

LEARNING PROGRAMME

Inclusive Education and Assistive Technologies (AT)

5-DAY COURSE

25 learning hours | Course programme

Inclusive Education and Assistive Technologies (AT) – 5-Day Course

Introduction and Description

This course offers an in-depth and critically informed examination of Assistive Technologies (AT) as a central pillar in the development of equitable, inclusive and pedagogically responsive learning environments. Positioned at the intersection of inclusive education, educational technology and contemporary learning sciences, the programme adopts a theoretically grounded yet practice-oriented approach to understanding how AT can transform learning pathways for students with diverse cognitive, sensory, behavioural, linguistic and socio-emotional characteristics. Drawing on the principles of Universal Design for Learning (UDL), culturally responsive pedagogy and current research on learner variability, the course interrogates the systemic, institutional and pedagogical conditions that enable AT to function not merely as compensatory tools, but as agents of participation, autonomy and empowerment.

Participants engage with a wide spectrum of AT—from low-tech visual supports and universally accessible digital design to high-tech text-to-speech engines, AAC systems, robotics and switch-accessible interfaces—situating each within a broader theoretical discourse on multimodal learning, neurodiversity, accessibility and inclusive instructional design. Through sustained hands-on experimentation, iterative design thinking processes and collaborative problem-solving, participants develop the capacity to critically interpret learner profiles, diagnose barriers to engagement, and design pedagogical responses that integrate AT meaningfully, ethically and sustainably.

Furthermore, the course encourages participants to consider the socio-cultural and ethical dimensions of AT deployment, including issues of learner agency, digital equity, data privacy, and the professional responsibilities of educators in technology-mediated inclusion. By engaging with case studies, reflective inquiry tasks and cross-national examples of inclusive innovation, participants cultivate the professional judgement required to embed AT within whole-school inclusion strategies and European collaborative initiatives such as eTwinning. Ultimately, the course aims to develop reflective practitioners who can harness the transformative potential of AT to reimagine participation, representation and expression within diverse educational ecologies.

Methodology and Assessment

The course employs an interactive, practice-based methodology combining expert input, guided demonstrations, hands-on experimentation with assistive technologies, peer learning and reflective dialogue. Participants engage in collaborative workshops,

AT design challenges, accessibility audits, micro-teaching activities and robotics-based problem-solving tasks. Learning is scaffolded through iterative application of UDL principles and continuous feedback from trainers. Assessment is formative and ongoing, based on active participation, practical task completion, and the development of an AT-enhanced learning activity or project presented during the final session. The aim is to evaluate participants' capacity to select, implement and justify appropriate AT solutions within inclusive pedagogical contexts.

Learning Objectives

By the end of the course, participants will be able to:

Understanding Inclusion & Assistive Technologies

• Analyse the relationship between barriers to learning and the strategic use of AT within inclusive pedagogical frameworks.
• Explain the principles of Universal Design for Learning and apply them to the selection and integration of AT solutions.
• Distinguish between low-, mid- and high-tech AT and evaluate their affordances for supporting diverse learning needs.

Applying AT in Literacy, Communication & Cognitive Support

• Evaluate and apply AT tools that enhance reading, writing, communication, behaviour regulation and executive functioning.
• Design accessible learning activities using AT such as text-to-speech, AAC applications, speech-to-text and digital organisers.
• Implement strategies for embedding AT within subject teaching to enhance participation and academic engagement.

Robotics, Gamification & Digital Accessibility

• Integrate robotics (e.g., Makey Makey) and interactive digital environments as inclusive learning pathways.
• Design and adapt digital materials, escape rooms and collaborative tasks to meet accessibility and WCAG-based standards.
• Critically assess the role of AT in European digital collaboration platforms such as eTwinning.

Professional Competence & Individual Support

• Develop personalised learning plans that incorporate AT to support individual learners' goals.
• Collaborate effectively with assistants, specialists and co-teachers in AT-supported

learning settings.
• Reflect on ethical, organisational and pedagogical considerations when implementing AT in diverse classrooms.

Preparation

After registration participants will receive pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 400 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (25 didactic hours - 5*45min per day) Monday to Friday	
Day 1	Foundations of Inclusion & the Role of Assistive Technologies
09.00 - 09.45	Introductions & Icebreakers
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Inclusion Today: Why Assistive Technologies (AT) Matter
11.15 - 11.30	Break
11.30 - 12.15	Universal Design for Learning as a Framework for AT
12.15 - 13.00	Basic Inclusive Teaching Strategies that Complement AT
Day 2	AT for Literacy, Communication & Cognitive Support
09.00 - 09.45	AT for Reading Support
09.45 - 10.30	AT for Writing Support
10.30 - 11.15	AT for Communication: AAC Tools
11.15 - 11.30	Break

11.30 - 12.15	AT for Attention, Behaviour & Executive Functioning
12.15 - 13.00	Inclusive Lesson Design Using AT
Day 3	Robotics, Coding & Tangible AT for Inclusion
09.00 - 09.45	Introduction to Tangible Assistive Technologies
09.45 - 10.30	Robotics in Inclusive Education
10.30 - 11.15	Inclusive Game-Based Learning
11.15 - 11.30	Break
11.30 - 12.15	Coding for Accessibility
12.15 - 13.00	Reflection & Linking Robotics to Real Classrooms
Day 4	Digital Accessibility, Escape Rooms & AT in eTwinning
09.00 - 09.45	Creating Accessible Digital Materials
09.45 - 10.30	Inclusive Digital Escape Rooms (AT-Enhanced)
10.30 - 11.15	Creating an AT-Friendly Digital Escape Room
11.15 - 11.30	Break
11.30 - 12.15	eTwinning Projects & AT: Making European Collaboration Inclusive
12.15 - 13.00	Group Project Planning: AT-Focused Task
Day 5	Synthesis, Outputs, Reflection & Closure
09.00 - 09.45	Co-Teaching & Classroom Management with AT
09.45 - 10.30	Preparing the final presentations and individual support
10.30 - 11.15	Final presentations and feedback
11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection
12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.