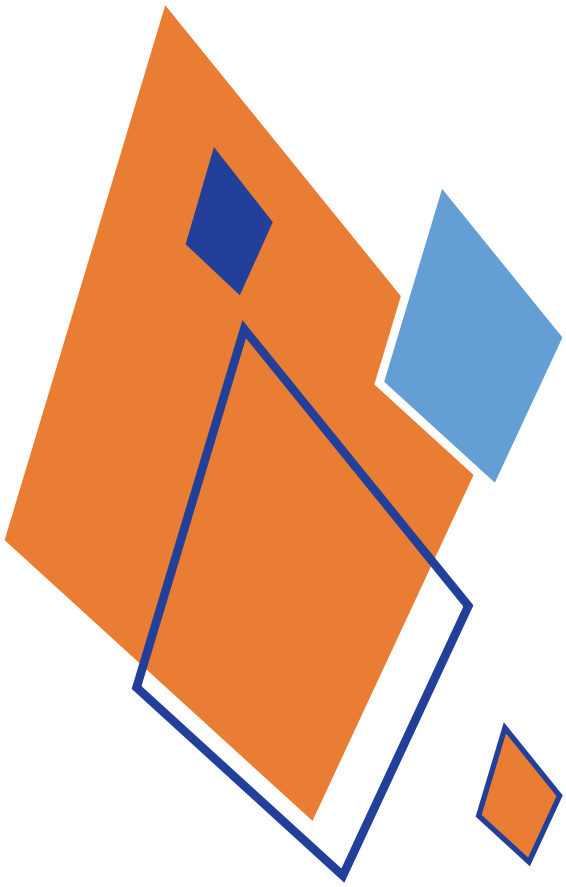


Inclusive Student-Centred Pedagogies in Higher Education

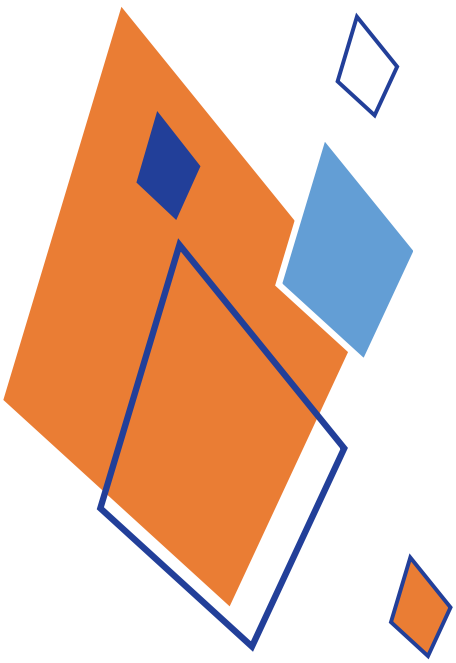
FACULTY GUIDEBOOK

FOR
TEACHING
&
PROFESSIONAL DEVELOPMENT

Evidencing academic policy to everyday practice
from the Erasmus COALITION project

Helena Reierstam, Kallia Katsampoxaki-Hodgetts & Meeri Hellstén (Eds)

Erasmus + COALITION



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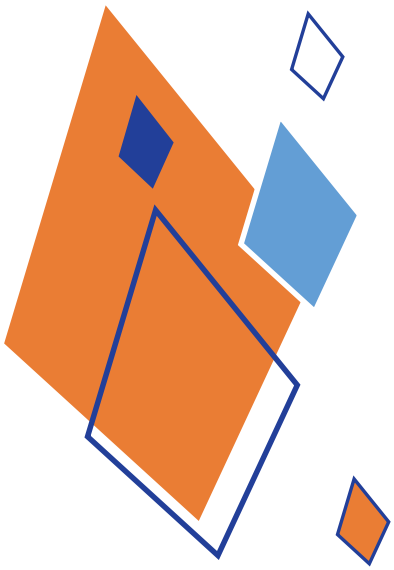

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FOREWORD FROM PROJECT LEADERS

Although higher education institutions have always been sites where diverse people come together for conversation and learning, universities have often been rather elitist. In the present age, higher education institutions are being redeveloped as spaces where all are welcome and can enjoy the benefits of learning. The massification of higher education, the digitalization of learning environments, and the diversification of the student population challenge many of our taken-for-granted approaches to teaching and learning. Therefore, we need to redefine what we mean by 'good teaching,' as our teaching now reaches a much wider variety of students.

This faculty guide explores the challenges of inclusive teaching in higher education and offers practical suggestions for faculty and students to adapt learning environments, teaching approaches, and learning activities. By evaluating various academic development initiatives, such as peer observation of teaching, lesson redesign, and action research, faculty and students from different European higher education institutions describe the value these activities bring to their teaching and learning. This guide not only provides useful tips and strategies but also shows readers how to implement them in their specific higher education contexts.

Another significant resource this guide offers is its recommendations for higher education policy and leadership. Many, if not all, adaptations to teaching and learning in higher education will only become sustainable, if they are incorporated into policy and supported by academic leadership. 'Being inclusive' is not merely an attitude or a willingness; it is deeply intertwined with our norms and values. Changing these culturally embedded aspects of our work may take generations, unless we demonstrate that such changes are essential to who we are and who we aspire to be as a university.

At the same time, this faculty guide shows that sustained, structured conversations about teaching and learning create valuable opportunities to redevelop university teaching into an inclusive practice where everyone feels welcome. Conversations during peer observation and action research challenge us to rethink what we value, develop greater awareness of what inclusive teaching entails, and explore new teaching approaches and learning activities in which all students can thrive academically.

We are deeply grateful to all COALITION team members for the learning opportunities they have provided throughout the project. We also sincerely thank all faculty and students who participated in the surveys, interviews, lesson redesigns, and action research projects. In addition, we thank the academic developers and faculty trainers with whom we had the pleasure of working. Without the practical wisdom of the participating students, teachers, academic developers, and trainers, this guide would lack substance. A special thanks to Helena and Meeri, the editors, for their insights, which are described in this faculty guide to inclusive teaching and which we believe make it essential reading for anyone involved in academic development and teaching and learning in higher education.

Kallia Katsampoxaki-Hodgetts (University of Crete)
and Roeland van der Rijst (Leiden University)

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INTRODUCTION

Helena Reierstam, Kallia Katsampoxaki-Hodgetts and Meeri Hellstén

The concept of inclusive student-centred pedagogies (i-SCP) has been developed to enhance quality of teaching in higher education through fostering faculty development and the co-creation with students of new approaches to teaching and learning. In the COALITION Erasmus+ project (Kravale-Pauliņa et al., 2025), faculty members engaged in structured faculty development (FD) activities aimed at enhancing inclusive teaching practices through peer observation, lesson design, and action research. These initiatives sought to bridge the gap between pedagogical theory and teaching practice, emphasizing collaborative and reflective teaching approaches. This process has taken us through five phases: 1) Needs analysis, 2) Formal and reflective interventions such as peer observation, lesson redesign and action research, 3) E-book with evidence-based outcomes, 4) MOOC and 5) evaluation of interventions to arrive at a summary of evidence based pedagogical practice and a Faculty Guide.

The aim of this guide is not so much to provide a context-free presentation of i-SCP based on classifications from six participating countries, but rather to provide an evidence-based resource for faculty who are willing and engaged to integrate i-SCP into their teaching and to develop teaching practices. It also aims at providing a resource for policy development of i-SCP, albeit limited to the participating COALITION partners.

As such, this guide offers resources in the form of case study samples of i-SCP, which requires contextualisation in its transfer to new teaching and learning arenas across space, time, and place. This contextualisation could be related to national regulations, higher education ordinances, and jurisdictions regulating, to local norms and values in the teaching cultures, and to what can and cannot be applied at institutional level.

The guide is structured to provide access to knowledge and understanding of faculty development, curriculum design, and implementation within and across institutional and cultural boundaries drawing on the evidence we have collected. Each partner country presents their situation and way of working as a specific case of how i-SCP was implemented, followed by a summative extraction of 'take-home tools and ideas' for university teaching. We are cognisant that each contextual delimitation needs to be considered when attempting to apply our case examples at a home institution. Contexts delimit and delineate the conditions for teaching and learning at an institution, and we pay respect to the diversity of local conventions, norms, and values.

What the COALITION project has shown us through lived experience within and across six diverse higher education systems is that sustainable change in teaching does not emerge from top-down mandates or generic training packages alone. Instead, it grows through thoughtfully scaffolded faculty development processes that honour the agency and expertise of educators (van der Rijst & de Jonge,

2025). Reflective peer observation, for example, became more than a mechanism for accountability; it evolved into a space for trust-building, mutual learning, and reimagining one's teaching through the eyes of a colleague. Similarly, aligning lesson design components with inclusive student-centred pedagogies was not a mere technical task, but a reflective act of curriculum redesign grounded in values of equity, participation, and relevance. When faculty engaged in action research, they did not simply implement new strategies—they investigated their own practice, questioned assumptions, and contributed to a community of evidence-informed teaching. These interventions, taken together, suggest a pathway for policy that does not prescribe from above, but cultivates from within supporting educators as co-designers of inclusive, contextually rooted pedagogical change.

Defining Inclusive Student-Centred Pedagogy (i-SCP) in Higher Education

Inclusive student-centred pedagogies (i-SCP) embrace an approach to teaching and learning in higher education that prioritises the needs, backgrounds, and abilities of all students (Marin & van der Rijst, 2025). It expects faculty members to design their lessons taking into account that every student is different and that these differences can actually serve as powerful assets that enrich learning, foster deeper engagement, and promote critical dialogue (Gay, 2018; Ladson-Billings, 1995; Cook-Sather, 2014). Rather than viewing diversity as a challenge to be managed, i-SCP frames it as a catalyst for co-constructing knowledge, cultivating empathy, and expanding epistemic horizons (Bovill & Felten, 2016). This requires educators to intentionally plan inclusive, accessible, and participatory learning experiences that not only acknowledge but actively leverage students' varied identities, experiences, and perspectives to enhance both individual and collective outcomes (CAST, 2018; Healey, 2014; hooks, 1994).

Grounded in sociocultural learning theories (Vygotsky, 1978) and critical pedagogy (Freire, 1970; hooks, 1994), i-SCP challenges the traditional one-size-fits-all model by recognizing that each student brings unique prior knowledge, lived experiences, and ways of meaning-making into the learning space (Gay, 2018; Ladson-Billings, 1995). Beyond rejecting a one-size-fits-all model, i-SCP also challenges entrenched power dynamics in the lecture halls, shifting from teacher-led transmission to participatory, co-constructed learning spaces (Katsampoxaki-Hodgetts & Spanaki, 2025). This pedagogy seeks not only to accommodate diversity but also to leverage it as a resource for deep, transformative learning. It emphasizes creating an equitable learning environment by valuing diverse perspectives across culture, language, disability, socio-economic status, and other identities; removing structural and attitudinal barriers to participation, and fostering meaningful engagement for all. i-SCP goes beyond inclusion as mere access; it is concerned with justice, critical reflexivity, and the redistribution of epistemic authority (Cook-Sather, 2014; Bovill & Felten, 2016).

What, then, are the key pillars that bring inclusive student-centred pedagogy to life in practice? Let us briefly unpack the core elements that shape this approach (Figure 1):

1. **Active Learning** – Encourages student participation through discussions, group work, collaborative projects, problem-based learning, case studies, and experiential learning, that place students at the centre of meaning-making (Katsampoxaki-Hodgetts, 2023)
2. **Personalised Learning** – Recognizes diverse learning pathways and empowers students to co-design aspects of their learning trajectory, enabling flexibility and responsiveness to individual needs (Santangelo & Tomlinson, 2012).
3. **Cultural and Linguistic Responsiveness** –Integrates students' lived experiences, languages, and cultural knowledge into the curriculum to validate and enrich learning processes (Gay, 2018; Ladson-Billings, 1995).

4. **Assessment for learning – Universal Design for Learning (UDL)** embeds accessibility and flexibility in course design from the outset, ensuring that materials, tasks, and assessments are inclusive of all learning needs (CAST, 2018). Assessment for learning and assessment as learning are integral to inclusive student-centred pedagogies (Hellstén & de Jonge, 2025), as they not only provide meaningful, formative feedback that guides learning but also cultivate students' metacognitive skills and agency, positioning learners as active participants in evaluating and shaping their own progress (Carless & Boud, 2018; Sambell et al., 2012).
5. **Equity and Inclusion** – Addresses systemic barriers and biases (hidden and visible ones) to create an environment where all students feel valued and respected, and equitable participation and outcomes for historically marginalized groups.
6. **Student Voice, Partnership, and Agency** – Encourages students to take an active role in shaping their education and contributing to their learning experience. Promotes a culture of shared responsibility where students co-create curricula, assessment criteria, and learning experiences, positioning them as active partners rather than passive recipients (Cook-Sather et al., 2014).

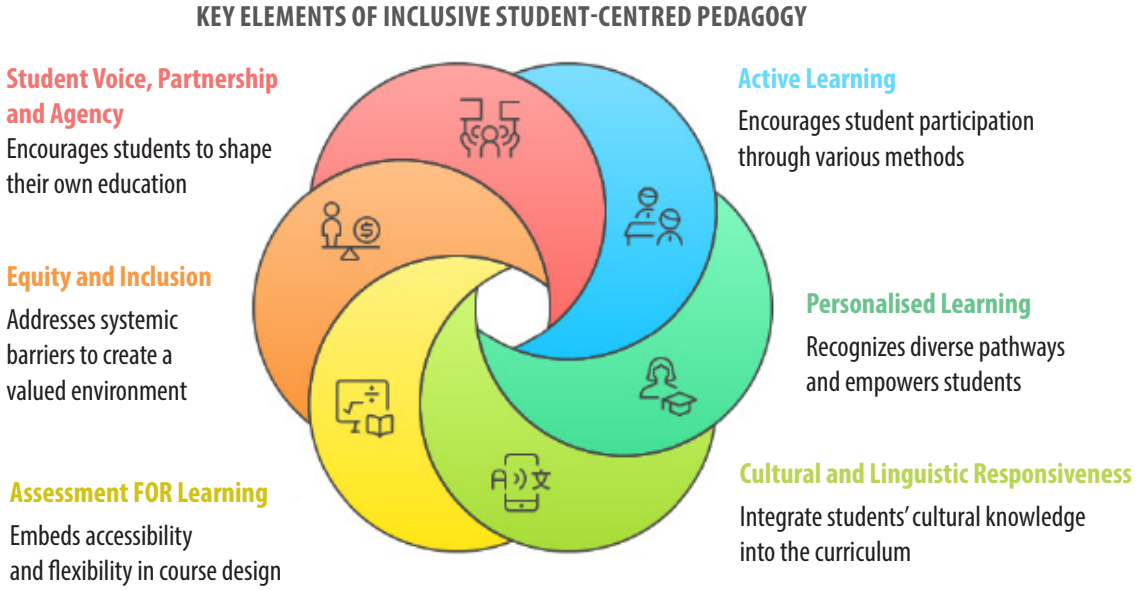

Figure 1: Key Elements of Inclusive Student-Centred Pedagogy

Benefits of This Approach

Pathways to Academic Excellence (Figure 2) are increasingly shaped by approaches that foreground inclusivity and student-centredness as pillars of effective teaching and learning. Inclusive student-centred pedagogies (i-SCP) offer a transformative framework that places the diverse needs, identities, and abilities of all students at the heart of curricular and instructional design (Cook-Sather, 2014; Hockings, 2010). Rooted in sociocultural learning theories (Vygotsky, 1978) and critical pedagogy (Freire, 1970; hooks, 1994), i-SCP disrupts the traditional one-size-fits-all paradigm, recognizing that every student enters the learning environment with distinct prior knowledge, lived experiences, and cultural perspectives (Gay, 2018; Ladson-Billings, 1995).

Figure 2: Pathways to Academic Excellence

The value of this approach lies not only in acknowledging difference but in actively harnessing it as a resource for deeper learning and collaborative inquiry. Faculty members are called to design learning experiences that are responsive to this plurality, embracing differences in culture, language, disability, gender, and socioeconomic background as assets rather than obstacles (Bovill, 2020; Healey, 2014). In doing so, i-SCP fosters conditions for all students to participate meaningfully, develop agency, and take ownership of their educational journeys (Bovill & Felten, 2016; Cook-Sather et al., 2014).

Empirical research reinforces the transformative potential of i-SCP. Engagement and achievement rise when students see their identities and contributions reflected in the curriculum and feel that their voices genuinely matter (Bovill, 2020; Gay, 2018; Healey, 2014). Central to this are frameworks like Universal Design for Learning (UDL), which advocate proactive, accessible teaching practices that benefit all learners by offering multiple means of engagement, representation, and expression (Burgstahler & Cory, 2010; CAST, 2018). Personalized learning and differentiated instruction, that is long established in the work of Tomlinson (2001) and supported by more recent studies (Santangelo & Tomlinson, 2012), further enhance motivation, comprehension, and sustained academic success.

Beyond academic performance, i-SCP cultivates a sense of belonging and well-being, both vital for persistence, particularly among marginalized groups (Strayhorn, 2018; Thomas, 2012). Supportive learning communities grounded in respect and inclusivity promote psychological safety, enabling students to take intellectual risks, innovate, and engage creatively (Edmondson & Lei, 2014; Freeman et al., 2014). Importantly, i-SCP is not limited to improving classroom dynamics; it aims to foster critical consciousness and reflexivity, equipping students to interrogate social inequities and connect their academic work to broader societal transformation (Andreotti, 2011; Freire, 1970; Hooks, 1994).

Ultimately, inclusive student-centred pedagogies prepare students with the transferable skills such as critical thinking, collaboration, and intercultural competence and are deemed essential for navigating complex global challenges in the 21st century (Deneen & Boud, 2014; OECD, 2019). Far from a mere

checklist of inclusive practices, i-SCP envisions higher education as a shared space of equity and justice, where diversity is celebrated as a source of innovation, and where both educators and learners are co-constructors of knowledge and transformation (Brookfield & Preskill, 2012).

Implementation in Higher Education

Effective implementation of i-SCP (Figure 3) requires systemic and sustained efforts at multiple levels; curriculum design, teaching practice, assessment, and institutional policy (Hockings, 2010; Hockings, Brett, & Terentjevs, 2012).

Flexible and Inclusive Pedagogies: Evidence supports the adoption of active learning strategies such as flipped classrooms, problem-based learning, and collaborative projects to engage students and decentralize authority (Prince, 2004; Freeman et al., 2014; Katsampoxaki-Hodgetts, 2023). Hybrid and blended learning formats further enhance accessibility and flexibility, particularly post-pandemic (Rapanta et al., 2020; Bozkurt & Sharma, 2020).

Diversified Assessment Strategies: Inclusive assessment calls for multiple and multimodal forms of evaluation such as interactive presentations, portfolios, reflective journals, peer assessments that respect students' varied literacies and strengths (Boud & Soler, 2016; Hellstén & de Jonge, 2025; Sambell, McDowell, & Montgomery, 2012). Research emphasizes moving away from high-stakes exams toward assessment for learning, focusing on feedback-rich, iterative processes (Carless & Boud, 2018).

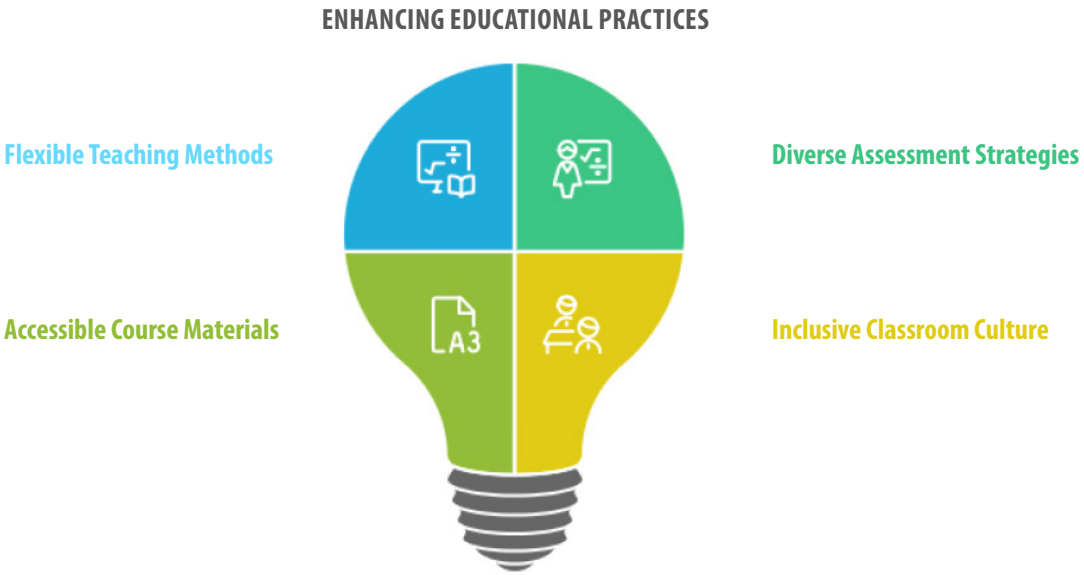

Figure 3: Key components for i-SCP implementation in Higher Education.

Accessible and Inclusive Resources: Universal design principles advocate for materials to be available in diverse formats such as text, audio, video, captioned media or transcripts, to meet varied sensory, cognitive, and technological needs (CAST, 2018; Seale, 2013). Institutional policies should support ongoing audits and updates of course content to maintain accessibility compliance (Burgstahler & Cory, 2010).

Inclusive and Critical Classroom Culture: Developing an inclusive classroom involves establishing norms for respectful dialogue, embedding anti-bias training, and co-constructing learning agreements with students (Arao & Clemens, 2013; Brookfield & Preskill, 2012). Reflexivity is key and faculty must continually examine their own assumptions and positionality (Zembylas & Bozalek, 2017).

Faculty Development and Institutional Commitment: Research highlights the need for ongoing professional development to build faculty capacity in inclusive pedagogy, as well as institutional lead-

ership that prioritizes equity in strategic planning and resource allocation (AdvanceHE, 2019; Gibbs & Coffey, 2004; Ryan & Tilbury, 2013).

Technology for Inclusion: Digital, AI-enhanced, and Multimodal tools (Katsampoxaki-Hodgetts et al., 2024; Reierstam, 2025) can enhance personalization, participation, and accessibility when thoughtfully integrated (Salmon, 2012; Kentnor, 2015). However, educators must also be mindful of the digital divide and ensure equitable access to devices, connectivity, and digital literacies (Selwyn, 2021; Veletsianos & Houlden, 2020).

Ultimately, the strategies and approaches outlined here cannot transform curriculum into praxis through mere theoretical alignment or isolated efforts. Faculty members must recognize that i-SCP becomes truly meaningful only when enacted *with* students as genuine collaborators, not simply for them. This requires a conscious, ongoing commitment to shared ownership of teaching and learning processes.

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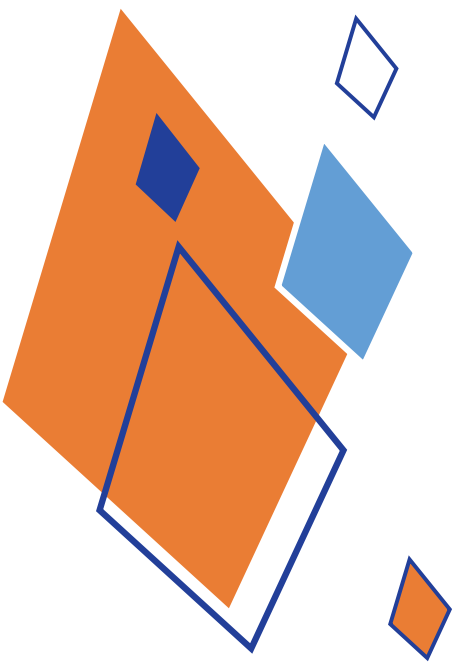
https://www.youtube.com/watch?v=tGP35wA2_UM&list=PLRJjVQJi1qC6kZ67zp7qNamiIVDX4Lc0x&index=6

Part 1
Coalition i-SCP faculty Development & Course Design



INTRODUCING THE COALITION I-SCP COMPETENCE FRAMEWORK

Inclusive Student-Centred Pedagogies (i-SCP) represent transformative approaches to higher education, emphasising equity, diversity, and engagement in learning environments. In an era of globalization and rapidly diversifying student populations, this framework is pivotal for all stakeholders, including faculty members, institutional leaders, policymakers, and students. For faculty, it offers guidance on fostering environments where every student's voice is heard and valued, while addressing barriers that limit student participation. Institutional leaders benefit from a structured roadmap to adapt resources, policies, and practices to meet the needs of diverse learners effectively.

For policymakers, the framework provides evidence-based insights to promote equitable education at a systemic level. Most importantly, students are placed at the heart of this framework, empowered as *co-creators* of their learning journey in environments tailored to accommodate their unique needs and aspirations.

The i-SCP framework recognizes the interconnectedness of teaching and learning, and institutional structures, highlighting the necessity of collaborative efforts to build inclusive higher education systems. It not only bridges gaps between student expectations and teaching practices but also equips institutions to thrive in an increasingly competitive and socially conscious academic landscape. By implementing this framework, stakeholders can ensure a commitment to inclusivity, fostering academic excellence and social equity for all.

The Inclusive Student-Centred Pedagogies (i-SCP) competence framework emerged from a comprehensive study exploring the needs and experiences of teaching faculty and students across European universities (van der Rijst & Fernandez-Diaz, 2025, 2023). Conducted in six countries, Greece, Latvia, Romania, Spain, Sweden, and The Netherlands, the study utilized online surveys to collect data from 264 faculty members and 548 students. The survey, structured around 46 statements rated on a 5-point Likert scale, examined both institutional and personal perspectives on inclusive teaching (Marin & van der Rijst, 2025). Key themes included accessibility and resources for inclusion, faculty attitudes toward inclusive pedagogies, curricular design adjustments, and methods for assessment and fostering active engagement in diverse classrooms. Semi-structured interviews complemented the survey data, providing insights into faculty engagement and expectations. Participation was voluntary, with ethical guidelines ensuring the rights and confidentiality of all participants. The survey was designed in co-creation within the contexts of six partnering universities in the project.

The resulting i-SCP competences framework identifies five key dimensions essential to fostering inclusive teaching in higher education as presented in the figure below.

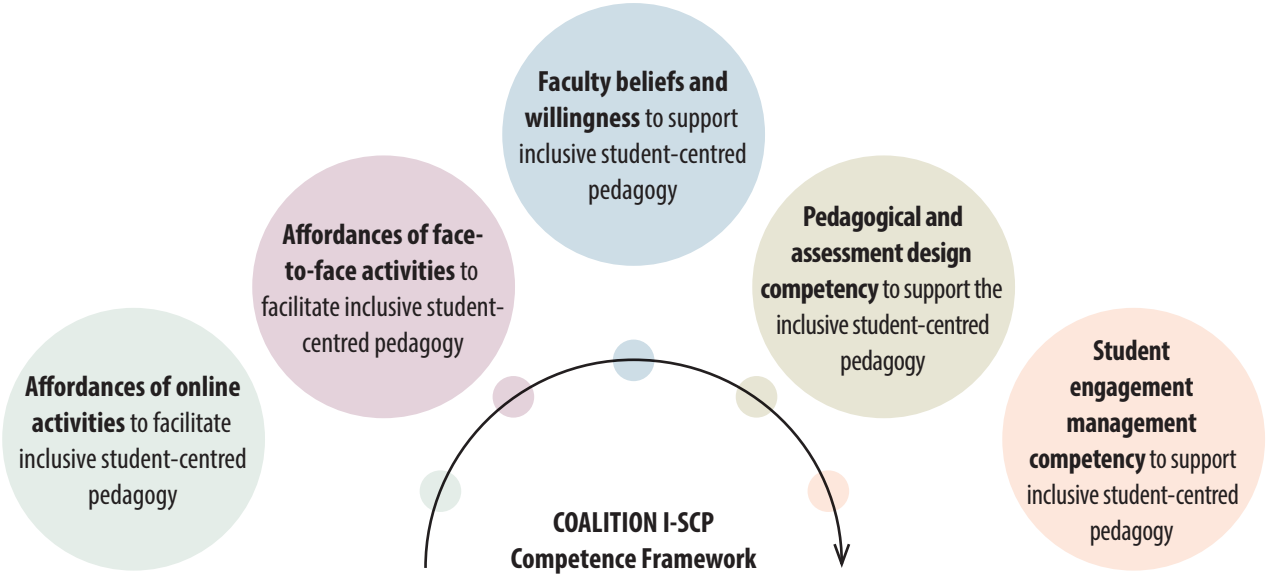


Figure 4: The COALITION i-SCP Competence Framework

The first dimension (Figure 5 below) addresses the affordances for face-to-face learning activities, emphasizing the creation of inclusive on-campus learning environments where standards for interaction are established early to ensure fairness and equity. This dimension highlights the importance of "on the spot" teaching and learning support for faculty, fostering faculty development, but also architectural accessibility features like wheelchair ramps and modular desks, and technological tools adapted to the social, cultural, and neurodiverse needs of students.

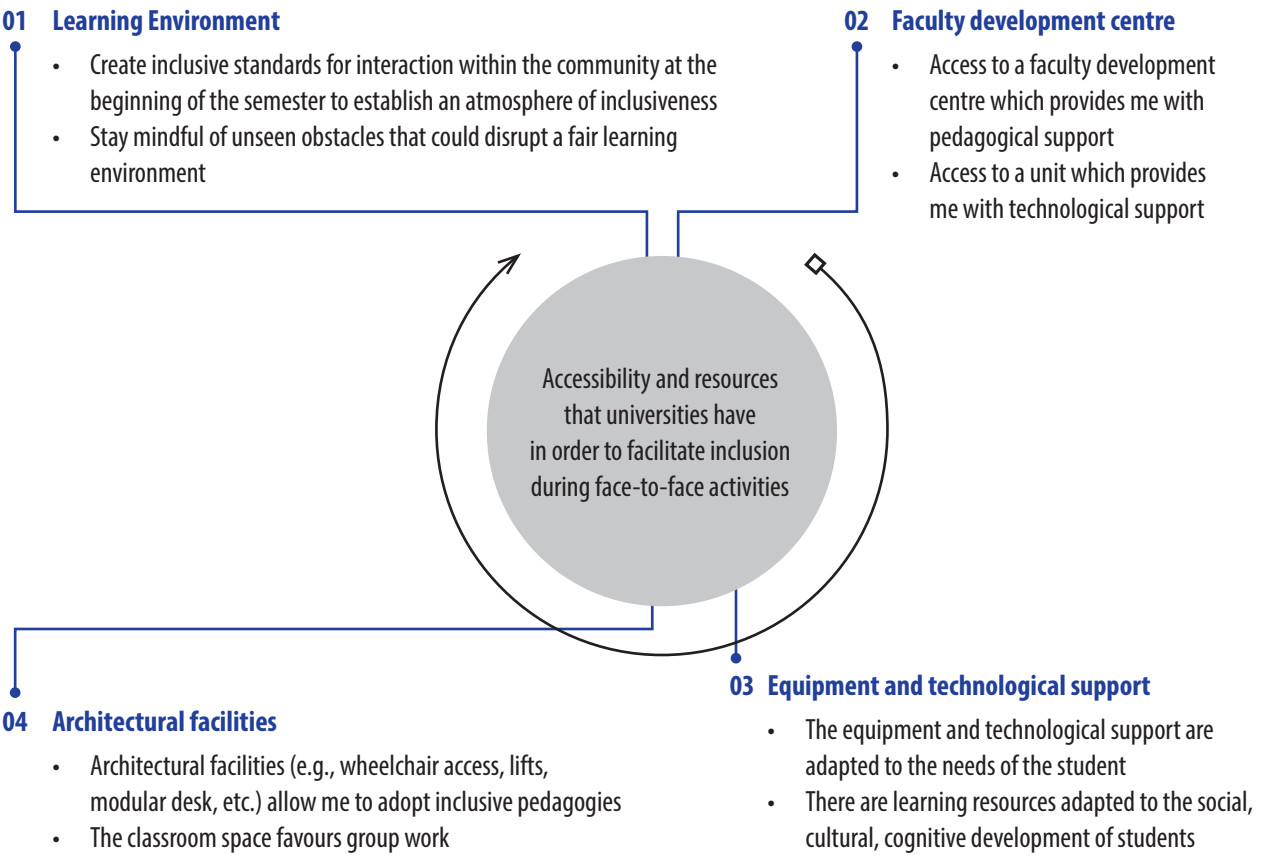


Figure 5: The first dimension in the COALITION Competence Framework

The second dimension (Figure 6 below) focuses on affordances for online learning activities, which parallels the considerations for face-to-face settings but adapts them to virtual contexts. Universities must ensure access to high-quality technology for all students, including sound, video, and connectivity tools. Additionally, e-Learning resources must be tailored to promote collaboration among students, supported by specialized pedagogical and technological support for online teaching. Creating inclusive standards for virtual interaction is critical to fostering a welcoming and equitable online learning environment.

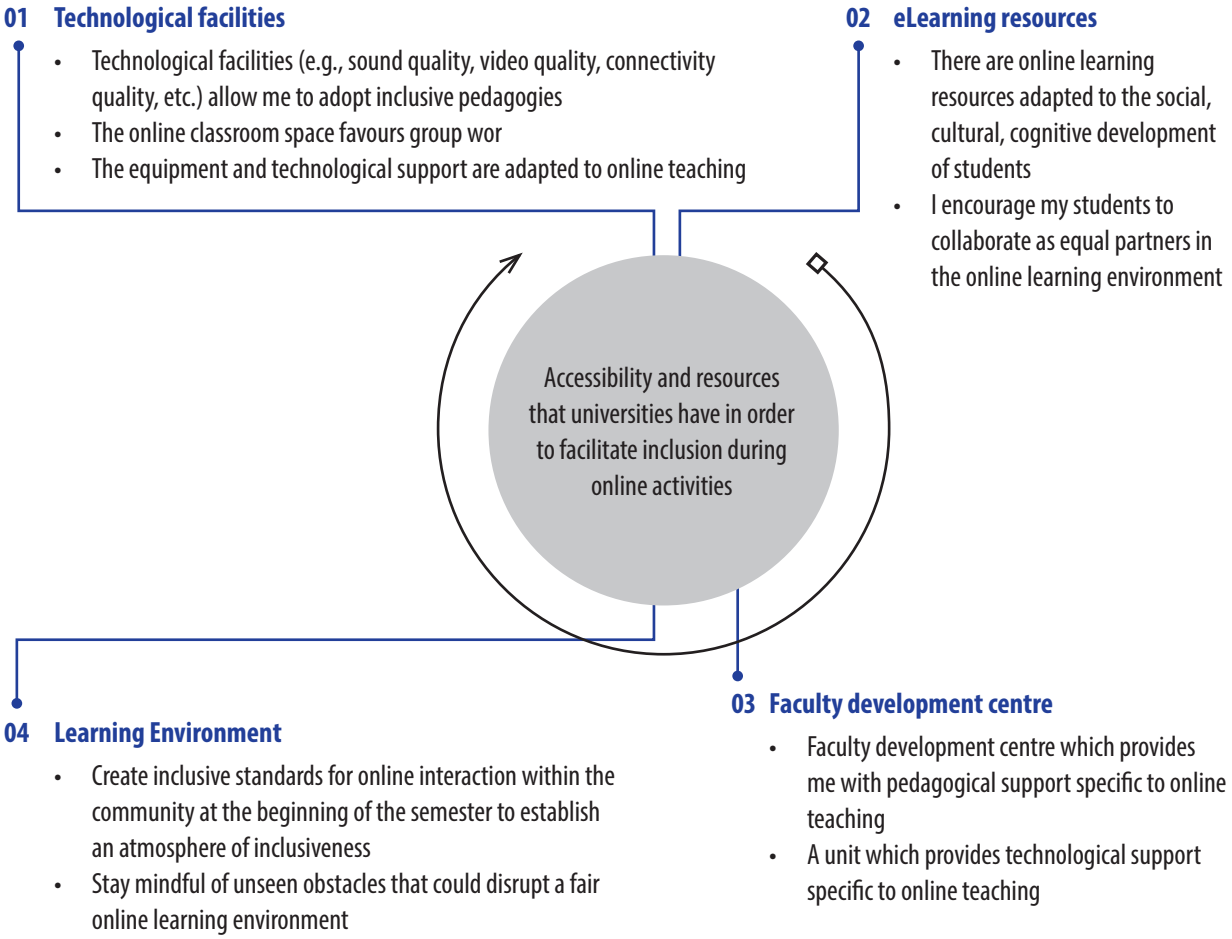


Figure 6: The second dimension in the COALITION Competence Framework

The third dimension (Figure 7 below) highlights the importance of faculty beliefs and the willingness to embrace inclusive pedagogy by cultivating attitudes and values that support diverse student groups. Faculty members are encouraged to approach differences in cultural, social, and personal contexts with non-judgmental openness, actively embracing and addressing the varied needs of their students.

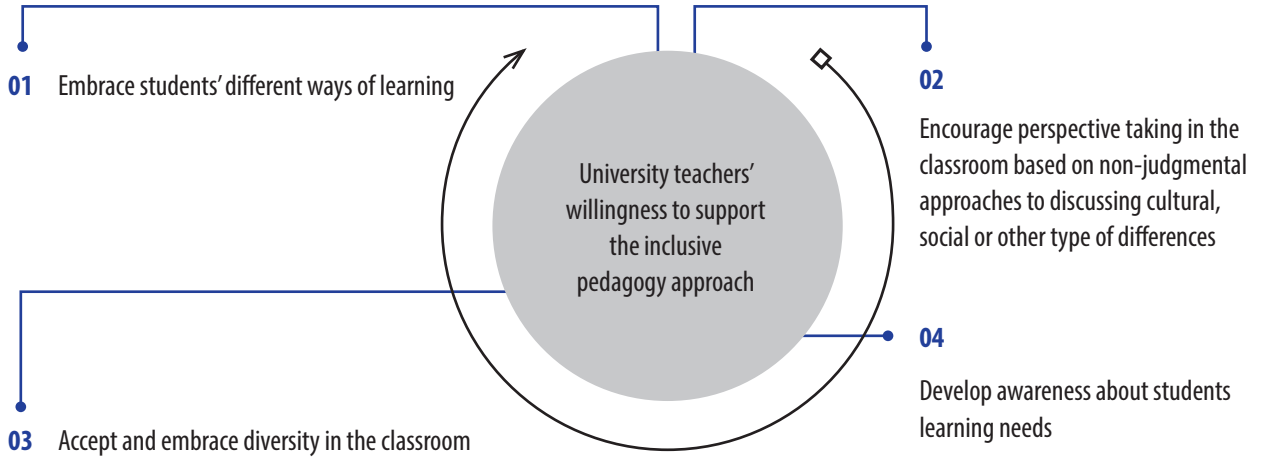


Figure 7: The third dimension in the COALITION Competence Framework

The fourth dimension (Figure 8a below) focuses on faculty design competence for curricular adaptations, and is divided into pedagogical design competence and assessment design competence. Both, pedagogy and assessment, are intrinsically intertwined, but distinct competencies are needed for both. This dimension advocates for the adaptation of learning objectives and teaching methods to ensure participation of all students. Inclusive curriculum design emphasises group learning activities, challenges assumptions, and incorporates various modes of instruction—oral, written, online, and face-to-face—to address diverse learning preferences. Empowering students to take greater responsibility for their learning is central to this dimension, as is providing ongoing professional training for faculty to enhance their inclusive teaching capabilities.

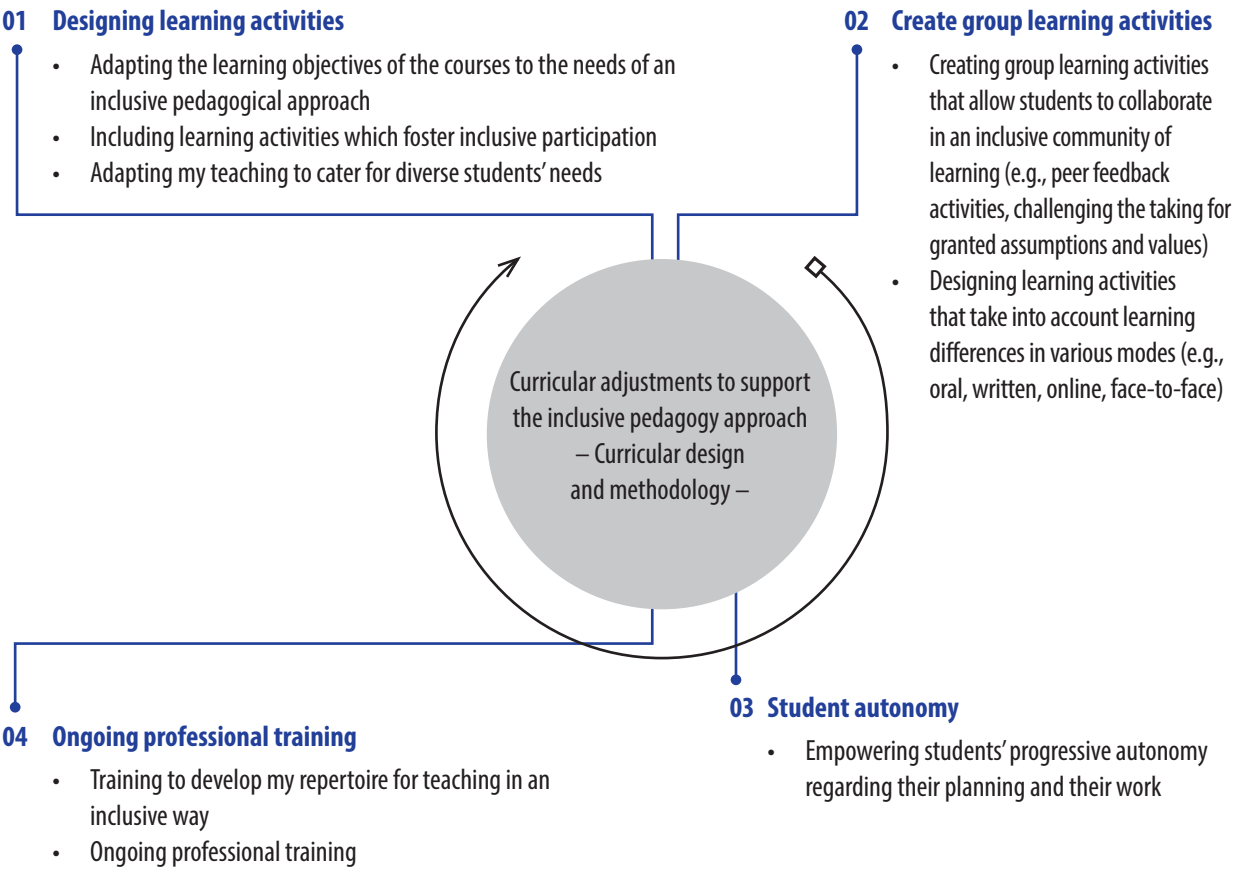


Figure 8a: The fourth dimension in the COALITION Competence Framework, Curricular design and methodology

The second part of the fourth dimension, design competence for assessment practices (Figure 8b below) focuses on designing evaluations of learning that accommodate diverse learning needs. Faculty are encouraged to develop flexible assessment methods in multiple formats and adjust assessment durations to suit individual student requirements. Professional development opportunities are crucial for enabling faculty to refine their inclusive assessment techniques.

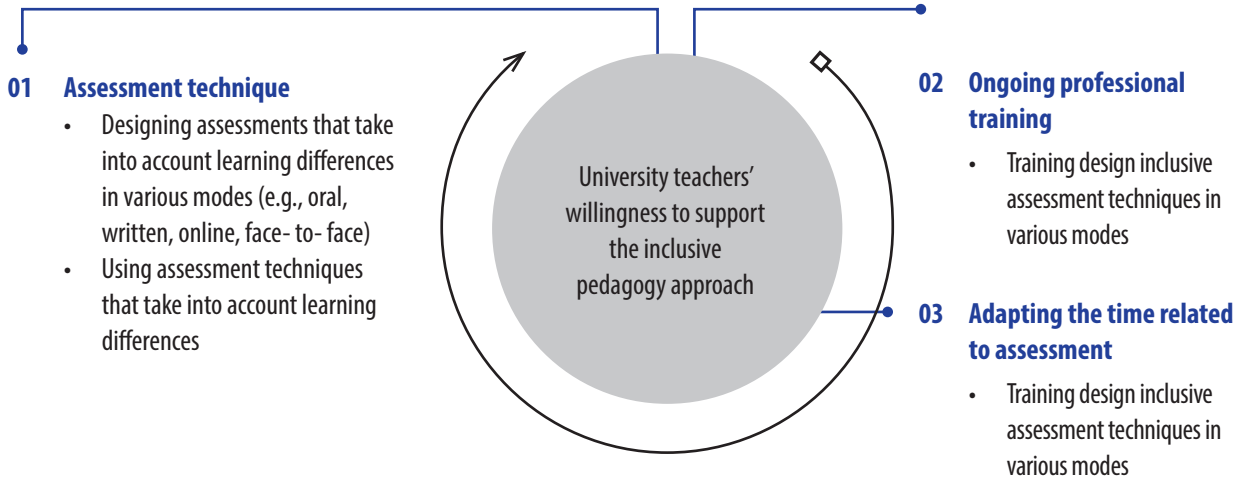


Figure 8b: The fourth dimension in the COALITION Competence Framework, Assessment

The fifth and final dimension (Figure 9 below) prioritises fostering faculty competence for fostering active learning and student engagement. Faculty play a vital role in facilitating meaningful discussions that bring diverse perspectives to the forefront. Providing feedback through various channels, mentoring students to take ownership of their learning, and managing workloads in a manner that supports inclusivity are essential practices. Moreover, creating opportunities for peer learning and supporting students who require support technologies, such as Braille, sign language, or online readers, helps ensure that all learners feel valued and empowered.

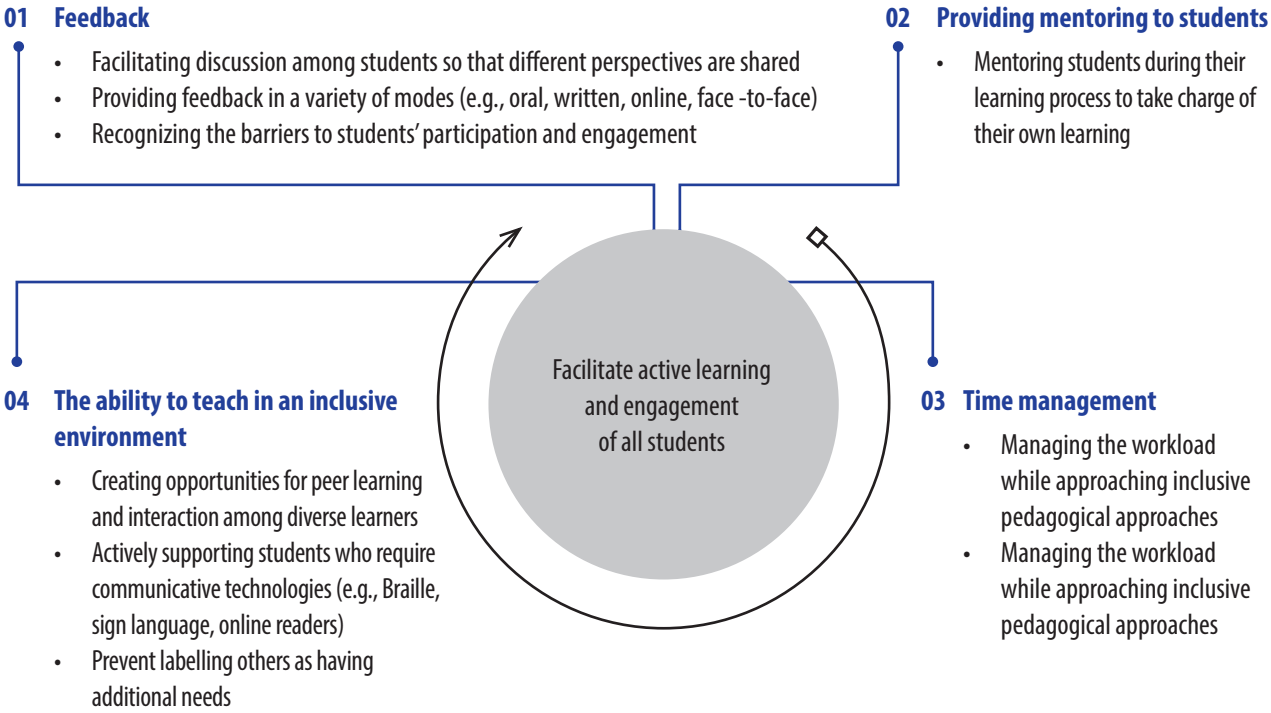


Figure 9: The fifth dimension in the COALITION Competence Framework, student engagement management

Overall, the i-SCP framework provides a holistic guide for creating equitable, inclusive learning environments in higher education. By addressing *face-to-face accessibility, online accessibility, teacher beliefs, curriculum design and student engagement*, it equips institutions and faculty with the tools needed to meet the diverse needs of their students and foster a culture of inclusion.

To further empower faculty developers and faculty members to self-regulate and actively pursue their own professional growth, we have included a self-development checklist (questionnaire). This tool draws directly on the dimensions outlined in our COALITION Competence Framework and offers structured guidance on the issues raised therein (see Appendix Part C).

FACULTY DEVELOPMENT; EXPERIENCES AND INSIGHTS FROM COALITION

This chapter presents experiences and insights from each of the six partner universities in the COALITION project, including various ways and different scenarios for implementing inclusive student-centered pedagogies, i-SCPs in the local contexts. It includes examples both from the faculty development process and how to implement and develop i-SCP in higher education course design.

The chapter begins by providing **Windows on the individual contexts** by giving a brief background as to the organizational structures of higher education in the respective countries as well as describing the local conditions and experiences gleaned from undertaking an ERASMUS-funded faculty development project. The specific steps taken in the faculty development process are presented for each participant country, since the implementation varies due to local conditions and organizational opportunities and constraints. The affordances as well as the challenges, contextual interpretations, and opportunities that arose in each country are outlined, whilst making a distinction between organizational and individual faculty levels. The organizational level includes policy and the various resources provided by the university. The individual faculty level represents teacher practices. The levels are sometimes difficult to isolate, since pedagogy hinges on a certain degree of teacher autonomy in deciding how to implement policy and use various resources according to teacher beliefs. In this section the developmental processes and aligned evaluations of efficacy and employability are also shared in relation to the faculty development experiences, as well as inclusive course curriculum design. The structure of the texts may vary slightly depending on what each country has chosen to highlight.

A summary of the common affordances and challenges in relation to each of the five aspects in the COALITION competence framework: *face-to-face accessibility, online accessibility, teacher beliefs, curriculum design, and student engagement* concludes the part on faculty development in i-SCP. Affordances are opportunities offered by the environment to facilitate the establishment and attainment of specific goals; conversely, challenges represent obstacles that hinder the achievement of these goals. In this context, by affordances we refer to processes of policy coherence, pedagogical inclusivity, and personalised assessment whereas by challenges we encompass aspects such as contextual commitment to learning and teaching alignments, structures and organizational distinctions and capacity of curriculum (Mundy et al., 2016).

Next the chapter presents **Practical hands-on ideas for i-SCP faculty development (FD)** with the focus on how to implement i-SCP in higher education while simultaneously conducting action research to evaluate inclusive teaching in practice. In this part faculty development initiatives undertaken in the COALITION project, peer observation of teaching (Katsampoxaki-Hodgetts, 2025), redesign of lessons (Katsampoxaki-Hodgetts & Katsarou, 2025), and action research (Kasarou & Fernandez-Diaz, 2025) are

presented, providing a step-by-step empirically grounded plan on how to implement faculty development in various higher education contexts.

Following the introductory description of the faculty development process and summaries of the individual cases, the guidebook changes focus from faculty development to pedagogy and provides clever ideas and **Practical examples for i-SCP course design**.

WINDOWS
ON THE INDIVIDUAL CONTEXTS

The Case of Greece

Kallia Katsampoxaki-Hodgetts & Eleni Katsarou

Background

In Greece, higher education is regulated by the Hellenic Ministry of Education and Religious Affairs, with policies implemented at the national level by the Hellenic Authority for Higher Education (HAHE). Universities have significant autonomy in designing their curricula although they tend to comply with national standards for course design, assessment, and teaching methodologies due to accreditation pressures. Since 2020, faculty development (FD) initiatives have gained prominence, particularly in the context of promoting inclusive student-centred pedagogies (i-SCP).

The University of Crete (UOC) has been an active institution in faculty development through the Training of the Trainers initiative (2019-2020) which launched the "Open Amphitheatre" scheme, introducing peer-observation and reflective teaching practices. Initially, this initiative aimed to counterbalance potential faculty resistance to student-centered teaching and learning policies, as well as to mitigate top-down pressures for compliance. The intervention was bottom-up, initiated as part of the "Training of Trainers" (ToTT) initiative, which primarily sought to facilitate the exchange of good teaching practices. In the framework of the COALITION Erasmus+ project, faculty members engaged in structured FD activities aimed at enhancing inclusive teaching practices through peer observation, lesson design, and action research. These initiatives sought to bridge pedagogical theory with classroom practice, emphasizing collaborative and reflective teaching approaches.

As well as UOC faculty development activities known as OPEN Amphitheatre, other initiatives such as lesson re-design (Katsampoxaki-Hodgetts, 2022) and action research (Katsarou and Tsafos, 2003) took place prior to COALITION and inspired many of the project's developmental processes. In this handbook, we see the journey of two faculty members from the same department who participated, with the freedom to choose whom they would observe across campus, ensuring their anonymity throughout the process. It was made clear that peer observations were intended to improve the observer's own teaching practices. Faculty members were provided with a peer-observation protocol (see Appendix 1) to guide their observations and subsequent reflections on their own practices. A typical follow-up involved organizing a roundtable discussion to disseminate the impact of peer observations and address four key questions:

- What were the key takeaways from participating in "Open Amphitheatre"?
- How did it contribute to the improvement of your teaching practice?
- What changes are you planning to make to your module as a result?
- What changes do you recommend for faculty development at our university?

This practice is still ongoing, and the positive feedback received from participants has inspired the integration of peer observation into the TOTT Centre of Teaching and Learning faculty development processes.

Description of Interventions

The COALITION faculty development process at the University of Crete involved six university teachers from various disciplines: two from Physical Sciences, three from Education, and one from Languages. Faculty members engaged in three primary interventions: peer observation, lesson design, and action research. These steps were accompanied by structured online seminars and guided discussions on inclusive teaching strategies.

Step-by-Step Implementation of the process

1. **Participant Identification and Engagement**

   Recruiting participants was challenging due to ongoing university strikes and workload concerns. Despite the presence of established FD initiatives at UOC, additional incentives (e.g., small financial compensation) were necessary to encourage participation.

2. **Preparation and Communication**

   Faculty members received detailed guidance, including instructional documents, Google Docs for reflective reports, peer-observation protocols, and links to recorded seminars. In addition, Zoom meetings and in-person discussions were held to introduce key i-SCP concepts and clarify the timeline and responsibilities.

3. **Peer Observation Process**

   Faculty members were paired to observe each other's teaching. After observations, they engaged in reflective discussions and completed structured reports assessing inclusive teaching practices. Observers focused on student engagement, multimodal communication, and inclusive curriculum alignment.

4. **Lesson Design and Implementation**

   Each faculty member designed a three-hour university lesson plan that incorporated inclusive pedagogical strategies. Teachers implemented these lesson plans in their courses and collected student feedback through surveys and reflective discussions.

5. **Action Research (AR) for Inclusive Pedagogy**

   Faculty members conducted small-scale action research projects to evaluate the impact of inclusive teaching strategies on student engagement and learning outcomes. Data collection involved pre- and post-implementation student surveys and instructor reflections.

Affordances and challenges in the Greek context

Below is a list of key affordances and challenges found in relation to faculty development in inclusive teaching identified by Greek University teachers and students on system level and individual faculty level.

System/organizational level

- **Affordances:**
  1. Increased awareness around inclusive student-centred pedagogies (i-SCP) within university teaching was identified.
  2. Collaboration with colleagues through peer observation led to meaningful exchanges and improvements in lesson design.
  3. Action research supported iterative improvements and increased faculty engagement in evidence-based teaching.
- **Challenges:**
  1. Inclusion is often mistakenly viewed as limited to students with special needs rather than a broader pedagogical approach.
  2. The lesson design process was initially conducted individually, limiting collaboration opportunities and reducing its effectiveness.
  3. The workload of peer observation and action research can be perceived as excessive without adequate institutional support.

Individual/teacher level

- **Affordances:**
  1. Enhanced reflection on inclusive teaching, encouraging adaptive and flexible teaching methods.
  2. Peer observation and embedded action research was perceived as effective, evidence-based professional development tools.
  3. The peer observation process provided practical insights and reinforced the importance of inclusive teaching strategies
  4. Increased use of diverse media and digital tools to enhance accessibility and engagement.
  5. Lesson design flexibility allowed teachers to accommodate a wider range of student needs and learning preferences.
  6. Student feedback was actively incorporated into teaching improvements, reinforcing co-creation of knowledge.
- **Challenges:**
  1. Some faculty members struggled with the theoretical aspects of inclusive pedagogies and found the process overwhelming.
  2. Initial resistance to student-centered approaches, particularly from those accustomed to lecture-based teaching, required time and support to overcome.
  3. The lack of formal training in pedagogy made it difficult for some teachers to fully grasp and implement i-SCP concepts.

4. Some educators felt that inclusive pedagogies required to know all students' backgrounds, rather than designing lessons to be broadly adaptable.
5. Technical issues or lack of familiarity with digital tools created barriers to implementing multi-modal and inclusive strategies.

Concluding Remarks and Future Considerations

The implementation of process-oriented FD approaches at the University of Crete demonstrated both challenges and transformative potential of peer observation, lesson design, and action research. While faculty faced recruitment barriers, workload concerns, and scheduling difficulties, the process yielded substantial gains in collaborative learning, inclusive lesson planning, and reflective teaching.

Key takeaways for future iterations include:

1. Enhancing Faculty Support; providing clearer scaffolding for action research and incorporating mentoring elements can reduce cognitive overload.
2. Scheduling Flexibility; embedding peer observation into routine faculty duties or using asynchronous methods can improve participation.
3. Leveraging AI for Inclusive Teaching; encouraging faculty to explore AI for lesson planning and differentiated instruction may further enhance inclusivity.

By embedding these evidence-based strategies, FD programs can more effectively support faculty in developing and sustaining inclusive student-centered pedagogies.

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The Case of Latvia

Marite Kravale- Pauliņa, Irina Presņakova & Liene Briede

Background

Student-centred learning is a core principle of the European Higher Education Area (EHEA) and Bologna Process (European Commission, 2020). Latvia has been a full member of the Bologna Process since 1999. Consequently, all accredited higher education institutions in Latvia, including Daugavpils University (DU), operate in line with education policies that promote learner-focused teaching that supports student agency and competency development (European Ministers of Education, 2009) These frameworks underpin DU's efforts to provide student-centred, inclusive, and internationally compatible higher education aligned with the EHEA values.

The most important government instrument for external quality assurance in Latvian higher education is the accreditation system, in which an inclusive, student-centred approach has consistently been positively recognised. The Centre for Study Quality Assessment (Daugavpils University, 2025) is a structural unit responsible for the internal evaluation of study quality. It develops new academic programmes, analyses existing ones, formulates proposals to enhance the effectiveness of study processes, and designs the conceptual framework for the development of e-learning.

In DU's strategic documents, inclusive student-centered approach is referenced both explicitly and implicitly concerning the quality and modernisation of study programmes, transformation of pedagogical methods (e.g. the shift to a competency-based model and digital learning environments), and support for diverse student groups, including those with special needs or from underrepresented backgrounds. This alignment of institutional strategies with national frameworks illustrates DU's commitment to pedagogical transformation through the strategic integration of student-centred learning, structural projects, digitalisation, and innovative teaching practices.

First, DU's strategic development plans indirectly but clearly reflect the priorities such as improving study quality, modernising curricula, and promoting inclusivity (Daugavpils University, 2021). The term "student-centred" explicitly stated, expressions like "providing a quality, student-tailored learning environment" and "promoting lifelong learning" indicate that inclusive student-centred pedagogy is a clear strategic priority.

Second, institutional change in Latvia has been supported through EU-funded initiatives. Faculty development at DU has been advanced through targeted institutional capacity-building efforts. The ESF-funded project "Daugavpils Universitātes pārvaldības un vadības kompetenču pilnveidošana" (Improvement of Governance and Management Competences at Daugavpils University) aimed to reform study programmes by focusing on learning outcomes, collaboration with employers, and adoption of a competence-based framework (Daugavpils University, 2020). This project focused on modernising teaching practices by introducing competence-based education models and enhancing leadership capabilities among faculty and administrators. Such efforts align with emerging evidence that long-term institutional change in teaching requires systemic faculty development integrated into strategic planning (Gibbs, 2013)

Third, Latvia's Education Development Guidelines 2021–2027 call for a digital transition in higher education, encouraging institutions to adopt flexible, student-centred learning models accessible across time and space (Ministry of Education and Science, 2020). DU and similar Latvian institutions are encouraged to use digital platforms that support personalised learning, accommodate diverse needs, and promote inclusive access to higher education. Faculty are thus required to develop both digital and pedagogical competencies to effectively engage with digital learning environments (OECD, 2021).

Furthermore, DU's Constitution (Satversme) outlines foundational principles such as academic freedom, democratic governance, social responsibility, and respect for diversity (Daugavpils University, 2019). Although pedagogical models are not explicitly detailed, the emphasis on accessibility and student engagement reinforces DU's commitment to inclusive, learner-centred education. For example, references to equal access regardless of social, economic, or health status affirm the university's dedication to equitable participation - a core condition for inclusive pedagogy (UNESCO, 2017).

Following recent reforms, higher education institutions in Latvia have been reclassified as research universities and universities of applied sciences. DU has retained its status as a public university, offering a wide range of academic programmes at bachelor's, master's, and doctoral levels in disciplines including the humanities, natural sciences, social sciences, and education.

As Latvia's largest regional university, DU has a longstanding role in teacher education. For more than a century, it has prepared teachers to contribute to sustainable education by sharing best practices. In 2023, the university underwent structural reforms, merging its five existing faculties into two new ones: the Faculty of Natural Sciences & Health Care and the Faculty of Humanities & Social Sciences. These changes were intended to improve educational quality, foster collaboration between students and faculty, and enhance the university's research capacity. A student-centred and inclusive approach was central to these reforms, aligning with the values promoted by the COALITION project, including collaboration, openness, and mutual trust. Faculty professionalism was integral to the success of this transformation.

Acknowledging the importance of the COALITION project and its emphasis on i-SCP, both DU students and faculty participated in the 2024 ERASMUS+ Blended Intensive Programme (BIP) "Inclusive Education: Inclusive Practices in Different Cultures" at Vilnius University Šiauliai Academy. Partner institutions included Lithuania (Vilnius University Šiauliai Academy), Switzerland (University of Zurich), Romania (Babeş-Bolyai University), and Italy (University of Bologna).

Ongoing reforms and international collaboration indicate a growing institutional awareness of the importance of more inclusive and student-focused academic cultures. However, embedding this approach deeply into everyday academic life requires time, commitment, and the continuous translation of policy into practice.

Description of Interventions

The COALITION faculty development initiative at DU involved eight university teachers from all strategic specialisation fields: natural sciences, humanities and arts, social sciences, and education.

Faculty members engaged in three primary interventions: peer observation, lesson design, and action research. These steps were accompanied by structured online seminars and guided discussions on inclusive teaching strategies.

Step-by-Step Implementation of the process

1. **Participant Identification and Engagement**

   In the context of ongoing structural reforms at DU, the initial selection of academic staff for participation was based on a principle of delegation. Eight faculty members were selected, ensuring proportional representation from each discipline. All selected participants responded positively and engaged voluntarily in the training seminars and classroom observation activities. The participants self-organised into pairs to carry out mutual classroom observations, engage in collaborative analysis, and critically reflect on the teaching and learning processes they observed. Understanding the busy schedule of teaching staff, they were offered small financial compensation for the participation.

2. **Preparation and Communication**

   To ensure effective participation, participants received comprehensive preparatory materials and support. These included detailed instructional documents, structured peer-observation protocols, and templates for reflective reporting made accessible. Additionally, participants received links to recorded seminars, allowing them to revisit key content at their own pace. In-person meetings and discussions were also organised to introduce the core principles of ii-SCP framework, clarify expectations, and outline the timeline, roles, and responsibilities of all participants. Although some delays were noted due to ongoing reforms, a flexible and responsive communication approach fostered a shared understanding and consistent implementation across departments.

3. **Peer Observation Process**

   As noted previously, faculty members independently formed observation pairs, ensuring alignment with their respective academic disciplines. For instance, pairings within language studies, education, psychology, natural sciences, and health sciences. Each pair participated in reciprocal classroom observations, allowing for discipline-relevant insights into teaching practices. Following each observation, participants engaged in reflective dialogue to discuss their observations and experiences. Observers paid particular attention to aspects such as student engagement, the use of communication strategies, and the alignment of course content with inclusive and student-centred curriculum goals. This process promoted collegial learning and contributed to the development of a shared pedagogical language around inclusivity. The experience was generally evaluated positively.

Lesson Design and Implementation

Given that study courses at DU must be approved by the Faculty Council and align with national accreditation requirements, extensive changes to course structure are not easily implemented. This institutional framework ensures academic consistency but also presents limitations for immediate curricular transformation. Five faculty members focused on refining and enhancing their teaching methods rather than making fundamental changes to course content. These pedagogical improvements, such as integrating more inclusive student-centred teaching strategies, are planned for implementation in the upcoming semesters.

In addition to these efforts, three faculty members expressed a strong interest in participating in the project's more in-depth action research component. Their involvement would enable a deeper exploration of the effectiveness of inclusive teaching practices, as they systematically design, implement, and evaluate pedagogical interventions within their own classrooms. This research-oriented engagement reflects a strategic and context-sensitive approach to fostering sustainable pedagogical change within existing academic structures. Participants noted increased awareness of the value of inclusive pedagogies as a result of their engagement.

Action Research (AR) for Inclusive Pedagogy

Faculty members engaged in AR using a cyclical, collaborative approach to explore inclusive teaching practices. The process was characterised by active collaboration between faculty members and students to identify teaching and learning challenges jointly and to co-develop potential solutions. Data collection methods included student surveys administered before and after the implementation of intervention, as well as instructor self-reflections and observational notes. Through this reflective process, faculty members could critically examine their teaching practices, assess their impact, and make informed adjustments to better support diverse student needs.

Affordances and Challenges in the Latvian context

Below is a list of key affordances and challenges related to faculty development in inclusive teaching identified by DU lecturers and students on the system /organisational and individual faculty levels in the Latvian context.

System/organisational level

Support structures

- **Affordances:**
  - Integrating a policy review activity in the course where students analyse whether their institutions support inclusive learning or not, and let them propose improvements.
  - Having students develop action plans to advocate for inclusive learning policies within their universities.
  - Challenges:
  - The university does not always provide sufficient support for inclusive methodologies.
  - Limited time and resources for implementing innovative and inclusive pedagogies.

Curriculum and teaching material

- **Affordances:**
  - Use of case studies to address cultural and ethical dilemmas in teaching.
  - Introducing student storytelling, where students share their varying cultural and professional experiences.
- **Challenges**:
  - Ensuring that inclusive assessment methods, such as digital tools, are accessible to all students.
  - Course planning often remains a responsibility of the lecturers, whereas inclusive pedagogy requires collaboration with students.
  - The standardised evaluation criteria may not fully accommodate diverse learning needs, making it harder to assess inclusivity in learning outcomes.

Individual/teacher level

Students' varying backgrounds

- **Affordances:**
  - Introducing peer monitoring where students with different backgrounds and experiences guide each other.
  - Introducing flipped classrooms where students create their own micro-lessons using platforms, like Nearpod.
  - Co-creation of learning materials allowing students to use their preferred assessment methods, e.g. infographics, podcasts, lesson simulations.
  - Encouraging using XMind.net mind maps of support student organisation and reflection.
  - Introducing role-play scenarios where students experience exclusion and develop strategies to counteract it.
  - Use video case studies (from YouTube) to analyse real-world examples of inclusive classroom management.

- **Challenges:**
  - Diverse levels of digital literacy and pedagogical knowledge.
  - Varying perceptions and experiences of educational settings, pedagogy, and learning from previous educational settings.
  - Religious beliefs and convictions might influence perceptions of educational policies, classroom management and inclusive teaching strategies
  - Students from different backgrounds may struggle to relate to the course material and feel excluded.
  - Resistance to shift from traditional to student-centred and self-directed participatory teaching approaches.
  - Challenges in achieving the learning outcomes due to student diversity.
  - Challenges in addressing biases and stereotypes within classroom discussions.

Making adjustments to students' learning needs

- **Affordances:**
  - Modifying tasks that allow students to self-reflect on how their background influences their learning style and teaching philosophy.
  - Multiple, flexible assessment formats to suit diverse expression styles.
  - Integrating peer assessment activities where students provide structured feedback to each other (e.g. Padlet).
  - Real-time, anonymous feedback mechanisms to support self-assessment.
- **Challenges:**
  - Limited knowledge about students' backgrounds and special needs.
  - Making adjustments to students' learning styles and adapting teaching strategies is time-consuming.
  - Providing individualised formative feedback is time-consuming and resource-demanding.
  - Addressing biases and stereotypes in classroom discussions.
  - Navigating language and cultural barriers in multilingual and multicultural classrooms.

Concluding Remarks and Future Considerations

The COALITION project and DU as a learning organisation and one of the project's cooperation partners have explored and confirmed the value and potential of i-SCPin higher education.

The initiatives undertaken at DU illustrate a concerted effort in aligning teaching and learning practices with the principles of the EHEA and the Bologna Process. Through structured interventions such as peer observation, lesson redesign, and action research, the faculty members have taken significant steps to embed i-SCP into a system that traditionally imposes rigid normative constraints, i.e. formal accreditation and regulatory norms. The findings of these small-scale studies demonstrate increased faculty awareness of diverse learner needs and have generated concrete recommendations for improving student engagement, communication, and curriculum alignment with inclusive learning outcomes.

In order to sustain and expand these achievements, DU must continue to invest in institutional support and professional development. This trajectory will be strengthened by active participation in European higher education networks, enabling the exchange of best practices and collaborative development of sustainable, scalable models for inclusive teaching. Through its involvement in the COALITION project, DU has laid a strong foundation for future growth as a university committed to inclusivity and learner empowerment.

The Case of The Netherlands

Roeland van der Rijst & Mario de Jonge

Background

In The Netherlands, the governing policies of higher education are outlined by the national government in the Higher Education Act (Dutch Ministry of Education, 2021). This act describes the national laws that govern the operations of higher education institutions in The Netherlands. The quality of higher education is evaluated by The Dutch Higher Education Authority. The Dutch government believes it is important that the quality of higher education is not only guaranteed but also continuously improved. The educational institutions and their programs are primarily responsible for quality assurance, but the government also plays a significant role in this process. The most important government instrument for external quality assurance in higher education is the accreditation system. The Supervision of the quality of higher education is organized by the Netherlands-Flanders Accreditation Organisation (NVAO) and the Education Inspectorate. Within the educational institutions, the employee participation bodies, the student sounding board groups, and the supervisory board also play a significant role in monitoring quality. Universities have certain autonomy to develop local rules at faculty, department or program level. However, every education program should have a Teaching and Examination Regulations in which the syllabus, the specializations, the content and the layout of the various examinations are recorded for each program affiliated to the institution (European Commission, n.d.).

Higher education in the Netherlands is offered at two types of institutions: research universities and universities of applied sciences. Research universities include general universities, technical universities, and a university for remote digital learning. Universities of applied sciences include general institutions as well as institutions specialising in a specific field such as agriculture, fine and performing arts, or teacher training. Whereas research universities are primarily responsible for offering research-oriented programmes, universities of applied sciences are primarily responsible for offering programmes of higher professional education, which prepare students for specific professions (cf. Vulperhorst et al., 2023). These tend to be more practice-oriented than programmes offered by research universities. For access to research-oriented bachelor's programmes, students are required to have a pre-university diploma or to have completed the first year of a bachelor's programme at a university of applied sciences. Some higher education programmes, primarily in the medical sciences and the fine arts, have an annual quorum, or numerus fixus, for access to the university programmes (NUFFIC, 2019). In Dutch higher education programs, students are expected to take responsibility for their own learning process.

In the academic year 2022/2023, research universities in the Netherlands saw a 4% drop in the number of new enrolments into international study. Twentyfive percent of all student enrolments at research universities in 2022/2023, were international, compared to 8% at universities of applied sciences. Of all international students, 72% came from the European Economic Area (EEA) and 28% from outside the EEA. Furthermore, there seems to be an implicit social bias in recruitment to university education as students whose parents have a lower level of education are underrepresented in the current student population at research universities (Favier & Wijsenbeek, 2023; Geertsema & van der Rijst, 2021).

Leiden University, where the COALITION faculty development took place, has approximately 35,000 registered students, with approximately 30% international students. There are six faculties in humanities, social sciences, governance, law, medicine, and natural sciences and a Graduate School of Teaching (ICLON). The Graduate School of Teaching also supports teaching innovations with educational knowledge and research (cf. Stevens et al., 2024; van der Rijst et al., 2019).

At Leiden University all faculty members are required to complete a University Teacher Qualification (UTQ) to develop their teaching competence and their teaching agency (Kusters et al., 2025; van der

Rijst & de Jonge, 2025). The UTQ encompasses a set of didactical competences for teaching which are established at national level between all research universities. The competences include, among others, conducting teaching in various modes, developing a lecture plan, and supervising the learning processes of students. Specific attention to online, hybrid and on-campus variation in teaching and student engagement in those forms of teaching is essential for creating conducive learning environments (van der Rijst et al., 2023; Wang et al., 2025). One important element in the UTQ program for faculty at Leiden University is creating awareness for diversity and inclusion in teaching. Early-career faculty follow a UTQ-course on inclusive teaching. The course was originally developed in 2014 and it has been continuously redeveloped and updated by faculty developers and teacher trainers.

To ensure the optimal embedding within the existing faculty development framework at Leiden University, the tools and activities developed in the COALITION project were implemented in the UTQ-course on Inclusive teaching. Only the action research (AR) component was added as an additional option for faculty who wanted to gain more experience with redesigning their teaching activities (cf. Rumiantsev et al., 2024). These faculty were offered 'free' support from an experienced action research supervisor and an academic developer. We offered this enriched UTQ-course and the additional AR component in the training sessions scheduled in fall 2023, spring 2024, fall 2024 and spring 2025.

Overall, the peer-review of teaching and the lesson plan redesign were performed in the training sessions. Not all participants completed those assignments and not all forms were handed in, but overall, the peer observation activity was seen as a relevant part to gain feedback and inspiration to adapt teaching. Most participants of the training perceived the AR component as too time-consuming. In the training in fall 2023 four participants were interested in participating, in the training in fall 2024 three participants volunteered, and in the additional spring 2025 action research again four faculty members volunteered to participate. Overall, 8 participants completed the full research cycle and presented their work during a final meeting. They were convinced that the AR did help them improve their teaching and made it more inclusive for their students.

Importantly, the discussion on inclusive teaching continues at Leiden University. In 2025 our institute will take part in the organisation of the university wide teacher conference on inclusive teaching. Here we will present part of the outcomes of our work and aim to also present the COALITION eBook, MOOC, and faculty guide.

At our institute, researchers and educators have now formed a group who organise thematic discussions. This group aims to help the organisation become more inclusive, facilitate AR, and offer support to individuals or groups of faculty. We believe that COALITION has made a powerful impact on our institute and our university.

Description of Interventions

There were two project coordinators, a financial controller, two senior academic developers, who organised the COALITION faculty development activities at Leiden University. In the initial survey 67 students and 37 faculty members responded in Dutch language, of whom ten faculty took part in follow-up interviews. Various faculty members were involved in the faculty development activities. Twenty teachers were in the faculty development training sessions (UTQ) on inclusive teaching. Eight completed the peer observation (step 1) and six handed in a re-developed course design (step 2) These six faculty members also continued with participatory action research (step 3) in their own teaching. In the following we provide a summary with the most important experiences gained from Leiden University.

Step-by-Step Implementation of the process

1. **Participant Recruitment and Engagement**

   At Leiden University diversity, inclusion and equity in educational processes is valued and included in documents on educational policy. In 2014 the Leiden University Graduate school of Teaching (ICLON) developed a faculty development training trajectory specifically focused on 'Inclusive teaching in higher education'. This was developed to increase faculty awareness of the need to create learning environments for all students, including international students, neurodiverse students, mature students, students with physical challenges, and any group of students which were marginalized or unrecognised. The recruiting of participants went through two routes. The peer observation of teaching and lesson plan redesign were included in the 'inclusive teaching' training. For the action research activity, all participants of the 'inclusive teaching' faculty development training, and all participants of previous UTQ training sessions were invited to participate. The engagement of participants for the action research activity was specifically challenging due to ongoing student strikes and faculty workload concerns. Despite the presence of established faculty development initiatives at Leiden University, additional incentives (e.g., free support with writing for innovative teaching grants and faculty mobility funds) were necessary to encourage participation.

2. **Preparation and Communication**

   The participants of the inclusive teaching training sessions received detailed guidance, including instructional documents, reflective reports, peer-observation protocols, and links to recorded COALITION seminars. The faculty trainer at Leiden University grouped faculty for peer observation, assisted participants in providing feedback and supported them in ideas for lesson plan redesign. Due to the small group size of the faculty training sessions (smaller than 12 participants), communication with the trainer and with the participating faculty was easy.

3. **Peer Observation Process**

   Faculty members were paired to observe each other's teaching. After observations, they engaged in reflective discussions and completed structured reports assessing inclusive teaching practices. Observers focused on student engagement, multimodal communication, and inclusive curriculum alignment.

4. **Lesson Design and Implementation**

   During the faculty development sessions at Leiden University, each faculty member redesigned a lesson to incorporate inclusive pedagogical strategies. The implementation of the newly designed lesson was not part of the training session. Each faculty member could use that to improve their teaching. Faculty who volunteered for the action research used their redesigned lesson in their courses and systematically collected student feedback through surveys and reflective discussions.

5. **Action Research for Inclusive Pedagogy**

   Those faculty members who were engaged in the action research sessions at Leiden University conducted small-scale action research projects to evaluate the impact of inclusive teaching strategies on student engagement and learning outcomes. Data collection involved student surveys with open ended questions, instructor reflections, and student materials.

Affordances and challenges in the Dutch context

Below is a list of key affordances and challenges found in relation to faculty development in inclusive teaching identified by Dutch faculty and students, both on system level and on individual level.

System/organisational level

The nature of inclusive teaching

- **Affordances:**
  - Faculty who are role models for their students and represent diverse backgrounds.
  - Leadership awareness and support for inclusive teaching and effort of faculty.
- **Challenges:**
  - Too little diversity among both faculty and students, few professors from a BAME (Black, Asian, Minority Ethnic) backgrounds.
  - rigid university culture.

Making adjustments to students' individual needs

- **Affordances:**
  - Making room for refugee students, care-giving students, and students who are breast feeding by arranging for instance flexible timetables, room for meditation and prayer, and pumping room.
  - Explicitly including examples of scholars with various gender identities (LGBTQIA+) in course materials and in examples in class.
- **Challenges:**
  - Examinations are often scheduled by someone else then the teaching faculty member and all have to be on that specific day and time.
  - Lectures should be recorded to be made accessible, but not everyone agrees with that. Some faculty members think this might prevent students from coming to the on-campus lectures.

Individual/personal level

The nature of inclusive teaching

- **Affordances:**
  - Faculty who encourage and celebrate the diversity among students to express different experiences and perspectives.
  - Teachers who act as discussion leaders instead of presenting a monocentric perspective.
  - Challenges:
  - To develop sensitivity to diversity among all faculty and prevent students from feeling excluded.
  - Fostering the agency of all faculty to change the culture in their research and teaching units and to support leaders to hear their voices.

Professional development

- **Affordances:**
  - Peer auscultation/ peer observation of teaching is a good activity.
  - Faculty development is self-rewarding since it makes you think about inclusive teaching.
  - Action research brings a structure for teachers to stick to the main issue and root cause for which the process started and not lose sight of the initial issue.
- **Challenges:**
  - Some academic leaders might have the presumptions that inclusivity is something controversial, which it is not, it just is good practice.
  - For someone who is not an educational researcher the jargon and knowledge were missing in the toolbelt.
  - Difficult without pedagogical know-how to interpret how to approach templates and documents.
  - Clarity of the sequencing of the activities and the guidance in this process.
  - Losing sight of the source of the initial question when starting looking at it or finding support or evidence in the classroom because a lot of things happen.

Inclusive lesson/teaching design

- **Affordances:**
  - It is helpful to offer students different teaching approaches, not only listening and watching, but making it more student active. No more than 20 minutes sending information, or even less.
  - Flipped classrooms and short web lectures with readings and assignments are helpful to keep students engaged.
- **Challenges:**
  - It is nearly impossible to create a safe learning environment without focusing too much on mistakes you make. Everyone should be allowed to make mistakes.
  - For some courses the mandatory literature is already decided for and it makes it difficult for some students to engage.
  - In some fields there is a lack of awareness of authors' backgrounds. Focusing on sources only from the WEIRD contexts and too absolute or rigid perspectives.

Concluding Remarks and Future Considerations

The experience with the faculty development initiatives varied among the participating faculty. Many experience the activities as highly valuable, but also time-consuming. The action research activity was particularly time-consuming for faculty members, and some could not afford to stay on the project for the allocated time period. We experienced a high degree of drop-out from faculty who had to spend their time on teaching and student care and could not afford to invest in reflective activities for the faculty development we put in place. Those who could invest enough time were highly satisfied.

At an organisational level the project increased the awareness of the value of inclusive student-centred approaches. The various academic development activities that were explored in this project gave opportunities to re-think academic development initiatives at Leiden University. The academic developers affiliated with the project used the insights to improve the faculty development training opportunities for early-career academics. The action research initiatives were particularly relevant for more senior

faculty and for faculty who aim to actively improve their teaching. The peer observation activities were useful for both early-career faculty and senior faculty, in particular for the current conversations about formative evaluation of teaching and the recognition and reward of both teaching and research activities of faculty at Leiden University.

The key activities and outcomes from this European-wide project on inclusive teaching in higher education have been the conversations with faculty and staff members, the conceptualisation of what inclusive teaching means, and the value of the various academic development activities.

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The Case of Romania

Elena Marin

Background

Romanian university autonomy refers to the legal and operational independence of higher education institutions in Romania. This autonomy encompasses decisions about curricula, financial management, academic governance, and internal policies. Universities in Romania have the freedom to set their own academic standards, recruit faculty, and develop their educational offerings while adhering to national higher education laws and regulations. This autonomy supports the institutions' flexibility and responsiveness to the educational needs of society.

Within the University of Bucharest, the Learning Center, offers students and faculty a range of personalized services aimed at enhancing their academic and personal development. Through workshops, individual sessions, and various resources, participants can improve skills such as critical thinking, academic writing, and communication. The center also provides coaching and educational counseling, helping individuals better navigate academic challenges. Services are tailored to meet the needs of different students, including those from marginalized backgrounds. For more details, you can visit their official website: https://learningcenter.unibuc.ro/

Through the COALITION project several innovative ideas, suggested by participating faculty members, reflect a forward-thinking approach to faculty development at the University of Bucharest. These ideas are designed to enhance teaching effectiveness, foster continuous professional growth, and create a more inclusive and dynamic learning environment. By incorporating contemporary scholarship and best practices in higher education pedagogy, these strategies aim to support faculty in adapting to the evolving demands of education, ensuring that both instructors and students thrive in a rapidly changing academic landscape. Each of these ideas represents a commitment to fostering a culture of collaboration, innovation, and excellence within the university's teaching and learning community. In particular, doctoral students at the University of Bucharest often take on teaching responsibilities with minimal formal pedagogical training, particularly in the area of inclusive education. Recognizing this gap, the university has introduced a professional development framework specifically aimed at equipping doctoral students with the necessary pedagogical tools and strategies to effectively navigate diverse teaching environments. This framework emphasizes the importance of inclusivity, ensuring that doctoral students are well-prepared to meet the needs of all learners and contribute to an equitable learning experience. By addressing this gap, the University is investing in the next generation of educators, preparing them to lead classrooms that are both effective and inclusive.

Description of Interventions

The COALITION faculty development process at the University of Bucharest involved six doctoral students with teaching assignments who participated in a structured intervention designed to enhance their pedagogical practices and their understanding of inclusive and innovative teaching methods. The intervention focused on fostering professional development through reflective practices, collaboration, and action-oriented research.

Intervention Design

The intervention included the following core elements:

1. **Structured Pedagogical Training**: A short-term course designed to introduce foundational teaching principles, with emphasis on planning and delivering lectures, managing classroom dynamics, and supporting diverse learning processes.
2. **Focus on Inclusion**: A dedicated module on inclusive teaching, emphasizing awareness of diversity in classrooms, and strategies to create equitable learning experiences.
3. **Action Research Component**: Inspired by Leiden University's approach, an optional action research (AR) module was offered to participants interested in systematically exploring and improving their teaching methods.

Learning Activities and Processes

The intervention unfolded in phases, blending theoretical knowledge with practical applications:

- **Workshops**: Interactive sessions covering core topics such as syllabus design, active learning strategies, and inclusive teaching.
- **Peer Review of Teaching**: Participants observed each other's teaching practices and provided constructive feedback, which was seen as a valuable tool for improvement.
- **Lesson Plan Redesign**: Participants were tasked with revising a lesson plan to incorporate principles of inclusivity and active engagement.
- **Action Research**: For those opting in, this component involved identifying a teaching challenge, implementing a research-informed solution, and analysing the outcomes.

Affordances and challenges in the Romanian context

Support Structures

- **Affordances:**
  - Integrating a policy review activity in the curriculum where students critically analyze Romanian higher education policies (e.g., National Education Law no. 1/2011, Ministerial Orders on inclusion, etc.) and examine whether the University of Bucharest's policies and practices reflect the principles of inclusive education.
  - Students can be tasked with designing advocacy plans for institutional improvement (e.g., proposing changes to the university's charter, departmental curricula, or student support offices like the Center for Career Counseling and Guidance).
  - Engaging students in simulation activities like mock proposals to the University Senate or Faculty Councils for inclusive policies (e.g., creating guidelines for inclusive teaching practices or student support services).
- **Challenges:**
  - Limited human and financial resources, especially in faculties with large cohorts (e.g., Humanities and Social Sciences), hinder innovative or personalized pedagogy.
  - Faculty development programs on inclusive education are rare or under-attended; teaching staff may not be adequately trained in inclusive strategies.

Curriculum and Teaching Material

- **Affordances:**
  - Implementing story-sharing activities where students bring their experiences from different cultural, geographical, or socio-economic backgrounds within Romania (e.g., from Moldavia, Transylvania, Dobrogea) or international Erasmus experiences.
  - Introducing reflective projects that require students to link curricular content with the national curriculum, including inclusiveness mandates from the Ministry of Education.
- **Challenges:**
  - Inclusive digital tools such as Padlet, Voki, Nearpod may not be accessible to all students due to limited digital infrastructure or lack of institutional licenses at the University of Bucharest.
  - Course planning is typically lecturer-led, with few formal mechanisms for co-creation with students due to rigid curricula imposed by ARACIS (Romanian Agency for Quality Assurance in Higher Education).
  - National evaluation criteria tend to be rigid and summative, making them less flexible in addressing diverse learning needs (e.g., requirement for written exams, limited digital portfolios).

Individual Level – Students' Varying Backgrounds

- **Affordances:**
  - Introducing peer mentoring systems where students with pedagogical or digital experience (e.g., older students or those in master's programs) mentor less experienced peers—especially useful in the department of Psychology & Educational Sciences.
  - Implementing flipped classrooms using Romanian-language micro-lessons on platforms, like Nearpod or Edpuzzle, which support localized content (Romanian curriculum, legislative case studies).
  - Co-creating materials: students choose from different formats (podcasts, infographics on inclusive education in Romanian schools, digital storytelling based on personal teaching practice).
  - Encouraging XMind.net or Coggle to help Romanian students map out inclusive strategies tailored to their professional context (e.g., inclusive practices in rural vs. urban kindergartens).
  - Using role-play scenarios focused on exclusion and marginalization in Romanian schools (e.g., exclusion of Roma students, language minorities, or students with special needs).
  - YouTube video analysis using Romanian-language teaching vlogs, MOOC lectures, or EduPedu documentaries about the Romanian school system.
- **Challenges:**
  - Wide disparities in pedagogical and digital literacy among students, especially between students from urban areas and those from under-resourced rural schools.
  - Some students may have rigid views shaped by traditional or religious schooling, affecting their openness to inclusive and student-centered strategies.
  - Romanian students from monocultural environments may struggle to relate to the experiences of marginalized or international peers.
  - Resistance to participatory methods is common, as many students have been trained in hierarchical, teacher-centered systems.

- Biases or stereotypes (e.g., against Roma, neurodiverse students, or students with disabilities) may arise in discussions, requiring structured interventions.

Making Adjustments to Students' Learning Needs

- **Affordances:**
  - Designing self-reflective activities where students explore how their personal backgrounds and regional experiences (e.g., rural vs. urban schooling, language use, economic status) shape their learning and teaching philosophies.
  - Offering choice-based assessments using accessible digital tools popular in Romania (e.g., Jamboard, Google Classroom, WhatsApp discussions, Nearpod) to allow expression through text, video, or creative formats.
  - Structured peer assessment through Padlet or Google Docs with clear rubrics (aligned with Romanian academic grading criteria).
  - Using anonymous real-time feedback in Romanian via Nearpod or Mentimeter to help students reflect on complex or sensitive issues (e.g., discussing how to improve inclusion of LGBTQ+ students or how to embrace religious diversity in classrooms).
- **Challenges:**
  - Lecturers may lack detailed knowledge of students' needs, especially in large lecture-based courses with limited student-lecturer interaction.
  - Adapting to different learning styles and needs is time-consuming and not always supported institutionally (e.g., no extra time allowance or TA support).
  - Providing individualized formative feedback is labor-intensive and often undervalued in teaching evaluations.
  - Romanian lecturers may feel underprepared to mediate sensitive discussions about identity, marginalization, or systemic exclusion.
  - Multilingual and multicultural settings are increasing (due to international students and Erasmus programs), but Romanian lecturers may lack training in multilingual pedagogy.

Concluding Remarks and Future Considerations

The intervention has sparked ongoing dialogue about teaching excellence and inclusivity within the University of Bucharest. By continuing to refine and expand these efforts, we aim to create a robust framework that not only enhances doctoral students' teaching capabilities but also fosters an inclusive and dynamic learning environment for all.

Building on this initial intervention, the University of Bucharest could invest more in:

1. Integrating the inclusive teaching module into all doctoral teaching programs.
2. Expanding the action research component to provide greater flexibility and support.
3. Organizing thematic discussions on inclusive teaching and hosting university-wide conferences to share insights and best practices.
4. Developing a community of practice where doctoral students and faculty can collaboratively explore teaching innovations and support each other's development.

The Case of Spain

Elia Maria Fernandez-Diaz

Background

In the Spanish university context, the adoption of measures to promote inclusive education is being promoted. Article 37 of the Organic Law of the University System (LOSU) establishes that universities must promote inclusive and accessible curricular structures in university education, making both curricular and methodological adjustments to teaching materials, teaching methods and evaluation systems. Despite the normative declarations, different studies show that the measures established are fundamentally economic, through scholarships, aid, and equity in access to training and mobility programs. The need for a diversity service is promoted, as well as the need to ensure non-discrimination for reasons of gender, ethnic or racial origin, religion, conviction, age, nationality, and disability, among others. However, this mere declaration of intentions does not result in exemplifying how to improve teaching practice, nor does it clarify the type of measures that can be employed to ensure access to and permanence in education. There are still a multitude of barriers that hinder full inclusion, derived from the institutions themselves and their lack of predisposition to meet the educational needs of students with disabilities or in vulnerable situations. Architectural, administrative, and educational barriers persist in the university context that hinder the full inclusion of students (Maraver & Gómez-Hurtado, 2024; Viñas et al., 2023).

Description of Interventions

The COALITION project has promoted an in-depth understanding of the inclusive practices developed in different university contexts. It also has provided a community of online practices that allow emerging needs to be integrated. Through the creation of a collaborative open-access environment that facilitates self-regulated learning, the project has established processes of reflexive, participatory and action-oriented research, generating processes of inquiry in hybrid contexts.

Whilst each of the participating partners is responsible for a work package, we also set up collaborative work seminars on a regular fortnightly basis to be able to negotiate the process of contextualization of the project and ensure the involvement of all members in developing the challenges and gains: to map university praxis in inclusive terms, to implement training actions for professional development and the generation of a community of practices in the online environment, as well as to systemize the monitoring and improvement process throughout the development of the project. More specifically, the strategies implemented are listed below:

- The identification of current i-SCP needs, competences and teaching practices, which will lay the groundwork for targeted awareness-raising training interventions in professional development (50 students and 30 teachers responded, of whom four teachers took part in follow-up interviews)
- The creation of an open-access tool for self-regulation and diagnosis to detect the areas of competence requiring more development and around which the training scaffolding will be built.
- Implementation of strategies such as the observation of practice, peer feedback and reflective processes with action research, raising the awareness of teachers, scaffolding and capacity building through avenues that are more participatory and democratic.
- The creation of an active and supportive community of practices (CoP) within the participating universities and in all European universities. This CoP focused on empowerment and not on the critique of existing practices. In this sense, peer observation will be aimed at both the improvement of documentation processes and the analysis of changes to be implemented in the specific

context of action, prioritizing the usefulness of spaces for discussion and avoiding hierarchical relationships between participants.

- The implementation of inclusive and student-centred practices through AR processes

These actions are framed through a process that comprises, in turn, two substantial phases. In the first phase, actions were aimed at mapping teaching competences and training needs for the implementation of inclusive teaching practices. In the second phase, actions were undertaken that are aimed at developing online processes of participatory research for the transformation of teaching practice.

Affordances and challenges in the Spanish context

Based on the experiences of the participants from University of Cantabria, the following affordances and challenges have been identified concerning i-SCP on system level and individual teacher level.

System/organizational level

The understanding of inclusive and i-SCP & professional development

- **Affordances:**
  - To understand what is understood by inclusive practices in the university context, how we enable student-centered teaching**.**
- **Challenges:**
  - How to generate collaborative processes to implement improvement.

Individual/teacher level

The understanding of inclusive and i-SCP & professional development

- **Affordances:**
  - It allowed us to discuss beforehand what we understood by inclusive practice, because we do not only have to limit ourselves to pupils from different cultural backgrounds or pupils who have certain economic deficiencies, but diversity is much broader, including sexual diversity, functional diversity, etc.
- **Challenges:**
  - It should be compulsory because when we get used to teaching, especially when we are teaching subjects that we have been teaching for several years, there is a tendency to get used to it and not realize and stop realizing that, well, maybe these methodologies have to change, we have to improve them.

Syllabus template & teaching design

- **Affordances:**
  - Forcing ourselves to rethink activities or practices and see how we can change them. This is extremely relevant, because at the end of the day our students are changing, society is changing and the students in the classroom now are not the same as they were, for example, five years ago before the pandemic.
- **Challenges:**
  - This inclusive teaching plan contributes positively to improving teachers' teaching practices. It allows sharing and agreeing common strategies among all the teachers of the degree to give coherence, unity and continuity to learning. However, instruments should be more flexible.

Peer observation & critical friendship

- **Affordances:**
  - The process as a whole has been useful as it has forced me to think about inclusive teaching.
- **Challenges:**
  - Protocols show a traditional type of training that is developed in a face-to-face way where there is a presentation of contents and subsequent activities on them. The diversity of didactic methodologies that we have today makes it difficult, as well as the different types of training (face-to-face / online).
  - We should include the students in the observations; now only the teacher's view was taken into account. Sometimes these perceptions are very different from those of the students who are participating in the activities, because they interpret the actions from a different point of view and they also start from a different educational level.

Reflection on the action

- **Affordances:**
  - This kind of practice forces us to think about what we do and whether we can really improve it. Otherwise, we end up reproducing pedagogical models that do not work. Therein lies the enormous value of action research in enhancing teacher professional development, offering us the opportunity to channel research into our own practice in order to improve it and at the same time provide answers to current challenges in the university context
- **Challenges:**
  - It is interesting for every teacher throughout their professional career to have those moments to stop and think, "what am I doing, how can I improve it", whether or not Action Research is the method used for that.

Concluding Remarks and Future Considerations

We would like to highlight the involvement of the team in our university context. Taking into account the difficulties detected in finding participants who wanted to collaborate in the implementation of the competency framework, we decided to carry out the training process and the AR by promoting the participation of the members of the Coalition team at the University of Cantabria. We significantly valued the guidelines offered by the wp3 coordinators to be able to overcome the obstacles and generate a collaborative environment for this process of reflection on action, taking into account the tight deadlines in which we had to develop them.

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The Case of Sweden

Helena Reierstam & Meeri Hellstén

Background

In Sweden, the governing policies of higher education are outlined by the government and the Swedish Ministry of Education and Research (Eurydice, 2024). The Higher Education Act and the Higher Education Ordinance are national laws that govern the operations of higher education institutions in Sweden. The quality of higher education is evaluated by The Swedish Higher Education Authority. Universities have certain autonomy to develop local rules at faculty, department or program level (Swedish Higher Education Authority, 2023). The Higher Education Ordinance (1993:100) stipulates that the courses must have written syllabi that include a course aim, intended learning outcomes and a description of the examination format. The local rules regulate details concerning for example, the course content and the type of examination. When a decision of the syllabus has been taken at faculty level the course teachers must not divert away from the stipulated assessment format and intended learning outcomes.

In higher education a main part of the learning takes place outside of the classroom, leaving a lot of responsibility to the students which points out the importance of learner autonomy and student agency. The students are expected to take responsibility for their own learning process. Society in general is non-hierarchical and students are treated as equals in higher education. In 2024, 55% of all university students were enrolled through distance education, a number which has steadily been increasing, especially after the year 2022. Full degree programs tend to be more campus based with only 16% studying remotely, compared to stand-alone courses (Swedish Higher Education Authority, 2023).

Equal access for students with diverse backgrounds is a core value. Since 2020 the Higher Education Act states that all universities are obliged to work actively to promote widening participation at all levels. There is no upper age limit at Swedish universities resulting in lifelong learning opportunities in higher education. According to international comparisons by OECD (2023), the students enrolled in higher education in Sweden are generally older than the average. The number of students with special needs has quadrupled over the last 10 years, now representing 7% of the student body (Björklund et al. 2023). If students have a medical certificate, they are entitled to accommodations such as alternative examination, extended time on assignments, interpretation, recordings of course literature, visual or hearing aid. However, students without a medical certificate can also receive extra support through a special division which offers academic writing support and counselling. The proportion of students with immigrant backgrounds who enroll in higher education has gone down, but approximately 30 % of the students have a foreign background according to the Swedish Higher Education Authority. The social bias in recruitment to higher education remains high and students whose parents have a low level of education are underrepresented.

Stockholm University, where the COALITION faculty development took place, has approximately 40 000 registered students each year. There are four faculties in humanities, social sciences, law and science with a total of 51 departments.

Description of Interventions

There were two project leaders and four university teachers who participated in the COALITION faculty development at Stockholm University. In the initial survey 98 students and 43 teachers responded, of whom 8 teachers took part in follow-up interviews. The four teachers who were involved in the faculty development process completed peer observation (step 1) and course design (step 2) and one continued on with the action research (step 3). In the following we provide a summary with the most important experiences gained from Stockholm University.

Step-by-Step Implementation of the process

1. **Participant Identification and Engagement**

   Recruiting participants was challenging. As leaders we identified the following hurdles:

   - Most of the recruited participants already held an interest in inclusivity and engaged with the ideas and material, while it would have been interesting to also include participant teachers who were not so well versed in inclusive pedagogies.
   - Participants found the process rather demanding and more time consuming than they initially anticipated without any immediate reward for them.
   - Faculty were not necessarily scheduled to teach during the given time frame. In order to change something in a course curriculum after having shadowed a colleague, this had to align with their scheduled teaching and meant that they were not always able to follow through with action research.
   - A simultaneous faculty development course would have helped and was created, but the timing of the course was decided by the university structures and made the coordination of activities more difficult.

2. **Preparation and Communication**

   Faculty members were given guidance, detailed instructional documents and templates for reflective reports, peer-observation protocols, and links to recorded seminars through a folder in a platform. In-person or online meetings were planned to describe the activities, the timeline and responsibilities. However, the participants felt that the process was demanding and that there were too many detailed documents and steps that it was difficult to grasp.

3. **Peer Observation Process**

   Faculty members made contact with colleagues and set up their own peer observations. They found this opportunity very rewarding and concluded that this would not have been possible unless they were part of this project.

4. **Lesson Design and Implementation**

   Some of the participants made new lesson plans using the template provided by the project, and made evaluative reflections on the effects. Some however did not make it to the implementation phase.

5. **Action Research (AR) for Inclusive Pedagogy**

   One of the participants made a small action research project, and noted that she would need to redesign her course format as a result. She had little time and it would have been useful to reflect with other participants and compare results.

Affordances and challenges in the Swedish context

Below is a list of key affordances and challenges found in relation to faculty development in inclusive teaching identified by Swedish University teachers at Stockholm University at both system and individual faculty levels.

System/organizational level

The nature of inclusive teaching

- **Affordances:**
  - A broadening of understanding of diversity and special needs is felt as rewarding for seeing all the nuances of inclusion, especially among teacher students in Special Education.
- **Challenges:**
  - The perception that inclusion is limited to special needs, whilst it has a much broader understanding.

Individual/teacher level

The nature of inclusive teaching

- **Affordances:**
  - The process has been useful in thinking about inclusive teaching in a more focused and durable manner.
- **Challenges:**
  - The process has revealed certain bias in relation to some aspects of inclusivity in higher education. In order to be inclusive some perspectives become judged as normative and old-fashioned which in turn become excluding.

Faculty development

- **Affordances:**
  - The peer auscultation was a useful activity worth engaging in further, and regardless of its focus on i-SCP or not.
  - The process as a whole was useful as you had to reflect critically on inclusive teaching.
  - The syllabus template helps (see Appendix, Part 1), but needed some adjustments
- **Challenges:**
  - The documents and templates required pedagogical know-how and were leaning on the notion that inclusive pedagogy is something controversial which it is not.
  - The sequencing and guidance of the activities was not entirely clear.
  - The jargon and educational knowledge applied in the tool belt might be uncomfortable for disciplinary faculty.

Teaching design

- **Affordances:**
  - Working consciously towards balancing and variation of different ways to deliver teaching formats.
  - A kind of leading star for teaching inclusively might require to be continually aware of teaching being delivered as simply as possible, including examples from real life and avoiding difficult jargon and daring to ask questions. Remembering that this applies to all students, not only to those who may have special needs.

- **Challenges:**
  - Not to make too much of the format but rather to focus on content, e.g. "death by Powerpoint".

Concluding Remarks and Future Considerations

The Swedish experience of the faculty development process has been mixed, and includes affordances in terms of an increasing attention on inclusive student-centred pedagogies in certain respects. The challenges stem from issues with e.g. reaching high levels of engagement at broader and deeper levels.

At an organizational level one of the colleagues was asked to develop and offer a module course at the teaching and learning centre at Stockholm University. The course generated interest from participants at some other universities which meant that half of the enrolled course participants came from other campuses. Developing the course was in itself an opportunity to do quite extensive literature reviews and scanning the field which indirectly led to faculty development beyond the project leadership.

The main 'take-away' in participating as project leaders, has provided new insights into the inclusive higher education field of research and most of all, the enriching intercultural and internationally comparative experiences, as well as good collegial connections and furthering intellectual exchange.

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LESSONS LEARNED;
JOINT SUMMARY FOR GOOD PRACTICE

The COALITION Competence Framework includes five areas that can be applied to inclusive student-centred pedagogies in higher education regardless of country and context. Differences can be observed and compared in relation to varying teacher agency and autonomy. Even if the teacher is positioned at the center in each classroom and is responsible for designing his and her course, the local context at department or university level as well as national policy and the organization of higher education provide standards which may imply certain limitations. Using the five aspects of the COALITION Framework, four out of five apply to both local and policy levels. Teachers' beliefs and attitudes influence their willingness to provide support, inherently representing a factor that drives their individual decision-making. However, it can extend beyond the classroom and have an impact on the local context through joint faculty development, peer observation and action research.

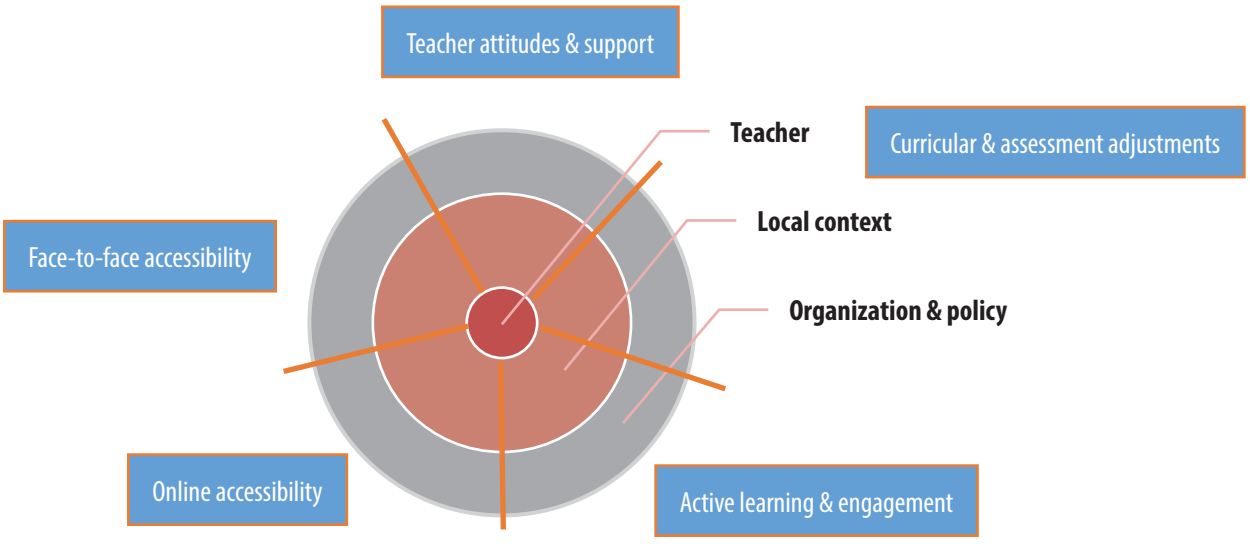


Figure 10: Individual versus organizational levels in relation to the five aspects of the COALITION Competence Framework.

As a result of the COALITION project, individual affordances as well as constraints have been identified and international collaboration has shed light on many comparative dimensions, similarities rather than discrepancies. It is clear that good practice starts in each classroom with the individual teacher regardless of architectural structures, technological tools and pedagogical material. Faculty who acknowledges the varying needs of the students and design their courses around inclusive standards for all, create active

learning opportunities and help students feel valued and empowered. Active teacher voices can help identify and address constraints in policy and curricula in order to cater for high quality education for all students, evidencing academic policy to everyday practice.

Key affordances and challenges that have been identified in relation to the five aspects in the COALITION Competence Framework. In the following these are presented and summarized in relation to each aspect to render clear what is at stake in each case. Sometimes the affordances or challenges appear multiple times if they relate to several of the aspects in the framework. Research shows that promoting student engagement and interaction (aspect five) is critical in order to create an inclusive online learning climate (aspect two), but it is also important during face-to-face activities (aspect one). Affordances in relation to the last aspect, facilitation of active learning and engagement of all students, therefore will most likely appear under accessibility as well. A common need expressed by teachers across contexts is the provision of clear scaffolding as they engage with faculty development (FD) on i-SCP. While teachers are willing and eager to create environments conducive to learning, they often feel uncertain about how to approach i-SCP and FD materials for the first time. The joint summary below may serve as a tool to facilitate reflection on how various affordances and challenges interrelate, thereby presenting opportunities or obstacles at multiple levels and consequently enhancing teachers' competence and understanding of i-SCP.

Joint Summary of shared affordances of i-SCP

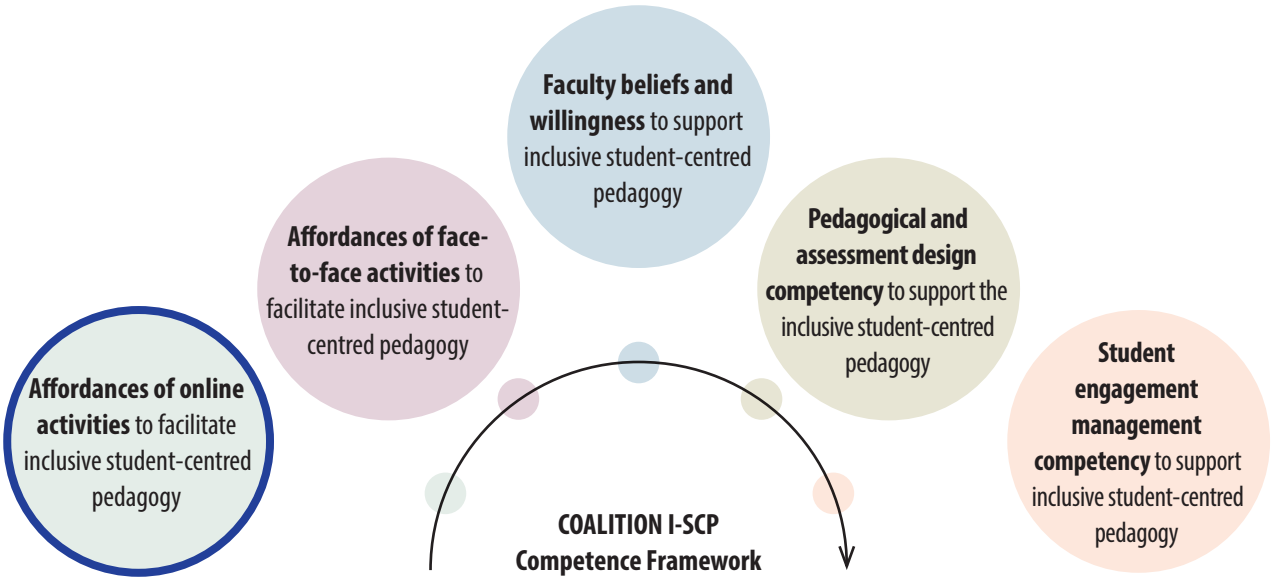


Figure 11

- Increased use of diverse media and digital tools to enhance accessibility and engagement.
- Use online polls and quizzes to allow for anonymous real-time feedback so students can reflect on their understanding without fear of judgment.
- Teaching faculty who are role models for their students and represent diverse backgrounds
- Creating spaces for meditation and prayer for religious students and rooms for breastfeeding students.
- Faculty who encourages and takes advantage of students of various backgrounds to express different experiences, perspectives.
- Faulty who act as discussion leaders instead of presenting a monocentric perspective.

- Offer various approaches, not only listening and watching, making it more student active. Important due to students' short attention span. No more than 20 minutes, or even less.
- Introducing role-play scenarios where students experience exclusion and develop strategies to counteract it.

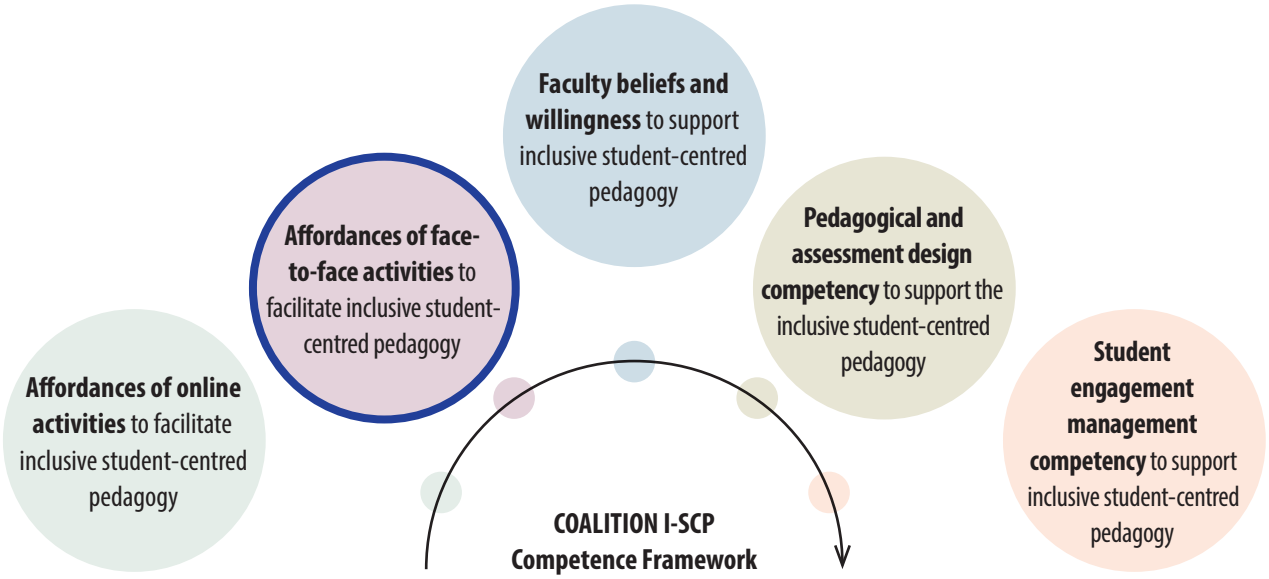


Figure 12

- Increased use of diverse media and digital tools to enhance accessibility and engagement.
- Lesson design flexibility allowed faculty to accommodate a wider range of student needs and learning preferences.
- Student feedback was actively incorporated into teaching improvements, reinforcing co-creation of knowledge.
- Introducing flipped classrooms where students create their own micro-lessons using online platforms.
- Use online polls and quizzes to allow for anonymous real-time feedback so students can reflect on their understanding without fear of judgment.
- Integrating peer assessment activities where students provide structured feedback to each other using Padlet.
- Offer various approaches, not only listening and watching, making it more student active. Important due to students' short attention span. No more than 20 minutes, or even less.
- Flipped classroom and short web lectures with readings and assignments.

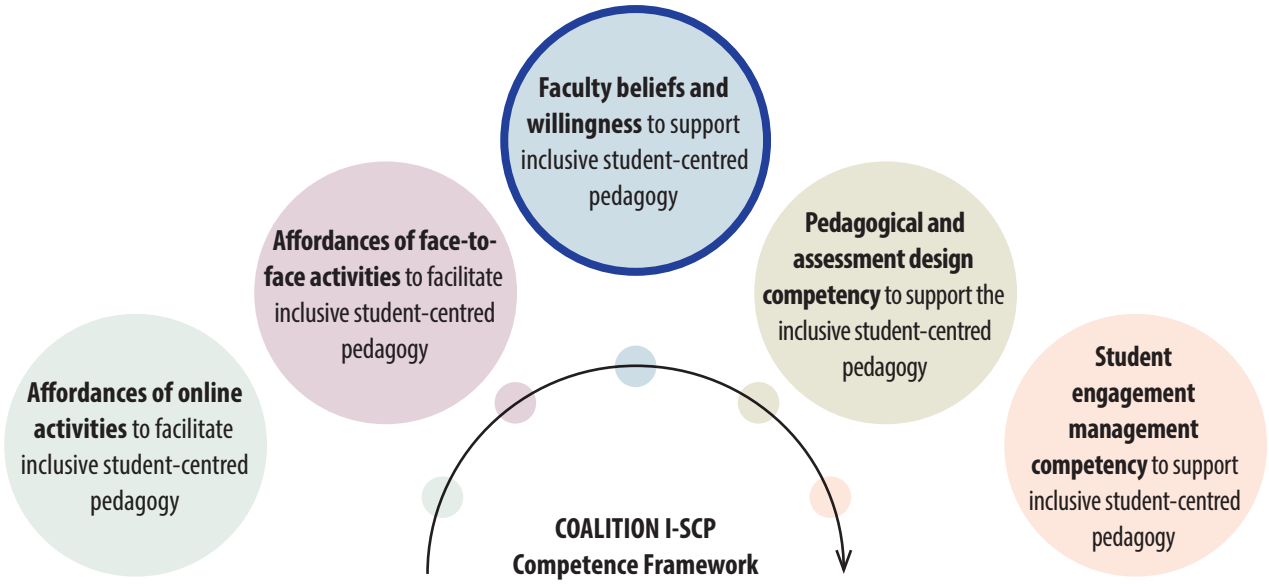


Figure 13

- Enhanced reflection on inclusive teaching, encouraging adaptive and flexible teaching methods.
- Increased awareness and implementation of inclusive student-centered pedagogies (i-SCP) within university teaching.
- Peer observation opened up opportunities for important discussions about inclusive teaching.
- Collaboration with colleagues through peer observation led to meaningful exchanges and improvements in lesson design.
- Actions research supported iterative improvements and increased faculty engagement in evidence-based teaching.
- The peer observation process provided practical insights and reinforced the importance of inclusive teaching strategies
- The process has been useful to think about inclusive teaching in a more focused and durable manner.

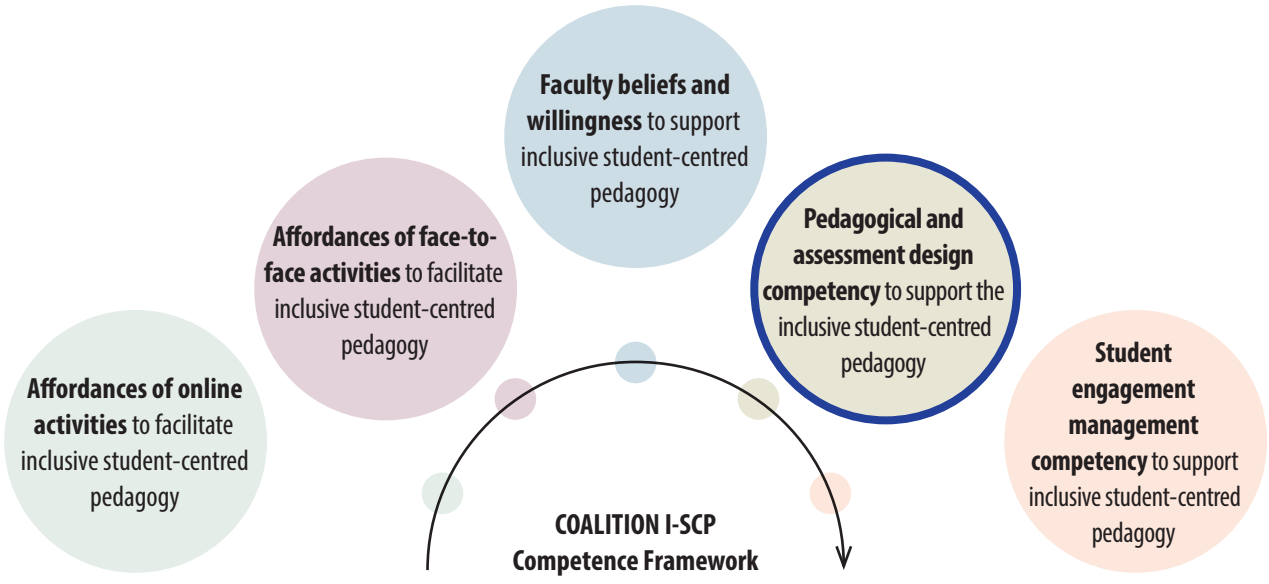


Figure 14

- Lesson design flexibility allowed teachers to accommodate a wider range of student needs and learning preferences.
- Teaching faculty appreciated the structured guidance on how to design lessons that effectively integrated content, engagement, and assessment.
- Faculty gained new insights into how to assess their teaching impact through student feedback and learning outcomes.
- Increased use of diverse media and digital tools to enhance accessibility and engagement.
- Use of case studies to help students analyse different cultural and ethical teaching dilemmas
- Introducing flipped classrooms where students create their own micro-lessons using platforms.
- Instead of using one single evaluation/assessment method, provide multiple options or a choice-based assessment where students select from multiple feedback tools to accommodate diverse styles of expression, e.g. written reflections/self-reflection logs, audio recordings, video, or digital avatars.
- Offer various approaches, not only listening and watching, making it more student active. Important due to students' short attention span. No more than 20 minutes, or even less.

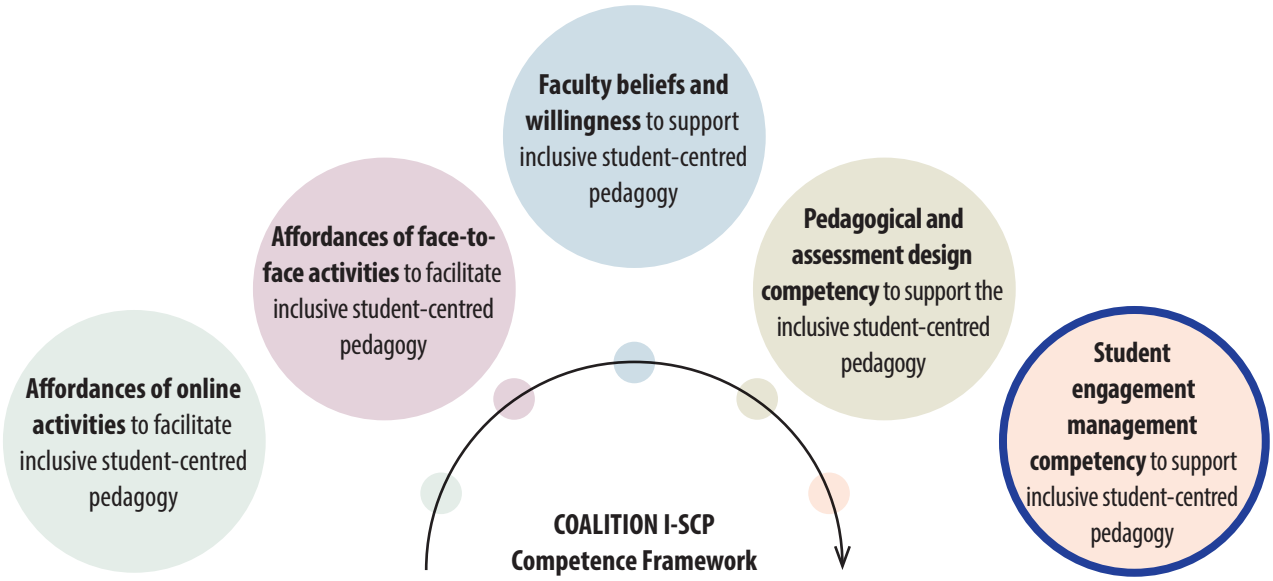


Figure 15

- Student feedback was actively incorporated into teaching improvements, reinforcing co-creation of knowledge.
- Recognized the importance of student-led participatory tasks and plans to integrate more reflective discussions into their teaching.
- Integrating a policy review activity in the course where students analyse whether their institutions support inclusive learning or not and let them propose improvements.
- Having students develop action plans to advocate for inclusive learning policies within their universities.
- Introducing student story-telling where students share their varying cultural and professional experiences.
- Introducing peer monitoring where students with different backgrounds and experiences guide each other.

- Modifying tasks to allow students to self-reflect on how their background influences their learning style and teaching philosophy
- Integrating peer assessment activities where students provide structured feedback to each other using Padlet.
- Use online polls and quizzes to allow for anonymous real-time feedback so students can reflect on their understanding without fear of judgment.
- Flipped classroom and short web lectures with readings and assignments.

Joint Summary of shared challenges for i-SCP

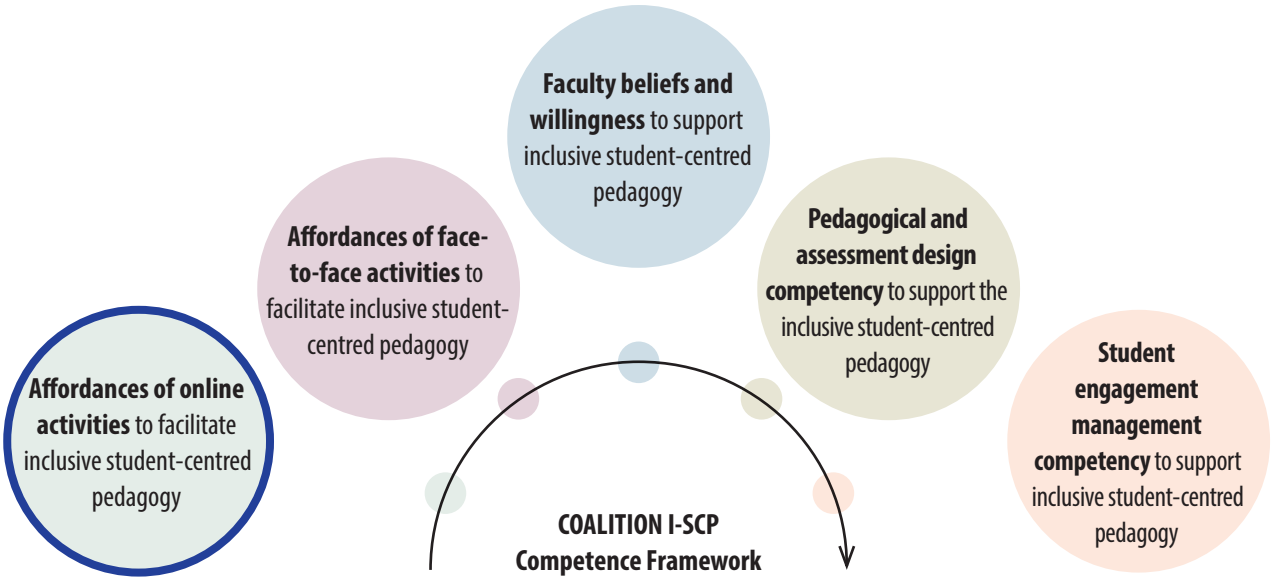


Figure 16

- Universities do not always provide sufficient support for inclusive methodologies.
- Limited time and resources to implement innovative and inclusive pedagogies.
- Ensuring that inclusive assessment methods, such as digital tools (e.g. Padlet, Voki, Nearpod) are accessible to all students.
- Time-consuming to make adjustments to students' learning styles and adapting teaching strategies accordingly.

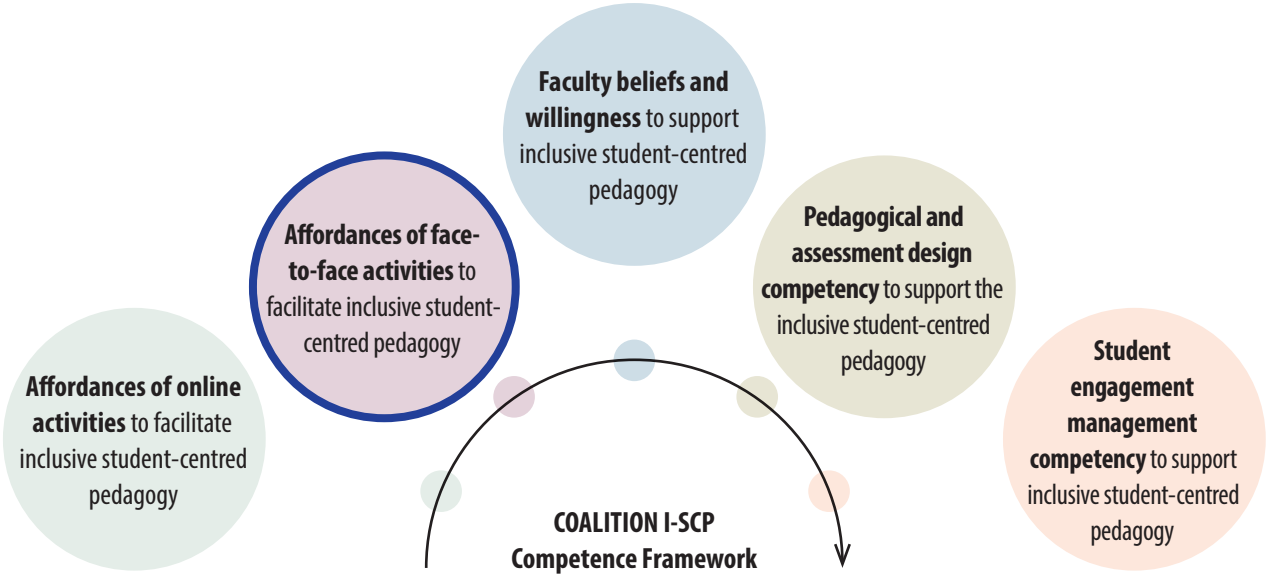


Figure 17

- Lectures should be recorded to be made accessible, but not everyone agrees with that. They think this might prevent students from coming to campus.

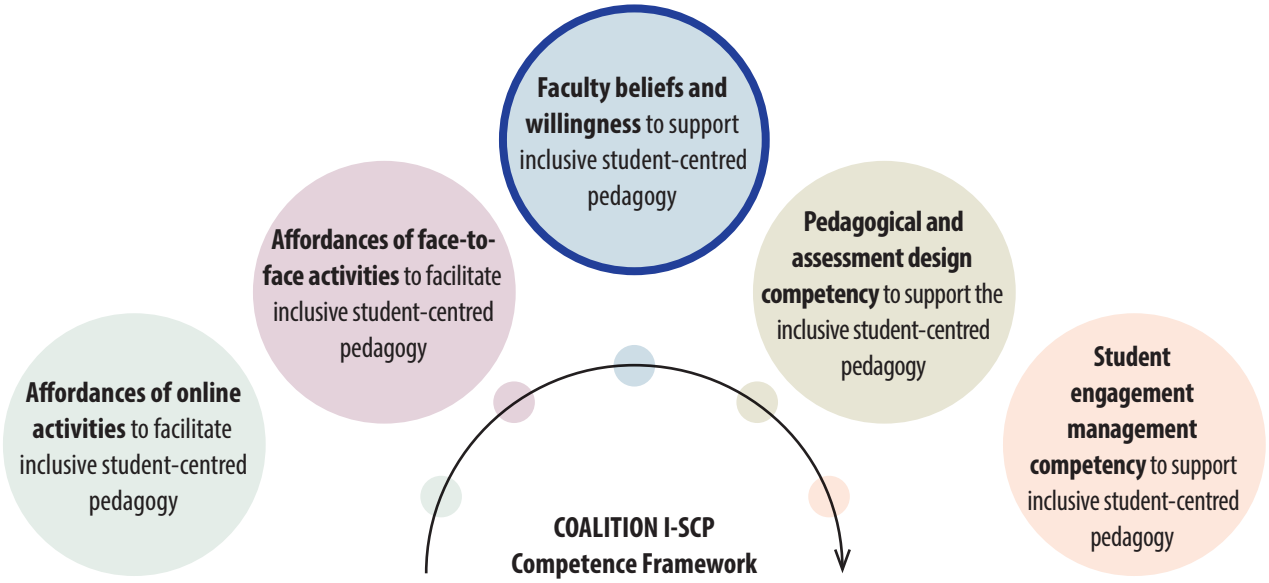


Figure 18

- Inclusion is often mistakenly viewed as limited to students with special needs rather than a broader pedagogical approach.
- Initial resistance to student-centered approaches, particularly from those accustomed to lecture-based teaching, required time and support to overcome.
- Some faculty members struggled with the theoretical aspects of inclusive pedagogies and found the process overwhelming.
- The lack of formal training in pedagogy made it difficult for some teachers to fully grasp and implement i-SCP concepts.
- Resistance to shift from traditional to student-centered and self-directed participatory teaching approaches.

- Challenges in addressing biases and stereotypes within classroom discussions.
- To develop sensitivity to diversity and take all students into account and prevent people from feeling excluded.
- Difficult without pedagogical know-how to know how to approach faculty development templates and documents.
- In order to be inclusive some "old" perspectives become judged as normative and old-fashioned which in turn become excluding.

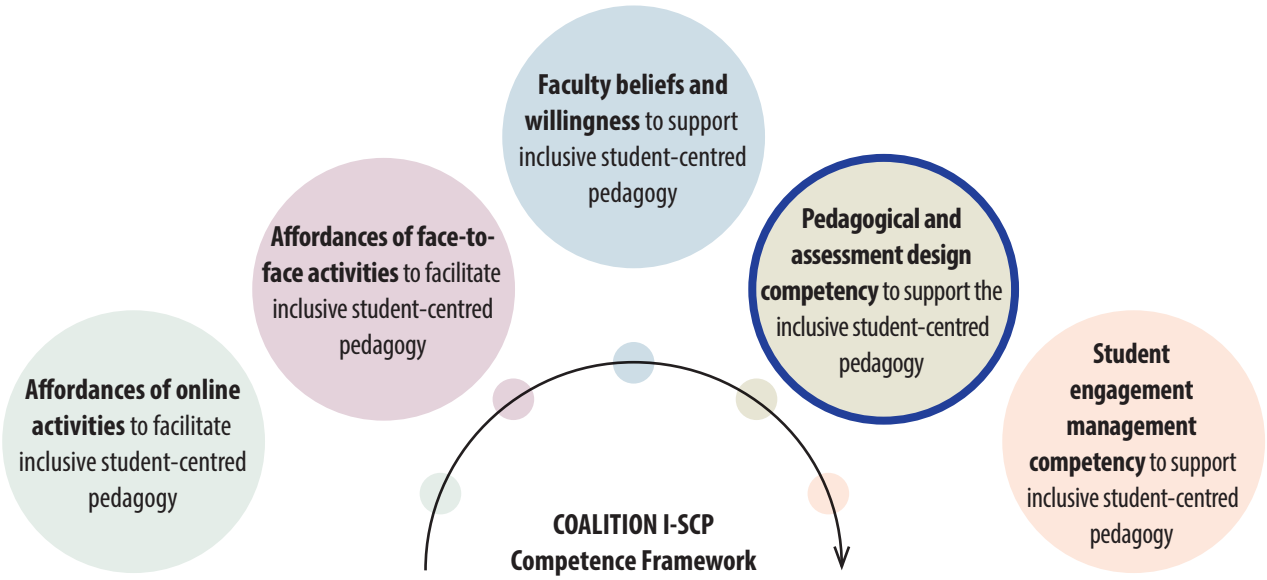


Figure 19

- Technical issues or lack of familiarity with digital tools created barriers to implementing multi-modal and inclusive strategies.
- Some participants, particularly those with heavy workloads or limited experience in lesson design, found the seminar content overwhelming at first. However, with additional support and clear task breakdowns, they managed to complete the tasks effectively.
- Planning the course often remains a responsibility of the lecturers whereas inclusive education requires collaboration with students.
- The standardized evaluation criteria may not fully accommodate diverse learning needs, making it harder to assess inclusivity in learning outcomes.
- Varying levels of technological literacy and pedagogical knowledge.
- Lack of knowledge of students' backgrounds and special needs.
- Creating a safe learning environment without focusing too much on mistakes you make. Everyone should be allowed to make mistakes.
- Not to make too much of the format but rather focus on content, e.g. "death by power point".

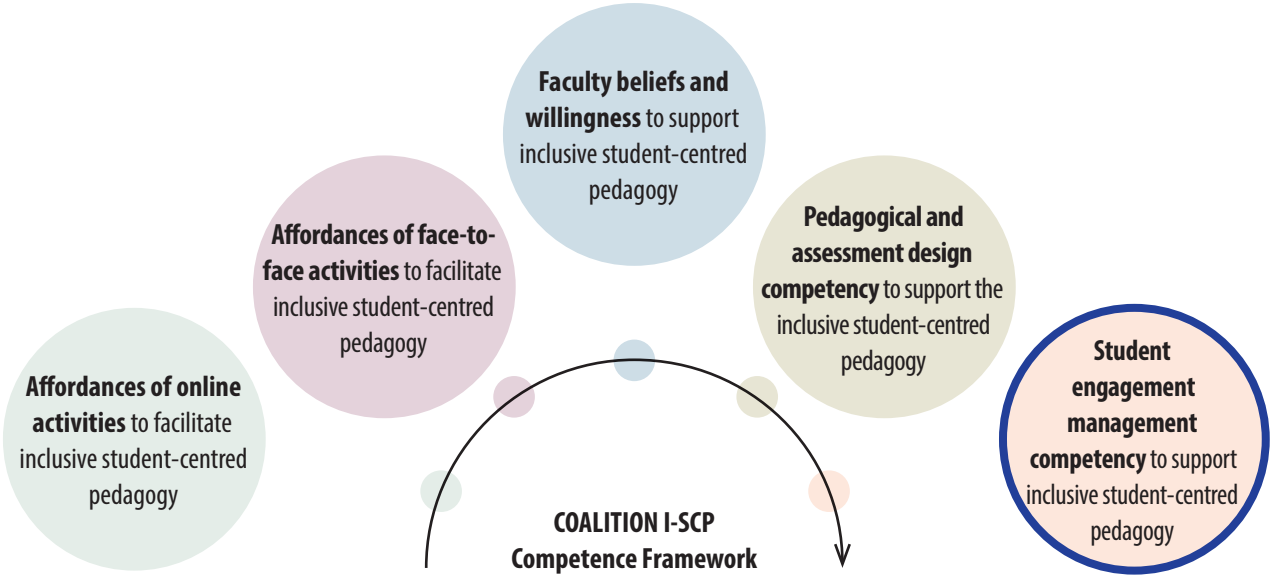


Figure 20

- Some teaching faculty felt that inclusive pedagogies required them to know all students' backgrounds, rather than designing lessons to be broadly adaptable.
- Varying perceptions and experiences of educational settings, pedagogy, learning from previous educational settings.
- Religious beliefs and convictions might influence perceptions of educational policies, classroom management and inclusive teaching strategies.
- Students from different backgrounds may struggle to relate to course material and feel excluded.
- Challenges in achieving the learning outcomes due to student diversity.
- Managing multicultural and multilingual classrooms where language barriers may create barriers.
- The literature is already decided and it makes it difficult for some students to engage.
- Lack of awareness of authors' backgrounds. Focusing on sources only from the western eurocentric world and too rigid perspectives.

REFLECT:

- How does your organization provide affordances or challenges on different levels?
- How is teacher autonomy affected by a top-down or a bottom-up structure?

PRACTICAL HANDS-ON IDEAS FOR I-SCP FACULTY DEVELOPMENT: EVIDENCE-BASED IDEAS AND GUIDELINES FROM COALITION

The COALITION faculty development (FD) process was structured in a series of sequenced activities in three steps, with the intention to begin by raising faculty awareness about inclusive student-centred pedagogies and then encouraging teachers to develop their own lesson design and teaching while simultaneously conducting action research by focusing on one particular area of improvement. In the following section, the sequencing and tools are presented.

What should be done during the three steps of the FD process

1. **Auscultation of an academic colleague (peer-observation)**

   Prior to this, you will be able to take part in some web-based training resources on inclusive pedagogy. After the auscultation, you will complete a 'think aloud' reflective protocol (TAP) to reflect on what you experienced.

2. **Create/revise a lesson design**

   Bring your thoughts, experiences and sketch out an inclusive course/course element. Provide feedback on a syllabus from a European colleague uploaded to the project platform.

3. **Action research**

   Identify an aspect that you want to try to focus on in one of your own courses. Evaluate how it went.

Reflective evaluation framework

The faculty development process in COALITION involves *a reflective framework* where faculty are invited to reflect on their own learning and areas of strength/improvement in relation to i-SCPs. The self-reflection is done before and after the activities in the circles below, either as think-aloud protocols (TAP) that are recorded, alternatively in a written report. The process is as follows:

- Before peer observation (to choose observation protocol)
- After peer observation, before syllabus change/lesson design (TAP 1)
- After seminars & syllabus change/Before implementation (Action Research) (TAP 2)

- After implementation of an inclusive aspect (Action Research, AR) (TAP 3)

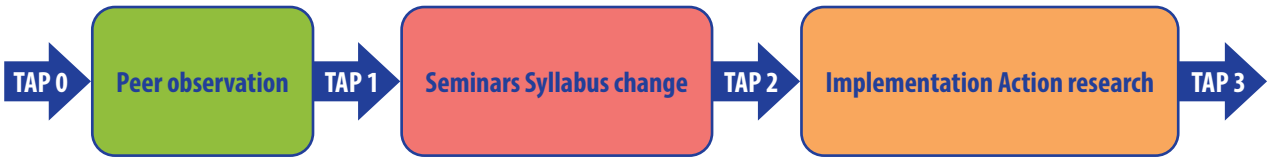


Figure 21

- **TAP 0:** Before the process (does not need to be recorded/reported): What are my main areas of interest, what would I like to focus on and improve? (e.g. student engagement, formative assessment, breadth of content)
- **TAP 1:** Reflect on the usefulness of peer observation as faculty development, the usefulness or areas of improvement in the observation protocol and what teaching practices to adopt in your own future lessons.
- **TAP 2:** Reflect on your emerging needs as well as strengths you realize you already have during the seminars/films.
- **TAP 3:** After implementing one i-SCP aspect: Evaluate its efficacy. Reflect on strengths and weaknesses.

For each Think Aloud Protocol there were a number of reflective questions, as presented below.

Reflective report 1 -TAP 1

Keeping the anonymity of your colleagues, after completing the observation protocol, answer the following questions:

1. How do you evaluate the observation protocol? Why did you choose this format out of the four suggested protocols? (If you made an active choice.)
2. Was it helpful and if so, to what extent did it help in monitoring colleagues' teaching for the purpose of inclusive teaching and learning?
3. Did you discuss inclusive teaching issues with your colleague?
4. What did you take away from observing teaching for inclusion?
5. What would you change in your teaching as a result of observing your colleague's teaching?
6. Can this model of peer observation (where the observer reflects on their own teaching practice) contribute positively to improving teachers' teaching practices?

Reflective report 2 - TAP 2

After designing a lesson plan to implement and promote inclusive teaching, answer the following questions:

1. Was this activity helpful in improving teaching and learning? To what extent? Why or why not?
2. Was there something that made it difficult for you when planning your lesson for inclusion as the first priority? What was most difficult?
3. How likely are you to implement the inclusive teaching you designed in your lesson plan?

4. What would you change in your teaching based on this inclusive teaching plan?
5. Could this inclusive lesson plan contribute positively to improving the teaching practices of the teachers?

TAP 3 - to evaluate own areas of improvement

1. What went well?
2. What could be improved and why?
3. How are you planning on improving?
4. What is the desired outcome or effect?

Peer observation tools

1. Scaled rubric teaching observation
2. Guided peer observation protocol
3. Unguided peer observation protocol
4. Online peer observation protocol

Four different protocols were used for the peer observation activity (see Appendix Part 1). In some cases, the COALITION leaders or the participating academic developers decided which protocol faculty should use and in other instances they were given a choice.

The first protocol contains a scaled rubric with eight categories and four evaluative comments ranging from exceeds expectations to does not meet expectations. The eight categories cover the topics 1) Instructor preparation and organization, 2) Variety and pacing of instruction, 3) Content knowledge, 4) Presentation skills, 5) Teacher student rapport, 6) Classroom management, 7) Clarity, and 8) Inclusiveness.

The second, the guided peer observation protocol, consists of three sections covering three areas: A) Environment, Structure and Implementation, B) Content, and C) Optional evaluative notes on the colleague's strength and areas of improvement.

The third protocol is more open-ended and provides the least scaffolding. It gives instructions for the process and presents three steps: 1) Pre-observation meeting, 2) Classroom observation, and 3) Post-observation meeting.

The fourth protocol is designed for observation of online courses and contains six sections with different aspects in relation to 1) General class session and introduction, 2) Assessment of student learning, 3) Student engagement in the class session, 4) Online organization and design, 5) Inclusive classroom, and 6) Overall course. In the last part three questions are used to provide feedback to the observed teacher:

- What aspects of the observed class session do you see as strengths contributing to effective student engagement and learning?
- Are there any strategies or resources that you would recommend for enhancing future class sessions?
- Final comments or observations?

Sources

Collaborative PoPs in Higher Education for community building, self-reflection and self-regulation.
https://www.youtube.com/watch?v=0ASv3AZqZUU&list=PLRJjVQJi1qC6kZ67zp7qNamiIVDX4Lc0x&-index=1
https://coalition-erasmusplus.com/resources
https://coalition-erasmusplus.com/uncategorized/coalition-in-youtube

Lesson design template

Seminars Syllabus change

1. Syllabus template
2. Online seminars

The syllabus template identifies seven categories with questions to consider (see appendix 1.5);

1. Identification of content,
2. Identification of learning objectives,
3. Identification of measuring growth and collecting evidence of all students' learning,
4. Identification of engagement opportunities for all,
5. Provision of resources,
6. Multiple representations of input, and finally
7. a reflective report on potential strengths and weaknesses in the changes made.

Online seminars are offered in relation to several themes:

- University faculty willingness to support an inclusive and effective student-centred learning.
- Workshop: Empowering student voice in inclusive student-centred curricula through multiliteracies and multimodality.
- Coaching academics as learners for inclusive teaching optimal networks.
- Coaching faculty as learners: Considerations for a proactively designed inclusive syllabus.

Lesson re-design/ Syllabus template design

Identification of content	Identification of learning objectives	Inclusive learning activities	Identification of engagement opportunities for all	Provision of resources	Multiple representation of input	Reflective report
What content do I want to teach? What changes will I make in order to make delivery of input more inclusive?	What do I expect all my students to be able to do/ know? Tip: Use Blooms taxonomy pyramids to choose among higher /lower order cognitive skills Are there learning objectives that I can add in order to foster inclusive pedagogies?	What activities have I designed in order to facilitate learning for all students? How can I observe student learning actually happened ? Have I aligned assessment with learning outcomes? Tip: Assessment for learning tasks or formative assessment tasks are recommended	Have I provided opportunities for all students to take action and express themselves? Am I using digital media and modes? Do I expect my students to work in pairs groups or on their own?	Are resources accessible by all students? How can I make sure these resources and their content is appropriate for all students?	Am I the only source of input? What modifications can I make so that the same content can be presented in a multimodal way to accommodate for all student needs? Have I made any changes that allow all students to take ownership of their own learning? Have I provided adequate choices for all students?	Evaluate the changes you have made and identify potential strengths and weaknesses
Week 1						
Week 2						
Week 3						

Sources

Aligning Syllabus UDL Syllabus Design
https://www.youtube.com/watch?v=C_xO5vj0LCQ&list=PLRJjVQJi1qC6kZ67zp7qNamiIVDX4Lc0x&-index=4
https://coalition-erasmusplus.com/resources
https://coalition-erasmusplus.com/uncategorized/coalition-in-youtube

Action research resources

Implementation Action research

1. Action research plan
2. Online seminar

The last step implies implementation of one aspect in one's teaching by performing action research and evaluating its efficacy. The steps contain;

1. Situation mapping,
2. Definition of a problem and area in need of improvement,
3. Collaborative design of the learning process and data gathering,
4. Shared monitoring and feedback with a colleague,
5. Data analysis, and
6. Improvement proposal.

Sources

Online Webinar: How can action research help academic development?
https://coalition-erasmusplus.com/resources
https://www.youtube.com/watch?v=BYL45zBFGgQ&list=PLRJjVQJi1qC6kZ67zp7qNamiIVDX4Lc0x&index=3

Table 1: Overview of the sequencing and content of the FD activities

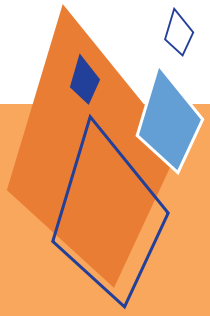
Sequencing	Task	Description of Activity:
1	**Peer observation**	– Online – IRL Name of the course/Subject: Level:
2	**Complete observation protocol**	Template used: 1, 2 or 3: (See appendix)
3	**Reflect (TAP)**	Reflect on the activity (peer observation) using reflective tool, Think Aloud Protocol, TAP 1 (6 questions, see above)
4	**Attend 2 i-SCP seminars**	Seminar 1 Content/theme: Seminar 2 Content/theme:
5	**Redesign syllabus/create syllabus template**	Create/make a syllabus template or use an existing syllabus template Redesign the course syllabus you teach to incorporate i-SCP.

Sequencing	Task	Description of Activity:
6	**Reflective practice with peers**	Share syllabus template with international colleagues
7	**Reflect (and write a report) (TAP)**	Reflect on emerging i-SCP needs and your own strengths and areas of improvement in relation to syllabus and i-SCPs, using reflective tool, TAP 2 (5 questions, see above)
8	**Action research seminar**	Attend an action research seminar and (or) get practical guidelines (on the website)
9	**Action research, focus area**	Decide an i-SCP area/aspect for action research:
10	**Implement i-SCP**	Implement one i-SCP aspect in a course ("take action").
11	**Evaluation**	Evaluate/measure the efficacy using an evaluation tool: Strengths and areas of improvement
12	**Peer-coaching**	Receive peer-coaching from a European colleague Act as peer coach to a European colleague
13	**Reflect (TAP)**	Reflect on competences and needs: Evaluate your own growth using reflective tool, TAP 3 (4 questions)

Useful resources and links

https://rb.gy/40druk
https://teaching.temple.edu/sites/teaching/files/images/SoTL%20Roadmap%20(1).pdf
https://taylorinstitute.ucalgary.ca/resources/module/scholarship-of-teaching-and-learning/designing-a-sotl-project

PRACTICAL HANDS-ON IDEAS FOR I-SCP COURSE DESIGN AND FACULTY DEVELOPMENT



Summary of teaching & faculty development ideas for i-SCP

Curriculum development

- ✔ Review and **adapt curricular materials** based on inclusion for all
- ✔ Diminish the **language barriers** for programs
- ✔ Make the **end goals/ learning objectives** of a program 'flexible' for students with special needs and special giftedness
- ✔ Review what is **mandatory** for students and ask yourself why this is mandatory and should it be mandatory for all
- ✔ Build your activities and relations on **conversation and process** instead of on command and product
- ✔ Listen **more** speak less; in meetings and in teaching
- ✔ Your role as a faculty member is not only to 'teach' but also to support the learning of your students; sometimes you need to instruct students, but more often students need the **time and space to learn from their mistakes**
- ✔ Encourage **inter-university collaboration** for more diverse faculty
- ✔ Organize **guest lectures** from professionals working in diverse educational environments
- ✔ Provide **multiple means of engagement**—visual, auditory, and interactive activities (cf Universal design for learning
- ✔ Include **cross-cultural simulations** where students experience bias firsthand and discuss mitigation strategies
- ✔ In *"Classroom Management"*, present **real-life conflict resolution case studies** related to diversity and inclusion
- ✔ On-campus, engage in hands-on **problem-solving activities** rather than passive lectures (cf Flipped classroom)

Equal access to technology and material

- ✔ Make 'smart' software available for students to translate anything, your lecture, the material, your communication and websites
- ✔ Use 'AI' in a smart way and teach students to use LLM/ Gen-AI for their learning
- ✔ Do not use AI to select students for a program
- ✔ Use AI in a safe and smart way when assessing students. Always let a Human check the assessment outcomes
- ✔ Form follows function/ function before structure
- ✔ Before lectures, provide students with pre-recorded videos, readings, or interactive quizzes
- ✔ In "Identification of Learning Styles and Perceptions" introduce game-based learning platforms where students take quizzes to determine their dominant learning styles and discuss strategies for inclusive teaching

Interaction, relations & student engagement

- ✔ Create student-staff partnerships for evaluation and development of education
- ✔ Create ways for students and teachers to meet informally
- ✔ Build your relationships on trust
- ✔ Teaching and learning (and academic development) can only occur if there is trusting relations
- ✔ Modernise your 'categorical imperative'; or be aware that your norms and values are not the same as the norms and values of others
- ✔ Not use pronouns intuitively
- ✔ Pay attention to 'language' in all settings, recruitment, selection, teaching, assessment, formal and informal
- ✔ Be aware that cultural norms and values are not easily accessible for anybody outside
- ✔ Pay respect to all those who question culturally settled norms and values
- ✔ Be open to any question or suggestion to change
- ✔ Do not take away students' opportunities to fail and to make mistakes; just help students to understand their mistakes and help them to reflect on how to improve
- ✔ Help students develop *their* identity and agency (not assimilate to an external identity, such as disciplinary-identity or professional-identity; but their own identity)
- ✔ Do not speak of a mixed or multiple identity of students or staff; the fragmentation of an identity into sub-identities is based not on the person who has the identity, but on an external theoretical model of fragmented identity elements
- ✔ The engagement of students with learning activities, peers and program is not only related to teaching and or scheduling, but also to students' personal lives
- ✔ Assign students to **audit their own institution's inclusivity policies** and suggest improvements
- ✔ In *"School as a Learning Organization"*, create **student advisory groups** that provide course design recommendations to lecturers
- ✔ Let students contribute **one learning resource each** (article, video, case study) to the course curriculum, promoting active participation

- ✔ Create an online **Form** where students can report challenges anonymously
- ✔ Use **Mentimeter or interactive software** to gather real-time anonymous responses on inclusivity challenges in class
- ✔ Implement **teaching assistant roles**, where the pedagogically more able students are offered opportunities to mentor those with less experience
- ✔ In *"Teacher's Competences and Ethics"* have students **co-create lesson plans** and present them to each other for peer review

Assessment and feedback

- ✔ Have students complete **self-reflection logs** on what strategies worked for them
- ✔ Use **peer review on Padlet** where students anonymously give constructive feedback on each other's work
- ✔ Let students **submit video reflections** instead of written reports for assessments like *"Analysis of Educational Policy Documents"*
- ✔ Modify Bloom's Taxonomy **evaluation criteria** to recognize various types of learning, such as hands-on demonstration, written analysis, or visual storytelling
- ✔ Allow for peer reviews as part of formative assessment
- ✔ Structure for a "revise and resubmit" process as part of summative assessment

Faculty development

- ✔ Reflect on who owns the teaching and learning space
- ✔ Assess teachers in formative practices (and not in summative ways)
- ✔ Peer observation programs should be paired with structured reflection sessions to allow faculty members to observe and learn from one another
- ✔ Faculty can share their teaching experiences, identify successful strategies, and discuss challenges they face in the classroom. This collaborative approach fosters a supportive teaching community, where educators enhance their practice through mutual feedback and shared insights
- ✔ Action research helps to distinguish between what faculty want to convey and how they are being perceived. Change your teaching role without losing yourself as a person

I-SCP IN YOUR CONTEXT – REFLECT AND DISCUSS

In the following you are invited to reflect on your attitudes and practices around i-SCP in your contexts. Discussion topics are presented as well as a rubric to help guide peer conversations to boost faculty development as well as course development and design. The section ends with a few practical course design ideas 'recipes' based on experiences from action research in the COALITION project.

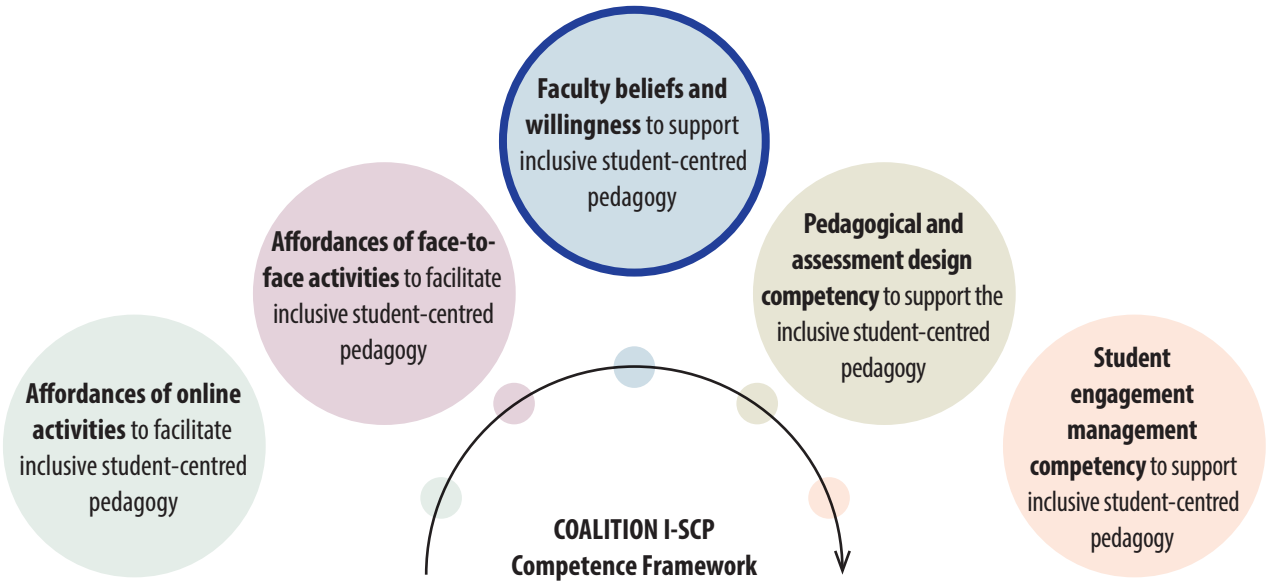


Figure 22

- What does student-centered higher education mean to you?
- How can you as colleagues help each other broaden the understanding of inclusive teaching?

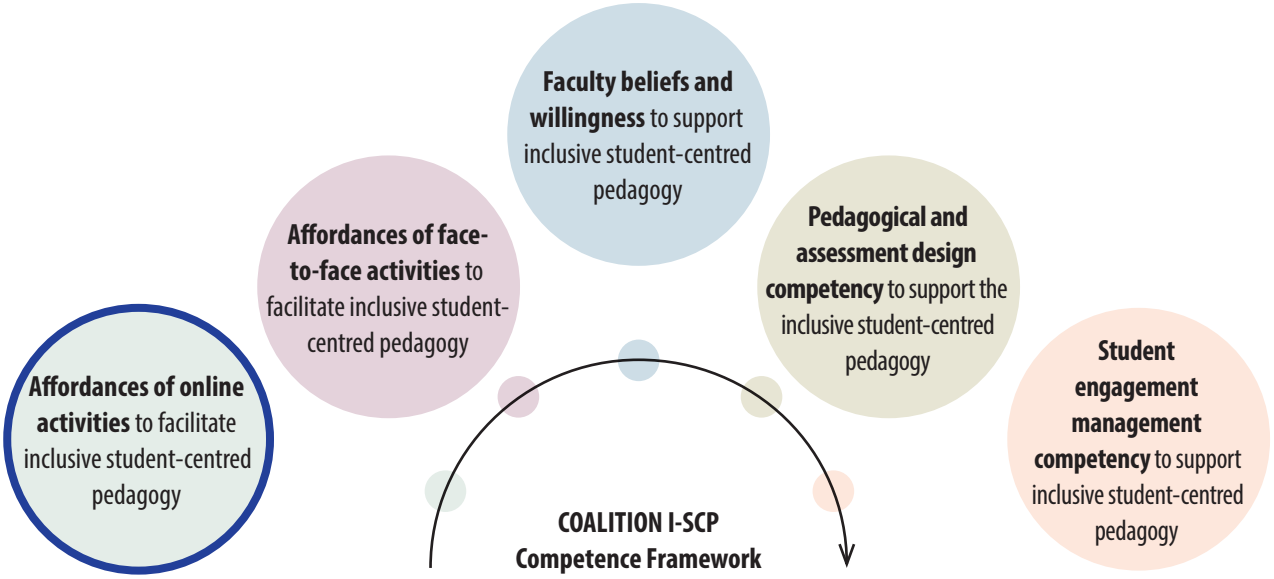


Figure 23

- What aspects are absolutely critical in making online activities and courses inclusive?
- Which tools are used and how can they be made accessible to all students?
- How can digital tools enhance learning in an equitable manner?

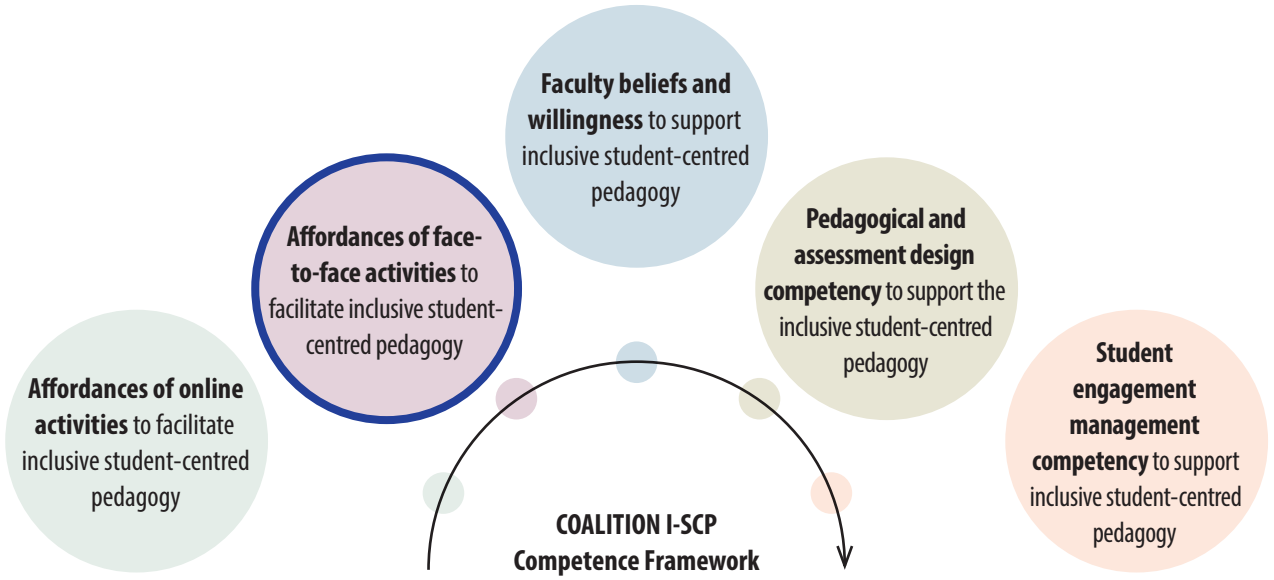


Figure 24

- What can be done in face-to-face settings to make education more inclusive?
- Where are the most prominent barriers? How can they be addressed?

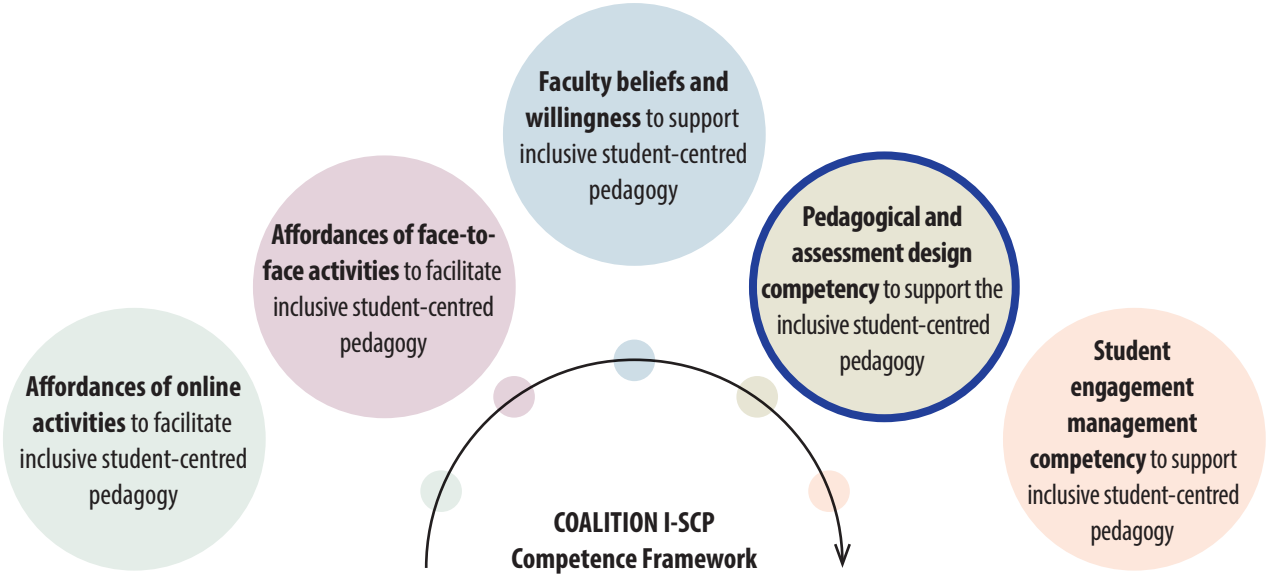


Figure 25

- What are your thoughts about universal design, multiple forms of presentation of material and multiple forms of engagement with course material for students? How can it be achieved in relation to learning objectives and available resources?
- What is your perception of assessment for inclusion and how can it be achieved?
- How can tasks, timing and the conditions of assessment be more inclusive to all?

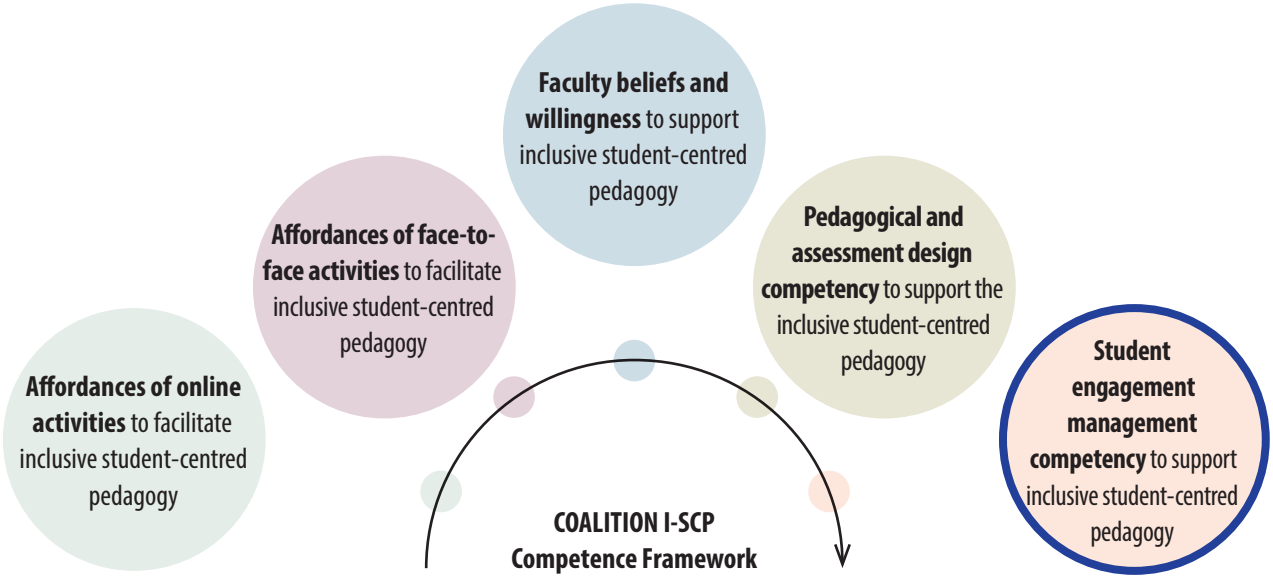


Figure 26

- What can be challenging and a potential source of tension around inclusion? Are there approaches that can be "exclusive" although the intent is to be inclusive?
- How can you encourage students to become co-creators of course content and provide multiple perspectives?
- Do you have any experiences that you can share when allowing students to contribute with their diverse perspectives in a course and thereby expanding everyone's frame of reference?

THINK ABOUT YOUR WORKPLACE AND EVALUATE YOUR COMMITMENT TO I-SCP

Table 2

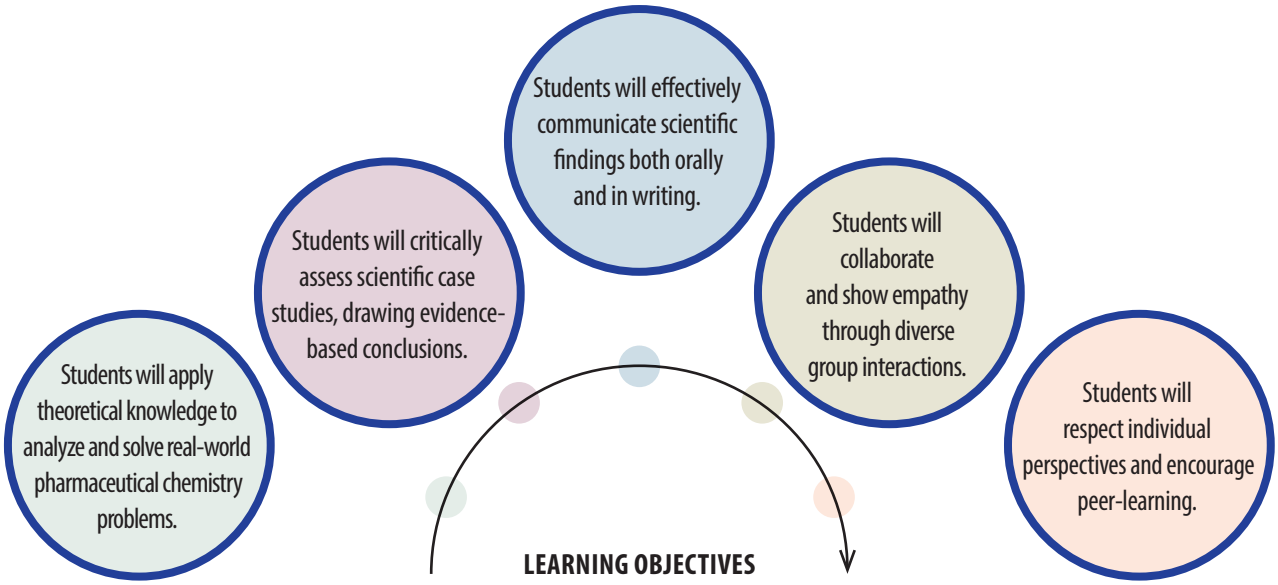
	Exceptional	Adequate / fair	Poor / not addressed
Institutional commitment and management			
Teaching commitment and engagement			
Architectural and pedagogical accessibility features			
Online and digital accessibility features			
Curriculum design			
Curriculum delivery			
Assessment and feedback			
Active learning and engagement of students			

Discuss

- What is your perception of exceptional, adequate/fair and poor in relation to the rubric above? Give examples of what might represent the different levels in relation to the various aspects in the rubric.
- What can we as faculty do to promote and build inclusive student-centred pedagogies and what has to be done at policy-level?

LESSON PLAN 1:
CASE FROM CRETE UNIVERSITY

Nikolaos Eleftheriades, University of Crete



Purpose /Aim

This lesson aims to show that the synergy between inclusive pedagogies and socio-scientific approaches to science education cultivated an educational environment conducive to both academic excellence and personal growth, preparing students effectively for diverse professional and societal contexts. In this lesson, we aimed towards the:

- ✔ Application of Pharmaceutical Chemistry principles to real-world scientific problems.
- ✔ Development of analytical and critical thinking skills through scientific case studies.
- ✔ Effective scientific communication, collaboration, and peer feedback.
- ✔ Use of multimodal resources including visual presentations, video animations, and interactive simulations.
- ✔ Provision of alternative formats (digital, audio, text-based resources) to support different learning styles and abilities.

- ✔ Integration of real-life and diverse scenarios in case studies to promote cultural relevance and student engagement.

WHY TRY THIS?

This lesson plan significantly promoted inclusive teaching and positively impacted behavioral learning outcomes.

- **Enhanced Cognitive Skills:** Students showed improved critical thinking, analytical skills, and scientific literacy.
- **Social and Emotional Development:** Inclusive approaches nurtured empathy, collaborative skills, and emotional intelligence.
- **Increased Engagement and Motivation:** Students reported higher levels of interest and motivation, resulting from culturally relevant and personally meaningful content.

Context

This action research was conducted at the University of Crete in the Department of Chemistry, within the MSc Pharmaceutical Chemistry program. The course focuses on the design and development of new drugs while It combines principles from chemistry, biology, and medicine to create and optimize chemical compounds with therapeutic potential. The study involved 20 MSc students.

Description of Activity

Case Studies: Real-world scientific problems were analyzed collectively, promoting critical thinking and collaborative problem-solving. Each group of students was assigned a real-life disease-related problem. They were tasked with approaching the issue from multiple perspectives and working collaboratively to analyze it and propose the most scientifically sound, financially feasible, and socially acceptable solution. Open-ended questions were used to ensure inclusive and active participation from every student. Structured peer review sessions allowed students to exchange constructive feedback, refining their communication and critical analysis skills. This approach helps students enhance their critical thinking skills and encourages them to think beyond conventional scientific criteria, considering the equally important social and economic implications.

Assessment FOR Learning

Choice was offered in assignment formats, such as written reports, presentations, or multimedia projects, allowing expression according to individual strengths.

Provision of Resources

- **Accessibility:** All digital materials will be compatible with screen readers, available in high-contrast, large-print formats, accommodating visual impairments and dyslexia.
- **Diverse Representation:** Resources selected will reflect diverse cultural, social, and historical perspectives relevant to all students.
- **Multiple Engagement Methods:** Resources provided in varied formats (interactive simulations, multimedia presentations, traditional texts) to engage different learning preferences.

Lessons learned/experiences

By actively integrating diverse instructional methods, students demonstrated increased engagement, participation, and a deeper understanding of scientific content. Moreover, students who initially appeared reserved became actively involved due to the inclusive activities provided.

Observations and feedback indicate substantial improvements in students' critical thinking, collaboration, and emotional engagement, confirming the effectiveness of inclusive strategies.

Implementing this inclusive lesson plan revealed that integrating multimodal resources and providing flexible assignment options significantly boosted student confidence and academic performance. Students demonstrated improved social and emotional skills and reported feeling respected and valued, confirming the importance of inclusive pedagogies in science education.

Challenges arose primarily from the detailed planning and provision of multimodal and accessible resources. Balancing the diverse learning preferences and ensuring equitable participation among students required significant preparation.

LESSON PLAN 2:
CASE FROM LEIDEN UNIVERSITY

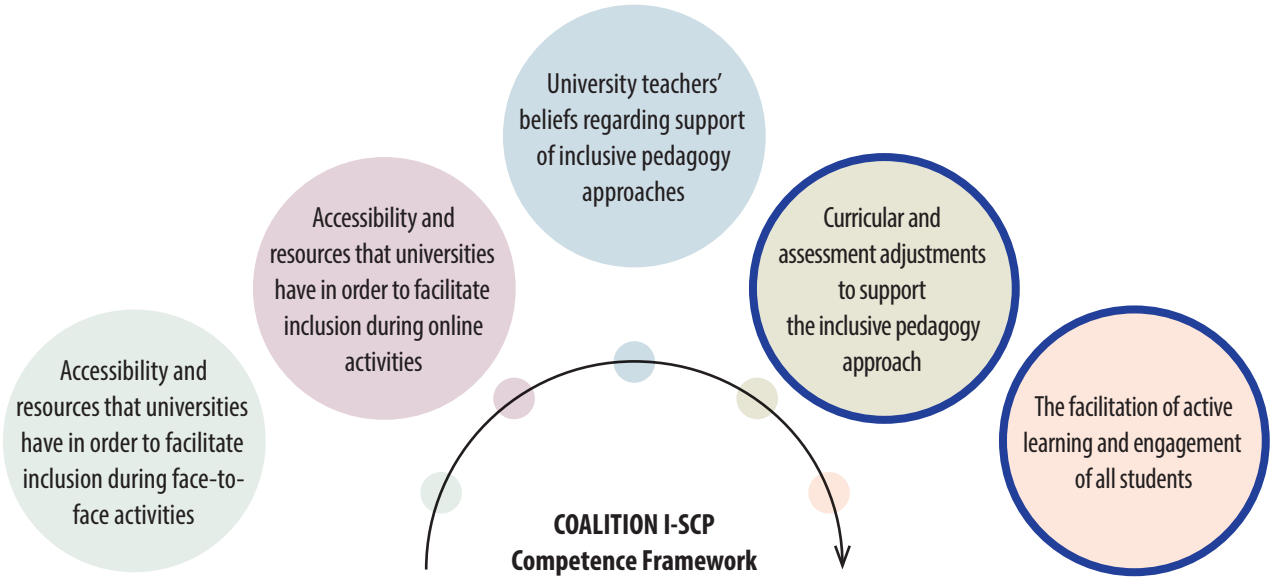


Figure 27

Purpose/Aim

The goal of this action research was to implement exercises that helped the faculty member to learn more about the students' backgrounds in order to ensure that all students, regardless of their background, felt valued in class and program.

- ✔ Develop an exercise for students to feel valued and understood, regardless of their background
- ✔ As an educator, to get a good understanding of the values, needs and backgrounds of the student-teachers.

WHY TRY THIS?

This lesson plan significantly promoted inclusive teaching and positively impacted behavioral learning outcomes.

- Develop your understanding of the needs and values of the students in your class.
- Provide your students with an awareness of how to create a safe and conducive learning environment.

Context

The faculty member in this case taught a course in which the student-teachers reflect on their internship teaching practice from various pedagogical and instructional theoretical perspectives. The small workgroup format ensures in-depth discussion and sharing of experiences between students. The target population consisted of students with various ages, genders, religions, neurological diversities, and cultural backgrounds who all want to become a teacher in secondary education.

- ✔ Teacher education program
- ✔ Course on Pedagogy, Teaching and learning
- ✔ Number of students: 16
- ✔ Ensures that students feel valued and understood, regardless of their background
- ✔ Ensure that student-teachers learn about inclusive teaching

Description of activity

- ✔ Students were asked to create their own cultural iceberg about a group or community they feel they belong to. The icebergs were prepared at home.
- ✔ In class, students talked about their icebergs in groups of three and afterwards answered the following questions on paper:
- ✔ Do you think it is important that your teacher understands your culture/group/community?
- ✔ What does a teacher need to know about your culture/group/community to help you feel that you belong here and that the classes are meant for you?
- ✔ How can a teacher who does not know your culture/group/community ensure that you still feel seen?

Lessons learned/experiences

- ✔ Most students found it important that their teacher understands and respects their culture/group/community.
- ✔ Students appreciated when teachers asked questions, listened actively, and acknowledged diverse perspectives.

Out of the ordinary (surprising effects)

- ✔ The research showed that an open and curious attitude from teachers is crucial for creating an inclusive learning environment. It also highlighted the importance of continuous professional development and learning about different cultures and communities.

QUESTIONS TO PONDER:

- When would, and when would you not, discuss a 'sensitive' topic in class?
- When is a topic 'sensitive' in your group of students?

LESSON PLAN 3:
CASE FROM CANTABRIA UNIVERSITY

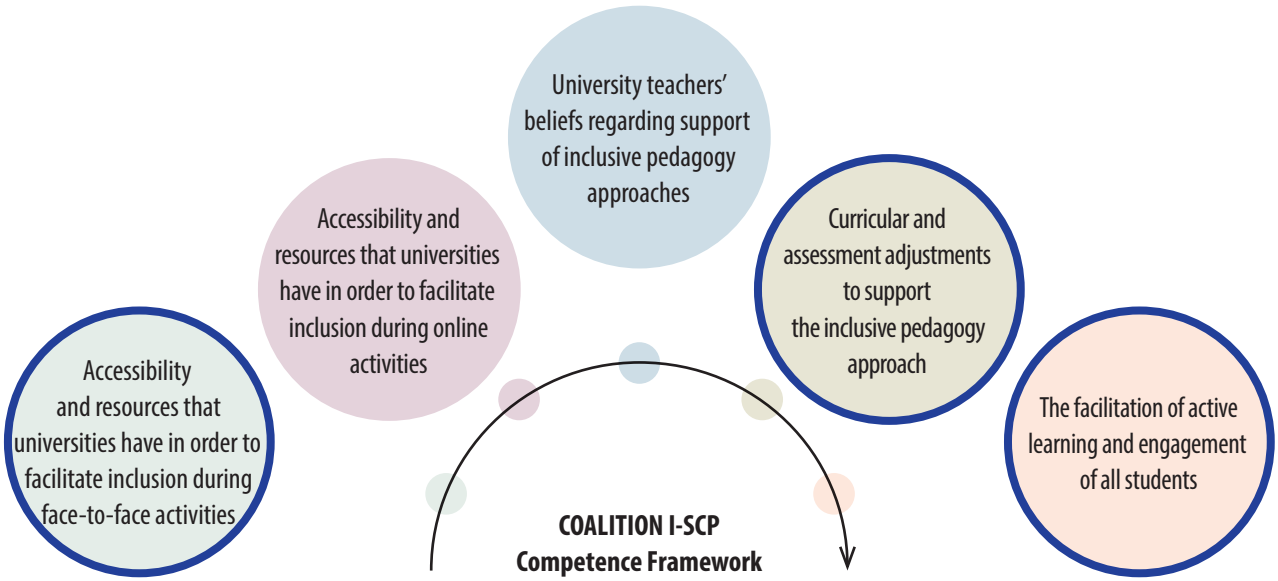


Figure 28

Purpose/Aim

The target in this i-SCP activity focuses on how to include multiple perspectives, enhancing learning for students with different sociocultural backgrounds introducing methodologies changes. The issue intended to address is the promotion of learning situations that enhance gender equality using multiple languages, introducing a new assessment environment.

WHY TRY THIS?

This lesson plan significantly promoted inclusive teaching and positively impacted behavioral learning outcomes.

- Interdisciplinary collaboration
- Try other modalities
- Enhance team work
- Build respect and tolerance

Context

- ✔ Campus-based format
- ✔ Number of students: 50
- ✔ Different sociocultural backgrounds, according to a public institution student profile

Description of activity

Students are supposed to develop a digital product/banner with the aim of raising awareness in the educational community about the need to suppress sexist stereotypes that increase gender inequality in schools, through the promotion of some activities with elements of coeducation.

Assessment process combines oral discussion through seminars and digital team presentation of the banner. In addition, students have to deliver main concepts that justify the educational proposals presented in the banner and a collective reflection on their experience in the elaboration of the activity. The reference materials for the activities are available both on Moodle and analogical support. Attendance and active participation in the seminars are assessed.

Lessons learned/experiences

Seminar work has promoted the exchange and discussion of direct information among students on specific topics, which later has repercussions on their participation in the master classes. Thus, it is also related to students understanding their achievements or results as a process in which they themselves are the protagonists. Finally, working in teams formed (and generally managed by the students themselves) promotes the idea of building a community - of cooperative work - based on respect and tolerance of positions (interpretations, discourses), even opposing ones.

LESSON PLAN 4:
CASE FROM DAUGAVPILS UNIVERSITY

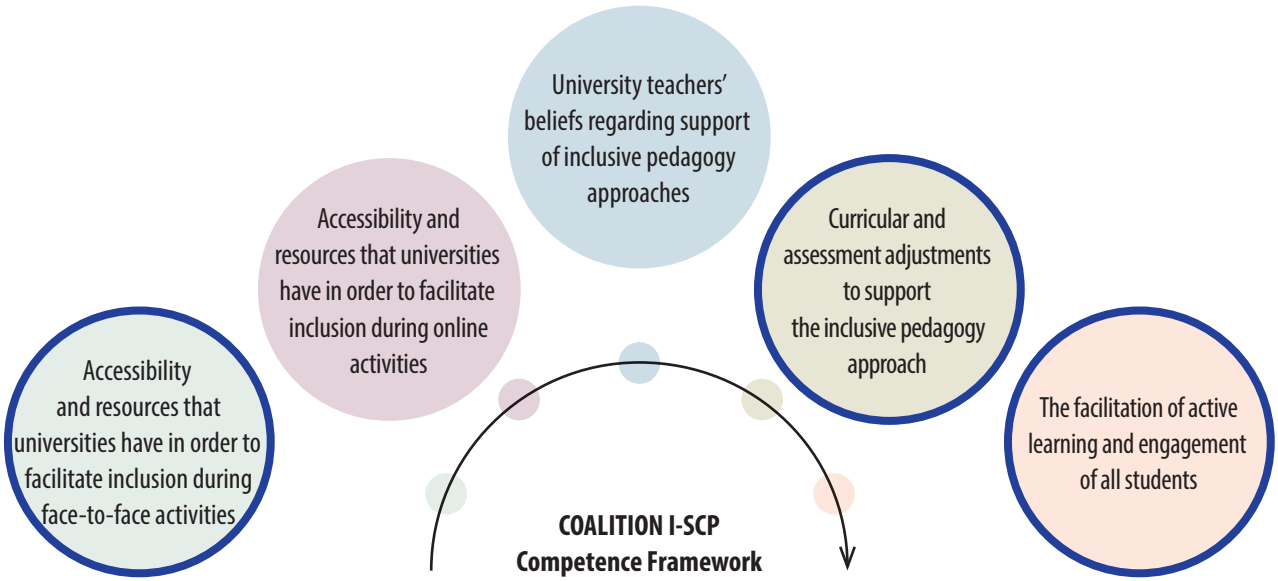


Figure 29

Purpose / Aim

The goal of this action research was twofold:

- ✔ To implement reflective and interactive exercises that foster the **faculty beliefs and willingness regarding support of i-SCP.**
- ✔ To develop the faculty member's **competency in managing student engagement** in ways that support i-SCP.

WHY TRY THIS?

This lesson plan significantly promoted inclusive teaching and positively impacted behavioral learning outcomes.

- Help students feel valued, understood, and engaged
- For a faculty member, provide deeper insight into the values, needs, and cultural backgrounds of the student-teachers, enhancing their ability to respond with empathy and inclusive teaching practices.

Context

- ✔ The case took place within a teacher education programme during a course on Foreign Language Teaching (FLT), where student-teachers reflected on their internship experiences.
- ✔ The faculty member facilitated a small-group setting (16 students), encouraging in-depth dialogue and sharing of experiences. The class included students from a wide range of ages, language proficiencies, digital literacy and cultural backgrounds, all preparing to become primary school teachers.

Description of the Activity

The faculty member designed a structured classroom exercise to actively engage students and learn about their identities and learning needs:

Students were asked to create an individual "cultural map" on paper, illustrating their language proficiencies, communication experiences, cultural identity, and perceptions of effective teaching and learning practices. At next stage, students shared their maps in small groups (4 people), discussed similarities and differences, and collaboratively answered the following prompts:

- ✔ What aspects of your cultural or educational background influence how you learn or teach best?
- ✔ What classroom behaviours or practices from a teacher help you feel included and respected?
- ✔ Did you experience any challenges in education due to your language, culture, or digital access? How did you overcome them?
- ✔ What common values or learning experiences do you and your group members share? What is different?
- ✔ How can we, as future teachers, make sure all learners feel seen and supported in our classrooms?
- ✔ If a teacher is unfamiliar with your background or language, what can they do to build trust and connection with you?
- ✔ What did you learn from your peers today that changed or deepened your understanding of diversity in learning?

The faculty member used insights from the activity to adjust her pedagogical approach, demonstrating a willingness to learn from students, value her input, and foster trust and cultural sensitivity.

Lessons Learned

- ✔ Faculty member's curiosity, open-mindedness, and non-judgmental attitude created the conditions for trust and authenticity in student engagement. Willingness to adapt the teaching practices in response to student feedback helped reinforce inclusive and
- ✔ The activity enhanced the faculty member's ability to actively manage diverse forms of engagement, from written reflection to peer discussion and collective meaning-making. Students felt empowered to express their identities and learning preferences, which increased motivation and classroom participation.

Surprising / Emergent Outcomes

- ✔ Many students opened up more deeply than expected, sharing nuanced insights into how inclusion feels in practice and how it can be unintentionally undermined.

The research showed that when faculty demonstrated inclusive behaviour by listening to students, adapting their teaching, and building understanding together, it had as much impact on students as the course content itself. The research demonstrated that an open, curious, and reflective attitude from educators is essential for fostering i-SCP environment. It also underscored the need for continuous professional development focused on intercultural competence, inclusive teaching strategies, and deeper understanding of students' diverse backgrounds and experiences.

LESSON PLAN 5:
CASE FROM STOCKHOLM UNIVERSITY

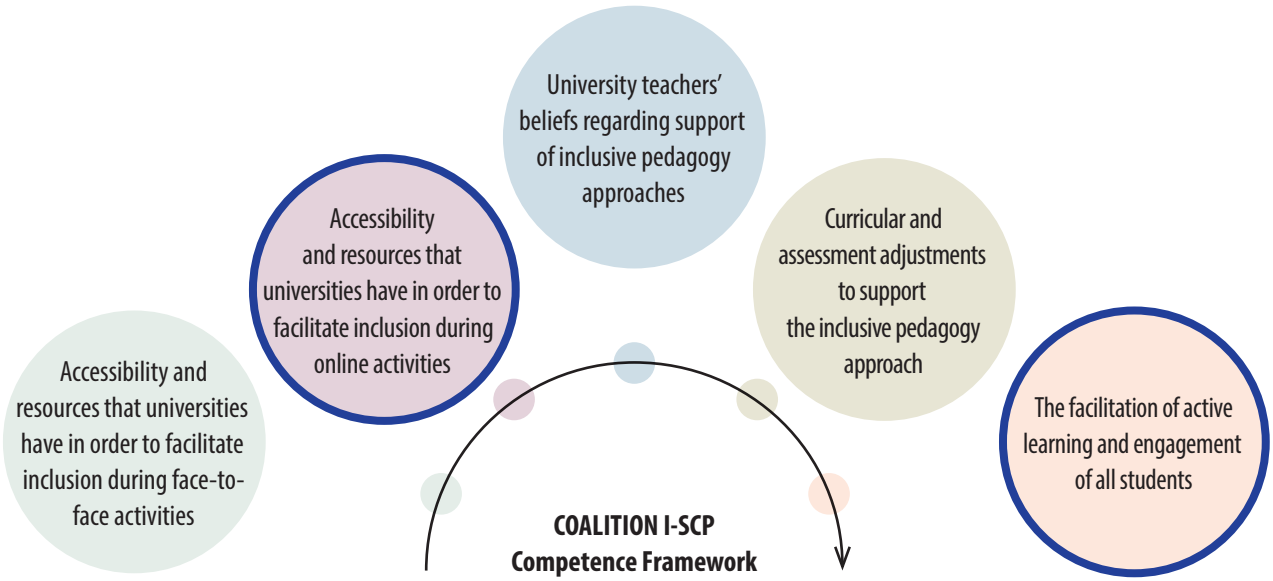


Figure 30

Purpose/Aim

The purpose of this activity was to evaluate and develop faculty's time management, structure and planning of a session in order to make it more accessible and conducive to learning for different students. It did not cover one solitary aspect, but more so to see how students were able to engage, have agency to feel in control and be able to access information and be able to plan their own activities.

- ✔ To optimize communication and transparency
- ✔ To enhance student satisfaction, engagement and learning

WHY TRY THIS?

This lesson plan significantly promoted inclusive teaching and positively impacted behavioral learning outcomes.

- To learn how to communicate in optimal ways during a course
- Lessen teacher workload and strengthen student agency

Context

- ✔ Vocational teacher education
- ✔ Number of students: 20
- ✔ Campus-based

Description of activity

We had two days with the purpose to inform students about the course and the program. It came down to one day where I met my students in a full class with the purpose to learn content and there was not much time. Since time was scarce, I should have thought about not spending so much time answering and making clarifications so we would have had more time for other things.

Lessons learned/experiences

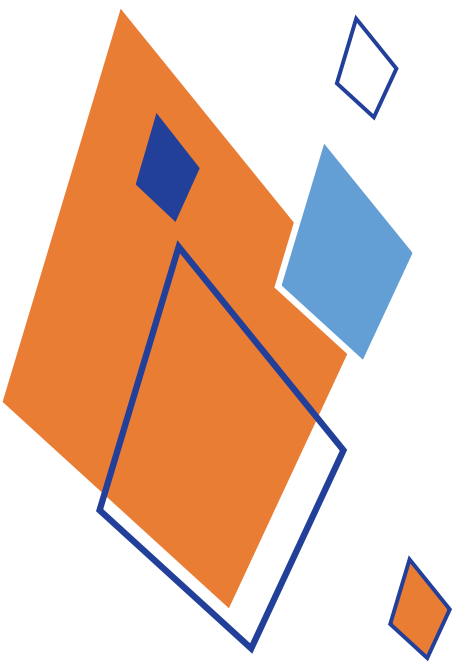
- ✔ I need to think about the structure, plan the time more effectively. Save some things for email communication and not use up time during class for questions and clarifications.
- ✔ Next time I will select questions and take the less urgent via email or in the learning platform.

QUESTIONS TO PONDER:

- When would, and when would you not, discuss a 'sensitive' topic in class?
- How can I use various platforms and channels for communication in the best way?

Part 2
Policy Recommendations for Faculty Development

Meeri Hellstén



While there is no firm definition, educational policy is generally considered as a product of social processes involving the politics and economy of leading and organizing education as a system. Policies are applied to formulate and shape the goals, assemblages, and outcomes of educational planning, design and implementation. Policy guidelines are enacted in varying degrees at international, national, regional and local levels. From the higher education ordinance set by government policy, to the curriculum guidelines and syllabi referring to the execution of teaching and learning arrangements, policies are never neutral and evolve as society progresses.

In this part of this guide, we put forward our evidence-based case examples developed within the framework of the COALITION project materials. The Inclusive Student-Centred Pedagogies (i-SCP) framework is based on an extensive study that analysed the experiences of teaching and learning in six European countries. Here, we suggest specific policy recommendations for improving university teaching and learning in the direction of inclusive futures. The structure is built upon each participating university context and from which extrapolations are made for possible input on further development. The section involves suggestions for curriculum content as well as potential for structural changes of faculty development.

We conclude this section with a summary of the joint policy recommendations derived from the COALITION project and utilizing I-SCP Competency Framework. We also supply a handy list of policy organizations that are responsible for administering education development in each partner country. The aim is to provide readers with fast-track tips and ideas on how to enact educational improvement at their home institution by the examples given. These are however, far from exhaustive and are meant as working documentation only.

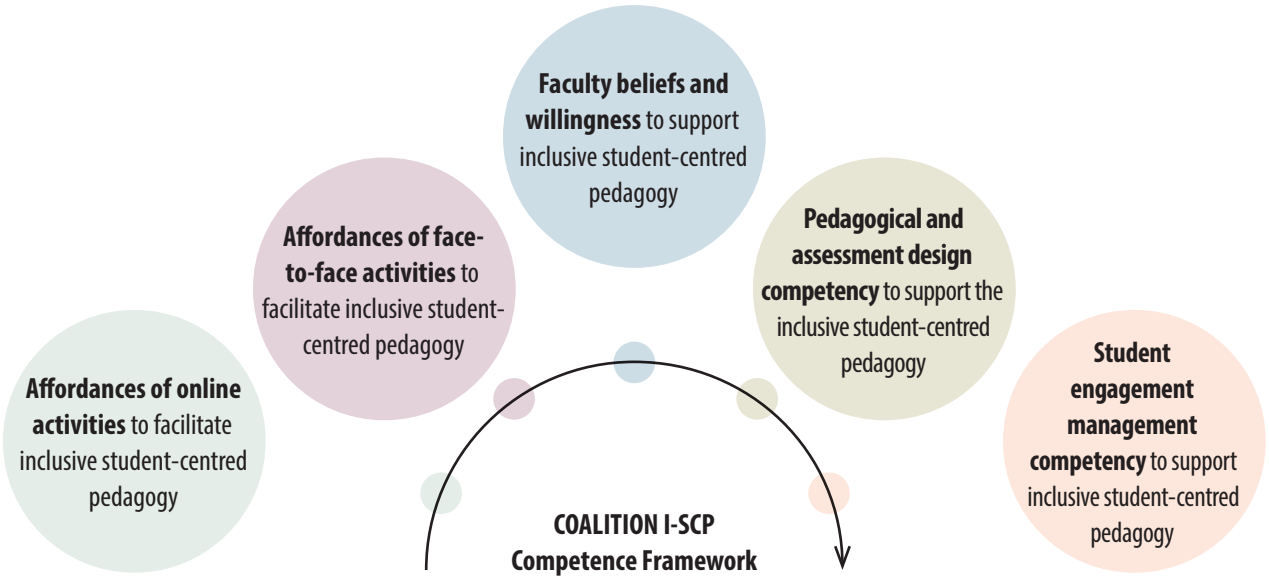


Figure 31

POLICY RECOMMENDATIONS FOR FACULTY DEVELOPMENT IN HIGHER EDUCATION

Greece

Policy Recommendations for Faculty Development in Higher Education

In light of the insights gained from faculty engagement in peer observation, lesson design, and action research within the COALITION project, the following policy recommendations aim to institutionalize sustainable and impactful faculty development (FD) approaches. Table 3 summarises the policy recommendations derived from the data in the Greek context.

Table 3: Summary of policy recommendations based on the Greek Context.

Policy Recommendation	Description
Institutionalize Peer-Observation Programs	Implement structured peer-observation programs with reflective debriefing sessions to encourage faculty collaboration.
Promote Action Research as a Faculty Development Tool	Provide training on data-driven instructional design to foster continuous pedagogical improvement.
Enhance Training on Inclusive Lesson Design	Offer faculty workshops on multimodal teaching, differentiated instruction, and student-centered curriculum development.
Integrate Student Feedback Mechanisms	Require regular student feedback on lesson inclusivity and engagement to refine teaching practices.
Leverage Multimodal and AI-Enhanced Teaching Strategies	Encourage the use of digital tools to design more accessible and engaging learning experiences.
Develop Reflective Learning Communities	Establish faculty learning communities to support ongoing professional development in inclusive pedagogies.

These recommendations align with evidence-based best practices in higher education faculty development, emphasizing inclusivity, collaboration, and reflective teaching.

1. **Institutionalize Peer-Observation Programs to Foster Reflective Collaboration**

Higher education institutions should implement structured peer-observation programs as an integral part of faculty development. Research in faculty learning communities and reflective teaching underscores that peer observation, when embedded in a collaborative and non-evaluative framework, enhances teaching effectiveness, promotes cross-disciplinary learning, and facilitates pedagogical innovation (Brookfield, 2017; Lave & Wenger, 1991).

Structured peer-observation should include:

- Clearly defined observation protocols to guide feedback.
- Reflective debriefing sessions where faculty discuss observed teaching strategies.
- A focus on pedagogical triggers that encourage experimentation with inclusive teaching methods.

Studies have shown that peer observation is most effective when it is framed as a developmental rather than an evaluative activity, allowing faculty to exchange ideas in a supportive environment (Stefani, 2017).

2. **Promote Action Research as a Faculty Development Tool for Data-Driven Improvement**

Encouraging faculty to engage in action research is essential for fostering a culture of continuous instructional improvement based on empirical evidence. Research on scholarship of teaching and learning (SoTL) highlights that faculty who systematically examine their teaching practices and make data-driven adjustments demonstrate increased pedagogical effectiveness and student engagement (Brew & Boud, 2020; Trigwell et al., 2021).

To support action research, institutions should:

- Provide training workshops on qualitative and quantitative classroom research methodologies.
- Offer institutional support for small-scale faculty-led research projects on teaching.
- Encourage faculty to publish or present findings in teaching and learning conferences.

Embedding action research within faculty development programs not only strengthens reflective teaching practices but also promotes evidence-based curriculum development (Gibbs, 2013).

3. Enhance Training on Inclusive Lesson Design Through Multimodal Pedagogies

Faculty should receive targeted training on inclusive lesson design, focusing on multimodal teaching strategies, differentiated instruction, and student-centered curriculum development. The Universal Design for Learning (UDL) framework has demonstrated that when instructors provide multiple means of representation, engagement, and assessment, student outcomes improve significantly, particularly for diverse learners (CAST, 2020; Meyer et al., 2014).

Training initiatives should include:

- Workshops on differentiated instruction, helping faculty design lessons that accommodate diverse learning needs.
- Multimodal teaching strategies, incorporating visual, auditory, and kinesthetic learning tools.
- Case studies on inclusive curriculum design, drawing from real classroom experiences.

By aligning faculty training with student-centered pedagogies, institutions can enhance active learning environments that promote higher-order thinking skills and inclusivity (Biggs & Tang, 2011).

4. **Integrate Student Feedback Mechanisms to Guide Teaching Practices**

Higher education institutions should institutionalize systematic student feedback mechanisms to

inform and refine faculty teaching strategies. Research highlights that student feedback, when collected and analyzed effectively, serves as a valuable tool for faculty self-improvement and course enhancement (Kreber, 2013; Ramsden, 2003).

Recommendations for implementation:

- Require regular formative student feedback on lesson inclusivity and engagement.
- Develop structured feedback tools, such as reflective surveys, peer evaluations, and digital engagement analytics.
- Ensure that student feedback is integrated into professional development discussions, helping faculty make informed adjustments to their teaching.

When feedback is constructive and iterative, it fosters a growth mindset among faculty and strengthens student engagement.

5. Leverage Multimodal and AI-Enhanced Teaching Strategies for Inclusive Learning

Higher education faculty should be encouraged to integrate digital tools, generative AI, and multimodal teaching strategies to design more accessible and engaging learning experiences. Emerging research suggests that AI-enhanced learning environments can support differentiated instruction, provide adaptive feedback, and enhance student engagement.

To support AI integration, institutions should:

- Provide training on AI applications for lesson planning, formative assessment, and feedback generation.
- Encourage faculty experimentation with multimodal tools, such as interactive simulations, gamification, and digital storytelling.
- Develop guidelines to ensure ethical and inclusive use of AI, particularly regarding bias detection and content validation.

AI-assisted lesson planning has been shown to enhance creativity and efficiency, particularly in designing differentiated instructional strategies. However, AI shall complement—not replace—faculty expertise, reinforcing student-centered learning approaches.

6. Develop Reflective Learning Communities to Sustain Faculty Development

Institutions should establish faculty learning communities that encourage ongoing engagement with inclusive pedagogies, peer collaboration, and reflective practice. Faculty learning communities have been widely recognized as effective models for professional development, fostering collective problem-solving and sustained pedagogical inquiry (Cox, 2004; Wenger et al., 2002).

To implement this:

- Create interdisciplinary faculty learning communities focused on i-SCP and innovative teaching.
- Organize regular peer discussions and workshops to share best practices.
- Encourage faculty to maintain teaching portfolios and reflection journals to track their pedagogical growth.

Faculty learning communities contribute to long-term faculty engagement and instructional transformation, reinforcing the notion that effective teaching is a lifelong reflective process (Brookfield, 2017).

Conclusion

The Greek case highlights the transformative potential of process-oriented faculty development for fostering inclusive student-centered pedagogies. Despite challenges related to faculty workload and institutional constraints, the COALITION initiative at the University of Crete demonstrated that structured peer observation, lesson design, and action research can significantly enhance teaching practices. Moving forward, policy interventions should focus on integrating these practices into institutional faculty development frameworks to sustain and expand their impact.

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Latvia

Recommendations from Daugavpils University on the need for the implementation of an inclusive and student-centered approach

I-SCP is essential for ensuring the quality and accessibility of higher education, including Latvia. These recommendations are based on research findings and offer practical solutions for the implementation of an inclusive and student-centered approach at Daugavpils University.

During the study, we found that there is a gap between normative documents and real action in certain situations, thus crystallizing the need for **discussion and reflection** from academic staff at the university. So, thinking about the attitude and involvement of university faculty in implementing an inclusive approach, we would like to take the following steps:

- Establish support mechanisms for teaching staff to increase awareness and motivation for the implementation of inclusive education.
- Promote collaboration between faculty to share best practices and challenges.

Adaptation of the content of study programs and study courses for students with diverse needs:

- Ensure a differentiated approach by offering several teaching methods (e.g. combined learning format, individual projects, interactive lectures).
- Promote a diverse and interdisciplinary approach to the development of learning content.
- Ensure that all study materials are available in digital and alternative form (especially for students with disabilities).

The student-centred approach is of particular importance for student participation and active participation in the study process.

- Use interactive and collaborative methods that encourage student participation and active learning.
- Provide regular student feedback, which is used to improve courses.
- Promote students' autonomy by giving them the opportunity to participate in the planning of the learning process and the adaptation of the content.

An inclusive and student-centred approach is an important factor in promoting quality and accessible higher education. Based on the research carried out within the framework of the COALITION project, the Faculty members of Daugavpils University are advised to actively engage in inclusion processes, promote innovations in teaching methods and promote active participation of students in the study process. By making such changes, the university can strengthen its role in ensuring inclusive and high-quality higher education in Latvia and Europe.

The Netherlands

Policy Recommendations for Faculty Development in Higher Education

The faculty development initiatives within the COALITION project were implemented in the context of Leiden University in The Netherlands. And the following policy recommendations aim to focus on the continuous faculty development and creating a culture of learning and progress in the university. Table 4 summarises the policy recommendations derived from Dutch context.

Table 4: Summary of policy recommendations based on the Dutch context

Policy Recommendation	Description
Develop strong ties between education research and academic development	Create institutionalised bonds between departments of educational science and centres for teaching and learning. Competition between departments and centres within a university weakens the university as a whole.
Organise faculty development at decentral level	Faculty development has multiple foci, such as learning processes and teaching approaches, but also the disciplinary content and subject matter pedagogies. These can best be merged at the workfloor level.
Promote continuous faculty development	Faculty never end their learning and development process. Organise it continuously for all early-career and senior academics.
Give faculty sufficient time for continuous development	Faculty development takes time, not only for trainers and support staff, but mainly for the faculty members themselves.

These recommendations align with evidence-based practices in higher education described in journals for higher education research and academic development in higher education.

1. **Develop strong ties between education research and academic development**

   Higher education institutions should implement structured and systemic bonds between departments for education research and centres for teaching and learning. Both need each other and can support each other's activities as training and development of faculty and initiation innovations in education cannot really have any impact if those activities are not grounded in the development of knowledge on teaching and learning in higher education (van der Rijst, 2024).

   Research into higher education can support educational developments at university at:

   - The start of an innovation or a faculty development initiative
   - In evaluation of innovations and learning gains
   - Opening up the knowledge base on a topic
   - Supporting faculty in doing action research, SoTL or any other systematic research-like activity

2. **Organise faculty development at decentral level**

   Throughout their careers faculty develop on various levels, but at least on content knowledge, pedagogical knowledge, technological knowledge and each overlapping subdomain such as pedagogical content knowledge, technological pedagogical knowledge and technological content knowledge. These knowledge elements all relate and are necessary integrated and should therefore be taught and learned at the workfloor level in the departments at decentral level.

   Faculty development at decentral level should include:

- Many opportunities to try out approaches and tools in own lecture
- Visit colleagues and have conversations about teaching on weekly basis
- Have mentors and support who really know the discipline

3. **Promote continuous faculty development**

Higher education institutions should promote the continuous development of faculty and support that. The question of what faculty development initiative to follow should be a question asked at least every year to faculty, for example during their annual interview. If a faculty can argue for a next development initiative the initial response from academic leadership should be 'when will you start', instead of 'what are the costs'.

Continuous faculty development might look like:

- Take a step every year
- Develop to multiple on various topics and competencies
- Find ways to develop together with colleagues
- Also do those initiatives which improve the quality of student learning

4. **Give faculty sufficient time for continuous development**

Faculty need time to develop. This is valuable time, but never wasted. That time will eventually pay back in higher quality of teaching and learning, better graduates, more influx of new students, and more revenues in the far future.

How can faculty spend their time for continuous development:

- Focused training sessions on pedagogical approaches or technological tools
- Reading books on educational topics
- Developing innovations in teaching and learning
- Action research
- Collaborative communities of practice on curriculum renewal

Romania

Building on the valuable insights derived from faculty involvement in peer observation, lesson design, and action research within the COALITION project, the following policy recommendations seek to institutionalize sustainable and impactful approaches to faculty development. Below are brief descriptions of each recommendation, tailored to the context of the University of Bucharest:

1. **Establish Mentorship Programs for Early-Career Faculty**: The University of Bucharest can introduce formal mentorship programs to support early-career faculty members. Experienced educators can guide new faculty through the challenges of academic life, providing advice on teaching strategies, research opportunities, and navigating university systems, fostering professional growth and retention.
2. **Institutionalize Peer-Observation Programs**: Establishing a formal peer-observation program at the University of Bucharest will encourage faculty members to collaborate and learn from each other's teaching practices. This initiative aims to foster a culture of continuous improvement, enabling professors to share best practices, provide constructive feedback, and enhance pedagogical strategies.
3. **Enhance Digital Literacy and E-Learning Training**: To stay ahead in an increasingly digital academic landscape, the University of Bucharest can offer targeted training programs that enhance faculty members' digital literacy. This initiative would focus on effective use of digital tools for teaching, developing e-learning content, and ensuring that faculty are equipped to teach in hybrid or fully online environments.
4. **Promote Action Research as a Faculty Development Tool**: Action research can be integrated into faculty development initiatives at the University of Bucharest, empowering educators to investigate their own teaching practices and implement evidence-based improvements. Encouraging action research will support ongoing professional growth, innovation in the classroom, and alignment with best practices in education.
5. **Enhance Training on Inclusive Lesson Design**: Offering specialized training on inclusive lesson design will ensure that faculty members at the University of Bucharest are equipped to create accessible learning environments for all students, including those with diverse needs. This training will focus on differentiated instruction, universal design for learning (UDL), and practical strategies to foster inclusivity across disciplines.
6. **Integrate Student Feedback Mechanisms**: Establishing a systematic approach for collecting and responding to student feedback will promote transparency and continuous improvement in teaching and learning. The University of Bucharest can implement regular surveys, focus groups, and digital platforms to gather valuable insights, enabling faculty to adjust their teaching methods and respond to student needs effectively.
7. **Promote Cross-Disciplinary Collaboration and Teaching**: Encouraging cross-disciplinary collaboration can help create innovative educational experiences for students. The University of Bucharest can facilitate partnerships between departments to design interdisciplinary courses, workshops, and projects that address real-world challenges, enhancing students' ability to think critically and solve problems from multiple perspectives.
8. **Develop Reflective Learning Communities**: Building reflective learning communities within the university will encourage faculty and students to engage in ongoing dialogue about their educational experiences. By creating spaces for reflection, both in formal and informal settings, the University of Bucharest can cultivate a culture of critical thinking, shared learning, and collective growth among educators and learners.

Sweden

Swedish higher education governance emphasizes inclusivity and accessibility, guided by principles outlined in national legislation and institutional policies. The Higher Education Act (1992:1434) and the Higher Education Ordinance (1993:100) mandate universities to actively promote equal opportunities for all students, regardless of background, gender, ethnicity, or disability.

Institutions are encouraged to develop supportive measures, such as tailored educational pathways and resource centres, to enhance participation. Policies also foster a diverse academic environment, promoting intercultural exchanges and collaborations. Continuous monitoring and evaluation ensure adherence to inclusion strategies, aiming to create a holistic educational landscape that supports every individual's academic and personal growth.

At Stockholm University, the policies on inclusive education are itemized under the university's Rules and Regulations and particularly the Policies on Accessibility, as well as Quality Assurance. The Accessibility policy is comprehensive and addresses Gender inclusion; Digital accessibility; Accessible Teaching and Accessible Documentation. Further references to inclusion are covered in existing policies on language and communication.

Beyond its local initiatives, Stockholm University collaborates with outreach partnership actors to enhance inclusive education. For example, in partnership with the Swedish Agency for School Improvement (SUFS, nd), the University has developed a policy aimed at school leaders to promote inclusive education practices in Swedish schools

Policy recommendations

The recommendations for Swedish university policy directions in i-SCP are based on the COALITION partnership deliverables encompassing the five-dimensional framework as follows:

While the Swedish higher education sector is highly responsive in terms of providing equity, access and a wider participation of learner aptitudes, there is room to further enhance i-SCP learning environments to accommodate an ever-increasing volume of diverse learners. Ensuring wider accessibility in both face-to-face and online university learning settings, and cultivating the willingness of faculty to adopt inclusive pedagogies (in plural), by making curricular adjustments to harness and reflect on diversity, coupled with the designing of appropriate assessment practices that cater to a variety of learning needs will empower students from all backgrounds. These efforts will further reinforce Sweden's commitment to inclusive academic values in an increasingly challenged geopolitical learning climate.

Whilst not exhaustive, some specific recommendations are available in the below listing for the case of Sweden, and which follows the competency framework developed within the COALITION project.

Case of Sweden

1. Accessibility **and Resources for Face-to-Face Learning**

   Recommendation: Ensure that all physical learning spaces, teaching materials, and support services are fully accessible to students with diverse needs.

   Rationale: i-SCP in face-to-face settings requires that learning environments are physically accessible and that students with disabilities or other barriers to learning can engage effectively. This includes ensuring accessible classrooms, lecture halls, libraries, and study spaces, as well as providing necessary assistive technologies and resources.

   Action Steps:

   - Conduct an audit of physical campus spaces to ensure compliance with accessibility standards,

making necessary adjustments (e.g., wheelchair ramps, accessible seating, and signage).

- Equip classrooms with assistive technologies such as screen readers, hearing loop systems, and accessible whiteboards.
- Ensure that support services, such as academic tutoring, counseling, and disability services, are readily available and accessible.
- Offer continuing training for staff on how to support students with various needs in a face-to-face classroom setting.

2. **Accessibility in Online Learning**

Recommendation: Develop and implement comprehensive guidelines and tools to ensure that online learning platforms and resources are fully accessible to all students, including those with disabilities.

Rationale: With the increasing prevalence of online learning, it is critical that digital education tools are designed to accommodate students with various learning needs. Accessibility in online learning ensures that students with disabilities, those from different linguistic or cultural backgrounds, and those facing socio-economic barriers can participate effectively in education.

Action Steps:

- Ensure that all online learning platforms, content, and materials adhere standards to ensure accessibility for students with disabilities (e.g., providing captions, alternative text for images, and screen reader compatibility).
- Implement universal design principles for online learning, ensuring that digital resources are flexible and adaptable to diverse student needs (e.g., adjustable font sizes, audio descriptions, and transcription of video content).
- Provide training for faculty and staff on how to design accessible online courses and materials.
- Establish a system for students to easily request specific accommodations (e.g., extended time for online exams, alternative formats for materials).

3. **Faculty Willingness to Embrace i-SCP**

Recommendation: Foster a faculty duty of care by helpful awareness, motivation, and competency in i-SCP through ongoing professional development and institutional support.

Rationale: Faculty attitudes, values and trust are crucial for the successful implementation of i-SCP practices. By cultivating a willingness to embrace i-SCP, institutions can ensure that all students and their teaching faculty are supported in their learning journeys. Faculty should feel equipped and empowered to create rich i-SCP environments that recognize and value varied ways of learning and becoming.

Action Steps:

- Introduce mandatory professional development programs for faculty that focus on i-SCP practices, such as active, reciprocal and responsive (inter-)cultural competence, and addressing implicit biases.
- Create incentives for faculty to participate in i-SCP workshops and apply strategies in their courses (e.g., recognition in performance reviews, funding for course redesign).
- Encourage faculty-led communities of practice where educators can share best practices and discuss challenges related to inclusive teaching.
- Provide institutional support and resources, such as dedicated teaching development incentives or learning support centers, to help faculty implement inclusive practices.

4. **Curricular Adjustments to Support i-SCP**

   Recommendation: Make curricular adjustments to ensure that the learning content is inclusive, reflective of diverse perspectives, and accessible to all students.

   Rationale: The curriculum plays a significant role in shaping students' learning experiences. For education to be truly inclusive, it should reflect the diversity of the student body and prepare students to engage with a present-day society. Curricular adjustments may include the incorporation of other perspectives, flexible learning pathways, and content that is inclusive of wider and non-local cultural, social, and intellectual viewpoints.

   Action Steps:

   - Ensure that course syllabi include varied perspectives in readings, case studies, and examples, representing various genders, ethnicities, cultures, and social groups.
   - Promote the use of open-access resources and materials that cater to diverse learning styles, such as multimedia content, podcasts, and e-books.
   - Encourage cross-disciplinary approaches and the inclusion of global issues that resonate with a diverse student body.

5. **Designing Assessments that Accommodate Diverse Learning Needs**

   Recommendation: Design and implement content explicit assessments that are flexible and accommodate for exceptional learning needs of students while maintaining academic rigor.

   Rationale: Assessments should be designed to evaluate and communicate on students' knowledge and skills in a way that resonates fairness and inclusive needs of different learning styles. Providing flexible forms of assessment can ensure that all students have an equitable opportunity to succeed.

   Action Steps:

   - Promote the use of diverse assessment formats, such as inquiry-based, peer-reviewed, personalised digital tools, collaborative work, and oral presentations, alongside traditional exams.
   - Offer alternative assessment options for students who face specific challenges, such as extended deadlines, alternative exam formats (e.g., untimed or oral exams), or digital submission platforms.
   - Provide clearer (multilingual) guidelines on how students can request assessments based on documented needs (e.g., extra time, a quiet exam environment, re-submission).
   - Regularly review assessment methods and ensure that they align with i-SCP dimensions offering regular feedback to faculty.

In summary, the Swedish policy implications can be thematised into three main recommendations as follows:

A. **Inclusive Accessibility Across Learning Modes**

   - Ensure **physical and digital learning environments** are fully accessible to students with diverse needs, including disabilities.
   - Implement accessible infrastructure (e.g., ramps, assistive tech) and online tools (e.g., captions, screen readers).
   - Provide continuous support services and training for staff to uphold accessibility standards.

B. **Faculty Engagement and Institutional Support**

   - Promote **faculty willingness** to adopt inclusive, student-centered practices (i-SCP) through **ongoing professional development** and institutional backing.

- Foster a culture of inclusive teaching by addressing biases and incentivizing inclusive teaching and learning cultures.
- Create communities of practice and offer resources to support implementation.

C. Curriculum and Assessment Inclusivity

- Adjust curricula to **reflect diverse perspectives** and global issues, using flexible and varied learning materials.
- Design **flexible assessments** that accommodate diverse learning styles while maintaining academic standards.
- Offer clear, **accessible pathways** for students to request accommodations and support equitable assessment practices.

Spain

Participation in the COALITION project has provided an ideal opportunity to promote the need to implement collaborative inquiry processes that give sustainability to experiences of curricular transformation and professional development in higher education. More specifically, the following recommendations are suggested in the context of the University of Cantabria:

1. Enhance **Participatory Action Research:** Promote the development of contextualised training processes, using participatory action research as a tool for professional development and practice improvement, encouraging collaborative reflection, the redesign of actions, and the observation and comparison of experiences.
2. **Giving students the role of co-designer of practices and co-generator of knowledge in the classroom:** Systematise training and research on the strategies needed to promote the development of inclusive, student-centred teaching practices. This means rethinking the logic of institutionalised teaching, allowing space and time to listen to students so that they can participate critically not only in the reconstruction of knowledge but also in the future of the educational process and its redesign.
3. **Create collaborative working environments to promote inclusive relationships and teaching practices:** encourage the development of communities of practice to share experiences on generating safe classroom environment in which students find conditions that favour dialogue among themselves and with the teacher. It is necessary to instil by example the practice of tolerance and respect for differences and also in the face of doubts and mistakes. Value the students' contributions and from there build ways of approaching the contents. Likewise, to provide students with tools to achieve autonomy in their teaching and learning process

SUMMARY OF JOINT POLICY IMPLICATIONS OF THE COALITION PROJECT

In relation to the total data driven project implications the policy recommendations can be summarised in the below tale.

1. Accessibility and Resources for Face-to-Face Learning

Recommendation	Rationale	Action Points
Enhance Training on Inclusive Lesson Design	Many students have diverse learning needs that require differentiated instruction in traditional classrooms.	- Offer regular workshops on Universal Design for Learning (UDL) and multimodal pedagogies. - Use case-based training grounded in faculty experience. - Involve students in co-designing inclusive teaching practices.
Institutionalize Peer-Observation Programs	Face-to-face observation promotes shared learning and better in-class practice through feedback.	- Implement observation protocols focused on inclusive practices. - Facilitate post-observation debriefs. - Frame observations as developmental, not evaluative.
Develop Reflective Learning Communities (FLCs)	Physical communities provide opportunities for sharing inclusive teaching strategies and pedagogical reflection.	- Create discipline-specific or interdisciplinary FLCs. - Integrate teaching portfolios and peer mentoring. - Support regular in-person reflective meetings.

2. Accessibility in Online Learning

Recommendation	Rationale	Action Points
Enhance Digital Literacy and E-Learning Training	Faculty need skills to design inclusive and accessible digital content for hybrid and online learners.	- Provide workshops on accessible content creation (captions, alt text, layout). - Use LMS platforms to run simulations and asynchronous learning demos. - Include training on digital equity for marginalized learners.

Recommendation	Rationale	Action Points
Leverage Multimodal and AI-Enhanced Teaching Strategies	Multimodal and AI tools can tailor content to student needs and improve digital engagement.	- Train faculty on AI-powered feedback and learning analytics. - Promote tools like gamification, simulations, and adaptive learning platforms. - Develop ethical guidelines for AI in pedagogy.

3. Faculty Willingness to Embrace Inclusive Student-Centered Pedagogies (i-SCP)

Recommendation	Rationale	Action Points
Promote Action Research as a Faculty Development Tool	Faculty become more open to i-SCP when they investigate and reflect on their own practice.	- Provide time and institutional support for small-scale AR projects. - Integrate AR into faculty development programs. - Showcase AR outcomes in internal teaching conferences.
Develop Reflective Learning Communities	Peer collaboration encourages acceptance and experimentation with i-SCP methods.	- Encourage interdisciplinary teaching collaborations. - Include early-career and senior faculty in FLCs. - Provide space and incentives for shared reflection.
Establish Mentorship Programs for Early-Career Faculty	New faculty are more likely to adopt i-SCP when supported by experienced mentors.	- Pair early-career academics with mentors trained in i-SCP. - Include i-SCP approaches in orientation and training. - Monitor mentorship outcomes via teaching feedback.

4. Curricular Adjustments to Support i-SCP

Recommendation	Rationale	Action Points
Promote Cross-Disciplinary Collaboration and Teaching	Interdisciplinary content encourages student-centered thinking and real-world problem solving.	- Support joint curriculum design across departments. - Pilot interdisciplinary modules or electives. - Allocate credits and recognition for co-teaching.
Enhance Inclusive Curriculum Design (via Lesson Design Training)	Adjusting curriculum to reflect diverse learning preferences is central to i-SCP.	- Train faculty in culturally responsive curriculum development. - Embed flexibility into syllabi (e.g., assessment choices, activity types). - Co-create content with students and marginalized groups.

5. Designing Assessments that Accommodate Diverse Learning Needs

Recommendation	Rationale	Action Points
Integrate Student Feedback Mechanisms	Student input helps align assessments with diverse learning styles and experiences.	- Collect mid-course and end-of-course feedback on assessment formats. - Use analytics to detect disengagement or inequity. - Involve students in assessment redesign.

Recommendation	Rationale	Action Points
Enhance Training on Differentiated and Inclusive Assessment (via Inclusive Lesson Design)	Standardized assessments often fail to capture diverse learners' strengths.	- Provide practical workshops on alternative assessments (e.g., portfolios, presentations, reflective writing). - Align assessments with UDL principles. - Encourage inclusive rubrics that assess both process and product.
Diversify AI and Multimodal Tools for Assessment	Digital and AI tools can help tailor feedback and create flexible assessment modes.	- Promote use of tools like Turnitin Feedback Studio, AI-based quizzes, or audio feedback tools. - Train faculty to use analytics to personalize assessment. - Monitor AI-assisted grading for bias.

Summary

- The **COALITION project** revealed a high value placed on inclusivity and pedagogical innovation, despite **constraints around faculty time and workload**.
- Institutions must **incentivise engagement** with inclusive practices (e.g., through recognition, time allocation, and resource access).
- Cross-institutional dialogue is critical for defining and refining what **inclusive student-centered pedagogy (i-SCP)** means in different contexts.

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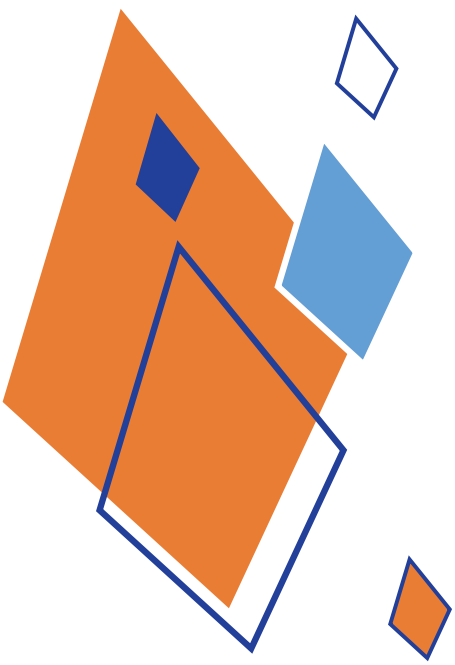
Appendix



APPENDIX PART 1

Appendix 1.1: Scaled Rubric Teaching observation

From https://www.celt.iastate.edu/instructional-strategies/document-your-teaching/peer-observation-of-teaching-best-practices/

Peer-observation (Scaled Rubric Teaching Observation)

Observation forms with scaled rubrics focus on evaluation of specific behaviors. Usually, a scale with specific anchor words and numbers is used. The standards of performance for the rubric must be identified and appropriate to the discipline, type of class session, etc. Comments are typically included to provide examples to clarify and expound upon the rating. Scaled rubrics are typically used for more summative, rather than formative purposes.

Observer:	
Instructor:	
Course Name:	
Course Number / Section:	
Date / Time:	

Category	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Does Not Meet Expectations (1)	Comments
Instructor Preparation and Organization	Instructor demonstrates exceptional preparation and organization of the course material, content, and class session.	Instructor demonstrates appropriate preparation and organization of the course material, content, and class session.	Instructor demonstrates some preparation and organization of the course material, content, and class session.	Instructor lacks preparation and organization of the course material, content, and class session.	
Instructional Strategies: Variety and Pacing of Instruction	Instructor employs a great variety of inclusive instructional strategies and expertly paces the class for interest and accomplishments of class goals.	Instructor employs appropriate variety of inclusive instructional strategies and paces the class for interest and accomplishments of class goals.	Instructor employs some variety of inclusive instructional strategies with limited pacing of the class for interest and accomplishments of class goals.	Instructor does not employ a variety of inclusive instructional strategies or inappropriately uses strategies and demonstrates poor pacing of the class.	
Content Knowledge	Instructor demonstrates extremely relevant content knowledge, using the most important and current information in an inclusive way	Instructor demonstrates relevant content knowledge, using important and current information in an inclusive way.	Instructor employs mostly relevant content knowledge. The importance and currency of the information is unclear.	Instructor does not employ relevant, important, or current content knowledge in an inclusive way.	
Presentation Skills	Instructor uses extremely appropriate voice, tone, fluency, eye contact, rate of speech, gestures, use of space and modalities that are inclusive.	Instructor uses appropriate voice, tone, fluency, eye contact, rate of speech, gestures, use of space and modalities that are inclusive.	Instructor does not consistently use appropriate voice, tone, fluency, eye contact, rate of speech, gestures, use of space and modalities that are inclusive.	Instructor does not effectively or appropriately use voice, tone, fluency, eye contact, rate of speech, gestures, use of space and modalities that are inclusive.	

Category	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Does Not Meet Expectations (1)	Comments
Teacher-student Rapport	Instructor enthusiastically welcomes and appreciates discussion (by all students), exhibits an appreciation for diversity, and demonstrates strong interpersonal skills.	Instructor welcomes student discussion ((by student populations), exhibits an appreciation for diversity, and demonstrates interpersonal skills.	Instructor welcomes some student discussion (by student populations),, exhibits some appreciation for diversity, and demonstrates some interpersonal skills.	Instructor is unwelcoming of student discussion ((by student populations),, does not exhibit an appreciation for diversity, lacks interpersonal skills.	
Classroom Management	Instructor has established an extremely effective classroom routine which allows all students to clearly understand and maintains an environment that is conducive to learning for the widest variety of students.	Instructor has established a classroom routine which allows all students to students understand and maintains a classroom environment that is conducive to learning for most students.	Instructor does not provide a consistent classroom routine and the environment is conducive to learning for some students.	Instructor does not provide a classroom routine and the environment is not conducive to learning.	
Clarity	The instructor expertly uses examples, makes clear explanations and uses systems that allow them to answer all student questions, define and elaborates on terms.	The instructor uses examples, makes explanations and uses systems that allow them to answer all student questions, define terms and concepts.	The instructor uses some examples, makes explanations and answers to some student questions, defines some terms and concepts.	The instructor does not use examples, or the examples are unclear, does not explain or answer student questions.	
Inclusiveness	The instructor consistently integrates inclusive classroom practices into the course design, teaching strategies, and evaluation practices	The instructor integrates some inclusive classroom practices into the course design or teaching strategies or evaluation practices	The instructor integrates few inclusive classroom techniques into the course design or teaching strategies or evaluation practices	The instructor does not integrate inclusive classroom techniques into the course design or teaching strategies or evaluation practices	

Appendix 1.2: Unguided Peer Observation Protocol

Peer Observations for inclusive learning *

Class observation can contribute to a collegial academic culture and sense of community around teaching. Being observed by a peer provides instructors with an opportunity to discuss and receive feedback on their teaching. In general, effective observations of classroom teaching include the following steps:

1. a pre-observation meeting, conducted sometime in the week prior to the observation
2. a classroom observation
3. a post-observation debriefing, usually immediately after the observation

1. **Pre-Observation Meeting**

   The observer should meet with the instructor before the class observation to discuss how the course has been going and any specific issues that the instructor might want to raise. The pre-meeting establishes an initial connection between the instructor and the observer, to help make it a meaningful experience and conversation about teaching. It may be helpful to review teaching materials, including the course syllabus and any teaching materials the instructor has prepared for that class. You may wish to have your class video recorded at the same time. Video allows instructors to review the class later to 1) be better able to put themselves in the shoes of their students and 2) make sense of the feedback they receive in the post-observation meeting.

2. **Class Observation**

   The instructor and observer should identify 2–3 criteria on which the observer will focus during the class. When selecting criteria, it is good to think about the norms and expectations of the discipline. The following criteria often contribute to better student learning:

   - *Clarification of class purpose:* Has the purpose of the class been articulated so that it is inclusive to all students?
   - *Organization of class structure*: How were the class materials and activities organized to cater for an inclusive learning environment?
   - *Pacing, accessibility and scope*: Describe the pace and scope of the class. Is the material provided in ways that take into account accessibility issues?
   - *Classroom atmosphere*: What strategies does the instructor use to establish a respectful and inclusive environment conducive to student learning?
   - *Classroom assessment*: Does the instructor check for comprehension and solicit feedback in ways that are inclusive to all students?

3. **Post-Observation Meeting**

Following the observation, the observer and instructor meet to discuss their experience of the class.

Peer Observation Form

This form can be adapted for use in a classroom observation situation and offers potential questions and guidelines to facilitate the practice of the peer observation of teaching.

Pre-Observation Meeting

The following are questions that can be discussed in the pre-observation meeting. Based on this discussion, the observer and instructor identify 2-3 aspects of the class on which the observer will focus.

- How has the course been going so far?
- What will happen in the class? What can I, as the observer, expect to see? What preparatory work have you and the students done for this class?
- What do you want the students to have learned by the end of this class?
- Are there specific aspects of the class on which you would like to receive feedback?

Notes/Observations on the class:

Time	What is happening in the classroom?	Comments/Questions

Post-Observation Meeting

The following questions can help guide the post-observation discussion.

- What questions do you want to ask the instructor after observing the class?
- What went well?
- What challenges were there?
- What are one or two things that the instructor can work on or consider going forward?
- Discuss any additional points that were raised in the pre-observation meeting.

This material is adapted from Harward, The Derek Bok Center for teaching and learning

Appendix 1.3: Guided Peer Observation Protocol

Peer Observations for inclusive learning *

Class observation can contribute to a collegial academic culture and sense of community around teaching. Being observed by a peer provides instructors with an opportunity to discuss and receive feedback on their teaching.

Please complete the following steps for your peer observation:

- Request and review the syllabus for the course prior to your classroom observation.
- Please talk to the faculty member in advance of the class period you will be observing to understand the objectives for that class and how it fits with the overall course and to provide an overview of the observation you will be conducting.
- Use the "Evidence / Notes" boxes to make notes regarding each question during the lesson. Please check NA if a particular item did not apply to the class you observed.
- Review your notes/evidence and prepare a letter summarizing your observations and assessments after the lesson. Note that most letters include some suggestions for improvement - it is not expected that any class would ever be perfect!
- Please retain this protocol for your records and turn in your letter to the personnel committee representative who requested the observation. Only the letter will be included in the candidate's promotion and tenure materials.

Observer:	
Instructor:	
Course Name:	
Course Number / Section:	
Date / Time:	

Did the observer receive and review the syllabus prior to class?	☐Yes ☐No
a) Did the syllabus include the Required Syllabus Statements (i.e. Disability Accommodation; Religious Holidays; Classroom Behavior; Sexual Misconduct, Discrimination, Harassment, and/or Retaliation; and Honor Code), per CU Boulder policy?	☐Yes ☐No
b) Did the syllabus clearly describe expectations and requirements for the course, including departmentally prescribed learning objectives, if applicable?	☐Yes ☐No
*If no in (a) or (b), what was missing/unclear?	

Section A: Environment, Structure, and Implementation

A1) Organized. The instructor's activities were well organized, structured, and made good use of time.

Evidence / Notes: ☐ Not applicable

A2) Engagement. All students were on task throughout the class and engaged in learning (e.g., interested in the lesson, active student involvement, etc.).

Evidence / Notes: ☐ Not applicable

A3) Resources. Resources selected for the class (board work, PowerPoints, etc.) were educationally appropriate, accessible and multimodal (e.g., used various materials to foster student understanding, such as drawings, graphs, physical materials, videos, etc.).

Evidence / Notes: ☐ Not applicable

A3) Resources. Resources selected for the class (board work, PowerPoints, etc.) were educationally appropriate, accessible and multimodal (e.g., used various materials to foster student understanding, such as drawings, graphs, physical materials, videos, etc.).

Evidence / Notes: ☐ Not applicable

A4) Participation. The instructor established a classroom environment that gave all students the opportunity to participate fully (e.g., creates a positive climate that evokes interest and questions from diverse students).

Evidence / Notes: ☐ Not applicable

A5) Formative Assessment. The instructor used tools and processes to gauge all student understanding as the lesson proceeded (e.g., opportunities to ask and answer questions, identify anything unclear, use of clickers, etc.).

Evidence / Notes: ☐ Not applicable

A6) Active Learning. The instructor employed active learning strategies appropriate for the size and structure of the class catering to diverse student needs. (see examples below)

Evidence / Notes: ☐ Not applicable

Examples of active learning include, but are not limited to:

- Clicker concept questions
- Think-pair-share
- Participatory demonstrations and/or games
- Making time for students to discuss concepts with peers
- Active writing (e.g., minute papers) or speaking (e.g., in class presentations)
- Working through problems, scenarios, and/or arguments with students
- Organizing students for group work
- Routinely asking for and welcoming student input and questions
- Fielding questions in a way that encouraged further discussion
- Demonstrating active listening

Section B: Content

B1) Content. The instructor chose examples and details that were appropriate and worthwhile for helping all/diverse students learn the content in this course.

Evidence / Notes: ☐ Not applicable

B2) Accuracy. Instructor's written and spoken content information was accurate (information written on board, in hand-outs, and on tests and quizzes) and delivered accurately in various modes.

Evidence / Notes: ☐ Not applicable

B3) Depth. The instructor delivered content and answered questions posed by all students in a way that was consistent with a depth of knowledge of the subject.

Evidence / Notes: ☐ Not applicable

B4) Significance. During the class it was made explicit to all students why the material is important to learn.
Evidence / Notes: ☐ Not applicable

B5) Connections. The instructor made appropriate connections to other areas of the discipline, or to real-world applications of the topic taking into account inclusion and diversity issues.
Evidence / Notes: ☐ Not applicable

Section C: Optional Open-Ended Responses

C1) Strengths and positive aspects of the course and/or the instructor's teaching
Evidence / Notes: ☐ Not applicable

C2) Suggestions for the instructor to improve their teaching
Evidence / Notes: ☐ Not applicable

Adapted from: Peer Observation Protocol Mechanical Engineering
From University of Colorado Boarder Mechanical engineering Peer Observation Protocol Mechanical EngineeringUniversity of Colorado Boulder https://www.colorado.edu › mechanical › peer-...

Appendix 1.4: Online Peer Observation Protocol

Peer-observation protocol (online)

Adapted from https://www.celt.iastate.edu/instructional-strategies/document-your-teaching/peer-observation-of-teaching-best-practices/

Example: Online Class Session Observation Form

Observer:	
Instructor:	
Course Name:	
Course Number / Section:	
Date / Time:	

Section 1. General class session and introduction

Setting the stage for learning and preparing students for successful participation in the class session.

Considerations	Yes or No?	Comments
Does the instructor provide a thorough description of the class session in ways that are accessible to all students?	☐Yes ☐No	
Are the learner requirements such as basic technology needs and participation expectations presented taking into account multimodality?	☐Yes ☐No	
Are inclusive practice use of tools and community-building activities included to prime the students for learning? (e.g., the instructor created an overview of the session video)	☐Yes ☐No	
Other:	☐Yes ☐No	

Section 2. Assessment of student learning

Alignment of activities and assessments with learning outcomes is evident in the class session.

Considerations	Yes or No?	Comments
Are learning outcomes communicated so that they can be understood by all students?	☐Yes ☐No	
Is there a variety of inclusive activities and assessments?	☐Yes ☐No	
Is there alignment of learning activities and assessments with learning outcomes?	☐Yes ☐No	
Are inclusive formative and summative assessment opportunities part of the design?	☐Yes ☐No	
Are assignments clearly described, including detailed rubrics and grading schemes?	☐Yes ☐No	
Is student workload appropriate to class session?	☐Yes ☐No	
Other:	☐Yes ☐No	

Section 3. Student engagement in the class session

A clear path to students' learning opportunities is provided, including interaction with the content, peers, and instructor.

Considerations	Yes or No?	Comments
Are there opportunities for all students to interact or seek guidance from the instructor?	☐Yes ☐No	
Are there opportunities for all students to participate in community activities or peer-to-peer sharing?	☐Yes ☐No	
Is inclusive learning scaffolded, guiding students toward increasingly independent learning and application of relevant skills?	☐Yes ☐No	
Are there opportunities for all students to reflect on learning and feedback to the instructor?	☐Yes ☐No	
Other:	☐Yes ☐No	

Section 4. Online organization and design

The instructor's design and choice of technology effectively delivers content for the session and supports learning processes.

Considerations	Yes or No?	Comments
Overall, the presentation of content is easy for all students to follow?	☐Yes ☐No	
Do the tools and media formats selected support the course inclusive learning outcomes?	☐Yes ☐No	
Are guides and resources for the use of the course tools provided in various modes to cater to diverse student needs?	☐Yes ☐No	
Other:	☐Yes ☐No	

Section 5. Inclusive Classroom

Considerations	Yes or No?	Comments
Does the session content recognize and represent a diversity of backgrounds, identities, experiences, beliefs, and values?		
Does the instructor maintain a classroom environment that is inclusive and conducive to learning?		
Other:		

Section 6. Overall course

Considering the overall session, provide feedback on the following:

- What aspects of the observed class session do you see as strengths contributing to effective student engagement and learning?
- Are there any strategies or resources that you would recommend for enhancing future class sessions?
- Final comments or observations?

Appendix 1.5: Lesson re-design/ Syllabus template design

Identification of content	Identification of learning objectives	Inclusive learning activities	Identification of engagement opportunities for all	Provision of resources	Multiple representation of input	Reflective report
What content do I want to teach? What changes will I make in order to make delivery of input more inclusive?	What do I expect all my students to be able to do/ know? Tip: Use Blooms taxonomy pyramids to choose among higher /lower order cognitive skills Are there learning objectives that I can add in order to foster inclusive pedagogies?	What activities have I designed in order to facilitate learning for all students? How can I observe student learning actually happened ? Have I aligned assessment with learning outcomes? Tip: Assessment for learning tasks or formative assessment tasks are recommended	Have I provided opportunities for all students to take action and express themselves? Am I using digital media and modes? Do I expect my students to work in pairs groups or on their own?	Are resources accessible by all students? How can I make sure these resources and their content is appropriate for all students?	Am I the only source of input? What modifications can I make so that the same content can be presented in a multimodal way to accommodate for all student needs? Have I made any changes that allow all students to take ownership of their own learning? Have I provided adequate choices for all students?	Evaluate the changes you have made and identify potential strengths and weaknesses
Week 1						
Week 2						
Week 3						

Reflective report following i-ScP syllabus design

After you complete the syllabus template, answer the following questions:

1. How do you evaluate the "composition of lesson design in alignment with i-ScP as an academic development process?
2. Was it helpful and to what extent in improving teaching for the purpose of inclusive teaching/ learning?
3. Did you discuss with your colleagues about inclusive teaching issues?
4. What did you take away from redesigning your teaching with inclusion in mind?
5. What would you change in your teaching as a result of this reflective lesson re-design?

APPENDIX PART 2: LIST OF POLICY ORGANISATIONS BY COUNTRY

Greece

Nr	Institution	Email/ Website address
1	National level: Hellenic Authority for Higher Education (HAHE)	https://www.ethaae.gr/en/
2	Quality Assurance Units in Greek Universities	https://www.modip.uoc.gr/
3	Hellenic Foundation for Research and Innovation (ELIDEK)	https://www.elidek.gr/en/homepage/
4	Institute of State Scholarships (IKY)	https://www.iky.gr/en/
5	Local level: Teaching and Learning Centre TOTT	https://tott.uoc.gr/
6	Institute of Educational Policy (IEP)	https://www.iep.edu.gr/en/
7	Ingenium Alliance of European Universities	https://ingenium-university.eu/

Latvia

Nr	Organisation	Email/ Website address
1	Ministry of Education and Science of the Republic of Latvia (IZM)	https://www.izm.gov.lv
2	Council of Higher Education (AIP)	https://aip.lv
3	State Education Quality Service (IKVD)	https://www.ikvd.gov.lv/en
4	Academic Information Centre (AIC)	https://aic.lv/en
5	Latvian Quality Agency for Higher Education (AIKA)	https://www.aika.lv/en/
6	Latvian Rectors' Council	https://rektorupadome.lv/
7	The Student Union of Latvia (LSA)	https://www.lsa.lv/language/en

Netherlands

Nr	Organisation	Email/Website address
1	EHON	https://ehon.nl/
2	Netherland Education Research Association (VOR)	https://vorsite.nl/
3	National Research School on Educational Sciences (ICO)	https://ico-education.nl/
4	National Initiative for Educational Research (NRO)	https://www.nwo.nl/en/netherlands-initiative-education-research-nro
5	Netherlands Ministry of Education and Sciences (OCW)	https://www.rijksoverheid.nl/ministeries/ministerie-van-onderwijs-cultuur-en-wetenschap

Romania

Nr	Organisation	Email/ Website address
1	Research Unit in Education	info@ise.ro
2	Executive Unit for the Financing of Higher Education, Research, Development and Innovation (UEFISCDI)	office@uefiscdi.ro
3	University General Directorate	dgis@edu.gov.ro
4	National Centre for Recognition and Equivalence of Diplomas (CNRED)	cnred@edu.gov.ro
5	Senat Commission for Education	cinv@senat.ro

Spain

Nr	Organisation	Email/ Website address
1	The Ministry of Education, Vocational Training and Sports (MEFPD)	https://www.educacionfpydeportes.gob.es
2	National Centre for Educational Innovation and Research (CNIIE)	https://bienestaryproteccioninfantil.es/centro-nacional-de-innovacion-e-investigacion-educativa-cniie/
3	Subdirectorate general for territorial cooperation and educational innovation	https://www.educacionfpydeportes.gob.es/mc/sgctie
4	Local: In service teacher training institution; Educational Department.	https://www.educantabria.es/evaluacion-y-acreditacion/formacion-profesorado
5	EUNICE european university (transnational alliance)	https://eunice-university.eu/

Sweden

See also the administration units at each Higher Education Institution for local policy development on inclusive pedagogy.

Nr	Institution	email / website address
1	Utbildningsdepartementet (Ministry of Education and Research) Utbildningsminister/ (Education Minister)	https://www.regeringen.se/sveriges-regering/utbildningsdepartementet/
2	SUHF (The Association of Swedish Higher Education Institutions)	https://suhf.se/
3	UKÄ Universitetskanslersämbetet (The Swedish Higher Education Authority)	Registrator@uka.se

APPENDIX PART 3: SELF-REGULATORY & SELF-DEVELOPMENT CHECKLIST

1. Inclusive Pedagogy	Often	Sometimes	Rarely	Never
I intentionally design activities that promote inclusion in my teaching.				
I adapt my teaching strategies to accommodate diverse student needs and backgrounds.				
I provide equal opportunities for all students to participate actively in class.				
I create a learning environment where every student feels respected and valued.				
I reflect on how my own biases may affect teaching and student engagement.				
I think it is important to encourage perspective-taking in the classroom through non-judgmental discussion of cultural, social, or other differences.				
I think it is important to embrace diversity in the classroom.				

2. Student Engagement & Empowerment	Often	Sometimes	Rarely	Never
I encourage students to take initiative and responsibility in their learning.				
I integrate activities that promote collaboration among students.				
I use participatory teaching methods that give students a voice in the classroom.				
I engage in co-creation with students, involving them as partners in designing activities, materials, or assessments.				
I encourage students to connect course content to real-world issues.				

3. Teaching & Learning Strategies	Often	Sometimes	Rarely	Never
I integrate multimodal resources (e.g., text, visuals, digital media, simulations) to support diverse ways of meaning-making.				
I design learning opportunities that cultivate multiliteracies (critical, digital, scientific, and civic literacies).				
I adapt teaching methods to foster critical thinking and problem-solving.				
I use interdisciplinary approaches where relevant.				
I incorporate socio-scientific or civic issues into my teaching when possible.				
I provide feedback that guides students' self-regulation and growth.				

4. Assessment Practices	Often	Sometimes	Rarely	Never
I use diverse assessment methods (e.g., projects, presentations, portfolios).				
I align assessment with learning objectives and student needs.				
I provide opportunities for self-assessment and peer assessment.				
I assess not only knowledge but also skills such as collaboration and reflection.				
I adapt assessment criteria to be transparent and fair for all students.				
I make curricular and assessment adjustments to support inclusive pedagogy.				
I create feedback loops that empower students to regulate their learning and strengthen their agency.				

5. Collaboration & Professional Development	Often	Sometimes	Rarely	Never
I collaborate with colleagues to share inclusive teaching practices.				
I seek student feedback to improve my teaching.				
I engage in professional development to strengthen inclusive pedagogy.				
I experiment with innovative teaching approaches and reflect on their effectiveness.				
I actively contribute to a culture of inclusion within my department/ university.				
I access and make use of faculty development centres and technological support units for pedagogical growth.				

6. Accessibility & Resources	Often	Sometimes	Rarely	Never
I make use of equipment and technological support adapted to diverse student needs.				
I select and provide learning resources that are responsive to students' social, cultural, and cognitive development.				
I ensure that classroom spaces and facilities (physical or digital) enable inclusion and group work.				
I encourage students to collaborate as equal partners using available learning environments.				
I access pedagogical and technological support services to improve inclusive teaching, both face-to-face and online.				

7. Societal Engagement	Often	Sometimes	Rarely	Never
I integrate multicultural, global citizenship or civic engagement themes in my teaching.				
I encourage students to link classroom learning with community issues.				
I support students in developing critical awareness of social justice issues.				
I design learning activities that connect to democratic participation and responsibility.				
I reflect on how my teaching contributes to sustainable and socially responsible education.				

8. Professional Growth as an Inclusive Teacher	Often	Sometimes	Rarely	Never
I participate in peer-observation to gain insights into inclusive teaching practices.				
I engage in action research to reflect on and improve my pedagogy.				
I redesign lessons or courses so that all syllabus components (objectives, methods, assessments) align with inclusion.				
I take part in peer-discussions and peer-coaching to exchange ideas and strengthen my practice.				
I attend MOOCs or formal professional development programmes focused on inclusive pedagogy.				

BIO-NOTES ON CONTRIBUTORS

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Meeri Hellstén is Professor of International and Comparative Education at Stockholm University where she chairs a funded research group (ICER) and provides scientific leadership on the aligned International and Comparative Education master's program. Her research focuses on comparing higher education from the vantage point of international pedagogy, policy, and practice. Her latest funded projects conduct international comparisons of regional and sustainable internationalisation, alternative assessment, and inclusive higher education. She provides service to the higher education sector in assessing and evaluating quality and equity of education. She is currently President Elect of the Nordic Comparative and International Education Society (NOCIES) and serves on the board of NJCIE editors, among other academic journals.

Kallia Katsampoxaki-Hodgetts is a postdoctoral researcher in Multiliteracies and Multimodality at the University of Ioannina, Department of Education, and a lecturer on the same subjects at the University of Crete, Greece. She served as the coordinator of the Centre of Teaching and Learning TOTT from 2020 to 2024 and currently serves as a member of the Advisory Academic Committee Board of the same CTL. She is also the University's Innovation Leader within the Ingenium Alliance of ten European universities, focusing on Inclusive education. Her research focuses on science education, multiliteracies, multimodality, inclusive teaching and assessment in K-12, artificial intelligence in Education, learning by design, and higher education. She has published two scientific books on *Teaching Literacies and Multimodality in Science Education*, and one on *Inclusive Democratic curricula and educational assessment*.

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Helena Reierstam is senior lecturer at the Department of Education, Stockholm University, Sweden. She is part of the International Comparative Education Research (ICER) group and has published articles and book chapters on assessment in multilingual contexts, CLIL as well as among immigrants. She takes a special interest in equity and fairness in assessment. Her teaching includes courses on assessment in vocational teacher education, leadership and communication, language policy in the International and Comparative Education master's program and university teaching courses. Next, she will be starting a two year post-doc research project on the interface between future competences, assessment strategies in times of AI and widening participation in higher education.

Roeland van der Rijst is a full professor of higher education at the Leiden University, The Netherlands. Currently he is the Director of Research at the Leiden University Graduate School of Teaching (ICLON) focusing on research into 'Teaching and Teacher Learning'. He is the project leader of the ERASMUS+ COALITION project. Furthermore, he is a member of the editorial boards of national and international journals, among others the *International Journal for Academic Development*, *Pedagogische Studiën*, *Teaching in Higher Education*, and *Future in Educational Research*. Furthermore he is a board member of the Netherlands Research School for Educational Sciences.

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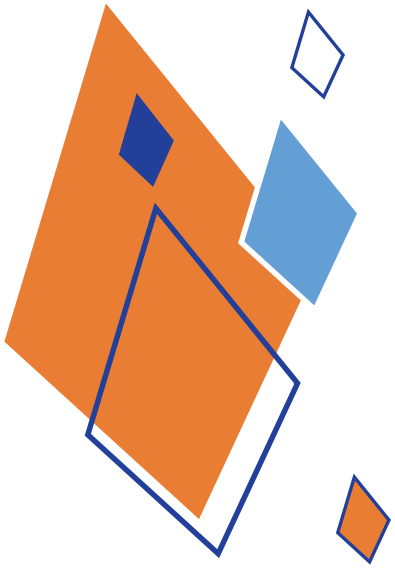

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