

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

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## Module 2 – Unit 2 Principles of Inclusive Pedagogy

## UNIT 2

# Principles of Inclusive Pedagogy

How learner-centred, flexible and diversity-responsive practice widens participation.



## UNIT 2

# Unit 2 definitions: inclusive pedagogy principles

**Learner-centred**

Start from learners' needs, goals and contexts.  
(Weimer, 2013)

**Engagement**

Support motivation, relevance and belonging.  
(Kahu, 2013)

**Active participation**

Create ways to contribute, not only attend.  
(Kahu, 2013)

**Diversity-responsive**

Treat diversity as normal and valuable.  
(UNESCO, 2017)

**Flexibility**

Offer routes that preserve the outcome but reduce barriers.  
(CAST, 2024)

**Barrier removal**

Remove unnecessary obstacles in methods, materials and procedures.  
(UNESCO, 2017; CAST, 2024)

## UNIT 2

# Learner-centred approaches

## DEFINITION

A learner-centred approach designs learning around what participants need to understand, do and demonstrate — rather than around institutional convenience alone.

*(Weimer, 2013; CAST, 2024)*



**What does the person need to do? What may get in the way?**

**Evidence says:** Learner-centred design starts from variability in needs, goals and contexts. [Source: CAST UDL Guidelines 3.0 71](#)

## UNIT 2

# Methods that include: participation by design

## ACTIVE METHODS

- Think–pair–share
- Small group decisions
- Case-based discussion
- Anonymous polling
- Guided reflection

## WHY THEY MATTER

- Lower social risk
- Create more entry points
- Support different confidence levels
- Make participation visible

## FOR SERVICES / HR

- Clear intake forms
- Structured meetings
- Feedback loops
- Multiple contact channels

**Evidence says:** Participation is not just attendance: it involves voice, contribution and belonging. [Source: EUROSTUDENT 8 Well-being Report 2024 ↗](#)

# Materials that include: accessibility before delivery

Inclusive materials make expectations clear and content usable before someone has to ask for help.

- Plain language instructions
- Readable slides and documents
- Captions or transcripts for video/audio
- Alt text for meaningful images
- Transparent criteria and examples
- Downloadable templates and checklists

**Evidence says:** Accessible materials shared early reduce uncertainty and improve participation.

Source: W3C WCAG 2.2; Lomellini et al., 2025 ↗



**PRACTICAL ACTIVITY 2 · Document accessibility demonstration:**  
Short demonstration: headings, reading order, alt text, contrast and accessible formats.

## UNIT 2

# Translate the principles across roles

| Principle     | Academic staff      | Administrative/support   | HR                           |
|---------------|---------------------|--------------------------|------------------------------|
| Flexibility   | ways to participate | ways to access a service | ways to complete onboarding  |
| Clarity       | assessment criteria | clear procedures         | transparent recruitment      |
| Feedback      | learning feedback   | service feedback         | development feedback         |
| Accessibility | materials           | forms and websites       | training and workplace tools |

**The objective is not to separate target groups — it is to show that inclusion is relevant across the institution.**

**PRACTICAL ACTIVITY 3 · Communication case study:** Compare one message across academic, student-service and HR contexts.

# Review & evidence — Inclusive pedagogy in practice

## EVIDENCE SYNTHESIS

Recent research treats inclusive pedagogy as a design problem: participation, communication and curriculum should be planned for learner variability rather than added only after exclusion occurs.

### What the evidence adds

- A 2024 systematic review examined 304 articles across STEM and non-STEM disciplines.
- Inclusive communication, inclusive pedagogical practices and inclusive curriculum design recur as central competencies.
- Assessment itself can produce exclusion; inclusive assessment therefore belongs inside pedagogy, not outside it.

### FOR ACADEMIC STAFF

Nieminen, Moriña & Biagiotti (2024) synthesised 42 qualitative studies and found that disabled students frequently reported exclusion in assessment.

[Open source / report ↗](#)

### FOR SERVICES / HR

OECD (2023) stresses capacity building and coherent institutional design; flexibility and accessibility should therefore extend to services and procedures as well as teaching.

[Open source / report ↗](#)