

## COURSE CONTENT

Module	Learning Unit
Course Overview	Welcome Video
Module 1. Understanding Diversity in Higher Education (5h)	<b>1.1. Introduction to Diversity, Equity and Inclusion (DEI) in Higher Education</b>
	1.1.1. DEI: What is it?
	1.1.2. DEI: What it is not? Common misconceptions about inclusion
	<b>1.2. Diversity in Higher Education: Intersectionality in Educational Contexts</b>
	1.2.1. Intersectionality and visible/invisible diversity
	1.2.2. Dimensions of diversity: disability
	1.2.3. Dimensions of diversity: gender and identity
	1.2.4. Dimensions of diversity: cultural and linguistic diversity
	1.2.5. Dimensions of diversity: neurodiversity and cognitive variability
	1.2.6. Dimensions of diversity: socio-economic and educational trajectories
	<b>1.3. Impact of Students' Backgrounds on Learning and Sense of Belonging</b>
	1.3.1. Reflective Awareness for Inclusive Teaching
	1.3.2. Related key concepts: unconscious bias, discrimination and stereotypes
	1.3.3. What is expected? Power dynamics in teaching-learning relationships
1.3.4. Taking Action: Applying DEI in Teaching Practice	
Module 2. Inclusive Education and UDL Foundations (15h)	<b>2.1. What is UDL? UDL Principles and Frequently Asked Questions (FAQ)</b>
	2.1.1. Introduction to Universal Design for Learning (UDL)
	2.1.2. The "Why" of Learning: Multiple Means of Engagement
	2.1.3. The "What" of Learning: Multiple Means of Representation
	2.1.4. The "How" of Learning: Multiple Means of Action
	2.1.5. Lesson Planning with UDL: Guiding Questions and Barrier Identification
	2.1.6. Essential Elements of UDL Lesson Design: Objectives, Methods, Materials and Assessment
	<b>2.2. UDL in Higher Education</b>
	2.2.1. Universal Strategies that Benefit All Learners
	2.2.2. Targeted Strategies for Diverse Groups
	2.2.3. Tools and Resources for Applying UDL in Higher Education
	2.2.4. Use of technology and AI for inclusion and accessibility
Module 3. Reflection and Classroom Transformation Plan (5h)	3.1. Classroom Transformation Plan (including revised activities, assessment proposals and accessible resources)
	3.2. Peer Review and Feedback

The summaries below present the key themes addressed in each short lecture video. A table at the end of this section indicates which lecturer is responsible for each learning unit.

## Course Welcome Video

Provides a brief overview of how the microcredential is organised, explaining its structure, sequence, expectations and learning approach, and guiding participants on what to anticipate throughout the course.

## Module 1. Understanding Diversity in Higher Education

### 1.1. Introduction to Diversity, Equity and Inclusion (DEI) in Higher Education

#### 1.1.1. DEI: What is it?

Introduces Diversity, Equity and Inclusion (DEI), explaining its aims and relevance for equitable participation in higher education.

#### 1.1.2. DEI: What it is not? Common misconceptions about inclusion

Clarifies misconceptions, distinguishing genuine inclusion from tokenism and oversimplified approaches.

### 1.2. Diversity in Higher Education: Intersectionality in Educational Contexts

#### 1.2.1. Intersectionality and visible/invisible diversity

Explores intersecting identities and both visible and invisible forms of diversity in student experiences.

#### 1.2.2. Dimensions of diversity: disability

Highlights disability as a dimension of diversity, focusing on systemic barriers rather than individual deficits.

#### 1.2.3. Dimensions of diversity: gender and identity

Examines gender, identity and expression, introducing some inclusive practices that promote safety and respect.

#### 1.2.4. Dimensions of diversity: cultural and linguistic diversity

Discusses how cultural and linguistic background shapes communication and expectations, along with strategies for inclusion.

### 1.2.5. Dimensions of diversity: neurodiversity and cognitive variability

Introduces neurodiversity through a strengths-based lens, outlining approaches to support varied cognitive profiles.

### 1.2.6. Dimensions of diversity: socio-economic and educational trajectories

Explores the impact of socio-economic background and prior educational experiences on participation and confidence.

## 1.3. Impact of Students' Backgrounds on Learning and Sense of Belonging

### 1.3.1. Reflective Awareness for Inclusive Teaching

Encourages educators to reflect on assumptions and decision-making processes influencing teaching practice.

### 1.3.2. Key concepts: unconscious bias, discrimination and stereotypes

Defines bias, discrimination and stereotypes, explaining their impact and strategies to mitigate them.

### 1.3.3. Power dynamics in teaching-learning relationships

Explores how power dynamics within classroom and institutional contexts can create or reduce barriers to participation, influencing student agency and the conditions needed for inclusive education.

### 1.3.4. Taking Action: Applying DEI in teaching practice

Provides practical strategies for embedding DEI across teaching, communication and assessment.

## Module 2. Inclusive Education and UDL Foundations

### 2.1. What is UDL? UDL Principles and Frequently Asked Questions (FAQ)

#### 2.1.1. Introduction to Universal Design for Learning (UDL)

Introduces UDL, its purpose and its relevance in designing inclusive learning environments.

#### 2.1.2. The “Why” of Learning: Multiple Means of Engagement

Explores strategies to foster motivation and sustained engagement.

#### 2.1.3. The “What” of Learning: Multiple Means of Representation

Examines multimodal presentation of information to reduce perceptual and linguistic barriers.

#### **2.1.4. The “How” of Learning: Multiple Means of Action**

Explores flexible options for students to demonstrate their learning.

#### **2.1.5. Lesson Planning with UDL: Guiding Questions and Barrier Identification**

Presents guiding questions to identify learning barriers during lesson planning.

#### **2.1.6. Essential elements of UDL lesson design**

Explains how objectives, methods, materials and assessments align with UDL.

### **2.2. UDL in Higher Education**

#### **2.2.1. Universal strategies that benefit all learners**

Outlines strategies that enhance learning for all students, such as clear structure and multi-modal resources.

#### **2.2.2. Targeted strategies for diverse groups**

Provides targeted strategies for supporting learners with diverse backgrounds, abilities and learning profiles, including those experiencing linguistic, cognitive, cultural or socio-economic barriers.

#### **2.2.3. Tools and resources for applying UDL in higher education**

Presents practical tools and templates that support UDL aligned design.

#### **2.2.4. Use of technology and AI for inclusion and accessibility**

Discusses digital and AI based tools that improve accessibility and support diverse learners.

### **Module 3. Reflection and Classroom Transformation Plan**

#### **3.1. Classroom Transformation Plan**

Offers guidance on developing a structured classroom transformation plan, including the re-design of activities, assessment proposals and accessible learning resources grounded in inclusive and UDL-aligned principles.

#### **3.2. Peer Review and Feedback**

Introduces the structured peer-review process through which lecturers receive and provide feedback on their Classroom Transformation Plans, highlighting how comments from both peers and the module lecturer inform improvements to the final design and contribute to the overall assessment.

Partner	Learning Unit	Video	Forum Feedback
UCP	Course Welcome Video	Inês Monteiro	Inês Monteiro
UA	DEI: What is it?	Teresa Pozo-Rico	Teresa Pozo-Rico
UA	DEI: What it is not? Common misconceptions about inclusion	Teresa Pozo-Rico	Teresa Pozo-Rico
UCP/UG	Intersectionality and visible/invisible diversity	Inês Alves	Inês Alves
UA	Dimensions of diversity: disability	Esther Heredia Oliva	Esther Heredia Oliva
UA	Dimensions of diversity: gender and identity	María L. Medel	Teresa Pozo-Rico
UCP	Dimensions of diversity: cultural and linguistic diversity	Rosário Serrão	Rosário Serrão
UA	Dimensions of diversity: neurodiversity and cognitive variability	Esther Heredia Oliva	Esther Heredia Oliva
UCP/UG	Dimensions of diversity: socio-economic and educational trajectories	Inês Alves	Inês Alves
UCP	Reflective Awareness for Inclusive Teaching	Lorena Gonzalez Ros	Teresa Pozo-Rico
UCP/UG	Related key concepts: unconscious bias, discrimination and stereotypes	Inês Alves	Inês Alves
UA	What is expected? Power dynamics in teaching-learning relationships	Lorena Gonzalez Ros	Teresa Pozo-Rico
UA	Taking Action: Applying DEI in Teaching Practice	Teresa Pozo-Rico	Teresa Pozo-Rico
UCP/UP	Introduction to Universal Design for Learning (UDL)	Louise Lima	Daniela Ferreira
UCP/UP	The "Why" of Learning: Multiple Means of Engagement	Louise Lima	Daniela Ferreira
UCP/UP	The "What" of Learning: Multiple Means of Representation	Louise Lima	Daniela Ferreira
UCP/UP	The "How" of Learning: Multiple Means of Action	Louise Lima	Daniela Ferreira
UCP/UP	Lesson Planning with UDL: Guiding Questions and Barrier Identification	Louise Lima	Daniela Ferreira
UCP/UP	Essential Elements of UDL Lesson Design: Objectives, Methods, Materials and Assessment	Daniela Ferreira	Daniela Ferreira
UCP/UP	Universal Strategies that Benefit All Learners	Daniela Ferreira	Daniela Ferreira
UCP/UP	Targeted Strategies for Diverse Groups	Daniela Ferreira	Daniela Ferreira
UCP/UP	Tools and Resources for Applying UDL in Higher Education	Daniela Ferreira	Daniela Ferreira
UdS	Use of technology and AI for inclusion and accessibility	Andreas Korbach	Andreas Korbach
UCP	Classroom Transformation Plan (including revised activities, assessment proposals and accessible resources)	Inês Monteiro	Inês Monteiro
UCP	Peer Review and Feedback	Inês Monteiro	Inês Monteiro



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