

Inclusive-Uni:
*Promoting Inclusive
Campuses for Equity
and Diversity*

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Module 2 – Inclusive Pedagogy

Teaching Strategies, Methods, and Materials

Module 2

Inclusive Pedagogy

Teaching Strategies, Methods and Materials

A professional training session for academic staff, administrative/support staff and HR professionals

INCLUSIVE-UNI
Promoting Inclusive Campuses for Equity and Diversity
ERASMUS+ KA220-HED



STARTING POINT

What this module teaches

This module does not only describe inclusion. It trains participants to redesign ordinary professional practices that may create barriers.

1

Notice barriers

Identify where teaching, communication or procedures make participation harder.

2

Question routines

Ask whether a rule, format or habit is essential to the outcome.

3

Design proactively

Create materials, methods and services that anticipate diversity.

4

Respond flexibly

Use reasonable adjustments and referrals when individual needs remain.

5

Improve practice

Transfer one realistic change into your own work context.

CORE DEFINITION

Definition first: what is inclusive teaching?

INCLUSIVE TEACHING

Inclusive teaching is the intentional design of learning environments, activities, materials and assessment so that diverse learners can participate, understand expectations and demonstrate learning without unnecessary barriers.

(Florian & Black-Hawkins, 2011; Jackson-Summers et al., 2024)



Key idea: inclusion is designed before difficulty appears.

Evidence says: Inclusive teaching designs participation from the outset rather than treating diversity as an exception. [Source: Florian & Black-Hawkins, 2011; Jackson-Summers et al., 2024 ↗](#)

CORE DEFINITION

Definition first: inclusive pedagogy is broader

INCLUSIVE PEDAGOGY

Inclusive pedagogy links teaching with institutional culture. It asks how methods, communication, feedback, timetables, services and procedures shape access, participation, belonging and success.

(Florian & Black-Hawkins, 2011; EHEA, 2020)

Not only for lecturers

- Academic staff: teaching, assessment, feedback.
- Administrative/support staff: access to services, procedures, communication.
- HR professionals: recruitment, onboarding, workplace participation.

Shared institutional responsibility

Evidence says: Inclusion is a shared institutional responsibility across teaching, services, support and HR roles. [Source: EHEA Rome Communiqué, Annex II, Principle 7 \(2020\) ↗](#)

CORE DEFINITIONS

Strategies, methods and materials: what do we mean?

STRATEGIES

The intentional choices that guide inclusion: flexibility, clarity, accessibility, participation, feedback and referral.
(*Florian & Black-Hawkins, 2011; OECD, 2023*)

METHODS

The ways people learn or work: active participation, case analysis, peer exchange, reflection, decision-making and redesign.
(*Weimer, 2013; Kahu, 2013*)

MATERIALS

The resources that support inclusion: accessible slides, clear instructions, captions, templates, checklists, rubrics and service maps.
(*W3C, 2023/2024; CAST, 2024*)

Training principle: each unit moves from definition → example → practice → transfer.

Evidence says: Strategies, methods and materials matter because hidden routines can create avoidable barriers. [Source: OECD 2023; UNESCO IESALC 2023 ↗](#)

STRUCTURE

How the six units build learning

1

Unit 1

From Awareness to Inclusive Practice

2

Unit 2

Principles of Inclusive Pedagogy

3

Unit 3

Universal Design for Learning (UDL)

4

Unit 4

Inclusive Strategies in Everyday Practice

5

Unit 5

Responding to Diverse Needs

6

Unit 6

Reflection and Transfer into Practice

The journey moves from understanding inclusive practice to applying it in real academic, administrative and workplace contexts.