examples** not only from the field of education, but also some other fields of your professional experience and personal paths.

We would also like to congratulate you on the type of language you used – it was a very **sensitive record**, showing your understanding and awareness, even for micro-details.

We suppose this kind of a course was a relatively new experience for many of you. To keep up the good work, we would like to explain **three areas for improvement** observed during the assessment of your contributions.

Area 1

It would be advisable to construct your answers around **both theoretical resources and practical approaches or experiences**, for instance by delving deeper into the learning resources that were provided for you. This shows us your understanding of the more abstract layer of inclusive online education and let you build your knowledge surrounding inclusionary and exclusionary practices.

To better reflect on learning resources, we propose you state a complimentary, contradictory, or contrasting insight, experience, or resource.

Area 2

We ask you to not only reflect on the learning resources but also on your experiences within online higher education (either as a teacher, student, or observer) and on topics of inclusion more generally.

Critical reflection is not always easy, and it takes time to be able to reflect on your own experiences and behavior. However, we encourage you to have a **critical view on your own positionality and behavior** and that of your (fellow) teachers and higher education institution. Only then can steps be made towards a more inclusive higher education.

Area 3

Inclusion is a broad topic, but in this course, we concentrate especially on digital, **online inclusion**. Therefore, our advice would be to focus your posts more on the online, digital aspects of education.

When you use examples of on-campus education or vocational education, this needs an expansion on how this would happen (the same or differently) in online higher education. Online inclusive higher education is a relatively new topic (partly due to the Covid-19 pandemic), making it especially interesting to delve deeper into the topic with the classroom discussions, but also asks a deeper reflection from you as students to reflect on how the online context influences inclusionary and exclusionary practices.

We would appreciate if you could concentrate more on these three aspects. However, these three pieces of advice will be **valid also for tasks in challenge 2 and 3**, so we hope you will regard them as helpful.

Congratulations on your work for this assignment. We keep learning on digital inclusion!

Group Feedback

Assignment 2 | Moving from diversity to inclusion in the digital arena

Dear students,

Thank you for your efforts to complete Challenge 2 tasks in the eInclusion course.

I understand that both the content and the form of the task was a demanding one. You were expected to provide a thoughtful critical reflection concerning the topic of moving from the diversity to inclusion in the digital arena and do so through a short video. Your reflections should have showed your acquired knowledge on the materials provided for challenge 2, your experiences or real examples of online inclusive practices, and ideas for new solutions.

Your examples of solutions and ideas were very good, and it was good to know them. I would suggest, however, to share more examples on online inclusive practices and, especially, tools that might improve the quality of online education. I am sure you know many applications or platforms that would make it easier to communicate, collaborate and do things together in online environments.

I would like to comment also on the form of this assessment. The idea was to make a short film – a video presentation. We supposed it might be difficult for some students to prepare your assignment in this form and some of you discussed this with us in your mails. In these messages, you pointed to the fact that your language speaking skills in English make you feel uncomfortable as to speak in English, you noted some technical problems or barriers to record a video of good quality and last but not least, you felt some sort of uneasiness to let your classmates see you face.

Thus, recording a video meant to leave your "zone of comfort" and confront your fears with the task. You managed, congratulations!

This type of task was deliberately used in the eInclusion course and there are several reasons for that. What is the most important, you had a chance to express first-hand how it is to feel uneasy when doing something in public – when we do not feel like extra expert in that, or we want to hide something about ourselves. This kind of feeling might be a sort of everyday feeling for some of your own students, who would desire to hide their diversity as they are afraid of the peer's response to it.

Some deaf and hard of hearing students prefer to wear long hair just to hide hearing aids, persons with some skin problems tend not to switch on cameras during online courses, others might want not to show some signs of their skin colour, symptoms of age or religious symbols.

We are absolutely sure that this experience of yours, when you felt some of these feelings and worked hard to overcome them, will allow you to understand your peers and students better.

We never stop learning to provide our diverse online students with the best education experiences!

Group Feedback

Assignment 3 | How can I engage my online students?

Dear students,

Thank you for your efforts to complete Challenge 3 tasks!

For me as a teacher it was great to observe your progress – how much your understanding and reflection widened and deepened during these weeks, especially seeing the differences between your posts in the Forum for challenge 1 and 3.

The task in challenge 3 was to customise yourself the resources provided for challenge 3, choose an online course you (want to) teach, describe the characteristics of a safe inclusive online learning space and point at challenges or barriers that might occur in designing it. Then you were expected to read the entries made by your colleagues and comment on two contributions. While assessing the entries it was important to see a clear link between the materials provided as resources and the points in their reflection.

Thank you for your engagement in doing this task – you provided us with extensive, well-structured essays that clearly showed your reflection on what a safe learning online space might consist of.

As I noticed, you expressed diverse views especially as to the role of the teacher and the scope of their social presence; to what extent they should not only know their students but also be known by them? This is good – it would be immature to give simplistic answers, sometimes it is better just to formulate a question – and engage yourself in the process of looking for answers to it.

I appreciate your awareness on the influence of the higher education institution on the opportunities and barriers a teacher faces in creating more inclusive learning environments and the importance of teacher-teacher connection.

In designing the course, we expected from you to convey that making higher education more inclusive is not an individual endeavour and it is rewarding to see your insights on supporting one-another in facilitating inclusive learning environments.

I was also touched by your attention to the barriers and challenges that might occur and your sensitivity to look for solutions to make the students with diverse needs feel not only welcomed but feel a real sense of belonging.

I do hope you consider this challenge as provoking for changing – or deepening – your thinking about students' engagement and how to support it. All the best in including these ideas in your everyday teaching and learning practice!



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