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Good practices in creating an inclusive environment in Education Institution

Darja Ivanuša Kline (INUK institute), José Carlos Neves, Carla Sousa (Lusofona University), Alfonso Infante Moro Neves (University of Huelva), Silvia Doratiotto (Istituto dei Sordi di Torino), Irfan Simsek (İstanbul University – Cerrahpaşa), Boštjan Šumak, Maja Pušnik (University of Maribor)

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Call for Good Practices

- **Objective of the Call**
  The ERASMUS+ SET4Inclusion project initiated a Call for Good Practices to gather effective strategies that promote inclusivity in digital education within higher education institutions
- **Outreach Strategy**

The call was widely disseminated by project partners across various regions, translated into multiple languages to maximize accessibility. A standardized submission template was developed to ensure consistency in reporting practices, detailing context, methodologies, and lessons learned.

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Evaluation Process

The evaluation of submitted practices involved several systematic steps:

- **Collaborative Workshop:**
  An online workshop brought together project partners to present and discuss each submission, allowing for peer feedback and identification of key aspects.
- **Surveys for Assessment:**
  A detailed survey was designed based on established factors and indicators for inclusive digital education. This facilitated a structured evaluation of each practice.
- **Categorization of practices:**
  Practices were categorized according to the SET4Inclusion Digital Education Framework, focusing on inclusion areas such as leadership, collaboration, technology, pedagogy, assessment, and student competence.

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Results and findings

- 15 good practices were collected
- A broad distribution of practices across various inclusion areas
- Next: The best 5 practices will be presented

Covered Inclusion areas	No. of practices
Leadership/School's perspective	60,0%
Collaboration and Networking	33,3%
Infrastructure and Equipment/Tools and Technology	66,7%
Continuous Professional Development	60,0%
Pedagogy: Supports and Resources	86,7%
Pedagogy: Implementation in the classroom	53,3%
Assessment Practices/Inclusion Assessment	26,7%
Student Digital Competence/Student's Perspective	66,7%
Other areas	6,7%

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Good practice:

”Inclusive Glossary of Mathematical Terms: A Hybrid Pedagogical Tool for the Inclusive Education of Deaf and Hearing Children”

José Carlos Neves, Carla Sousa

(Lusofona University, Portugal)

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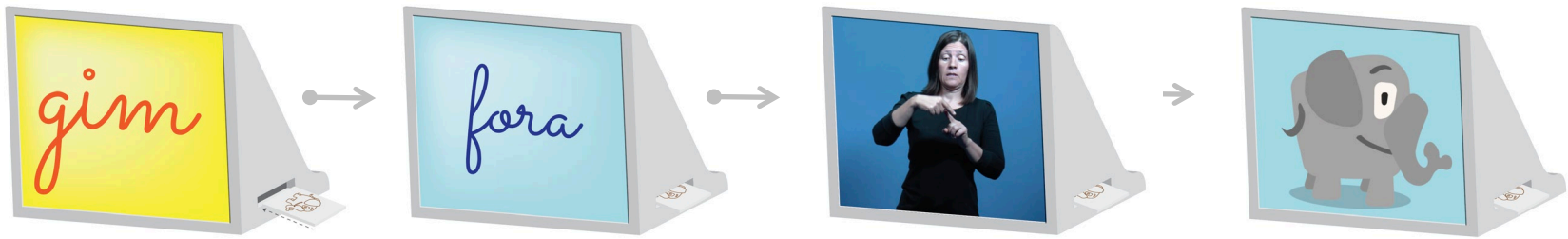
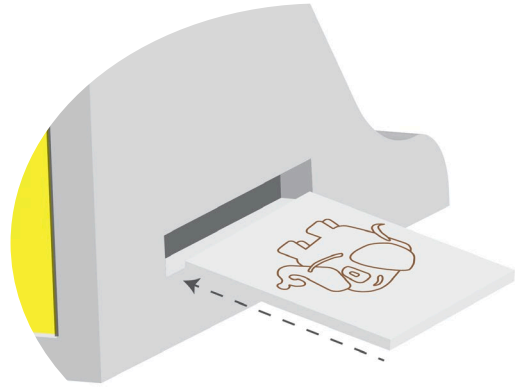
- **Need for** teaching resources accessible to deaf children.
- **Inclusive education** through a game for all children – deaf or hearing.
- **Designed for** primary school and/or pre-school **to** teach maths (numbers and locator concepts) and LGP/LIBRAS.
- **Developed by** a multidisciplinary team **advised by** a focus group of teachers specialised in DHH + deaf LGP teachers.
- **Tested by** 7 kindergarten teachers and/or teachers of DHH children **with** 120 children.





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Good practice:

"The Inclusive working group at Faculty of Business University of Huelva"

Alfonso Infante Moro Neves

(University of Huelva, Spain)

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The University of Huelva's Faculty of Business has addressed needs representing the Network of Support Services for People with Disabilities at the University.

A dedicated **working group led by Alfonso Infante promotes inclusive practices** and classroom accessibility, supporting students across various degree levels through tailored adaptations and collaboration with clinical health specialists. The work is being done on the **Standards Guide for the Inclusion of University Students with Disabilities that will favor the transition,** access and reception of students with disabilities in the university environment in the face of the digital era.

Inclusion areas:

- Collaboration and Networking
- Continuous Professional Development
- Student Digital Competence/ Student's Perspective
- Leadership/ School's perspective

Alfonso Infante Moro, promoter of the “special needs technical unit” that has prepared this model that is implemented by the University of Huelva in the Faculty of Business that was presented in 2021, at the International Congress of University and Disability held in Salamanca, remains in force until the present. An important part is access to digital materials from the Faculty Library as personalized support according to the student's needs.

Regulations in Spain: Ley General de Derechos de las Personas con Discapacidad y de su Inclusión Social (2013), This law establishes that universities must provide the necessary supports and adjustments to guarantee equal opportunities for students with disabilities.

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Good practice:

"EcoDigi: A Practice for Sustainable Digital Transformation in Adult Education"

Silvia Doratiotto

(Istituto dei Sordi di Torino, Italy)

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TRANSITION MODE FOR ADULTS:

ECOLOGICAL AND INCLUSIVE DIGITAL EDUCATION

ECO DIGI

PROJECT RESULTS

ONLINE PLATFORM AND DATABASE

SELF-ASSESSMENT TOOL

TRAININGS

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ECO DIGI

PROMOTE THE INCLUSION

EXCHANGE GOOD PRACTICES

INCREASE THE ENVIRONMENTAL AWARENESS

RAISE AWARENESS ABOUT SUSTAINABILE AND INCLUSIVE ADULT EDUCATION

CREATE A POOL OF SKILLED TRAINERS AND RESOURCES

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Good practice:

“Innovative XR Technologies Research and Development Center (YETAM-XR)”

Irfan Simsek

(İstanbul University – Cerrahpaşa, Turkey)

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Innovative XR Technologies Research and Development Center

https://yetamxr.com/

/ yetamxr

Project

Science Coaster

First Aid VR

Virtual laboratories

Scuba VR

Factory VR

AUZEM AR,

Escape Room,

Nurse,

First aid for children...

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Good practice:

“INTUX - Introducing training on user Testing with people with disabilities into UX design and related higher education program”

Boštjan Šumak, Maja Pušnik

(University of Maribor, Slovenia)

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INTUX

Introducing training on user Testing with people with disabilities into UX design and related higher education programmes

https://accessibility.turiba.lv/

Turība University · SUSTENTO · University of Maribor · NSIOS Nacionalni svet invalidskih organizacij Slovenije · Politécnica Universidad Politécnica de Madrid · Autismo Sevilla · Funka · Funka Foundation

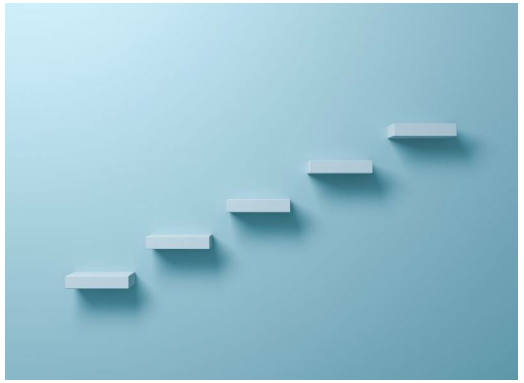
What the marker expects/needs (Customer case study)

- Identifying existing practices
- Validation process with teachers, students, end users

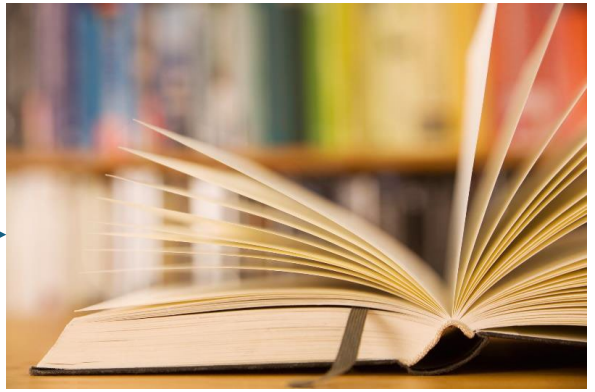
- What the academia provides (The mapping study)

Practical recommendations to fill out the academia/market gap

5 modules training course



Handbook for trainers



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Please share your feedback on the project by completing a short survey!

Thank you!

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