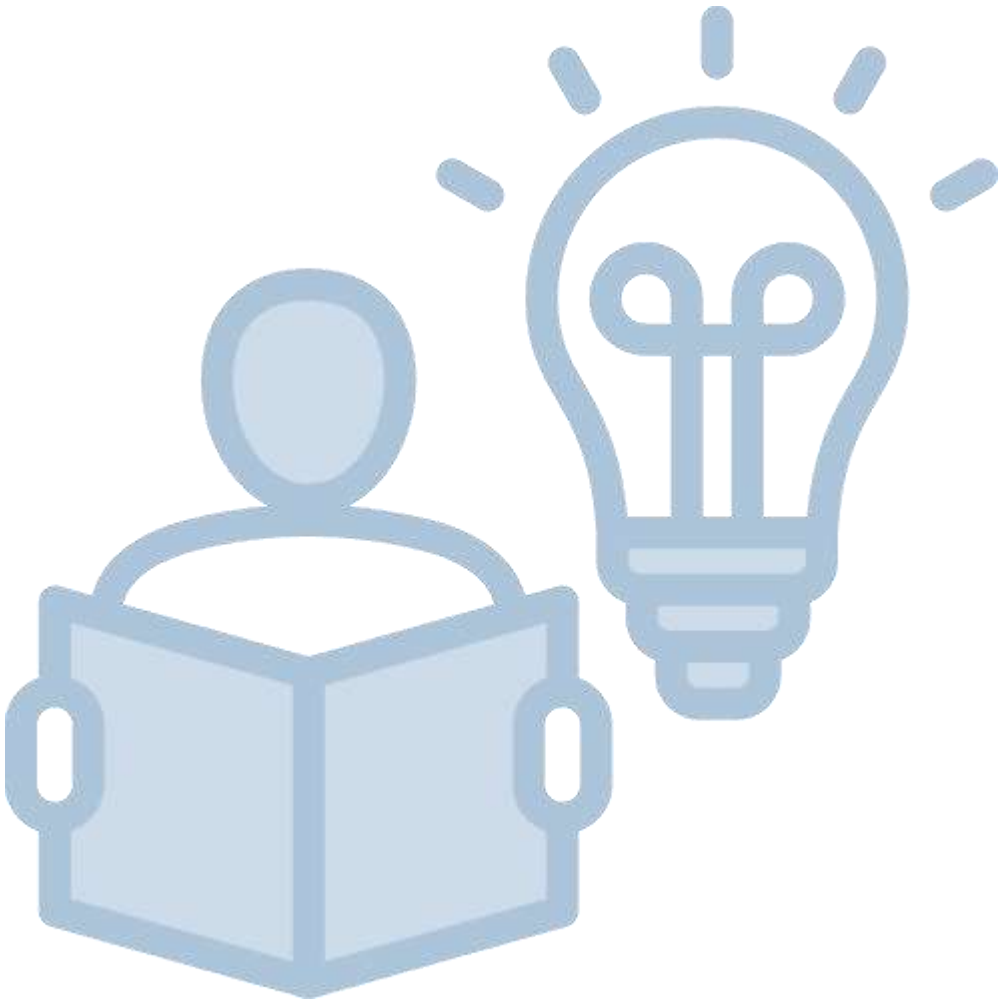
DiVerSe COURSES

Co-funded by the European Union

Unlocking Learners' and Educators' Potentials

WP3.1 Good practices collection | 2024



July 2024

A collection of good practices of didactic approaches for teaching in courses with a heterogeneous composition of learners.

About the Project

The Diverse Courses Project, an Erasmus+ Cooperation Partnership in Adult Education, aims to enhance inclusion and diversity in adult learning.

With a core objective of supporting educators in addressing the diverse needs of learners, it develops resources for better understanding these needs and provides didactical approaches for effective teaching.

The project aims to contribute to inclusion, supporting equal opportunities and access for all learners and lowering the barriers to successful participation for those with fewer opportunities. On the other hand, educators dealing with the diverse composition of learners face the challenge of responding to their different needs and backgrounds.

Partners

FH JOANNEUM University of Applied Sciences
Docete Omnes Fundación
Escola Profissional AMAR TERRA VERDE
ΔΑΦΝΗ ΚΕΚ
creaxis FORMAZIONE/INNOVAZIONE SOCIALE/SVILUPPO LOCALE
ATLÂNTICA UNIVERSITY HIGHER INSTITUTION

The content of good practices collection for Diverse Courses is part of the Diverse Courses Project, an Erasmus+ Cooperation Partnership in Adult Education. This material aims to enhance inclusion and diversity in adult learning environments.

Summary

Contents

Introduction 6
Methodology 6
The specific objectives 7
Word map – Good Practices 9
A. Mixed teaching practice for adults 13
B. Creating Communication bridges 16
C. Teaching methodology for non-homogeneousclasses 20
D. Teaching with empathy using Rapport 22
E. The shape of training 24
F. Computer-assisted teaching of Sign Languageusing Computer Vision and Machine Learning 26
G. Non-directive learning/coaching forCitizens' Curriculum 29
H. Feelings, Values: A journey into the world offriendship 31
I. Taking care of the environment- Raisingawareness through literature 34
J. Inclusive+ Inclusive & Practical AssessmentTools for Guidance Practitioners (Facilitators' Guide) 37
K. Qualirom teacher training curriculum forteachers of Romani 40
L. Welcome to Belgium" Pedagogical kits 42
M. Diversified Instruction: A set of Guidelinesand Practical Examples 44
N. Collaborative Expertise for Inclusive Learning 46
O. Adaptation of DivCap's Applied DiversityAwareness (ADA) Workshops for Educators 51
P. Adapting DivCap's Process for InclusiveDidactic Methods in Diverse Courses 57
Q. Projeto Carreira 61
R. PRESSE – Programa Regional de Educação Sexual em Saúde Escolar 64
S. PLNM – Português Língua Não Materna 67
T. Art'Themis 69
U. Inclusive and Innovative Problem Resolution 71
V. Universal Drawing as a Learning Approach 73
W. GREAT: A GAME Method 75
X. Counseling of Counseling" Learning Video 77
Y. Group Finding in Social Work Curriculum 79
Z. Empowerment Bingo 81
AA. Introductory Letter in English LanguageCourse 84
BB. Intercultural Dialogue 87
Unlocking Learners' and Educators' Potentials 90
CHECKLIST 90
About the Project 92
Partners 92
Methodology 93

The specific objectives 93
What is a Good Practice? 94
Why are we collecting GPs? 94
What is the Project's Goal? 94
What are Didactical Methods and Approaches forTeaching? 94

What is this toolkit?

The aims of this Best Practice Toolkit are to demonstrate the approaches and methodologies that can be implemented.

The interventions outlined in this toolkit have been selected because these activities were delivered in the pilot projects and were raised as good practice during the pilot project evaluations.

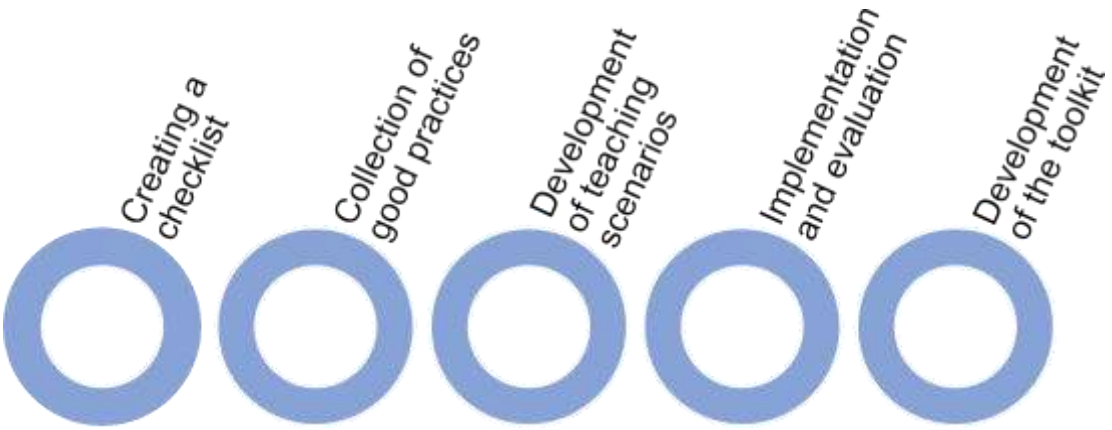
Introduction

The main objective of Work Package 3.1 (WP3.1) is to facilitate the diversity and inclusion strategy of Adult Education Centres, emphasising didactic and learning contexts. The aim is to develop an innovative toolkit that will support educators in dealing with the daily challenges of a diverse classroom.

This package aims to collect good practices of didactic methods and approaches for teaching in courses with a heterogeneous composition of learners, develop specific didactic scenarios for diversified courses and evaluate these scenarios.

Methodology

To achieve the objectives of WP3.1, the following methodology was adopted:



Creating a checklist: A common framework was developed for collecting and documenting good practices in English. Please refer to the Annex A.

Collection of good practices: Each course partner researched and described at least three examples of good practice in their national languages, providing a summary in English. Please refer to https://forms.office.com/e/TQurEvmv9s

Development of teaching scenarios: Each partner developed teaching scenarios for three specific courses, described in a structured way.

Implementation and evaluation: The teaching scenarios were implemented and evaluated in three specific courses by each partner. The evaluation included focus groups and written feedback from the students, as well as reflections from the educators.

Development of the toolkit: A toolkit was created based on the didactic scenarios tested and evaluated, offering educators a wide range of scenarios to adapt their teaching to the needs of the students.

The specific objectives

- Collecting good practice examples of didactic methods and approaches for teaching in courses with a heterogeneous composition of learners.
- Developing a toolkit that showcases specific didactic scenarios for diverse courses.
- Implementing and evaluating customized didactic scenarios in specific courses.

This document presents a comprehensive collection of 26 good practices to enhance diverse courses within adult education. Each good practice has been meticulously documented, including key details such as the title, contact person, country of origin, and institution. Additionally, the development year, implementation duration, and specific keywords defining each practice are provided.

The descriptions offer a succinct overview of each practice, highlighting the methodology, the space required for implementation, and the motivation behind its adoption. This structured approach ensures that educators have access to practical examples and strategies that promote inclusion, diversity, and effective teaching in heterogeneous learning environments.

The practices are designed to address various educational challenges and are adaptable to different contexts, fostering a more inclusive and supportive learning experience for all students.

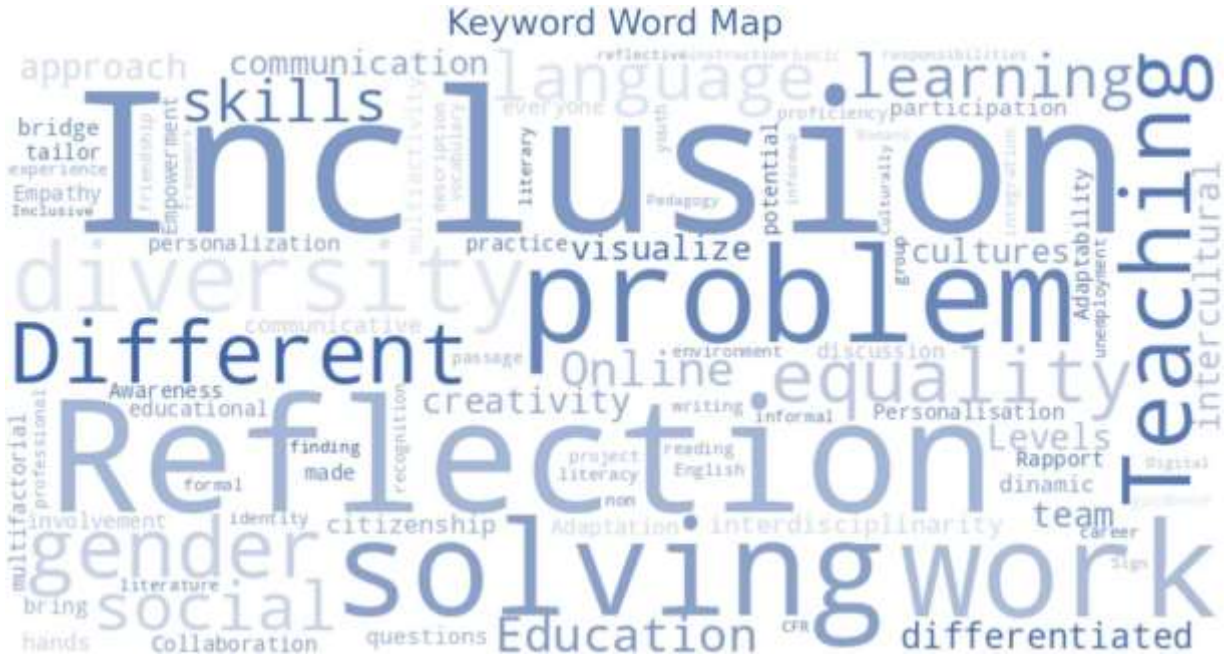
Word map – Good Practices

The map is generated from a collection of keywords that define various good practices and highlight their main focus areas.

Inclusion and Diversity: These terms appear frequently, underscoring the importance of creating inclusive learning environments that cater to diverse learner needs.
Problem Solving, Creativity, and Teamwork: These keywords reflect the emphasis on collaborative and innovative approaches to learning.
Gender Equality and Interdisciplinarity: These concepts highlight efforts to promote equality and integrate multiple disciplines in educational practices.

Reflection, Empowerment, and Adaptation: These words indicate a focus on personal growth, critical thinking, and the ability to adapt teaching methods to various contexts.
Empathy, Rapport, and Adaptability: These keywords show the importance of building strong, empathetic relationships and being adaptable to meet diverse learner needs.

Hands-On, Dynamic, and Multiactivity: These terms describe active and engaging teaching methods that enhance learning through practical experiences.
Overall, the word map provides a visual summary of the key elements that define effective and inclusive teaching practices in adult education.



Good Practices List

Partner	Title	Country
CRAMARS	Mixed teaching practice for adults	ITALY
	Creating Communication bridges	
	Teaching methodology for non-homogeneous classes	
	Teaching with empathy using Rapport	
	The shape of training	
DAFNI KEK	Computer-assisted teaching of Sign Language using Computer Vision and Machine Learning – CAT-SL	Greece
	Non-directive learning/coaching for Citizens' Curriculum	United Kingdom
	Feelings, Values: A journey into the world of friendship	Greece
	Taking care of the environment- Raising awareness through literature	Greece
	Inclusive+ Inclusive & Practical Assessment Tools for Guidance Practitioners (Facilitators' Guide)	United Kingdom
	Qualirom teacher training Curriculim for teachers of Romani	Austria
	Welcome to Belgium" Pedagogical kits	Belgium
	Diversified Instruction: A set of Guidelines and Practical Examples	Greece
Fundacion Docete Omnes	Collaborative Expertise for Inclusive Learning	Spain
	Adapting DivCap's Process for Inclusive Didactic Methods in Diverse Courses	
	Adaptation of DivCap's Applied Diversity Awareness (ADA) Workshops for Educators	
EPATV	Projeto Carreira	Portugal
	PRESSE – Programa Regional de Educação Sexual em Saúde Escolar	
	PLNM – Português Língua Não Materna	

	Art'Themis	
EIA	Problem- Based Learning	Portugal
	Universal Drawing as a Learning Approach	
	GREAT: A GAME Method	
FHJ	Counseling of Counseling" Learning Video	AUSTRIA
	Empowerment Bingo	
	Introductory Letter in English Language Course	
	Dialogue for intercultural communication	
	Group Finding in Social Work Curriculum	

GOOD PRACTICES

A. Mixed teaching practice for adults

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
CRAMARS	**SEBASTIANO DASSI**	**ITALY**

Keywords: hands-on, multiactivity, dynamic.

Good practice mission: To allow students with more learning difficulties to achieve the training objectives.

Specific goals of the GP: Ensuring that all students succeed in achieving their learning objectives, albeit with some difficulties related to attention, comprehension problems, etc.

Year: 2021

Duration of the implementation of the good practice: 1 month.

Target group: Adult learners

Summary:

Teaching methodologies used in the adult context require a blended approach, combining theory and practice. This approach is particularly effective in engaging students and fostering learning. Diverse tools, such as slide shows, videos, films, images, and emulators, are used, making lessons dynamic and engaging.

This multimedia approach captures the students' attention and helps them better understand abstract concepts. It also uses a "hands-on" method that encourages memorisation and deep understanding of concepts.

The course comprises 4 phases:

1. Individual assessment
2. Clear and concise communication
3. Diversified teaching activities
4. Formative and continuous assessment

The use of diverse teaching tools, such as slide shows, videos, films, images and emulators, makes the lessons dynamic and engaging. This multimedia approach captures students' attention and helps them better understand abstract concepts.

Experiential learning:

The emphasis on experiential learning, through activities such as opening a PC and disassembling components (in my case), allows students to gain practical familiarity with the topics covered.

This ‘hands-on’ method favours memorisation and a deep understanding of concepts.
Integration with mobile devices.

The use of mobile devices such as smartphones is an effective way of integrating acquired knowledge and applying IT skills to real-world contexts.
The use of PC software and smartphone apps promotes transversal skills and prepares students for the challenges of today's digital world.

Strengths:

- Blended approach combining theory and practice;
- Use of diverse teaching tools;
- Emphasis on experiential learning;
- Integration with mobile devices;
- Attention to students' needs.

Benefits for students:

- Dynamic and engaging lessons;
- Improved understanding of concepts;
- Acquisition of practical skills;
- Development of transversal skills;
- Preparation for today's digital world

The space in which the practice is used needs the following special characteristics or functions:

Functional teaching room with projector/LIM internet connection sufficient space for group work movable chairs and tables.

What types of obstacles/constraints to learning has this good practice revealed?

The practice needs an adequate time frame of at least **four hours to be effective.** Otherwise, it becomes ineffective or impossible to apply. A classroom without multimedia supports does not allow the practice to take place.

Methodology used:

- Technology-based learning.
- Group/collaborative learning.
- Kinaesthetic learning.
- Learning by doing.
- Game-based learning.

Resources needed to use or implement the GP:

Classroom devices and internet connection, computers, materials to enable hands-on practice and a teacher with active teaching skills.

Link:

Multimedia tools in the teaching and learning processes: A systematic review: https://www.cell.com/heliyon/pdf/S2405-8440(20)32155-1.pdf

The use of the interactive whiteboard for creative teaching and learning in literacy and mathematics: a case study:

https://bera-journals.onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-8535.2007.00699.x

Interactive Multimedia Courseware and the Hands-on Learning Experience: An Assessment Study:

https://onlinelibrary.wiley.com/doi/abs/10.1002/j.2168-9830.1996.tb00221.x

Do project-based learning, hands-on activities, and flipped teaching enhance student's learning of introductory theoretical computing classes:

https://link.springer.com/article/10.1007/s10639-022-11350-8

Classroom to Workplace: Exploring the Role of Instructional Trainers in the EIM NC II Program:

https://risejournals.org/index.php/imjrise/article/view/403

B. Creating Communication bridges

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
CRAMARS	**Dr. Eva Marino**	**ITALY**

Keywords: communicative bridge, questions, personalization, tailor made.

Good practice mission: A way to personalize a course's content based on the students' personal interests and experiences.

Specific goals of the GP: To create a tailor-made way of teaching to increase the level of interest of the students towards the subject.

Year: 2021

Duration of the implementation of the good practice: Long-term method

Target group: Foreign Language Teacher

Summary**:**

Effective communication in education extends beyond conveying information; it involves understanding students personally to tailor the learning experience. "creating communication bridges with students" focuses on collecting personal information such as interests, hobbies, and experiences, and using this data to personalize course content. This approach, particularly effective in English courses, significantly enhances student engagement and interest in the subject matter.

Active Listening and Data Collection

Student Profiles: Teachers actively gather information about students' interests, hobbies, and experiences through surveys, interviews, and casual conversations. This information forms the basis for personalized teaching strategies.

Continuous Engagement: Regular check-ins and feedback sessions help update and refine student profiles, ensuring that the information remains relevant and accurate.

Personalized Content

Relevant Examples: Incorporating students' interests and experiences into lesson examples makes learning more relatable and engaging. For instance, if

a student enjoys sports, examples and exercises related to sports can be integrated into the curriculum.

Custom Videos and Exercises: Creating or selecting videos and exercises that align with students' hobbies and interests can make learning more enjoyable and effective. These resources should be diverse to cater to various interests within the classroom.

Interactive and Collaborative Activities:

Group Work: Designing group activities that align with students' interests encourages collaboration and peer-to-peer learning. For example, a group project could be centred around a popular cultural event or topic that students are passionate about.

Focus on Experiences: Encouraging students to share their own experiences related to lesson topics fosters a more inclusive and interactive learning environment.

Utilizing Technology: Digital Personalization: Using digital tools to personalize learning experiences can enhance engagement. For example, adaptive learning platforms that adjust content based on student responses can provide a more tailored educational experience.

Multimedia Resources: Incorporating multimedia resources that reflect students' interests can make lessons more dynamic and engaging. This includes using videos, podcasts, and interactive modules directly relevant to students' lives. Mobile devices such as smartphones are an effective way of integrating acquired knowledge and applying IT skills to real-world contexts.
Using PC software and smartphone apps promotes transversal skills and prepares students for the challenges of today's digital world.

Practical Applications

Customized Lesson Plans: Developing lesson plans incorporating students' interests ensures the material is engaging and relevant. For instance, an English lesson on persuasive writing might use topics related to students' favourite hobbies or current events they care about.

Interest-Based Assignments: Assignments that allow students to explore topics they are passionate about can increase motivation and investment in their work. This might include writing essays on personal experiences or creating presentations about their hobbies.

Interactive Projects: Designing projects requiring students to apply their English skills in interesting contexts can enhance learning. For example, students could create a blog about a favourite activity or produce a video documentary on a subject of interest.

Feedback and Adaptation: Continuously seeking student feedback on the relevance and interest level of course content allows teachers to adapt and refine their approach. This iterative process helps maintain high levels of engagement and learning effectiveness.

Challenges and Solutions

Diverse Interests:

Balancing Act: Catering to a wide range of interests can be challenging. Teachers can address this by creating a variety of assignments and activities, ensuring that each student finds something relevant to their interests.

Group Dynamics: Ensuring that groups are formed based on shared interests can enhance collaboration and engagement when working on group projects.

Maintaining Engagement:

Varied Instructional Methods: Employing a mix of teaching methods, such as discussions, hands-on activities, and multimedia resources, helps keep students engaged.

Feedback and Flexibility: Regularly collecting feedback and being willing to adapt content and methods based on student input ensures that the learning experience remains dynamic and engaging.

In conclusion, creating communication bridges with students through the collection and application of personal information is a powerful didactical practice.

By personalizing course content in an English class to reflect students' interests and experiences, teachers can significantly enhance engagement and learning outcomes. This approach makes learning more enjoyable and fosters a deeper connection between students and the subject matter. Continuous adaptation and a focus on interactive, relevant activities are key to the success of this personalized educational strategy.

The space in which the practice is used needs the following special characteristics or functions:

Need of the privacy respect.

What types of obstacles/constraints to learning has this good practice revealed?

Initial shyness

Methodology used:

- Group/collaborative learning;
- Game-based learning;

- Inquiry-based learning;
- Game-based learning.

Resources needed to use or implement the GP:

- Initially a list of question or a form
- Empathy with the students
- Research and adaptations of the content to the class

Link:

"A Systematic Review of Research on Personalized Learning" in the Educational Psychology Review.

RAND Corporation's reports and articles on personalized learning (RAND Research).

C. Teaching methodology for non-homogeneous classes

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
CRAMARS	**Dr. Milva Rebi**	**ITALY**

Keywords: multifactorial educational practice, bringing out everyone's potential, involvement

Good practice mission: Learning while having fun, reaching out to as many people as possible, consolidating the teaching content taught.

Specific goals of the GP: To reach all learners in their different learning capacities/possibilities.

Year: 2000+

Duration of the implementation of the good practice: 1 month.

Target group: By a teacher of hygiene and health work methodology

Summary:

The mixed teaching methodology, with different communication channels, aims to make content transmission accessible to the greatest number of participants.

It consists of:

Frontal teaching is necessary for transmitting educational information but sees the student in a passive role. To capture attention, didactic tools are used, such as custom-built PowerPoint files rich in images that stick in the memory. The tone of the teacher's voice also plays a role at this stage (flat speech should be avoided where possible).

As attention tends to wane gradually after 20 minutes, it is desirable for the lecturer to give a summary of what has been said up to that point every 30 minutes or so, involving the students and using the blackboard to fix the salient contents graphically.

With each subsequent lesson, the first 10 minutes are set aside to review the contents of the previous lesson.

It is useful to contextualise what is being discussed verbally with practical demonstrations wherever possible. For example, if we are talking about health documentation, have them see and touch the composition of a medical record (obviously blank for privacy reasons). For topics such as sterilisation, show them, for

example, the double-lined envelopes, some surgical instruments, and have them practically packaged in the correct way, etc.

The teacher must wisely choose the pair of student 'players', starting, for example, with the most fluent, without language barriers, so that the more fragile or more difficult students have time to become familiar with the mode.

Group work

Group work is done in the logic of future 'teamwork' because working as a group, and not as a single part, is fundamental in health care.

Depending on the subject, group work deals with clinical cases or situations of specific competence pertaining to the role, which they may face daily in their future work.

The teacher carefully handles the composition of each group, favouring heterogeneity and integration between the different members who must work together. For example, the group may consist of a 'good' student, one with difficulties of various kinds, one with a language barrier, one who is younger, one who is older, etc., as the teacher sees fit.

Each group is given a task to develop and an appropriate amount of time to carry out the required activity. Each group must appoint a spokesperson to present the work's result in plenary. Each group presents its work to the class so that everyone can benefit from everyone's work.

The space in which the practice is used needs the following special characteristics or functions:

The spaces must contain multimedia and computer tools, and the classroom must have sufficient capacity for students working in groups.

What types of obstacles/constraints to learning has this good practice revealed?

In the absence of IT tools, part of the mode can only be used partially.

Methodology used:

- Group/collaborative learning;
- Differentiated instruction;
- Inquiry-based learning;
- Technology-based learning;
- Kinaesthetic learning;
- Game-based learning;

Resources needed to use or implement the GP:

Classroom devices and internet connection, computers, and materials to enable hands-on practice and a teacher with active teaching skills.

D. Teaching with empathy using Rapport

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
CRAMARS	**Dr. Alessandro Missana**	**ITALY**

Keywords: Empathy, Rapport, Adaptability.

Good practice mission: This practice allows the teacher to resonate with the participants.

Specific goals of the GP: Effective teaching so students can master the subject not by memorisation but through action/doing; Maintaining a light atmosphere; promoting inclusion through personalised methods.

Year: 2014

Duration of the implementation of the good practice: 3 months.

Target group: Adult learners

Summary**:**

In adult education, adopting a methodology that combines theory and practice is essential, facilitating engaging and meaningful learning. The approach aims to develop practical skills through an interactive and personalised learning environment. An IT educator who teaches computer science-based subjects in courses for adults organised by Cramars uses this practice.

The teaching method involves practical exercises to identify the different problem-solving methods adopted by the students. Through individual assistance, the teacher can adapt his or her approach to the needs of each participant, promoting action-based learning with technology integration, rather than mere memorisation.

The process includes:

Each learner will be initially assessed to identify strengths and areas for improvement.

The teacher proposes diverse activities that stimulate different learning styles, combining visual, auditory, and hands-on elements. This makes lessons more accessible and engaging.

Students' progress is constantly monitored during the exercises, and they receive regular, constructive feedback to encourage and improve their performance.

The requirements for the transferability of the practice are:

The physical equipment and display of the classroom: The room is equipped with computers and an interactive whiteboard, with adequate space for the teacher to provide individual support. This configuration allows direct and immediate interaction with each student, fostering a deep understanding of the concepts covered.

the teacher's disposition who needs to be prepared to listen, adapt, and dialogue to help students achieve their educational goals.

The space in which the practice is used needs the following special characteristics or functions:

A computer-equipped classroom with an interactive whiteboard. Sufficient space for the teacher to assist individual users.

What types of obstacles/constraints to learning has this good practice revealed?

This practice is not easily implementable in online courses.

Methodology used:

- Lecture-based learning;
- Technology-based learning;
- Group/collaborative learning;
- Learning by doing;
- Game-based learning;
- Project-based learning Text.

Resources needed to use or implement the GP:

Computer, Software Licenses

Multimedia Whiteboard

Listening, Relational Skills

E. The shape of training

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
CRAMARS	**Dr. Paolo Pressi**	**ITALY**

Keywords: classroom climate, experiential, cooperative learning

Good practice mission: personal growth on the part of the students (not only in knowledge but also in skills), developing interpersonal and teamwork skills, increasing creativity.

Specific goals of the GP: Ensuring that all students achieve their learning objectives, albeit with some difficulties related to attention, comprehension problems, etc.

Year: -

Duration of the implementation of the good practice: 4-24 hours.

Target group: Adult learners

Summary:

The ‘Shape of Training’ module presents a comprehensive structure for effective teaching sessions lasting between 4 and 24 hours. It begins with establishing a positive and supportive classroom climate that encourages participation and involvement. Next, the trainer collects the expectations of the trainees to adapt the session to their needs and interests. Next, the teacher sets clear classroom expectations, including classroom rules and norms, to manage the class effectively.

The trainer then shares the specific objectives of the training with the class, ensuring that all participants are aware of the goals and outcomes to be achieved. This is followed by a theoretical phase, in which the teacher imparts theoretical knowledge and defines at least three learning objectives, which form the basis of the training.

This is followed by the experiential phase, in which practical applications through simulations, such as business model screens, allow trainees to get actively involved and apply what they have learnt to real-life scenarios. After this, the trainer consolidates the learning from the experiential phase, giving shape and structure to the experiences and knowledge acquired by the trainees.

The final phase reviews the training objectives and the participants' expectations, ensuring that the session has achieved its aims. The classroom should be adaptable, with the ability to reorganise the physical layout to suit different activities. Essential tools include a projector, flipchart, blackboard, and materials for group work, such as pens and paper.

The training approach emphasises personal growth, not only in terms of knowledge, but also in the development of skills, including interpersonal skills, teamwork, and creativity. It incorporates differentiated instruction, lecture-based learning, technology-based learning, group, and collaborative learning, learning by doing, game-based and project-based learning.

The teacher's experience in the subject, practical application and problem-solving skills are crucial to the success of the training module.

The space in which the practice is used needs the following special characteristics or functions:

Functional teaching room with projector/LIM internet connection, sufficient space for group work, movable chairs, and tables.

What types of obstacles/constraints to learning has this good practice revealed?

The practice needs an adequate time frame of at least **four hours to be effective.** Otherwise, it becomes ineffective or impossible to apply. A classroom without multimedia supports does not allow the practice to take place.

Methodology used:

- Technology-based learning.
- Group/collaborative learning.
- Kinaesthetic learning.
- Learning by doing.
- Game-based learning.

Resources needed to use or implement the GP:

Classroom devices and internet connection, computers, and materials to enable hands-on practice and a teacher with active teaching skills.

F. Computer-assisted teaching of Sign Language using Computer Vision and Machine Learning – CAT-SL

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
DAFNI KEK	**CAT-SL Consortium**	**GREECE**

Keywords: Online Sign Language Teaching, Digital Pedagogy, Inclusive Online Education

Good practice mission: Deaf children, initially educated in SL, usually stop their studies at the elementary school level because there are very few SL interpreters available, which makes their inclusion within the typical educational system often impossible.

The CAT-SL aims to complement existing curricula standard SL language acquisition practice sessions by introducing automated exercises that students perform and the system automatically evaluates.

Specific goals of the GP: Related curricula in the SL courses conforming to EU-wide standards in primary and HE.

A community should adopt and support the related technology and motivate further developments using open standards.

Year: 2021

Duration of the implementation of the good practice: N/A

Target group: Anyone over 12 years old (it is made to be used with underage students, university students and teachers).

Summary:

The CAT-SL project aims to develop and implement an innovative and affordable system for interactive sign language (SL) teaching. The project focuses on two key areas:

- Technology Development: Researchers built the CAT-SL infrastructure based on open standards, allowing its use in four Higher Education Institutes and one primary school
- Curriculum and Training: The project developed curricula and teaching guides specifically designed for the CAT-SL system. These resources are available for at least two multilingual courses in Greece, Cyprus, Portugal, and the Netherlands.

The process includes:

The course has been designed for use as part of a university curriculum and will be part of the ECTS system. It includes 36 units and 13 lectures that cover topics ranging from foundational elements to more complex aspects of sign language. Lectures 6 and 13 are rehearsal lectures based on the material already presented.

Lecture 1: Sign alphabet, handshapes, basic communication vocabulary, family vocabulary.

Lecture 2: Number vocabulary, time/hour vocabulary, colour vocabulary.

Lecture 3: Calendar/days vocabulary, time-seasons-months vocabulary, time-time line vocabulary.

Lecture 4: Clothes vocabulary, food and drinks 1 vocabulary, personal pronouns vocabulary.

Lecture 5: Feelings vocabulary, home vocabulary, possessive pronouns vocabulary.

Lecture 6: Rehearsal unit.

Lecture 7: Directions vocabulary, time-24hours vocabulary, interrogative pronouns vocabulary.

Lecture 8: Traffic vocabulary, professions/career 1 vocabulary, negation vocabulary.

Lecture 9: Weather season vocabulary, Time review vocabulary,

Lecture 10: Food and drinks 2 vocabulary, professions/career 2 vocabulary, verbs vocabulary

Lecture 11: Animals vocabulary, geography-landscape vocabulary.

Lecture 12: School/study vocabulary.

Lecture 13: Rehearsal unit.

The requirements for the transferability of the practice are:

Given the course's dual design to serve both adults and younger learners, the target proficiency levels are somewhat adapted to the learners' age and educational context. For adult learners and higher education students, the A1 level encompasses a more comprehensive curriculum that dives into theoretical aspects of sign language, its grammar, and an introduction to Deaf culture.

For pupils in primary or secondary education, the A1 level material is presented in a more digestible and interactive manner, focusing on vocabulary and basic communicative skills.

The space in which the practice is used needs the following special characteristics or functions:

The space should definitely have access to a computer with adequate specifications (e.g., access to the Internet, camera, and updated drivers).

What types of obstacles/constraints to learning has this good practice revealed?

Inadequacies of publicly available sign language datasets restrict the strength and generalizability of systems trained on them

Understanding portrayal necessitates experience to Deaf culture and languages, which is typically lacking in the populations driving advancement in computer vision

Simple applications of Machine Translation (MT) and Natural Language Processing (NLP) methodologies either fail to capture some parts of sign languages or simply do not function

The development of avatars faces a number of technical challenges in creating avatars that are acceptable to Deaf users

Methodology used:

- Differentiated instruction
- Lecture-based learning
- Technology-based learning
- Individual learning
- Kinaesthetic learning
- Learning by doing
- Physical adaptations and assistive technologies

Resources needed to use or implement the GP:

Similarly to the special characteristics/functions needed, the required resources consist of access to a computer with adequate specifications

Link:

Main website: http://cat-sl.eu/

Learning platform: https://cat-sl.hmu.gr/

Practice SL with real-time feedback: https://catsl.eelvex.net/

G. Non-directive learning/coaching for Citizens' Curriculum

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
DAFNI KEK	**Learning and Work Institute**	**UNITED KINGDOM**

Keywords: responsibilities, reflective learning, problem solving.

Good practice mission:
The mission of non-directive coaching is to empower individuals or groups to independently identify and achieve their goals.

By facilitating reflective learning and structured problem-solving, the coach creates an environment where clients can tap into their own expertise and resources to find solutions.

Specific goals of the GP: Non-directive coaching aims to help people develop the confidence and strategies they need to take charge of their own learning and development.

Year: 2017

Duration of the implementation of the good practice: N/A.

Target group: Adult learners

Summary**:**

In non-directive coaching, the individual or group is the expert and they set the agenda. The coach helps them to think through that agenda and then apply their own expertise to achieve the outcomes they want.

Non-directive coaching is facilitative. It is based on reflective learning and structured problem-solving. The coach requires knowledge only of how to help people learn and problem-solve for themselves.

The process requires the educator to use:

- purposeful but non-directive questioning
- constructive challenges
- confidence-building reassurance and affirmation

The requirements for the transferability of the practice are:

This practice can be very effective among adult education and VET, and it could be particularly helpful for work-based learning environments.

In more formal contexts, its implementation would require specific staff, additional to the traditional instruction, especially within institutions where instructors must work with large numbers of learners/students.

Apart from that, the process is straightforward, with reporting being one of the most helpful aspects to be considered by the educators/coaches.

The space in which the practice is used needs the following special characteristics or functions:

The coach/trainer/educator uses:

- purposeful but non-directive questioning
- constructive challenges
- confidence-building reassurance and affirmation

What types of obstacles/constraints to learning has this good practice revealed?

Since the learner needs only an objective, a willingness to act and a willingness to reflect on their learning, it might be more difficult to implement with learners/trainees who do not have a clear objective in their participation.

Methodology used:

- Individual learning
- Inquiry-based learning

Resources needed to use or implement the GP:

The only requirement is that the coach has expertise in helping people to reflect and problem-solve for themselves.

Link:

Guide:

https://learningandwork.org.uk/resources/research-and-reports/citizens-curriculum-coaching-guide/

Citizens Curriculum:

https://learningandwork.org.uk/what-we-do/essential-life-skills/citizens-curriculum/

Reports and testimonials:

https://learningandwork.org.uk/search/?term=citizens%20curriculum

H. Feelings, Values: A journey into the world of friendship

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
DAFNI KEK	**Ms. Angeliki Eleni Georgiopoulou**	**GREECE**

Keywords: friendship, description, vocabulary, reading a literary passage.

Good practice mission: The teacher uses a variety of differentiated teaching techniques (learning centres, Frayer model, role-playing, listening to texts, working groups) facilitating all students, especially those with learning difficulties, to deepen the content of the course, to play an active role in the educational process, to further develop their cognitive potential.

Specific goals of the GP: The specific goals of the described Good Practice are for learners to:

1. Develop language and communication skills;
2. Enhance comprehension and analytical abilities;
3. Foster social and collaborative skills.

Year: 2023

Duration of the implementation of the good practice: 4 hours to 1 month.

Target group: Students from 8 to 12 years old.

Summary**:**

The described GP is an educational scenario that concerns the third grade of primary school and can be also used in an integration class. It is integrated into the Greek language course but can also be used to teach social skills.

The topics addressed in the educational scenario are the reading of a passage from a literary book in combination with the four language skills, namely listening and listening comprehension, oral production, reading and comprehension and written production.

It is proposed that the educational process be approached through learning stations, with each learning station presenting the book "The Little Prince" in a different narrative way (book, audio narration, animation, drama, song and poems) so that all students have the opportunity to participate in the book (multimodal narrative texts).

The goals of the GP are for learners to develop language and communication skills, enhance comprehension and analytical abilities and foster social and collaborative skills.

The educator shapes the classroom into different activity areas according to the interests and needs of the learners.

The central object of study is the literary work of “The Little Prince”. Each learning station presents the book, but also a different narrative way of presenting it. In total, there are five learning stations as many as there are groups of students.

Through this model, students are given the opportunity, either individually or in groups, to read and listen to a passage from the book in order to study it, understand it, and note some phrases that made an impression on them. The gradation of the teaching content and materials is intended to increase the active participation of all students.

The steps to be followed include:

1. Teaching the Little Prince book through differentiated instruction and learning stations, discussion around the theme of friendship, and brainstorming.

2. Listening to the text, handout with comprehension questions, group discussion and presentation to the class.

3. Reading comprehension questions, vocabulary comprehension activities, use of an electronic dictionary, use of new technologies to understand the use of relevant vocabulary.

4. Role-playing game and assessment.

The described GP can be transferred to different settings.

General guidelines for transferability include Methodology Adaptations: use learning stations with multimodal narrative techniques suitable for adult learners or different educational contents by selecting appropriate texts.

Environment Adaptations: modify for non-formal or digital environments by adjusting materials, schedules, and engagement strategies, giving participants more choice and autonomy.

Cultural Adaptations: Modify texts and materials to reflect the cultural context of learners, using relevant examples and references to enhance engagement and understanding. Class Size Adaptations: Adjust the scenario for different class sizes to ensure full participation.

The space in which the practice is used needs the following special characteristics or functions:

The classroom in which the teaching scenario will take place should have an interactive whiteboard, PCs or laptops, speakers, a projector, the possibility to connect to the e-classroom (e-class) via the internet and a whiteboard.

Also, the room should enable the implementation of the educational process with multiple learning stations, with each learning station presenting the book "The Little Prince" in a different narrative way.

What types of obstacles/constraints to learning has this good practice revealed?

Several obstacles and constraints may arise during the implementation process of the educational scenario.

Some of them are the availability of the resources (materials and equipment, technology access), time management (classroom time and preparation time), student diversity (different learning paces and special needs), the expertise of the educator (special training and skills, the requirement to collaborate with other educators), the curriculum constraints (curriculum alignment and any assessment requirements), the engagement of the students (their interest levels and any behaviour management issues) and the parental involvement (the support required at home and any communication issues).

Methodology used:

- Differentiated instruction;
- Technology-based learning;
- Group/collaborative learning;
- Kinaesthetic learning;

Resources needed to use or implement the GP:

The resources needed for implementing the proposed Good Practice are a suitable classroom for using the method of different learning stations, the literature book "The Little Prince", an interactive whiteboard, a computer or laptop, speakers, a projector, connectivity to e-class and the internet, worksheets, a whiteboard and paper materials.

Link:

https://photodentro.edu.gr/ls/handle/8585/451?&locale=el

I. Taking care of the environment- Raising awareness through literature

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
DAFNI KEK	**PARASKEVI SIRIGA**	**GREECE**

Keywords: project, literature, environment.

Good practice mission: The choice of the theme " Taking care of the environment " is related to one of the most important contemporary problems, namely the indifference to the natural environment and the expanding ecological destruction of the planet.

The topic is familiar to the students both experientially and through previous teaching units. The project method, which is chosen for the implementation of the teaching scenario, offers a holistic teaching approach to the subject of literature with modern pedagogical methods of experiential, discovery and exploratory learning individually or in groups, for the application of differentiated teaching, for an interdisciplinary approach and interdisciplinary study of the subject.

In combination with the targeting of the work plan, the project method can be a fruitful way of stimulating pupils' interest in reading the whole literary book and finding out how the ideas and values expressed in the passage or in the whole literary work are linked to their own time.

Specific goals of the GP: For the implementation of the scenario, it is necessary to ensure that the classroom can use the necessary electronic infrastructure (computers, projector) and the internet connection.

The required logistical infrastructure of the scenario is that which is available in each school unit and relates to the possibilities of using computers and internet connection. As these possibilities vary from one school unit to another, the computer laboratory or laptops and devices available to pupils may be used as an alternative.

Year: 2022

Duration of the implementation of the good practice: 4 hours to 1 month.

Target group: Students between 13 and 15 years old

Summary:

The teaching scenario uses the project method in the Literature lesson. The scenario is addressed to secondary school students to develop a philosophical reflection on

contemporary problems, such as the lack of respect for the natural environment and to raise awareness of the protection of nature.

Teaching practices such as group work, differentiated assignments, interdisciplinary teaching, and collaboration between teachers and outside the classroom are used.

The present teaching proposal aims to make it clear that the subject of Greek Literature provides the opportunity for many skills, such as critical thinking, creativity, cooperation, communication, initiative, organisational skills, empathy, problem-solving and digital literacy, the so-called 21st-century skills that the curriculum dictates.

This subject can raise awareness of the ecological problem and help students to understand it holistically. In addition, through the guidance of teachers, adolescents take action to tackle the problem and produce a variety of texts (narrative, descriptive, argumentative, multimodal, and digital).

The process includes:

9 activities with a suggested duration of 45 minutes:

1. Contact with the written literary text
2. Watching and creating videos
3. Creating thematic presentations
4. Creating multimodal texts
5. Visualisation using pictures and paintings
6. Production of audio texts
7. Literary reading
8. Creation of a short film
9. Creative writing

The requirements for the transferability of the practice are:

Use of literature originated from the diverse cultural backgrounds that coexist in learning environments.

Adapting literary texts to be relevant to adult learners in formal or non-formal educational settings.

Use of the methodology proposed in Good Practice for different educational subjects.

The space in which the practice is used needs the following special characteristics or functions:

For the implementation of the scenario, it is necessary to ensure that the classroom can use the necessary electronic infrastructure (computers, projector) and the internet connection. The required logistical infrastructure of the scenario is that which is available in each school unit and relates to the possibilities of using computers and internet connection.

As these possibilities vary from one school unit to another, the computer laboratory or laptops and devices available to pupils may be used as an alternative.

What types of obstacles/constraints to learning has this good practice revealed?

Students should have good computer literacy, basic skills in internet use and familiarity with e-learning platforms, e-learning platforms, and digital tools. Alternatively, familiarity with search engines and digital tools to produce audio, audiovisual material, etc

Methodology used:

- Differentiated instruction;
- Technology-based learning;
- Group/collaborative learning;
- Project-based learning Text;

Resources needed to use or implement the GP:

There is no need for professionals for the implementation of the GP. For the implementation of the scenario, it is necessary to ensure that the classroom can use the necessary electronic infrastructure (computers, projector) and the internet connection. The required logistical infrastructure of the scenario is that which is available in each school unit and relates to the possibilities of using computers and internet connection.

As these possibilities vary from one school unit to another, the computer laboratory or laptops and devices available to pupils may be used as an alternative.

Link:

https://photodentro.edu.gr/ls/handle/8585/305?&locale=el

J. Inclusive+ Inclusive & Practical Assessment Tools for Guidance Practitioners (Facilitators' Guide)

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
DAFNI KEK	**Inova Consulting (UK, NL)**	**UK**

Keywords: career guidance, youth unemployment, recognition of non-fornalformal/informal learning.

Good practice mission: The motivation for this practice was the need for low-skilled individuals to adapt to a demanding job market.

To improve their integration and productivity, the creators aimed to update their skillsets and encourage a shift in perspective towards continuous learning.

This involved improved counselling methods, emphasizing individual needs, and upskilling career advisors to better assist this population.

Specific goals of the GP:

- Summarise the proposed methodology's process and content.

- Guide adult professionals in their effective use, also considering testimonials and experiences of actual participants ´

- Provide necessary orientation and support for the implementation of the different sessions foreseen

Year: 2019

Duration of the implementation of the good practice: 2 years

Target group: Adult learners

Summary:

Inclusive+ Facilitator Guide focuses on helping facilitators use the tools and implement the Career Circles™ in their professional practice with different types of beneficiaries, especially with adults to become more prepared for employment and the labour market.

The motivation for this practice was the need for low-skilled individuals to adapt to a demanding job market.

To improve their integration and productivity, the creators aimed to update their skillsets and encourage a shift in perspective towards continuous learning. This involved improved counseling methods, emphasizing individual needs, and upskilling career advisors to better assist this population.

The process includes:

Summary of the sessions and the content of the proposed methodology.

Guidance for adult professionals in their effective use, considering also testimonials and experiences of actual participants.

Provision of necessary orientation and support for the implementation of the different activities

The requirements for the transferability of the practice are:

The transferability of this process is well documented by the accompanying materials of the project and overall, the methodology has been designed with it in mind.

There are no requirements, and the future users can adapt any part of the process to the needs of their target group.

The only requirement is to maintain the non-directive, learner-focused approach and the general tip is to avoid advising, focus on questioning.

The space in which the practice is used needs the following special characteristics or functions:

The recommended group size is no more than 5 participants for the effective implementation of each circle, but apart from this the process is developed in a way to be non-directive and learner focused. The guide itself (as well as the accompanying material) offer the necessary tools for the implementation of the project.

What types of obstacles/constraints to learning has this good practice revealed?

The process might be challenging to implement without adequate training by the facilitator, for the fact that methods used for some sessions (i.e. SMART goal technique) and the effective use of the accompanying materials, might be difficult to grasp by the participants in the circles.

However, there are a series of guidance videos and accompanying materials that can help the educators implement it effectively for different target groups, while maintaining the non-directive and learner focused character of the process.

Methodology used:

- Group/collaborative learning;

- Inquiry-based learning;
- Non-directive learning, learner-focused learning;

Resources needed to use or implement the GP:

- All project materials and resources

- Learning agreements with the participants/learners and setting up ground rules

- A way to facilitate discussion (ie chairs in circle in physical contexts, ability to create dedicated digital rooms for online context, etc)

- Some stationary for the implementation of some activities

Link:

http://www.inclusiveplus-project.eu/en/facilitator-guide/

K. Qualirom teacher training curriculum for teachers of Romani

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
DAFNI KEK	**ECML (European Centre for Modern Languages)**	**AUSTRIA**

Keywords: Romani Education, culturally informed instruction, CFR Framework

Good practice mission: It aims to respond to the following issues: Romani teachers face problems being recognised as qualified teachers due to a lack of pedagogic training, interested Roma teachers very often do not fulfil the criteria for entering universities, teacher training faculties or departments, do not offer any classes of Romani as a subject, or classes in applied linguistics and teaching methods aimed at future teachers of Romani.

Specific goals of the GP: To introduce high quality Romani teaching at primary, secondary and tertiary level as well as in lifelong learning, including the preparation of well-qualify ed teachers of Romani.

Year: 2021

Duration of the implementation of the good practice: 5 to 8 weeks.

Target group: Adult learners

Summary**:**

This project addresses the varied educational needs of Roma children and native Romani language teachers across Europe. Recognizing the differences in Romani language proficiency and cultural backgrounds, the project uses the Common Framework of Reference (CFR) to develop learning materials and teacher training for Romani language education.

The pilot program offers Romani courses from primary to tertiary levels, working with schools in Austria, Czech Republic, Finland, Slovakia, and Serbia. Universities were also involved, with teacher training modules and courses available for Romani language instructors. Local authorities and Roma educators collaborated throughout the project to ensure its effectiveness.

The space in which the practice is used needs the following special characteristics or functions:

No specifics mentioned, but it goes without saying that the space should welcome and include in equal terms Roma students.

What types of obstacles/constraints to learning has this good practice revealed?

The obstacles to learning will most often exist due to issues of language and identity, as well as concerning the mechanisms of stigmatisation and denial. However, the curriculum tries to counter these issues by equiping prospective teachers with skills to describe e a plurilingual and pluricultural identity and how to support students to develop their own personality and identity in a plurilingual and pluricultural environment and value the languages that are connected with this environment.

Methodology used:

- Lecture-based learning;
- Group/collaborative earning;
- Individual learning;
- Game-based learning.

Resources needed to use or implement the GP:

In order to implement the specific curriculum, knowledge of Romani at the B2 level is required to attend the teacher-training course. Language proficiency in Romani is tested by placement tests prior to entering the module. A course on Romani may be offered as an elective module.

In case you want to be inspired by the approach and process, the requirements shall be adapted to the specific needs and languages you intend to teach to prospective teachers.

Link:

ECML-hosted website with all learning materials for the available language and dialect versions: https://www.ecml.at/Resources/QualiRom/tabid/5621/language/en-GB/Default.aspx

ECML Dedicated page for trainings:
https://www.ecml.at/TrainingConsultancy/QualiRom/tabid/1693/language/en-GB/Default.aspx

L. Welcome to Belgium" Pedagogical kits

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
DAFNI KEK	**Lire et Écrire Communauté française ASBL**	**Belgium**

Keywords: literacy skills, social integration, basic skills

Good practice mission: support newly arrived migrants and people with low literacy residing in Belgium, with visual material that allow for more inclusive understanding of different things, independently of the cultural references of each person.

Specific goals of the GP:

- Help discover the new place of life

- Encourage or develop critical analysis skills

- Active and emancipated participation in all aspects of the society

Year: 2018-2019

Duration of the implementation of the good practice: 5 to 8 weeks.

Target group: Learners between 15 and 18 years old.

Learners aged between 18 and 23.

Learners over the age of 23.

Summary:

These kits give migrants a broad overview of social, cultural and environmental aspects of life in their new host country, thus giving them capabilities to integrate into their new setting more quickly. These pedagogical kits can also be used to teach basic skills to a native Belgian audience (including young people) or used as part of a broader reflection on society. Using photos instead of other types of pictures to work on life skills and social issues with people lacking basic literacy skills decreases the impact of a specific culture, whereas the interpretation of photos are less dependent on the culture of the participants and enable people to communicate more easily in spite of cultural differences.

The process includes:

- Choosing the kit that responds better to the needs of the session you are carrying out and print or digitally provide the materials to the learners
- The process is entirely up to the educator, however the developers of these kits follow the approach of Popular Education

The requirements for the transferability of the practice are:

- For French speaking audiences, the transferability aspect is straight forward
- For non French-speaking audiences, it would require adaptation of the kits, however this is a simple (yet a bit time consuming process)

The space in which the practice is used needs the following special characteristics or functions:

The kits can be downloaded from anyone interested and integrated in any form of instruction they choose. The only limitation is that the current material is in French, so it would require translation to be shared in other languages.

What types of obstacles/constraints to learning has this good practice revealed?

There are no such documents. The proposed practice was developed to address specific needs but in no way does it claim to solve all potential learning challenges..

Methodology used:

Group/collaborative learning;

Individual learning;

Inquiry-based learning;

Game-based learning;

Also experiential learning.

Resources needed to use or implement the GP:

Printed or digitally adapted versions of the 9 kits, everything else is up to the educator

Link:

All in French - 9 educational kits: **https://lire-et-ecrire.be/Bienvenue-en-Belgique-Neuf-mallettes-pedagogiques?lang=fr**

BALISES POUR L'ALPHABÉTISATION POPULAIRE: **https://lire-et-ecrire.be/IMG/pdf/balises_pour_l_alphabtisation_populaire.pdf**

M. Diversified Instruction: A set of Guidelines and Practical Examples

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
DAFNI KEK	**Prof. Dr Panteliadou**	**GREECE**

Keywords: Teaching on Different Levels.

Good practice mission: create a set of guidelines on how the educator could move in a safe way on designing the didactic scenario by keeping the same subject to teach, several activities to motivate students to actively involved and modes to evaluate outcomes in a flexible wa. Provider: IEP (The Greek Institute of the Educational Policy)

Specific goals of the GP:

Help students discover the connection between school and their own interests.

Year: 2008

Duration of the implementation of the good practice: longlasting (guidelines).

Target group: All students.

Summary**:**

The Good Practice entitled ‘ Diversified Instruction’ reflects the set of guidelines should be considered as the necessary basis for educators to organize courses for /with a diverse group of learners, in any subject or level of education. These Guidelines are thoroughly presented in the 1st Chapter of a Guide for Educators that was published on 2008 by the IEP.

Diversified Instruction has to be an integral part of didactics and not a stage of the process. Differentiated teaching to be successful requires preparation and is developed in 2 axes that are intertwined**: Learner - Curriculum** . Each axis has internal dimensions in complexity, such as : **The Learner (level of readiness, interests, learning profile) + The Curriculum (content, process, outcome)**

This combination of both the axes and their internal dimensions could be the matrix upon which a teaching scenario and the corresponding activities are built. This kind of senrio/plan could mobilize the critical ability and engagement of all learners equally, without discounting the subject taught but with the necessary qualitative interventions (tools and strategies) that make the process and the goal of learning, possible for all.

Diversified Instruction Strategies in 3 dimensions :
A) Content :

a)Concept-based teaching b)Use of multiple texts and materials c) Learning contracts d)Multiple ways to support access to IT resources

B) Process :

1)The CUBE 2) The Learning Center 3) The Working Cards 4) The Teaching on Different Levels (For more, you can read the article in English (attached)

C) Outcome : (how the learner shows what he has learned :

An interesting way of grouping students according to their learning readiness is the "Wheel" (Kagan, 1992). These are four concentric circles, fixed in the center so that they move. In each circle we write the names of students according to the level, the learning profile or the mastery of a skill. Thus, turning the circles we can make different groups, homogeneous or heterogeneous.

What types of obstacles/constraints to learning has this good practice revealed?

Time

Methodology used:

Differentiated instruction.

Group/collaborative learning.

Resources needed to use or implement the GP:

As described in the article, it is ready and affordable as also flexible to be used according to the learners profile and readiness

Link:

https://www.iep.edu.gr/docs/pdf/LD_Panteliadou_C.pdf

N. Collaborative Expertise for Inclusive Learning

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
FDO	**The "Grupo de Expertos"**	**SPAIN**

Keywords: Collaboration, Inclusion, Personalisation

Good practice mission: The "Grupo de Expertos" activity does not require a space with special characteristics or functions. The activities can be carried out in the usual spaces of the Occupational Centre (dining room, workshops, courtyard, etc.).

However, it is important to note that the workshops and activities should be adapted to the specific needs of the users.

Specific goals of the GP: Improve the quality of life for individuals with disabilities. Provide practical experience for vocational students. Promote a culture of inclusion.

Year: 2023

Duration of the implementation of the good practice: 2 years

Target group: Adult learners

Summary:

The "Grupo de Expertos" (Experts Group) activity is an exemplary collaboration between "Centro Ocupacional Padre Villoslada" and a social integration vocational programme carried out at "La Blanca Paloma" VET Centre.

Through a structured, four-phase process, social integration students develop and implement personalised support plans for individuals at the occupational centre for people with disabilities. This project demonstrates the value of inclusive learning environments and highlights effective practices for educators.

"Grupo de Expertos" Activity Phases

Presentation of the project: This is the initial phase where the project is explained at the VET Centre by professionals of the Occupational Centre. It involves introductions, outlining the project's goals, and setting expectations for the collaboration.

Students are also warned they will be "models" for the Occupational Centre users, implying that they must behave accordingly. The Occupational Centre educators prepare the Centre users for the activity.

Phase 1: Initial assessment through direct observation: In this phase, students observe the users of the occupational centre in their daily workshop activities related to the group the students are assigned to. The goal is to identify areas where the users might need additional support.

Phase 2: Planning: Based on the observations made in Phase 1, students develop personalised plans for each user, validated and improved by the Occupational Centre professionals. These plans include activities and interventions designed to help users achieve their social integration goals.

Phase 3: Implementation: The students put their plans into action, working directly with the users in various workshops and activities.

Phase 4: Evaluation: In the final phase, the students assess the progress of each user and the occupational centre professionals provide the VET trainers with valuable insight into the students' performance during the activity. This evaluation helps determine the effectiveness of the personalised plans and allows for adjustments if needed.

Understanding Learners for Optimal Engagement:

Mutual Profiling: Both the vocational students and the occupational centre users undergo an initial profiling process to ensure the best possible match between participants and activities.

Vocational Students: Trainers assess their students' skills, knowledge, and interests through a combination of observations, performance in different subjects, and a short questionnaire. The questionnaire gauges their interest in working with users with specific categories of disabilities: Functional, Physical, Cognitive, or Soft Skills. This information helps trainers match students with workshops that align with their strengths and interests.

Occupational Centre Users: Professionals at the centre evaluate users' capacities using standardised assessment scales such as Lawton & Brody, Barthel (adapted), MOGIL, ICAP, GENCAT, and LOBO. These assessments provide detailed insights into users' functional abilities, cognitive skills, and support needs, allowing for the creation of personalised support plans and the selection of appropriate workshops.

Benefits of this Approach:

Enhanced Personalisation: By considering both the students' interests and the users' specific needs, the matching process ensures a more personalised and meaningful experience for everyone involved.

Targeted Skill Development: Students are placed in workshops where they can apply their existing skills and knowledge while also developing new competencies in areas that align with their interests.

Optimised Support: The comprehensive assessment of users' capacities enables the creation of highly tailored support plans that address their unique challenges and goals.

Inclusive Methods in Action:

Differentiated Workshops: Activities are designed with varying skill levels in mind (basic, intermediate, and advanced), ensuring accessibility and tailored challenges for everyone involved.

Learning by Doing: Students gain practical skills in inclusive support strategies through direct hands-on experience.

Building Community: The collaborative nature of the activity fosters peer support and a shared sense of community between occupational centre users and students.

Outcomes and Potential for Impact:

Empowering Centre Users: Individualised plans promote a sense of agency and support progress towards social integration goals.

Developing Future Practitioners: Students gain valuable insights into the diverse needs of learners and strengthen their own inclusive teaching practices.

Ripple Effect: This collaboration has the potential to inspire a culture of inclusion within both the occupational centre and the vocational programme.

Adapting the Model

While this example focuses on an occupational day centre, the core principles could be applied across various educational contexts.

The "Grupo de EXPERTOS" activity inherently incorporates the concept of the “Learner Personas” framework described in the Diverse Courses Toolkit, even if not explicitly labelled as such. Through the observation phase and information-sharing meetings, educators and vocational trainers gather essential data about both the occupational centre users and the vocational students. This data contributes to the creation of informal Learner Personas that highlight individual needs, strengths, and preferences. These Personas are then used to inform the development of personalised support plans and the selection of appropriate activities for each participant, ultimately fostering a more inclusive and effective learning environment for everyone involved.

Example Adaptation I: Supporting a User with Autism Spectrum Disorder (ASD)

During the observation phase, the vocational students noticed that one of the centre users, Maria, who has ASD, struggles with communication and social

interaction. She often becomes overwhelmed in group settings and prefers to work independently.

Based on this observation, the students develop a personalised plan for Maria that includes:

Individualised Activities: Providing Maria with opportunities to work on tasks that align with her interests and strengths, such as organising materials or sorting items.

Visual Schedules: Creating visual schedules to help Maria understand the daily routine and transitions between activities.

Quiet Space: Designating a quiet area where Maria can retreat if she feels overwhelmed or overstimulated.

Communication Supports: Using visual cues, gestures, or written instructions to facilitate communication with Maria.

Gradual Exposure to Group Activities: Slowly introducing Maria to small group activities with clear expectations and structured interactions.

By implementing this personalised plan, the students help Maria feel more comfortable and engaged in the centre's activities. She gradually develops her communication and social skills, while also contributing her unique talents to the group.

Outcomes:

SEN Student Empowerment: Students with SEN feel valued and supported as they contribute their unique perspectives and strengths to the group.

Enhanced Understanding: All students gain a deeper understanding of the diverse needs of learners with visual impairments and develop practical skills for creating inclusive lesson plans.

Improved Self-Efficacy: Students with SEN experience success in a collaborative learning environment, boosting their confidence and self-efficacy as future educators.

This example demonstrates how the "Grupo de Expertos" model can be adapted to support SEN students in higher education settings.

What types of obstacles/constraints to learning has this good practice revealed?

It reveals potential obstacles and constraints to learning in both the users (limited social integration, diverse needs and abilities, communication barriers, sensory sensitivities) and the students (limited experience, emotional impact).

Methodology used:

- Technology-based learning.
- Group/collaborative learning.
- Kinaesthetic learning.
- Learning by doing.

- Game-based learning.

Resources needed to use or implement the GP:

Personnel:

- Occupational Center Professionals: These individuals are essential for presenting the project, preparing the centre's users, and providing feedback on the vocational students' performance. They also play a crucial role in assessing the users' capacities using standardised scales.

- Vocational Students: These are the primary participants who will observe, plan, implement, and evaluate personalised support plans for the centre's users.

- Vocational Trainers: They are responsible for assessing their students' skills and interests, matching them with appropriate workshops, and providing guidance throughout the project.

Materials:

- Standardised Assessment Scales, for instance: Tools like Lawton & Brody, Barthel (adapted), MOGIL, ICAP, GENCAT, and LOBO are used to assess the users' capacities.

- Questionnaire: A short questionnaire is used to gauge the vocational students' interests in working with users with specific types of disabilities.

- Workshop Materials: Depending on the specific activities planned, various materials might be needed, such as art supplies, games, or educational resources.

Resources:

- Occupational Center Facilities: The centre's workshops, dining room, courtyard, and other spaces are used for observations and activities.

- Transportation: If the vocational training centre is not located within the occupational centre, transportation might be needed for the students to travel between the two locations.

O. Adaptation of DivCap's Applied Diversity Awareness (ADA) Workshops for Educators

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
FDO	**DivCap Project**	**SPAIN**

Keywords: Diversity, Inclusion, Awareness

Good practice mission: The primary motivation for implementing the adapted ADA Workshops is to enhance educators' understanding and practice of diversity and inclusion in their classrooms.

This includes equipping them with the knowledge and tools to create more inclusive learning environments for all students, particularly those with Special Educational Needs (SEN). The workshops aim to achieve this by Raising awareness, Building skills, Fostering reflection, and Creating a community of practice.

Specific goals of the GP: Increase awareness of diversity and inclusion, Enhance educators' skills and foster reflection and collaboration.

Year: 2018-2021

Duration of the implementation of the good practice: days

Target group: Adult learners

Summary:

The Applied Diversity Awareness (ADA) Workshops, developed within the Diversity Capacities (DivCap) project, offer a valuable framework for enhancing educators' understanding and practice of diversity and inclusion in their classrooms. By fostering awareness and providing practical tools, these workshops empower educators to create more inclusive learning environments for all students, including (of course) those with Special Educational Needs (SEN).

Key Components of ADA Workshops (Adapted):

Theoretical Input: Provides educators with foundational knowledge on diversity concepts, discrimination, and the importance of self-reflection.

Immersive Experiences: This component aims to provide educators with firsthand exposure to diversity and inclusion, fostering a deeper understanding of the concepts discussed in the theoretical input. It can take various forms, depending on the resources and context of the workshop:

Diversity Walk: A guided walk through a diverse neighbourhood or area, prompting reflection on the visible and invisible aspects of diversity in the surrounding environment. Participants are encouraged to observe differences in architecture, businesses, languages spoken, cultural expressions, and social interactions. Guided questions or prompts can be provided to facilitate reflection and discussion.

Study Visit to Inclusive Educational Centre: A visit to a centre specialising in inclusive education allows educators to observe inclusive practices in action and interact with staff and students.

This provides a valuable opportunity to learn from experienced professionals and witness firsthand how diversity is embraced and celebrated in an educational setting.

Virtual Experiences: When in-person activities are not feasible, virtual experiences can offer valuable insights into diversity and inclusion. These can include:

Virtual Tours of Inclusive Classrooms: Explore virtual environments that showcase inclusive classroom setups, assistive technologies, and diverse learning materials.

Online Discussions with Experts: Engage in live or recorded discussions with experts in the field of diversity and inclusion, focusing on topics relevant to SEN students.

Interactive Webinars: Participate in webinars that address specific aspects of diversity and inclusion, such as cultural competence, differentiated instruction, or creating inclusive assessments.

Online Cultural Exchange Programmes: Connect with educators or students from different cultural backgrounds through video conferencing or online forums to gain new perspectives and insights.

Simulations of Diverse Learning Scenarios: Engage in interactive simulations that allow educators to experience the challenges and opportunities of teaching students with diverse learning needs, including SEN.

Reflection and Exchange: Facilitates discussions where educators can share their experiences, insights, and learnings from the Workshop and Immersive Experience.

Adapting ADA Workshops for Diverse Courses:

Focus on SEN Students: Tailor theoretical input and discussions to address the specific needs and challenges of SEN students in the classroom.

Practical Strategies: Equip educators with concrete strategies for differentiating instruction, adapting materials, and creating inclusive assessments for SEN learners.

Collaborative Learning: Encourage educators to share their experiences and challenges in working with SEN students, fostering a supportive community of practice.

Reflection on Practice: Guide educators in reflecting on their own biases and assumptions, and how these might impact their interactions with SEN students.

Benefits for Educators:

Increased Awareness: Deepens understanding of diversity and inclusion concepts, including the unique needs of SEN students.

Enhanced Skills: Provides practical tools and strategies for creating inclusive learning environments.

Reflective Practice: Encourages self-reflection and critical examination of personal biases.

Community Building: Fosters a supportive network of educators committed to inclusive education.

Real-World Insights: “Immersive Experiences” provides firsthand exposure to inclusive practices and the opportunity to learn from experienced professionals.

Step-by-Step Guide: Implementing ADA Workshops for Educators

Step 1: Preparation

Identify Participants: Determine which educators will participate (e.g., all staff, new hires, specific departments).

Gather & Adapt Materials:

Obtain the ADA Workshop curriculum from the DivCap project.

Tailor content to your institution's context and learner needs, emphasising SEN students.

If using the Diversity Walk, prepare maps, itineraries, and lunch reservations (if applicable).

If conducting a Study Visit, coordinate with the inclusive educational centre.

Schedule & Logistics: Set the workshop duration (full day, half day, multiple sessions), location, and any logistical needs.

Step 2: Workshop Delivery

Welcome & Introduction: Briefly introduce the workshop's purpose, objectives, and agenda.

Theoretical Input: Cover foundational diversity concepts, discrimination, and self-reflection, using examples relevant to education and SEN students. You can find valuable information about diversity in education and the key concepts on the topic on the DivCap website.

Immersive Experience:

Diversity Walk: Participants explore a diverse area, guided by a questionnaire to observe and reflect on diversity in their surroundings.

Study Visit: Participants visit an inclusive educational centre, observing practices and interacting with staff and students.

Interactive Webinar (for instance): Participants take part in online sessions led by experts in diversity and inclusion.

Reflection & Exchange: Facilitate group discussions for participants to share experiences and insights from the activities. Encourage open dialogue and create a safe space for sharing.

Step 3: Post-Workshop Action

Action Planning: Guide educators in developing action plans for implementing inclusive practices in their classrooms, drawing on insights from the workshop and the Diversity Walk/Study Visit/Virtual Experience.

Ongoing Support: Provide resources, mentoring, or follow-up sessions to support educators in their efforts.

Evaluation: Gather feedback from participants to assess the workshop's effectiveness and identify areas for improvement.

Workshop Facilitator: A school counsellor with expertise in diversity, inclusion, and SEN education.

Participants: Teachers from various subjects, the school's SEN coordinator, and administrative staff.

Scenario: The school is experiencing an increase in SEN students and wants to ensure all educators are equipped to create an inclusive learning environment.

Workshop Adaptation: The facilitator tailors the theoretical input to focus on common SENs like dyslexia, ADHD, and autism. They organise a study visit to a nearby special education school known for its inclusive practices.

Outcome: Educators gain practical insights into adapting teaching methods, using assistive technologies, and fostering a supportive classroom culture. They return with concrete action plans to implement in their own classrooms.

Another use case: Fostering empathy and understanding among your students

With a few modifications (by slightly changing the focus, indeed) you can use ADA Workshops methodology to create a more inclusive and comfortable learning environment. Here is how:

Example Adaptation for Students:

Theoretical Input: Discuss the concept of diversity using age-appropriate examples and relatable stories.

Immersive Experience:

Instead of a Diversity Walk, organise a "Cultural Fair" where students share aspects of their own cultures.

Facilitate a "Mix-It-Up Lunch" where students are encouraged to sit with classmates they don't usually interact with.

Reflection and Exchange: Create a safe space for students to share their thoughts and feelings about diversity and discuss ways to promote inclusivity in the classroom.

The space in which the practice is used needs the following special characteristics or functions:

The adapted ADA Workshops, can be conducted in various settings, depending on the chosen experiential learning activity. In all cases, the space should be inclusive and welcoming to all participants, regardless of their background or abilities.

What types of obstacles/constraints to learning has this good practice revealed?

Although it has been never implemented yet, the GP potentially reveals obstacles and constrains to learning, primarily from the educator's perspective, such as: Lack of Awareness and Training, Time Constraints, Resistance to Change, Limited Resources and Complexity of Diverse Needs.

Methodology used:

- Lecture-based learning;
- Group/collaborative learning;
- Technology-based learning;
- Experiential learning;
- Inquiry-based learning;

Resources needed to use or implement the GP:

Adapting the Applied Diversity Awareness (ADA) workshops can be implemented in various settings depending on the chosen experiential learning activity.

Theoretical Input and Reflection & Exchange: These components can be held in a traditional classroom, meeting room, or online via video conferencing platforms. The space should be comfortable, well-lit, and conducive to discussion. If conducted online, ensure all participants can access the necessary technology and a stable internet connection.

Diversity Walk: This activity requires a diverse neighbourhood or area where participants can observe and reflect on different aspects of diversity. The facilitator should ensure the chosen route is safe and accessible to all participants.

Study Visit to Inclusive Educational Centre: This activity occurs at an educational centre specialising in inclusive education. The centre should be accessible to all participants and have staff available to answer questions and guide the visit.

Virtual Experiences: These activities can be conducted online, requiring participants to have access to a computer or mobile device with an internet connection. The specific platform or software will depend on the chosen virtual experience (e.g., video conferencing for online discussions, virtual reality headsets for simulations).

Link:

https://www.diversitycapacities.eu/applied-diversity-awareness-workshop-curriculum/

P. Adapting DivCap's Process for Inclusive Didactic Methods in Diverse Courses

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
FDO	**DivCap Project**	**SPAIN**

Keywords: Inclusion, Reflection, Adaptation.

Good practice mission: This practice aims to provide educators with a practical framework to identify and address the diverse needs of their students, fostering a more inclusive and equitable learning environment.

It specifically focuses on adapting the Diversity Capacities (DivCap) project's analysis process to create learner personas and recommend inclusive didactic methodologies for students with special educational needs (SEN).

By understanding each learner's unique challenges and strengths, educators can tailor their teaching strategies and create a more supportive and engaging classroom experience for all students.

Specific goals of the GP: Ensuring that all students succeed in achieving their learning objectives, albeit with some difficulties related to attention, comprehension problems, etc.

Year: 2024

Duration of the implementation of the good practice: Weeks.

Target group: Adult learners

Summary**:**

This document outlines a Good Practice for the Diverse Courses project (WP3), adapting the analysis process from the Diversity Capacities (DivCap) project to focus on creating learner personas and recommending inclusive didactic methodologies for classrooms with SEN students.

The Process:

This process involves three key steps, each adapted from the DivCap framework:

Step 1: Develop a Mini Case Study (Classroom Snapshot)

Goal: Gather data on your specific classroom environment and the needs of your SEN students. The educator (you) can use any of the Diverse Courses (WP2) Good Practices Collection to carry out this task.

Focus: Observe your classroom dynamics, noting student interactions, areas of difficulty, and any existing support structures. Conduct informal discussions with students (if possible) or colleagues familiar with their needs. Consulting the Centre Counsellor could be useful too.

Adaptation: This "mini case study" is less comprehensive than the formal studies in DivCap but provides valuable insights into your unique context. You can anyway consult the relevant section of DivCap Process for further information here.

Step 2: Analyse your classroom using the 7 Stages Model (Adapted)

DivCap Stages Most Relevant to Learner Needs:

Stage 2: Service to Diverse Learners: Are there students with diverse backgrounds or needs in your classroom (including SEN students)? What supports are currently offered?

Stage 3: Intercultural Service Management: Have you received training on differentiating instruction to cater to diverse learners?

Stage 4: Inflow of Learners with SEN: Does your classroom include students with newly identified SEN needs? Are there resources or protocols for addressing them?

Shifting the lens: While DivCap's model focuses on the organisation, here we consider these stages from the educator's perspective within their classroom. Besides, “Diverse Learners” and “Learners with SEN” terms are flexible; thus, you can focus on any specific “Learner Personas Category” you wish: Learning needs and abilities, Motivations and goals, Technical Skills and Access… Further information about the complete 7 Stages Model can be found here.

Recommendations:

Wait Time: I can consciously allow more wait time after posing questions to encourage girls to formulate their responses.

Group Work: Creating mixed-gender groups for projects or discussions can promote collaboration and challenge gender stereotypes.

Role Models: Inviting female scientists or professionals to speak to the class can showcase successful women in STEM fields and inspire girls.

Additional Considerations:

This process is iterative. As you implement changes and observe student responses, you can refine your understanding and recommendations.

The Diverse Courses project's Toolkit provide additional resources and support for creating "Learner Personas" and selecting appropriate inclusive didactic methods.

Educator needs and disabilities: While this process focuses on adapting methods to meet student needs, it is important to remember that inclusive classrooms also require catering to educator needs.

If educators have disabilities, the school management can use the DivCap analysis process (adapted to focus on educator needs) to identify challenges and recommend adjustments to workload, classroom setup, or professional development opportunities to ensure a supportive and empowering environment for all.

Validating and implementing recommendations: Educators may need to present recommendations for adjustments (didactic methods, classroom setup, additional resources) to school management for approval or support.

The Colour Print Model for Change can be a valuable tool.

This model provides different approaches to change management (Yellow Print for power-based strategy, Blueprint for rational/analytical approach, etc.).

Understanding these approaches helps educators tailor their communication and presentation of recommendations to align with the management style of their educational centre.

Example: If you recommend purchasing assistive technologies for dyslexic students, consider if your management is primarily driven by data (Blueprint case) or influenced by key figures (Yellow Print case) and present your arguments accordingly.

The space in which the practice is used needs the following special characteristics or functions:

This good practice does not necessitate a physical space with specific characteristics or functions. The process primarily involves reflection, analysis, and discussion, which can be conducted in various settings, including classrooms, meeting rooms, or virtual environments.

However, if the experiential learning component involves a study visit to an inclusive educational centre, the chosen location should be accessible to all participants, including those with disabilities. For virtual experiences, a stable internet connection and access to necessary digital tools (video conferencing platforms, virtual reality headsets, etc.) would be required.

What types of obstacles/constraints to learning has this good practice revealed?

Lack of Awareness and Training, Resistance to Change, Limited Resources, Time Constraints, Complexity of Diverse Needs

Methodology used:

- Inquiry-based learning;
- Learning by doing;
- Differentiated instruction;
- Technology-based learning;
- Reflection;

Resources needed to use or implement the GP:

This good practice primarily relies on the following resources:

Personnel:

- Educators: The primary users of this good practice, responsible for conducting the analysis and implementing the recommendations.

- School Management/Administration: May be involved in approving or supporting the implementation of recommendations.

- Optional: SEN specialists or educational consultants could provide additional expertise and support.

Materials:

- Diverse Courses Toolkit: This resource provides guidance on creating learner personas and selecting inclusive didactic methods.

- DivCap Resources: The 7-Stage Model and Colour Print Model for Change, available on the DivCap website, are essential tools for the analysis process.

- Classroom Observation Tools: Educators may use observation checklists or other tools to gather data for the mini case study.

Resources:

- Time: Educators need dedicated time for reflection, analysis, and implementation of the recommendations.

- Professional Development: Access to training or workshops on diversity and inclusion, learner personas, and inclusive teaching methods can be beneficial.

Technology (Optional): If virtual experiences are included, access to computers, the Internet, and relevant software or platforms may be required.

This good practice is relatively low-cost and adaptable to various educational settings. The most crucial resource is the educator's willingness to engage in self-reflection and adapt their teaching practices to create a more inclusive learning environment.

Link:

https://www.diversitycapacities.eu/applied-diversity-awareness-workshop-curriculum/

Q. Projeto Carreira

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
EPATV	**www.epatv.pt**	**PORTUGAL**

Keywords: hands-on, multiactivity, dynamic.

Good practice mission: An innovative pedagogical approach

Specific goals of the GP: enhance students' personal skills and ease their transition from school to the job market, helping them develop their career.

Year: N/A

Duration of the implementation of the good practice: during the VET

Target group: Adult learners

Summary:

The Career Project is a program designed to enhance students' personal skills and ease their transition from school to the job market, helping them develop their career plans.

The Project is integrated into all EPATV professional courses and includes 17 sessions led by school community members (such as teachers, technicians, and psychologists from EPATV) as well as invited partners who cover specific topics.

The sessions cover the following topics:

- Self-awareness
- Talents
- Motivation
- Communication
- Emotional intelligence
- Teamwork
- Problem solving
- CV building
- Creativity
- Support for higher education applications

- Information about military careers

- Digital skills in the job market

- Employment support measures

- Financial education

- Recruitment and selection

- Participation in job fairs and training opportunities

The Carreira Project introduces an innovative pedagogical approach based on the following principles:

- Student-centred: The project emphasizes active and collaborative learning, with the student at the core of the teaching-learning process.

- Personalized: The project is tailored to the needs and interests of each class's work groups.

- Contextualized: The project promotes contextualized learning by relating the content covered to the current professional and social reality.

The project's pedagogical evaluation involves using tailored evaluation questionnaires for each session, followed by an analysis and treatment of the results.

Student responses to the Career Project session evaluation questionnaires revealed their satisfaction with the project, highlighting the following positive aspects:

- Relevance of the covered content: Students find the covered content relevant to their personal and professional training.

- Learning methodology: Students value the active and collaborative methodology that promotes meaningful learning.

- Usefulness of the project: Students believe the project benefits their transition to the job market.

This project is designed to align with the curriculum. It aims to foster the development of skills outlined in the Profile of Students Leaving Compulsory Schooling (PASEO), specifically in the areas of Citizenship and Development, with a focus on the World of Work and Entrepreneurship. The project emphasizes the following skills:

- Social and civic skills: promoting autonomy, teamwork, and problem-solving.

- Learning skills: encouraging learning and adapting to new situations.

- Socio-emotional skills: fostering self-awareness, motivation, and communication.

Methodology used:

- Technology-based learning.

- Group/collaborative learning.
- Kinaesthetic learning.
- Learning by doing.
- Game-based learning.

Link:

http://www.epatv.pt

R.PRESSE – Programa Regional de Educação Sexual em Saúde Escolar

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
EPATV	**ARS Norte I.P**	**PORTUGAL**

Keywords: interdisciplinarity; inclusion; gender equality

Good practice mission: This GP contributes to the inclusion in the educational and curricular projects of schools in the North region of a structured and sustained sexual education program.

Specific goals of the GP: This GP supports the implementation of sexual education in schools in a structured and sustained way, involving joint work between school health professionals and teachers; to contribute to reducing risk behaviours and increasing protective factors in relation to sexuality among students in the North region; to contribute to the inclusion in the educational and curricular projects of schools in the North region of a structured and sustained sexual education program.

This GP also looks to involve parents, guardians, non-teaching staff and the rest of the community, performing all these actors an active role in the development of this program.

Duration of the implementation of the good practice: 1 academic year

Target group: Adult learners

Summary:

What is PRESS:

PRESSE is the Regional Program for Sexual Education in School Health, promoted by ARS Norte, I.P., within the functional area of Health Promotion and Protection, of the Department of Public Health.

PRESSE supports the implementation of sexual education in schools in a structured and sustained way, involving joint work between school health professionals and teachers. It is a program implemented in public and private schools in the North region, in partnership with DGEstE Norte included in the educational projects of the schools' curricula. PRESSE is based on project methodology and interdisciplinary intervention. It is a unique program, with a registered trademark, whose differentiating

characteristics are structure and sustainability, as well as permanent support for the health and education professionals who apply it.

Purposes:

- Contribute to reducing risk behaviors and increasing protective factors in relation to sexuality among students in the North region.

- Contribute to the inclusion in the educational and curricular projects of schools in the North region of a structured and sustained sexual education program.

Target population:

PRESSE's target audience is students and teachers in the 1st, 2nd, 3rd cycles of basic education and secondary education, also involving parents, guardians, non-teaching staff and the rest of the community, performing all of these actors an active role in the development of this program.

Intervention Measures:

PRESSE aims to facilitate the implementation of Sexual Education through the following intervention measures, which are defined regionally and applied locally:

1. Training of school health professionals (doctors and nurses), teachers, and psychologists in human sexuality, sexual education, and pedagogical methodologies.

2. Provision of pedagogical resources and materials to support the application of curricular content in sexual education across various levels of education.

3. Promotion of initiatives such as competitions, exhibitions, and debate theatre to enhance sexual education in schools.

4. Support for the establishment of Information and Support Offices for health education and sexual education.

5. Assistance in engaging with families of students at PRESSE schools.

Sexual Education is a priority component of Health Education in School Health. PRESSE advocates for a comprehensive curriculum development model in Sexual Education, encompassing diverse content.

PRESSE emphasizes the involvement of teachers as facilitators of sessions with students, encouraging their active participation through interactive and participatory methodologies in sexual education.

PRESSE sessions are structured according to specific objectives and content tailored to different educational levels.

The space in which the practice is used needs the following special characteristics or functions:

None.

What types of obstacles/constraints to learning has this good practice revealed?

The teachers must undergo training to lead the PRESSE sessions and include the topic in the class.

Methodology used:

- Group/collaborative learning;
- Game-based learning;
- Differentiated instruction;

Link:

https://www.presse.com.pt/

S. PLNM – Português Língua Não Materna

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
EPATV	**Direção Geral da Educação**	**PORTUGAL**

Keywords: inclusion; diversity; differentiated approach

Good practice mission: to promote a better and quicker inclusion of students from other countries who come to Portugal through the learning of Portuguese language

Specific goals of the GP: Ensuring that all students succeed in achieving their learning objectives, by improving the proficiency in Portuguese as this is not their mother tongue

Year: 2021

Duration of the implementation of the good practice: 1 year

Target group: Adult learners

Summary:

Principles for PLNM Functioning:

1. PLNM students at beginner and intermediate levels should receive appropriate strategies based on their linguistic proficiency level.
2. This is achieved through the development of a pedagogical monitoring plan aimed at enhancing knowledge and skills in the context of Portuguese, both as a subject of study and as a language used in schooling.

2. For students who have recently entered the national educational system and are at the Initiation language proficiency level (A1, A2), the school, in collaboration with parents or guardians, may provide educational support to facilitate access to the curriculum.

This could involve measures to support learning and inclusion, such as gradually integrating selected teaching activities into the curriculum based on the students' sociolinguistic profile and school career, and implementing other approved intervention projects.

3. Internal assessment of PLNM students at initiation (A1/A2) or intermediate (B1) levels should be based on the Essential Learning of the respective levels, specific PLNM assessment criteria approved by the Pedagogical Council, and the pedagogical monitoring plans developed.

4. The school, within its autonomy and educational project, should offer students additional activities to promote linguistic immersion, interpersonal relationships, school inclusion, and a sense of belonging. These activities may include tutorials, mentoring, clubs, and sports programs.

The space in which the practice is used needs the following special characteristics or functions:

This space should be comfortable, spacious (to allow individual work), with ICT (computers - to hear sounds, for example).

What types of obstacles/constraints to learning has this good practice revealed?

Learning difficulties: difficulties; systematic adjustments, as the methodology/tools should adapt to the needs of each student/participant.

Methodology used:

- Differentiated instruction;
- Technology-based learning;
- Individual learning;
- Group/collaborative learning;
- Kinaesthetic learning;
- Game-based learning;

Resources needed to use or implement the GP:

Mother language teacher (in our case, Portuguese teacher) with some knowledge in English and/or Spanish (for example);

A spacious room with computers;

Tools produced/adapted by each teacher according to the group (some pictures with letters, etc.).

Link:

https://www.dge.mec.pt/portugues-lingua-nao-materna#inf

T. Art'Themis

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
EPATV	**UMAR**	**PORTUGAL**

Keywords: gender equality; citizenship; participation

Good practice mission: This program is based on a Freirean pedagogy, using educational games and artistic tools. This methodology allows us to understand the values, conceptions, experiences, and reality of the participants, valuing their contexts and creating spaces for them to carry out significant learning and be protagonists of social change.

Specific goals of the GP: To raise awareness about the causes and consequences of gender and domestic violence; to promote values that encourage citizenship and equal participation in public and private life; to raise awareness about how gender inequality is processed, constructed, and reconstructed in everyday life; to bring about change and social transformation regarding this reality.

Year: N/A

Duration of the implementation of the good practice: N/A

Target group: Adult learners

Summary:

ARt'Themis+ is one of several projects that UMAR (Alternative and Response Women's Union) has been developing to defend human rights, specifically women's rights, and promote gender equality. It is an intervention aimed at preventing gender-based violence.

This subsidized project is being developed in partnership with the Commission for Citizenship and Gender Equality (CIG) and the Secretariat of State for Citizenship and Equality. Its main objective is to raise awareness about the causes and consequences of gender and domestic violence.

The project aims to promote values that encourage citizenship and equal participation in public and private life, and to raise awareness about how gender inequality is processed, constructed, and reconstructed in everyday life. Ultimately, the goal is to bring about change and social transformation regarding this reality.

This program is based on a Freirean pedagogy, using educational games and artistic tools. This methodology allows us to understand the values, conceptions, experiences and reality of the participants, valuing their contexts and creating spaces for them to carry out significant learning and be protagonists of social change.

This project is being implemented in some specific areas in Portugal, such as Braga or Porto. EPATV is implementing the project since 2021, through sessions with theoretical exploration.

And debate of ideas, culminating in a final presentation. The sessions are based on artistic tools (film, music), which is to take what the participants like and reflect together on some messages. At the end of the project, participants are invited to create an artistic product on the theme of equality or human rights and present it to the community.

The space in which the practice is used needs the following special characteristics or functions:

A space to promote dialogue.

What types of obstacles/constraints to learning has this good practice revealed?

Methodology used:

- Group/collaborative learning;
- Kinaesthetic learning;
  Game-based learning;

Link:

https://feminista.pt/organizacoes/art-themis-umar

U. Inclusive and Innovative Problem Resolution

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
EIA	**ATLÂNTICA**	**PORTUGAL**

Keywords: hands-on, multiactivity, dynamic.

Good practice mission: To allow students with more learning difficulties to achieve the training objectives.

Specific goals of the GP: Ensuring that all students succeed in achieving their learning objectives, albeit with some difficulties related to attention, comprehension problems, etc.

Year: 2021

Duration of the implementation of the good practice: 1 month.

Target group: Adult learners

Summary:

The implementation of a PBL (Problem- Based Learning)pedagogical experiment intended to understand how 2nd year students of engineering programs of Aeronautics and Materials Sciences applied mathematical contents to problem solving, specifically as regards geometrical modelling of an object and calculating its volume and center of mass resorting to triple integrals.

This didactic methodology allows us to break down barriers and encourage students to work in groups to solve a problem. With the presence of practical cases, they are able to apply the theoretical content in an improved way.

It is a qualitative methodology used, being a study whose importance consisted in a pedagogical experiment, which drove students to problematization, research and interdisciplinarity. At the end, they conclude that this experiment has contributed to fostering the motivation and efficiency of significant learning of calculus contents.

Students considered they were stimulated to use contents taught in class, deeming it an excellent initiative, which led them to escape the usual format of teaching and proved to be quite effective in grasping and applying knowledge, an initiative that should be maintained.

Together, as a group, students reflected on the work done, identifying difficulties and skills developed, and the lecturer recorded their thoughts. Regarding the skills developed, students pointed out: work autonomy, development of special visualization compared to what they are used to seeing merely on paper.

We believe that applying this method through didactic activities allows the creation of a learning environment in which students are invited to research problematic situations derived from actual reality, and acquire and apply contents as well as establish links between the different curricular units.

The digital medium, by itself, arouses young people's interest. The educational software can be important to obtain pedagogical tools for the teaching-learning process, so that the use of these resources signs a way to boost teaching and motivation to learn different areas, such as mathematics. Many digital resources have the possibility to provide new discoveries, expediting numerical algorithms and thus enabling the focus to be placed on the process as well as on the observation and analysis of results.

For this reason, the use of digital tools will be stimulated in the activity created in this pedagogical experiment. PBL has been implemented with great success in different areas of education, science and medicine. Therefore, there is great need to assess the level of quality and achievement of the challenge derived from using it. Nevertheless, often, conducting that assessment becomes an obstacle to its implementation, due to the lack of information and feasible methods for a fair and balanced assessment.

The space in which the practice is used needs the following special characteristics or functions:

Open space and with free space.

What types of obstacles/constraints to learning has this good practice revealed?

Limited time and participants.

Methodology used:

- Technology-based learning.
- Group/collaborative learning.
- Kinaesthetic learning.
- Learning by doing.
- Game-based learning.

Link:

https://www.ijses.net/index.php/ijses/article/view/43/pdf

V. Universal Drawing as a Learning Approach

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
EIA	**ATLÂNTICA**	**PORTUGAL**

Keywords: Universal Design for Learning, Inclusive Education, Flexible Teaching

Good practice mission: To provide a flexible and inclusive curricular approach that recognizes the diverse ways students learn, aiming to remove learning barriers and maximize learning opportunities for all students.

Specific goals of the GP:

- Offer accessible and diverse methods, materials, tools, support, and assessment forms without altering the challenge level.
- Identify and remove barriers to learning and participation.
- Maximize learning opportunities for all students by fostering an inclusive classroom environment.

Year: 2021

Duration of the implementation of the good practice: 2 weeks.

Target group: Adult and young learners.

Summary:

The Universal Design for Learning (UDL) is a comprehensive didactical approach that emphasizes the importance of providing an inclusive and flexible learning environment. Developed to accommodate the diverse needs of students, UDL ensures that each student has the opportunity to learn in a way that suits their unique learning style. This approach is based on three core principles: providing multiple means of engagement, multiple means of representation, and multiple means of action and expression.

In practice, this means that educators design their lessons with various methods to engage students, present information in multiple formats, and offer different ways for students to demonstrate their knowledge.

By doing so, UDL aims to remove barriers to learning, ensuring that all students, regardless of their abilities or backgrounds, can participate fully in the learning process.

For example, teachers might use visual aids, interactive activities, and group projects to cater to different learning styles.

They also provide students with options for how they want to complete assignments, allowing them to choose methods that best suit their strengths and preferences. The goal is to create a classroom environment where every student feels supported and capable of achieving their educational goals.

The UDL framework not only supports students with disabilities but also enhances the learning experience for all students by promoting engagement and motivation. By fostering a more inclusive classroom, UDL helps prepare students for a diverse and dynamic world, equipping them with the skills they need to succeed both academically and personally.

The space in which the practice is used needs the following special characteristics or functions:

No special characteristics or functions required.

What types of obstacles/constraints to learning has this good practice revealed?

Time constraints for educators to plan and implement UDL effectively.

Methodology used:

- Technology-based learning
- Group/collaborative learning
- Kinaesthetic learning
- Learning by doing
- Game-based learning

Resources needed to use or implement the GP:

- Guidelines and tools for planning and self-reflection
- Checklists for teachers
- Materials adaptable to students' profiles and readiness levels

Link:

uatlantica.pt

W. GREAT: A GAME Method

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
EIA	**Eurocid**	**PORTUGAL**

Keywords: Game-Based Learning, Digital Games, Vocational Training

Good practice mission: To develop and implement game-based learning methodologies in vocational training to enhance the learning experience and effectiveness of professional training programs.

Specific goals of the GP:

Identify digital games that can be effectively used in vocational training contexts.

Develop and test a training model for trainers to use digital games in learning environments.

Disseminate the results and methodologies of game-based learning to broader educational and training communities.

Year: 2013

Duration of the implementation of the good practice: 2-4 weeks.

Target group: Adult learners

Summary**:**

The Game-Based-Learning Research in Education and Action Training (GREAT) project, funded by the Leonardo da Vinci program, is dedicated to exploring the potential of digital games in vocational training. The project's main objective is to identify suitable digital games for use in professional education and to develop a comprehensive training model that equips trainers with the skills necessary to implement game-based learning in their classrooms.

GREAT aims to revolutionize traditional vocational training by introducing engaging, interactive, and educational digital games. These games are selected and tailored to meet the specific needs of vocational training programs, ensuring they provide relevant and practical learning experiences. The project also focuses on creating a robust framework for training trainers, providing them with the knowledge and tools needed to effectively incorporate digital games into their teaching methodologies.

The project includes several key components:

- Identification of appropriate digital games for vocational training.
- Development of training materials and guides for trainers.

- Dissemination of research findings and methodologies through seminars, events, and publications.
- Collaboration with educational institutions and stakeholders to promote the adoption of game-based learning.

The GREAT project emphasizes the importance of interactive and experiential learning, recognizing that digital games can significantly enhance student engagement, motivation, and learning outcomes. By integrating game-based learning into vocational training, the project seeks to create a more dynamic and effective educational environment that prepares students for the demands of the professional world.

The space in which the practice is used needs the following special characteristics or functions:

No special characteristics or functions required.

What types of obstacles/constraints to learning has this good practice revealed?

Time constraints for trainers to learn and implement game-based learning strategies.

Methodology used:

- Technology-based learning
- Group/collaborative learning
- Game-based learning
- Experiential learning

Resources needed to use or implement the GP:

- Training materials and guides for trainers
- Access to selected digital games
- Technological infrastructure to support game-based learning

Link:

Uatlantica.pt

X. Counseling of Counseling" Learning Video

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
FHJ	**FHJ (AUT)**	**AUSTRIA**

Keywords: reflection, intercultural communication, visualise different cultures.

Good practice mission: International students may face obstacles regarding their communication in their host country. Sometimes, cultural habits communication hinders successful communication between internationals and locals. This short method should motivate the students to think about positive dialogues and aspects that made them successful to create a good communicational setting in the classroom.

Specific goals of the GP: enhance the communication in an international classroom, reflect on own obstacles when communicating in an international setting, setting up a pleasant classroom setting.

Year: 2021

Duration of the implementation of the good practice: Minutes

Summary:

A group of second-year Bachelor students in social work at the FHJ has created this video, which explains "how to do counselling" in the German language (with subtitles both in English and German available) for the target groups of social work students (bachelor-level), practitioners and professionals in social work.

The video, which lasts approximately 20 minutes, comprises the process of preparing, implementing, and reflecting on a successful counselling approach and counselling conversation in social work.

The case study provided is the counselling process or one-on-one consultation of a student who wants to emancipate herself from her parents' expectations regarding choosing a particular profession. Social work literature supporting this particular counselling approach is available and referred to (theoretical approach of Dr Peter Pantucek-Eisenbacher).

Context of creation and diversity dimension: people with (learning) disabilities

The video has been created in the context of the Academic Peer Counselor Curriculum, which has been presented in the WP2.1 GPC of the Diverse Course

project. One expert of the respective Academic Peer Counselor Curriculum, Daniela Sprenger, instructed one group of students to produce the respective video. The process was supported by course instructor Esther Brossmann-Handler as well. Thus, the “counseling of counseling” video was intended to be particularly useful for people with disabilities, including learning disabilities, who learn counseling skills as a profession, in order to professionally act as peers to people with (learning) disabilities as well.

Transferability:

The approach can be extended to a target group of any people who are interested in social work and similar counseling processes and are motivated to acquire skills in counseling.

The space in which the practice is used needs the following special characteristics or functions:

Separated tables for small discussion groups.

What types of obstacles/constraints to learning has this good practice revealed?

Differences in communication vary from country to country.

Methodology used:

- Group/collaborative learning.

Link:

https://www.youtube.com/watch?v=w1mO6_nneNo

Y. Group Finding in Social Work Curriculum

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
FHJ	**FHJ TEACHER**	**AUSTRIA**

Keywords: group finding, social work, professional identity

Good practice mission: The group finding process is designed in a way that is oriented towards given differences, e.g. in professional identity, roles, experience, etc. and the method fosters that all group members use and contribute with their different skills to the method

Specific goals of the GP: The group finding process is designed in a way that is oriented towards given differences, e.g. in professional identity, roles, experience, etc.;

it is skills-based; the method fosters that all group members use and contribute with their different skills to the method and its outcome.

Year: 2014

Duration of the implementation of the good practice: Hours.

Target Group: Learners over the age of 23.

Summary**:**

At the beginning of the semester, in the first meeting of the class, small groups are created in which representatives of three groups of participants are mixed:

a. Experienced professional social workers (pink color)

b. Beginners of professional social workers (with less practice experience, yellow color)

c. Experienced professional from neighbor disciplines of social work (e.g. pedagogy, sociology, psychology, economics, law, etc., green color)

The group finding process is supported by a color system, in which each of the groups was assigned a particular color. Moreover, the process was provided by introductory questions. After a while of open discussion of the plenary (with smaller interactions possible in the sense of a market-place-discussion), in each of the created groups, each of the colors has to be represented at least once.

For preparation: Three differently colored cards with the following questions; cards are provided with key threads of the FHJ.

Market-place-method of getting to know each other**:** Each person writes her/his own name on the cared. All learners go around like at a market-place and try to ask as many persons as possible: a) What is important for me as a social worker when working with clients of social work? What do I see when entering my workplace (entrance, office, …)? Which values are represented by my employer, and what is peculiar or particular for the employer?

Creation of small groups: After about half an hour, small groups are created. Each color has to be represented in each group once. People are working together for explicating to each other what their professional identity as social worker consists of, in particular their understanding of professional tasks. Firstly, a case study is presented, for which the source can be given.

Secondly, people are asked to discussion, where/ when/ how they take the role of a social worker, by giving an example, a short story or a case. The task of the group is to narrate, to ask back, to find commonalities and differences in their understanding of their tasks/ professional identity as social worker.

The class/ group size for this GP can be extended up to a group of approx. 30 people.

The space in which the practice is used needs the following special characteristics or functions:

Requirements are that the group of people is known, at least to some extent, before the GP is implemented, in order to grasp and understand the relevant dimensions of differences in skills (e.g. in understanding of professional roles, in years of professional experience, etc.)

What types of obstacles/constraints to learning has this good practice revealed?

The smallest possible group may determine the number of groups, which is a relevant constraint. Moreover: Required is that the group of people is known, at least to some extent, before the GP is implemented, in order to grasp and understand the relevant dimensions of differences in skills (e.g. in understanding of professional roles, in years of professional experience, etc.)

Methodology used:

- Group/collaborative learning.

Resources:

Group of people with differences in skills, which are at least anticipated by the educator (e.g. years of professional experience, chronological age, differences in understanding professional roles, etc.)

Z. Empowerment Bingo

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
FHJ	**FHJ (AUT)**	**AUSTRIA**

Keywords: Reflection, Empowerment, discussion

Good practice mission: the facilitator and the students should get an overview of the standings from the (often heterogeneous)heterogeneous) group to a special topic. this might be to relatedrelate to the context of the course or to the group itself. In the end the group should have opened up about the given topic and have a better understanding of each other.

Specific goals of the GP: Ensuring that all students succeed in achieving their learning objectives, albeit with some difficulties related to attention, comprehension problems, etc.

Year: 2021

Duration of the implementation of the good practice: 1 month.

Target group: Adult learners

Summary**:**

The GP Empowerment Bingo can be used for (1) the group getting to know each other better, (2) learning about what participants think about a topic (e.g. empowerment) and (3) an accessible way to talk with each other about the meaning of (e.g.) empowerment.

For that the classroom (max 30 people for overview reasons) gathers and each person gets a piece of paper with a number of 1 – the number of participants in the room. The instructor also has pieces of paper numbered with the same amount and draws one piece after another.

With each number the student who holds the respective number gets asked one question, that the facilitator created beforehand. Every participant gets one question. Afterwards the group may reflect over the statements (or in between, if an interesting discussion arises).

The GP is highly transferable since the topic may be chosen freely by the instructor and in relation to the class he/she is dealing with.

If there are students from a lot of cultural backgrounds, the questions might be adapted to that, or to diversity related topics, or disability. In the appendix are example questions from the handbook. The following questions relate to the topic of empowerment:

How do you create your own safety?

How do you deal with hierarchy, power?

How do you feel about getting a compliment and what does it do to you?

What kind of socialisation message did you get from home?

Who was your biggest role model?

How do you show what you are doing, and to whom (colleagues, supervisor)? Visibility.

Do you take yourself seriously? How?

What do you do if you feel like you're not being heard?

When did you stand up for yourself?

If you want to know something, where do you get that from or from whom?

How do you cope with your own vulnerability?

What has helped you to develop your own vision?

What has helped you to develop your own independence?

What do you do to see situations / issues in a clearer perspective?

What gives you energy?

What costs and gives you energy? How do you create your own balance?

Do you dare to have your own opinion?

How do you deal with disappointments?

What is your goal?

Can you develop your talents in a meaningful way?

How do you relax?

How did you build your own assertiveness?

Are you assertive (enough)? Please give an example.

Do you dare confront your colleagues if they do not follow through on their appointments?

Do you think that you take matters in your own hands enough?

Do you think you clear enough time for yourself?

What are the biggest differences between men and women? Please state 3.

How do you make use of your talents?

The space in which the practice is used needs the following special characteristics or functions:

No special requirements.

What types of obstacles/constraints to learning has this good practice revealed?

Depends on the given topic. stereotypes, insecurities...

Methodology used:

- Technology-based learning.
- Group/collaborative learning.
- Kinaesthetic learning.
- Learning by doing.
- Game-based learning.

Resources needed to use or implement the GP:

As many questions as there are participants written on a piece of paper. And sheets of paper with numbers respective to the number of participants.

Link:

http://www.candoempowerment.eu/startseite/

AA. Introductory Letter in English Language Course

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
FHJ	**FHJ (AUT)**	**AUSTRIA**

Keywords: group finding, social work, professional identity

Good practice mission: The group finding process is designed in a way that is oriented towards given differences, e.g. in professional identity, roles, experience, etc. and the method fosters that all group members use and contribute with their different skills to the method

Specific goals of the GP: The group finding process is designed in a way that is oriented towards given differences, e.g. in professional identity, roles, experience, etc.; it is skills-based; the method fosters that all group members use and contribute with their different skills to the method and its outcome

Year: 2014

Duration of the implementation of the good practice: 1 month.

Target group: Adult learners

Summary**:**

Before the first meeting in class students are given the following task on Moodle:

“Before our first class, I would love to get to know you a bit better. So, your first task is to write me a short (max. 1 page) letter containing the following information:

1. A few personal details describing yourself and what you like doing (personality, hobbies etc.)

2. Why did you choose to study midwifery? Why do you want to be a midwife?

3. What are your experiences with English up till this point? (Did you enjoy English at school, do you use English in your everyday life? Have you been to an English-speaking country? Do you feel comfortable speaking English in front of a group etc.)

4. (Why) do you think it could be useful for a midwife working in Austria to be competent in the English language?”

What the English lecturer learned from this exercise and why she thinks it is a good practice example:

Building a relationship with students is easier when you know something about them. This is sometimes difficult to do during class because of the number of students. In a letter, students communicate what they want to share – they are not put on the spot like when a question is asked directly in class.

When there are common interests (either between the educator and the student or between different students), this can benefit the atmosphere in class. Especially in a foreign language class, a positive, open, and friendly atmosphere is essential since this can reduce inhibitions when it comes to speaking.

It is useful to understand students' motivation to study this particular course.

The third question is especially useful for different reasons. Firstly, the educator can get an idea of how varied the levels and experience of English are (often very heterogeneous - some students have spent more than a year in an English-speaking country, some spoke it for the last time at school years ago).

Secondly, their feelings about the language are also very important for an educator. It can be assumed that it is easier to admit in a letter, rather than face to face in front of peers, when you have problems, anxiety or do not like speaking English for example. If the educator is aware of this they can make sure they are sensitive to these attitudes in the classroom.

Reflecting of the necessity of the course they are taking is beneficial. It is more useful that students realise themselves why they need what they are doing rather than the educator simply telling them

In the past the lecturer has also written a letter to the students herself – they got this letter first and had to reply with their own.

Not suitable for very big groups. Around 15 students max. recommended

The letter would also potentially provide information helpful for creating Personas – if this is a goal.

Extension of the GP” Introductory Letter in English Language Course”: Diverse Group Formations in the CLIL* classroom

At the FH Joanneum Institute of Social Work, several courses, including International and Intercultural Social Work, use a CLIL-based approach.

This means that subject-specific content is taught in a foreign language – in this case, English. This method aims to enhance both subject-specific knowledge and language skills simultaneously.

The first session asks students to complete the English Attitudes Questionnaire. Educators analyse the results and discuss them with the students. Through reflecting on these results, students realize that different people excel in different areas, with English being just one of them.

It is generally encouraged that students form groups for group tasks with a mixture of those who are confident in using English and those who are less so. In this way, students learn from each other and learn to support each other.

CLIL = Content and Language Integrated Learning

The space in which the practice is used needs the following special characteristics or functions:

Requirements are that the group of people is known, at least to some extent, before the GP is implemented, in order to grasp and understand the relevant dimensions of differences in skills (e.g. in understanding of professional roles, in years of professional experience, etc.)

The smallest possible group may determine the number of groups, which is a relevant constraint. Moreover: Required is that the group of people is known, at least to some extent, before the GP is implemented, in order to grasp and understand the relevant dimensions of differences in skills (e.g. in understanding of professional roles, in years of professional experience, etc.)

Methodology used:

- Group/collaborative learning;
- Learning by doing;

Resources needed to use or implement the GP:

Group of people with differences in skills, which are at least anticipated by the educator (e.g. years of professional experience, chronological age, differences in understanding of professional roles, etc.).

Link:

N/A

BB. Intercultural Dialogue

Diverse Courses Partner	Contact person for additional information	Country from which the GP comes from
FHJ	**FHJ (AUT)**	**AUSTRIA**

Keywords: hands-on, multiactivity, dynamic.

Good practice mission: This GP aims to facilitate a better classroom environment in a room with international students/learners.

Specific goals of the GP: With this short reflection exercise students should come up with “good” aspects in communication in a transcultural setting. These aspects can later be implemented by the educator.

Year: N/A

Duration of the implementation of the good practice: N/A

Target group: Adult learners

Summary**:**

This GP aims to facilitate a better classroom environment in a room with international students/learners. With this short reflection exercise students should develop “good” aspects in communication in a transcultural setting. These aspects can later be implemented by the educator. Participants are asked to imagine a dialogic situation that they have perceived. This can be a dialogue in a university, private or professional context. Afterwards participants discuss in small groups of four why they think it was a successful dialogue. They identify the reasons for this and write them on cards. The trainer then collects all the reasons, which are discussed in the plenary session.

The goals of the dialogue method include reflecting on good experiences in dialogues and with intercultural communication; visualization of different perspectives on how “good communication” can be shaped; making visible the complexity of dialogic communication between members of different cultures; recognising the experiences of the participants.

The following steps are to be taken:

Step 1: Selection of a dialogue (self-reflection by means of written notes)

Step 2: Reflection on dialogues in small groups (students should share their selected dialogues in the small group in order to make the diversity of the dialogs visible)

Step 3: Extracting reasons for good dialogues on cards (the group collects common arguments for “real” dialogs and writes them down on cards).

Step 4: Reflection and discussion in plenary (all cards are discussed in plenary and organized with the teacher in terms of similarities and differences)

The Good Practice is highly transferable since it is possible to have this structured dialogue regarding every topic linked to our diversity aspects.

The space in which the practice is used needs the following special characteristics or functions:

No limitations.

What types of obstacles/constraints to learning has this good practice revealed?

The Good Practice is highly transferable since this structured dialogue can be had regarding every topic related to our diversity.

Methodology used:

- Technology-based learning.
- Group/collaborative learning.
- Kinaesthetic learning.
- Learning by doing.
- Game-based learning.

Resources needed to use or implement the GP:

Some notebooks and pens.

Link:

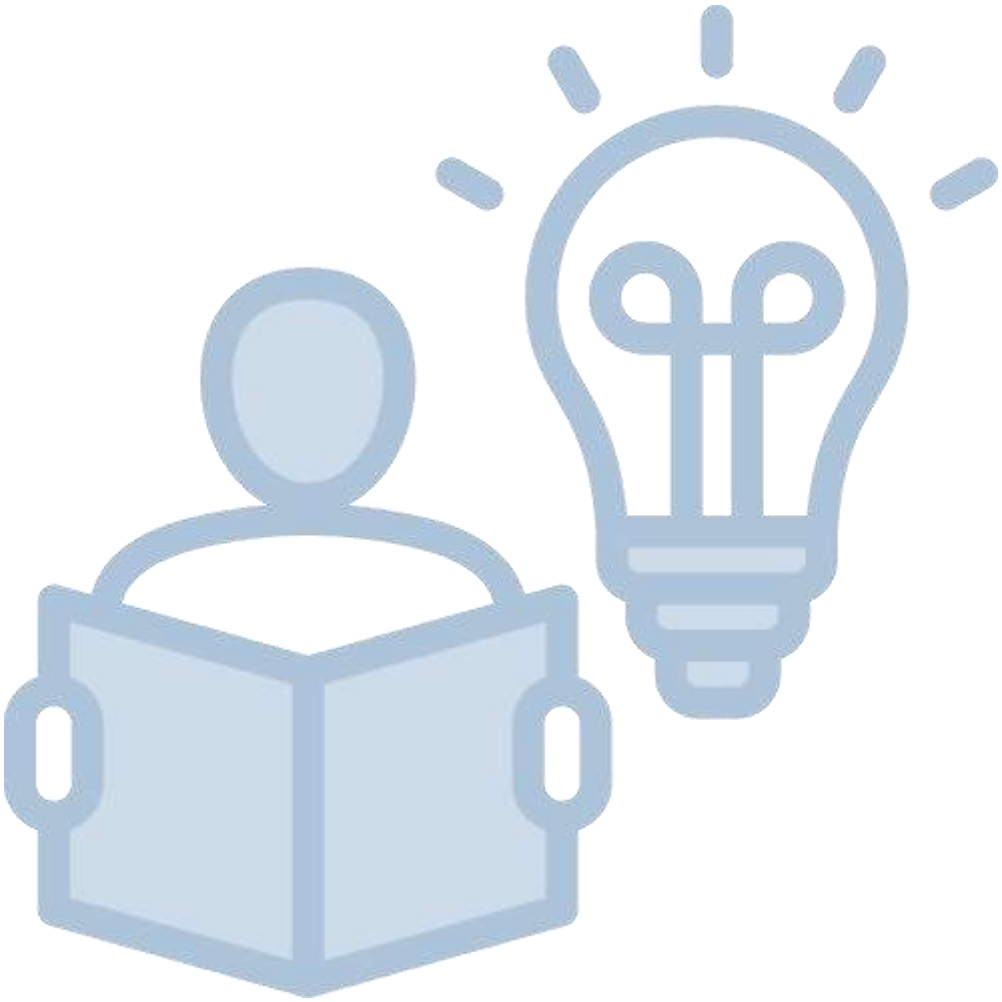
http://solvinc.eu/

THANK YOU

ANNEX A

Unlocking Learners' and Educators' Potentials

WP3.1 Good practices collection | 2024



CHECKLIST

Promoting inclusion and diversity is at the core of the project "Understanding and unlocking learners' and educators 'potentials in diverse courses - Diverse Courses".

About the Project

The Diverse Courses Project, an Erasmus+ Cooperation Partnership in Adult Education, aims to enhance inclusion and diversity in adult learning.

With a core objective of supporting educators in addressing the diverse needs of learners, it develops resources for better understanding these needs and provides didactical approaches for effective teaching.

The project aims to contribute to inclusion, supporting equal opportunities and access for all learners and lowering the barriers to successful participation for those with fewer opportunities. On the other hand, educators dealing with the diverse composition of learners face the challenge of responding to their different needs and backgrounds.

Partners

FH JOANNEUM University of Applied Sciences

Docete Omnes Fundación

Escola Profissional AMAR TERRA VERDE

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creaid FORMAZIONE/INNOVAZIONE SOCIALE/SVILUPPO LOCALE

ATLÂNTICA UNIVERSITY HIGHER INSTITUTION

Introduction

The main objective of Work Package 3.1 (WP3.1) is to facilitate the diversity and inclusion strategy of Adult Education Centres, emphasising didactic and learning contexts. The aim is to develop an innovative toolkit that will support educators in dealing with the daily challenges of a diverse classroom.

This package aims to collect good practices of didactic methods and approaches for teaching in courses with a heterogeneous composition of learners, develop specific didactic scenarios for diversified courses and evaluate these scenarios.

Methodology

To achieve the objectives of WP3.1, the following methodology was adopted.

Creating a checklist: A common framework was developed for collecting and documenting good practices in English.

Collection of good practices: Each course partner researched and described at least three examples of good practice in their national languages, providing a summary in English.

Development of teaching scenarios: Each partner developed teaching scenarios for three specific courses, described in a structured way.

Implementation and evaluation: The teaching scenarios were implemented and evaluated in three specific courses by each partner. The evaluation included focus groups and written feedback from the students, as well as reflections from the educators.

Development of the toolkit: A toolkit was created based on the didactic scenarios tested and evaluated, offering educators a wide range of scenarios to adapt their teaching to the needs of the students.

The specific objectives

- **Collecting good practice examples of didactic methods and approaches for teaching in courses with a heterogeneous composition of learners.**

- **Developing a toolkit that showcases specific didactic scenarios for diverse courses.**

- **Implementing and evaluating customized didactic scenarios in specific courses.**

What is a Good Practice?

'Good practices' can be defined in multiple ways. However, a thread common to most definitions implies strategies, approaches and/or activities that have been shown through research and evaluation to be effective, efficient, sustainable and/or transferable, and to reliably lead to a desired result.

Why are we collecting GPs?

Collect good practice examples of didactical methods and approaches for teaching in a course with a heterogenous composition of learners. The selection of methods will be based on the needs of learners identified in WP 2, in particular of the specified needs of the needs identified through the mapping tool and the personas.

What is the Project's Goal?

The project aims at contributing to inclusion, in order to support equal opportunities and access for all learners, lowering the barriers for successful participation for those with fewer opportunities.

A broad range of barriers such as disabilities, health problems, or social barriers – to name just a few - hinder learners to successfully participate in courses and their potentials are not recognized.

On the other hand, educators who deal with the diverse composition of learners face the challenge of responding to their different needs and backgrounds.

What are Didactical Methods and Approaches for Teaching?

In simple terms, didactics is synonymous with teaching and instruction. And yet at the same time, a didactic approach involves a very structured and informed approach to teaching.

But how does the term "didactics" differ from "pedagogy"?

While didactics is a discipline that is essentially concerned with the science of teaching and instruction for any given field of study, pedagogy is focused more specifically on the strategies, methods and various techniques associated with teaching and instruction.

TITLE

Diverse Course Partner	

A. General information

Title or denomination of the good practice:	
Country from which the GP comes from:	
Institution from which the GP comes from:	

B. About the Good Practice

Year of the development of the GP (if existing) :	
Duration of the implementation of the good practice:	
Duration of the good practice:	

Please give 3 keywords that define this good practice:	

C. Main Details

Brief description of the Good Practice (max. 150 words):	

Describe whether the space in which the practice is used should have special characteristics or functions:	

Brief description of the motivation for implementing the good practice:	
What types of obstacles / constrains to learning has this good practice revealed?	

D. Target Group

By whom was this GP used?	
Type of students this good practice is addressed to:	

Methodology used :	
Which are the specific goals of the GP (please define 3):	

E. Resources and Materials

Resources needed to use or implement the GP (materials, professionals and resources):	
Add a link or any material adding more information about the GP and its method of use (if possible):	

F. Education Approach

Type of Educational Organisation where the GP has been implemented:	
For "Formal Education" please describe:	

G. Adaptability

Is the collected practice adaptable to different academic disciplines and subject areas?	
Is the practice suitable for both traditional classroom settings and online learning environments?	

Does the practice address the needs of learners from different cultural backgrounds?	
Does the practice cater to learners with diverse educational backgrounds and skill levels?	

H. Diversity

Does the practice provide equal learning opportunities for learners regardless of their gender?	
Type of students this good practice is addressed to:	

Does the practice offer support for learners with different learning styles (e.g., visual, auditory, kinesthetic)?	
Does the practice incorporate materials and resources that reflect the diversity of learners' backgrounds?	
Does the practice encourage collaboration and interaction among learners from different cultural backgrounds?	
Does the practice provide support for learners with disabilities to access learning materials and participate fully in activities?	

I. Evaluation and Feedback

Has the effectiveness of the practice been validated through empirical research or studies?	

Are there published studies or reports documenting the outcomes of implementing the practice?	
Has the practice been recognized or endorsed by reputable educational institutions or organizations?	
Are there testimonials or feedback from educators and learners attesting to the effectiveness of the practice?	
Does the practice align with established pedagogical theories or frameworks?	

J. Transferability

Can the practice be easily modified to accommodate different age groups of learners?	
Can the practice be easily integrated into existing curriculum frameworks or educational programs?	
Does the practice allow for customization and personalization to meet the diverse needs of learners?	
Is the practice flexible enough to be implemented in various educational settings, such as formal classrooms, informal learning environments, or online platforms?	

Does the practice incorporate novel or cutting-edge approaches to teaching and learning?	
Has the practice been recognized or awarded for its innovative approach to education?	
Does the practice leverage technology or digital tools to enhance teaching and learning experiences?	
Does the practice demonstrate potential for driving positive change and improvement in educational practices?	
Does the practice encourage experimentation and exploration in the learning process?	

Could you please some guidelines about the transferability of this good practice?	

K. Engagement

Does the practice promote active engagement and participation among learners?	
Does the practice incorporate elements of gamification or interactive activities to enhance learner engagement?	
Does the practice provide opportunities for learners to take ownership of their learning and contribute to the learning process?	
Are there mechanisms in place for gathering feedback from learners to improve the practice and enhance engagement?	

Is this GP incorporing any sustainable measures?	

L. Scalability

To what extent do you believe the collected practice can be transferred to different educational contexts?	
How confident are you that educators in various disciplines can adapt and apply this practice effectively?	

To what extent does the practice provide guidelines or frameworks for its implementation in different educational settings?	
How likely are educators to adopt this practice in their own teaching environments?	

M. Ethical Description

To what extent does the practice prioritize the well-being and safety of learners?	
How ethically responsible do you perceive the implementation of this practice to be?	
To what extent does the practice promote diversity, equity, and inclusion?	
How transparent is the practice in terms of its objectives, methodologies, and potential impact?	

N. Additional Content

Would you like to leave an extra comment?	
Would you like to leave some extra reference material to complement this good practice?	