



SKATE Project

Intellectual Output 3: Toolkit

O3/A2 Definition Learning Programmes

Module 4: Creating digital inclusive education in early education settings





1 Session 1 – Universal Design for Learning and ICT/AT

1.1 Competenc(y)ies

Code	Description	Level
A.9	To consider principles of universal design for learning in terms of engagement, representation and action & expression in all aspects of the learning and play process and design with the use of ICT/AT.	I
A.14	To evaluate and redesign lesson plans based on the principles of universal design for learning, by integrating ICT/AT to support all learners.	I
B.15	To differentiate materials, learning objectives, teaching methodologies and assessment approaches with the use of ICT/AT and accessibility requirement for each child	A
A.10	To transfer learners' individualized educational program's objectives in relation to ICT/AT into inclusive lesson planning	I
D.8	To organize the learning environment (activities, resources, opportunities for participation, collaboration, etc.) to promote interaction and respect learners' individual needs and characteristics.	I
A.11	To consider possible use of ICT/AT in all aspects of the curriculum and learning process design.	I

1.2 Learning outcomes

Code	Learning outcomes	Level
A.9	To consider principles of universal design for learning in terms of engagement, representation and action & expression in all aspects of the learning and play process and design with the use of ICT/AT.	I
A.14	To evaluate all components of a lesson plan (learning objectives, methods, material and assessment) based on the principles of UDL with the use of ICT/AT	I
A.14	To design a lesson plan (learning objectives, methods, material and assessment) that comply to the UDL guidelines and include the use of ICT/AT	I
B.15	To differentiate learning objectives with the use of ICT/AT and accessibility requirement for each child	A
A.10	To design learning activities for the classroom that include the use of ICT/AT as this is developed in the IEP of each learner	I
A.10	To design learning activities for the classroom that include individualized educational objectives for the use of ICT/AT for each learner	I
D.8	To organize the learning environment in terms of: -activities -resources To promote interaction and respect learners' individual needs and characteristics.	I
A11	To recognise the added value to use ICT in the curriculum and learning process design To evaluate the benefit of the use of ICT in curriculum and learning process design. To indicate how ICT/AT can be integrated in all aspects of the curriculum and learning process design.	I



1.3 Teaching method(s)- activities

- Introduction/Presentation on basic principles of bringing together ICT/AT and UDL
- Activity 4.1.1: Revisit lesson plan/national curriculum extract used in M1, Sessions 2 & 4 (or other lesson plan of your preference) re-write learning objectives, teaching methodologies, materials and assessment by integrating ICT/AT and indicating how differentiation is achieved
- Activity 4.1.2: Revisit the activity designed in prototype in M1, Session 4, use the competences and knowledge acquired in Modules 2 & 3 in practical implementation of technology and develop a universally designed activity with the use of technology. Any tool(s) can be used to that end.
- Collaborative learning / team-work
- Video from other projects to summarize barriers to inclusive education
- Power Point Presentation
- Lesson Plans (bring your own) (or extract from the National Curriculum)
- ICT AT Tools Software
- SKATE Guidelines section 4
- CAST UDL Guidelines and CheckPoints

1.4 Description of the session

In this section, learners are facilitated to make the connections between UDL, differentiation and the use of ICT/AT in learning processes. The aim is to see how the taxonomies of ICT and AT correlated to the taxonomies of learning and the principles of designing learning for all. The trainer will provide an overview that will bring together what was discussed in Modules 1 – 3 and will also provide opportunities for hands on activities. These activities will include re-designing a lesson plan or extract of the national curriculum as well as the development of learning activities. During the latter participants are expected to use the prototype designed in M1, Session 4 and actually develop the activity with the use of technology tools (hardware and software) that are available either during the training and/or in the participants' schools.

1.5 Materials/means

Materials and Means are suggested resources that can be used, adopted, adapted or just consulted for the purposes of this Module and Session. Materials are expected to be localized or substituted by localized and contextualised resources.

- M4_S1_Power_Point_Presentation
- M4_S1_Lesson_Plans (bring your own) (or extract from the National Curriculum)
- M4_S1_ICT_AT_Tools_Software
- M4_S1_SKATE_Guidelines_section_4
- M4_S1_CAST_UDL_Guidelines_and_CheckPoints



1.6 Feedback

Self-assessment tool: Assess their activity based on the UDL checkpoints Extracts of ECEC National/Local/School Curriculum (use M4_S1_CAST_UDL_Guidelines_and_CheckPoints



2 Session 2 – Classroom Management and Collaborations

2.1 Competenc(y)ies

Code	Description	Level
A.16	To make recommendations and provide support to colleagues for the use of ICT/AT based on the principles of inclusive pedagogies	A
D.1	To value sharing of ideas, experiences and obstacles on the use of ICT/AT with colleagues	B
D.2	To plan, teach and review the use of ICT/AT in partnerships with other teachers in inclusive education	B
D.3	To collaborate with school assistants and other stakeholders (e.g., parents, other teachers) for the implementation and communication of the ICT/AT solutions in the school setting	B
D.4	To communicate with all stakeholders (e.g., parents, other teachers, school assistants etc) on issues of ICT/AT in ECEC	B
D.9	To communicate and report the outcomes of the use of ICT/AT in an ECEC classroom to all stakeholders involved	I
D.10	To be aware of the procedures for solving problems in the use of ICT/AT following a team approach	I
D.11	To encourage participation in projects and innovations using ICT/AT in ECEC for inclusive education	I
D.14	To organize/participate/ manage/coordinate multidisciplinary groups of stakeholders to plan and implement ICT/AT based learning activities	A
D.16	To support colleagues in the same field of educational practice	A
D.17	To manage communication with national or local authorities for issues of ICT/AT in ECEC	A
D.18	To participate and implement in projects and innovations using ICT/AT in ECEC for inclusive education	A
D.7	To be aware of the experts to contact to setting up an ICT/AT implementation plan	I
D13	To manage, set up, maintenance, upgrades and safety of ICT/AT and accessibility applications	A
D.15	To recognize possible safety issues related to ICT/AT use in order to plan mitigation/reduction strategies	A



2.2 Learning outcomes

Code	Learning outcomes	Level
A.16	To analyse the problem and the needs of colleagues To recommend solutions and support To design a code of practice for ICT/AT implementation for inclusive ECEC.	A
D.1	Acknowledge the value of sharing ideas, experience and obstacles on the use of ICT/AT with colleagues.	B
D.2	To plan, teach and review the use of ICT/AT in partnerships with other teachers in inclusive education	B
D.3	To discuss/outline with school assistants and other stakeholders (e.g., parents, other teachers) for the implementation and communication of the ICT/AT solutions in the school setting	B
D.4	To acknowledge issues on ICT in ECEC to identify stakeholders involved	B
D.9	To illustrate the need of using ICT/AT in an ECEC classroom to all stakeholders involved	I
D.10	To illustrate the need of using ICT/AT in ECEC classroom to all stakeholders involved To adapt communication strategies with different stakeholders.	I
D.11	To participate in projects and innovations using ICT/AT in ECEC for inclusive education	I
D.14	To organize / participate / manage/coordinate multidisciplinary groups of stakeholders to plan and implement ICT/AT based inclusive learning activities	A
D.16	To organize support groups in the same field of educational practice.	A
D.17	To manage communication with national or local authorities for issues of ICT/AT in ECEC	A
D.18	To implement the knowledge in projects and innovations using ICT/AT in ECEC for inclusive education	A
D.7	To identify relevant experts and contact them for setting up an ICT/AT implementation plan	I
D.13	To manage set up, maintenance, upgrades and safety of ICT/AT and accessibility applications	A
D.15	To analyze possible safety issues related to ICT/AT use in order to plan mitigation/reduction strategies	A



2.3 Teaching method(s)- activities

- Create a checklist or recommendations in relation to: What is ICT/AT, where to find it, who to consult, what are the needs of your school, and 5 basis points for successful implementation
- Discuss methods of collaboration within a group (intervention group, communities of practice) – provide relevant examples
- Problem solving activity, using a real-life scenario, and approaching it through a community of practice or an intervention interdisciplinary team in order to develop an implementation plan.
- Provide information of the different stakeholders who can be involved in
 - Discuss the benefits of being involved in projects
 - Discuss the importance of lobbying with local authorities on the importance of using ICT/AC in ECEC towards inclusion

2.4 Description of the session

In this session the main principles of interdisciplinarity in the field of ICT and AT as well as in education of children with disabilities will be discussed, highlighting the importance of collaboration for managing inclusive education and the use of technology. Particularly participants will get familiar with various methods of collaboration within the school unit as well as with professionals outside the school, issues of communication with policy makers, the community and parents/families, and the importance of joint decision making and planning. In addition, issues of technical and pedagogical support will be raised and ways of troubleshooting and supporting each other within a team. Participants will be engaged in collaborative and role play activities that will entail roles allocation, sharing of expertise and problem solving.

2.5 Materials/means

- M4_S2_Power_Point_Presentation
- M4_S2_Video (collaboration and problem solving)
- M4_S2_Activity_4.2.1._scenario
- M4_S2_Activity_4.2.1._documents for collaborative role play activity
- M4_S2_Activity_4.2.2. Sample_implementation_plan
- M4_S2_SKATE_Guidelines_Section_4.3

2.6 Feedback

Peer feedback on implementation plan.



3 Session 3 – Self-reflective practices and strategies for educators

3.1 Competenc(y)ies

Code	Description	Level
D.6	To be aware of self-reflective practices for the use of ICT/AT in ECEC for inclusive education.	B
D.12	To implement self-reflective practices for the use of ICT/AT in ECEC for inclusive education	I
D.19	To share and support colleagues in using self-reflective practices for the use of ICT/AT in ECEC for inclusive education	A

3.2 Learning outcomes

Code	Learning outcomes	Level
D.6	To identify self-reflective practices for the use of ICT/AT in ECEC for inclusive education.	B
D.12	To use self-reflective practices in a collaborative way for the use of ICT/AT in ECEC for inclusive education.	I
D.19	To analyse self-reflective strategies in a collaborative way that leads to change in all levels (micro, meso, macro).	A

3.3 Teaching method(s)- activities

- Presentation of the basic concepts and methods for self-reflection (reflection on action, reflection in action, etc.)
- Difficulties in using self-reflective practices (structural, personal)
- Advantages of self-reflection for educators' professional development
- Brainstorming
- Identification and analysis of self-reflecting tools for educators and school units/teams
- Discussion of examples of self-reflective practices.
- Competence Framework
- CAST UDL Guidelines and CheckPoints
- Entelis Self-Assessment tool for schools
- [Index for Inclusion](#)
- SKATE Guidelines section 4
- Self-reflective methods like STARR:
 - Situation
 - Task
 - Action
 - Result
 - Reflection
- Online_platform_discussion_forum_journals



3.4 Description of the session

In this session participants will become familiar to various self-reflecting practices and tools for educators. The trainer will present the basic principles and approaches to self-reflective teaching practice and participants will examine various relevant practices, by also brainstorming ideas from their own experiences. Additionally, they will examine some self-reflection tools (e.g., questionnaires, self-reflection diaries/logs, rubrics etc) and discuss which they consider appropriate for their own conditions (classroom, students, school) and how they can further develop those tools for also reflecting on inclusive practices, the implementation of UDL and the integration of ICT/AT. Among those tools the Entelis self-assessment tool for schools, the UDL checklist, the Index for Inclusion and the SKATE Competence framework will be discussed as self-reflective tools for educators.

3.5 Materials/means

Materials and Means are suggested resources that can be used, adopted, adapted or just consulted for the purposes of this Module and Session. Materials are expected to be localized or substituted by localized and contextualised resources.

- M4_S3_Power_Point_Presentation
- M4_S3_Entelis Self-Assessment tool for schools
- M4_S3_SKATE Competence Framework
- M4_S3_CAST_UDL_Guidelines_and_CheckPoints
- M4_S3 [Index for Inclusion](#)
- M4_S3_SKATE_Guidelines_section_4
- M4_S3_self-reflective methods like STARR
- M4_S3_Online_platform_discussion_forum_journals
- M4_S2_SKATE_Guidelines_Section_4.3

3.6 Feedback

Peer feedback.



4 Session 4 – Let's Do it!

4.1 Competenc(y)ies

Code	Description	Level
	To implement digital inclusive education practices by educators, following the tips/strategies for integrating ICT-AT in ECEC (Annex 3 in Guidelines)	
	To support implementation by the research team	
	To self -reflect on implementation	

4.2 Learning outcomes

Code	Learning outcomes	Level
	To implement digital inclusive education practices	
	To receive support of implementation by the research team	
	To use self- reflective practices for the implementation of the use of ICT/AT in ECEC for inclusive education.	

4.3 Teaching method(s)- activities

- Collaborative Learning
- Peer support/coaching during classroom implementation

4.4 Description of the session

The aim of this session is to implement digital inclusive educational practices by educators. The research team will provide them the necessary support (providing tips/strategies/collaboration) for their implementation. This session also includes the use of self-reflection practices of educators on their implementation. Specifically, during this session participants will sum-up and decide on the way they will implement their learning activities and methodologies developed during training in their classroom. They will actually use the knowledge and skills developed in the whole training by: using the lesson plan developed in M4/S1 as a template for designing the one they will implement, follow the process used in M4/S2 for designing and implementation plan, use tools and methods discussed in M4/S3 for reflecting on their own practice during implementation. In addition, the trainers' teams will be supporting participants through a coaching/peer support approach during implementation.

4.5 Materials/means

All materials will be developed by educators during the design and implementation of the activities

4.6 Feedback

Self-reflection