

# A micro-Learning Units Package for Improving **Inclusive Digital Education** in HEI

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# Self-Evaluation Tools for e-Inclusion in HEI

It's a project designed for **universities** to promote and facilitate the inclusion of people with different abilities or special needs. **Digital education** can particularly have a positive impact on students and their educational success.



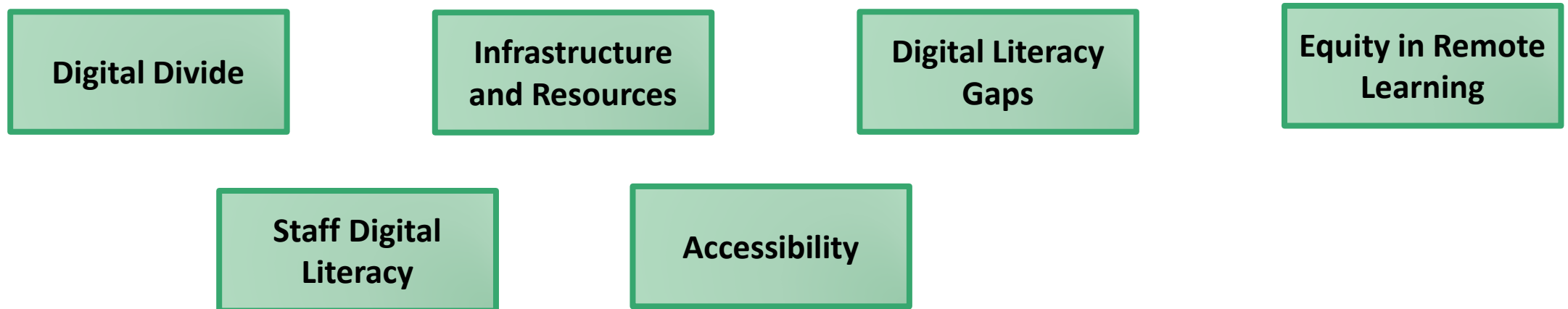
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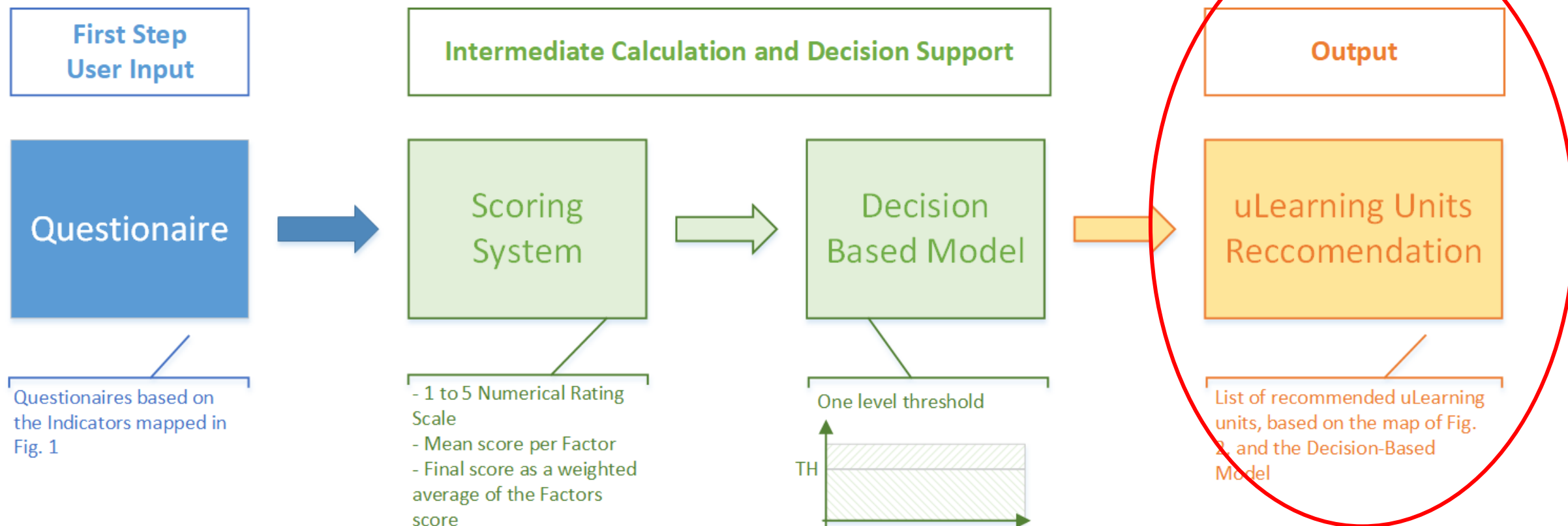
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## ➤ Digital Inclusion

- ❑ The issue of digital inclusion is particularly significant in higher education institutions (HEIs) because it directly impacts students' learning experiences, access to resources, and overall academic success.



## ➤ The Self-Evaluation Tool Pipeline



## ➤ The Micro-Learning Unit Package Content Creation Pipeline (part I)

1.1

- *[Theoretical framework] Identifying the factors that impact e-inclusion in HEI.*

➤ **The Micro-Learning Unit Package Content Creation Pipeline (part II)**

1.1

- *[Theoretical framework] Identifying the factors that impact e-inclusion in HEI.*

1.2

- *[On-line workshops] Refinement and validation of the variables and indicators (Italy, Portugal, Slovenia, Spain, and Turkey).*

## ➤ The Micro-Learning Unit Package Content Creation Pipeline (part III)

1.1

- [**Theoretical framework**] *Identifying the factors that impact e-inclusion in HEI.*

1.2

- [**On-line workshops**] *Refinement and validation of the variables and indicators (Italy, Portugal, Slovenia, Spain, and Turkey).*

1.3

- [**Content Creation**] *Wide range of units as e-learning materials covering all the factors and indicators previously identified.*

## ➤ The Micro-Learning Unit Package Content Validation Pipeline (part I)

2.1

- [*On-line workshops*] Refinement and validation the e-learning materials produced.



## ➤ The Micro-Learning Unit Package Content Validation Pipeline (part II)

2.1

- [**On-line workshops**] Refinement and validation the e-learning materials produced.

2.2

- [**Piloting**] HEIs from five different countries (Italy, Portugal, Slovenia, Spain, and Turkey) were invited to test the entire pipeline and evaluate its performance, which included teachers, staff, and decision-makers.

## ➤ The Micro-Learning Unit Package Content (part I)

Category	Factor	Indicator	uLearning Unit
1  Leadership/ School's perspective	Inclusive Digital Strategy and Policy for Empowering Inclusive Digital Education	LSP 1.1: An inclusive digital education strategy	Inclusive digital education strategy
		LSP 1.2: Inclusive digital education strategy development with HEI staff	
		LSP 1.3: Established policies for enabling inclusive digital education	Policies for inclusive digital education
		LSP 1.4: Communication of the policies for enabling inclusive digital education	
	Inclusive Digital Pedagogy & Supportive Culture	LSP 1.5: Support for contemporary pedagogical approaches to teaching with inclusive digital technologies	Support for inclusive pedagogical approaches to teaching with digital technologies
		LSP 1.6: Minimized digital (education) discrimination	Minimized digital (education) discrimination
		LSP 1.7: Collaboration and communication between the school and the teacher.	Collaboration and communication between the school and the teacher
		LSP 1.8: Raising awareness on disability	Raising Awareness on Disability
	Professional Development for Inclusive Digital Education	LSP 1.9: Time to explore inclusive (and accessible) digital technologies	Inclusive by Design: Advancing Digital Literacy for All
		LSP 1.10: Acquiring knowledge and skills in digital literacy	
		LSP 1.11: New ways of inclusive digital teaching	
		LSP 1.12: Financial support for inclusive digital education	

## ➤ The Micro-Learning Unit Package Content (part II)

Category	Factor	Indicator	uLearning Unit
<p style="text-align: center; font-size: 2em; font-weight: bold;">2</p> <p style="text-align: center;">Collaboration and Networking</p>	<p style="text-align: center;">Collaborative Evaluation and Planning for Inclusive Digital Teaching</p>	CAN 2.1: Progress review	<p style="color: #e67e22; font-weight: bold;">Collaborative planning, reviewing and managing</p>
		CAN 2.2: Discussion on the use of digital technology for inclusive teaching and learning	
		CAN 2.3: Collaborative planning and reviewing of inclusive courses	
		CAN 2.4: Collaborative planning and reviewing of Inclusive teaching methods	
	<p style="text-align: center;">Shared Vision and Collaborative Culture for Inclusive Digital Education</p>	CAN 2.5: A common vision of digital educational inclusion	<p style="color: #e67e22; font-weight: bold;">Vision and Collaborative Culture</p>
		CAN 2.6: Inclusive digital collaboration and communication between staff and students	
	<p style="text-align: center;">Collaborative Engagement for Inclusive Digital Partnerships</p>	CAN 2.7: Inclusive collaboration	<p style="color: #e67e22; font-weight: bold;">Synergies for Inclusive Digital Education</p>
		CAN 2.8: Synergies for inclusive digital education	

## ➤ The Micro-Learning Unit Package Content (part III)

Category	Factor	Indicator	uLearning Unit
3 <b>Infrastructure and Equipment/ Tools and Technology</b>	Accessible Infrastructure for Inclusive Learning	IET 3.1: Digital infrastructure	Is my digital infrastructure accessible and inclusive?
		IET 3.2: Internet access	
		IET 3.3: Accessible physical spaces	Is my classroom accessible and inclusive?
		IET 3.4: Accessible online resources	Accessible online resources
	Accessible Devices for Inclusive Teaching and Learning	IET: 3.5: Digital devices and assistive products	What are Digital devices? Introduction
		IET 3.6: School-owned portable devices and/or assistive products	Digital devices in my HEI
		IET 3.7: Students' portable devices and/or assistive products	
		IET 3.8: Portable devices and/or assistive products	From Application to Implementation: Understanding HEI's Process for Accessible Learning Tools
	Digital Accessibility Support for Inclusive Learning	IET 3.9: Technical support for inclusive digital teaching and learning	Digital Accessibility and Technical Support for Inclusive Learning
		IET 3.10: Support for accessibility	
	Inclusion and Equity in Digital Learning	IET 3.11: Digital divide in inclusive education: Measures to identify challenges	Measuring and identifying challenges
		IET 3.12: Digital divide in inclusive education: Support to address challenges	

## ➤ The Micro-Learning Unit Package Content (part IV)

Category	Factor	Indicator	uLearning Unit
4 Continuous Professional Development	Continuous Professional Development for Inclusive Digital Teaching	CPD 4.1: Continuous Professional Development needs for inclusive teaching with digital technologies	Empowering Educators: Continuous Development for Inclusive Digital Pedagogy
		CPD 4.2: Participation in Continuous Professional Development	
		CPD 4.3: Sharing experiences	
		CPD 4.4: Pedagogical skills	
		CPD 4.5: Informing about Continuous Professional Development activities	
5 Pedagogy: Supports and Resources	Inclusive Digital Resources	PSR 5.1: Inclusive educational resources	Inclusive digital educational resources
		PSR 5.2: Creating inclusive digital resources	
		PSR 5.5: Inclusive open educational resources	
	Inclusive Digital Teaching Practices	PSR 5.3: Inclusive virtual learning environments	Digital Inclusivity in Education: Strategies and Best Practices
		PSR 5.4: Inclusive communication with the community	
		PSR 5.6: Respond to digital diversity	
		PSR 5.7: Technical support for teachers	
		Inclusive Digital Education Implementation Methodologies	

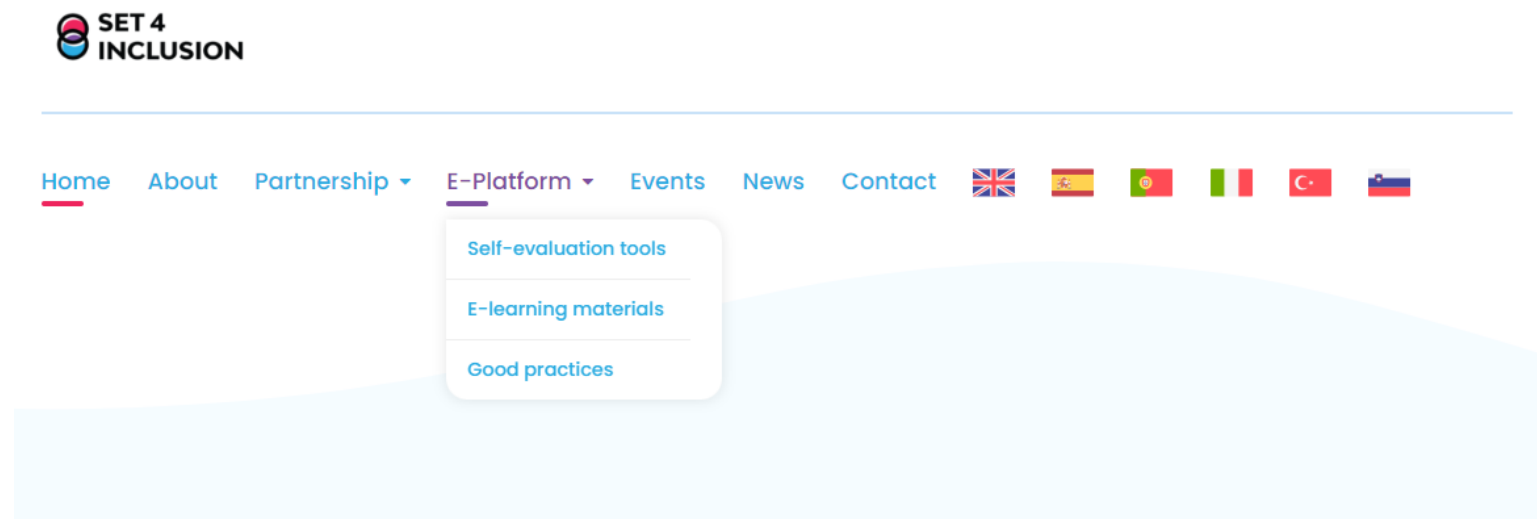
## ➤ The Micro-Learning Unit Package Content (part V)

Category	Factor	Indicator	uLearning Unit
<b>6</b>  Pedagogy: Implementation in the classroom	Personalized and Engaging Digital Learning	PIC 6.1: Tailoring to students' needs	Tailoring to students' needs, fostering creativity and engaging students
		PIC 6.2: Fostering creativity	
		PIC 6.3: Engaging students	
	Inclusive Classroom Collaboration and Respectful Environment	PIC 6.5: Inclusive classroom environment	My classroom is inclusive! Part 1
		PIC 6.7: Equal value	Fostering Equal Value in HEI Classrooms
		PIC 6.9: Collaboration with diverse students	Who is in my classroom?
		PIC 6.8: Positive classroom environment	Fostering My classroom is inclusive! Part 2
		PIC 6.4: Inclusive collaboration among students	
		PIC 6.10: Trust and safety	Security first!Who is in my classroom?

## ➤ The Micro-Learning Unit Package Content (part VI)

Category	Factor	Indicator	uLearning Unit
7 Assessment Practices/ Inclusion Assessment	Inclusive Digital Assessment Practices	AIA 7.1: Assessing skills	Inclusive assessment with digital technologies
		AIA 7.2: Inclusive assessment with digital technologies	
		AIA 7.3: Timely feedback	Digital Feedback and Self-Reflection
		AIA 7.4: Self-reflection on learning	
		AIA 7.5: Feedback on student's work	
	Data-Driven Improvement for Inclusive Digital Learning	AIA 7.6: Data-driven improvement of digital learning experience	Data-driven improvement of digital learning experience and Inclusiveness evaluation
		AIA 7.7: Inclusiveness evaluation	
8 Student Digital Competence/ Student's Perspective	Inclusive Digital Communication and Skills Development	DCP 8.1: Learning to communicate in an inclusive way	Development of Inclusive Digital Skills for Students
		DCP 8.2: Development of digital skills and knowledge of inclusiveness	
		DCP 8.3: Sharing awareness among students	
		DCP 8.4: Development of required skills for inclusiveness	
		DCP 8.5: Solving technical problems	

➤ The Set4Inclusion website and the *Self-Evaluation Tool*

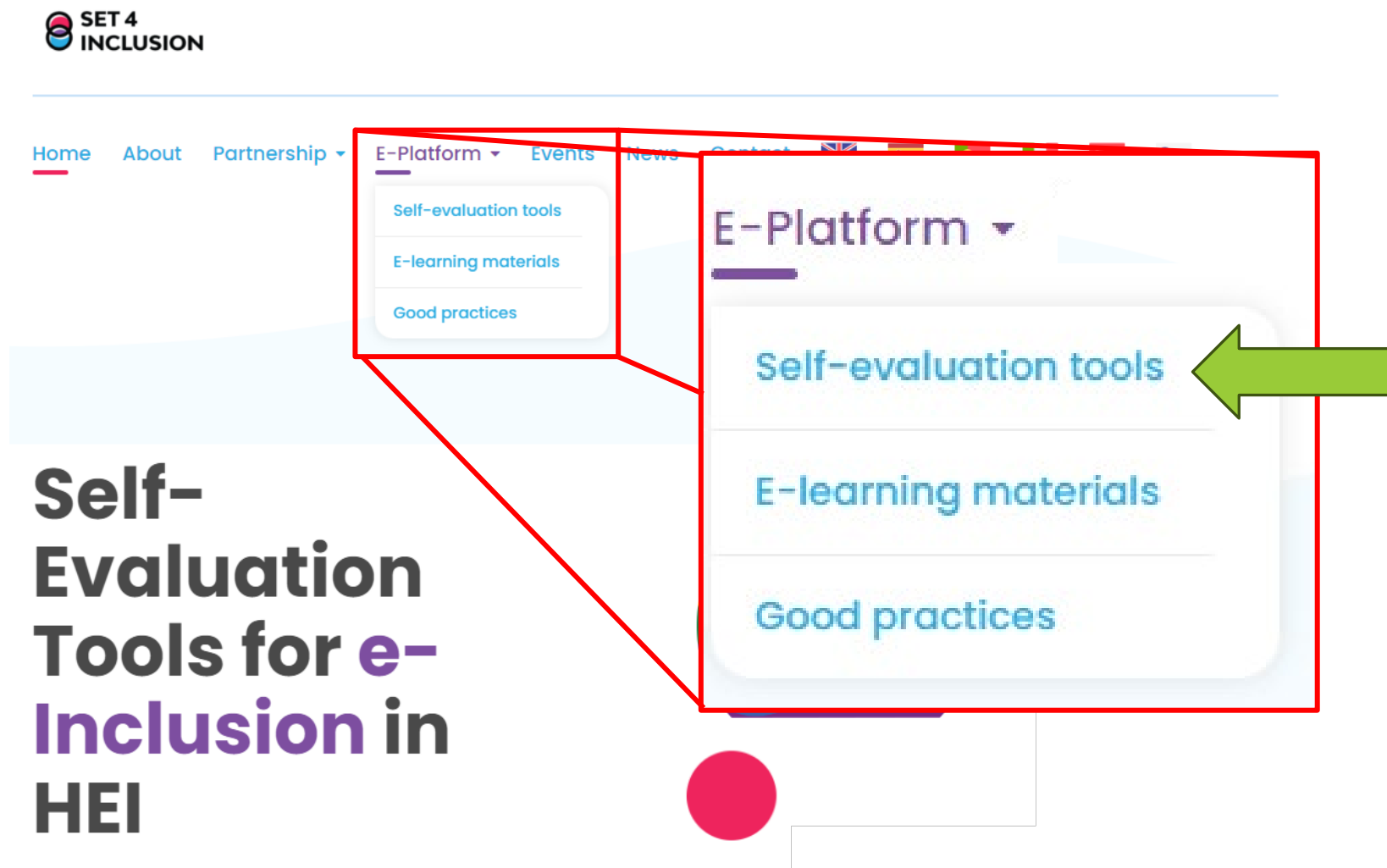


# Self-Evaluation Tools for e-Inclusion in HEI





➤ The Set4Inclusion website and the Self Evaluation Tool (where to start)



The screenshot shows the Set4Inclusion website header. The navigation menu includes Home, About, Partnership, E-Platform, Events, News, and Contact. The E-Platform dropdown menu is open, displaying three options: Self-evaluation tools, E-learning materials, and Good practices. A green arrow points to the 'Self-evaluation tools' option. A red box highlights the dropdown menu, and a pink circle is visible below it. The text 'Self-Evaluation Tools for e-Inclusion in HEI' is overlaid on the left side of the screenshot.

## ➤ Accessing the materials

### Is my digital infrastructure accessible and inclusive?

#### Materials

- + 1. Introduction to Digital Infrastructure
- + 2. Accessibility Tools
- + 3. Equipment and Technology
- + 4. Internet Access for Inclusive Education
- + 5. Case Study: Digital Inclusivity in the University Environment
- + 6. Some practical tips
- + References

**Topic**  
3. Infrastructure and Equipment/ Tools and Technology

**Factor**  
Accessible Infrastructure for Inclusive Education

**Indicator**  
IET 3.1, IET 3.2

**Estimated Time**  
20 min

**Objectives**  
At the end of this Unit, you will be able to:

- Identify the digital infrastructure that supports inclusive and accessible education with digital technologies.
- Know more about free Internet access, enabling inclusive digital teaching and learning

**Keywords**  
accessibility tools, digital infrastructure, equipment, internet access, online resources

## ➤ Conclusions

- ❑ Using a **self-evaluation tool**, a set of **micro-learning units** previously mapped using factors and indicators of inclusive digital education is made available to a user through a recommendation model.
- ❑ The global set of micro-learning units covers a broad set of skills, considered based on the **factors** involved in inclusive digital education.
- ❑ This procedure allows the personnel involved in higher education institutions, whether **teachers** or **staff**, to acquire the necessary **skills** to provide truly **inclusive digital education** in their organizations.

# A micro-Learning Units Package for Improving **Inclusive Digital Education** in HEI

*Presented by Sérgio D. Correia*

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THANK YOU  
Q&A