

Course title	Designing accessible classroom materials
Course code	109
Course category	School innovation and management
Course purpose and overview	This introductory course is designed for teachers who would like to explore simple and practical ways of using digital tools to adapt teaching materials and make them more accessible and inclusive for a wider range of learners. It is intended for non-specialists and does not require prior expertise in inclusive education or educational technology. Drawing on the principles of Universal Design for Learning (UDL) and the International Classification of Functioning, Disability and Health (ICF), the course encourages teachers to design flexible learning experiences that anticipate learner diversity from the outset, rather than relying solely on individual adaptations. Participants will explore how digital tools can support multiple means of engagement, representation, and expression, helping to create learning environments that are accessible and responsive to different learner needs. It explores how simple, adaptable changes can make teaching materials more accessible, engaging, and flexible for all students across a variety of educational contexts. Participants will be introduced to a range of user-friendly tools and ideas that support different learning preferences and classroom needs without requiring extensive technical knowledge or specialist training. Examples may include how to make a text accessible, creating subtitles or transcripts for videos, simplifying or visually enhancing worksheets and presentations, adapting fonts and colours to improve readability, using digital platforms to provide materials in multiple formats, or incorporating basic AI tools to generate alternative versions of classroom resources. Throughout the course, the emphasis is on practical, classroom-ready approaches that align with UDL principles and enable teachers to enhance accessibility and inclusion through manageable, sustainable changes to their everyday teaching practice.
Course structure and content	This course is designed for teachers who would like to make their teaching materials more accessible and inclusive for a wider range of learners. The course focuses on easy-to-apply strategies and digital resources that can help teachers make small adaptations to existing materials, activities, and classroom resources. Learning activities include practical exercises, small project-based assignments, reflection tasks, case studies, and opportunities for peer discussion and feedback. The emphasis is on applying course concepts to participants' own teaching contexts through hands-on experimentation aligned with UDL and ICF principles, enabling teachers to enhance accessibility and inclusion by adapting authentic teaching materials.
Duration	One week
Daily programme example	Here is an example of the programme: <i>Day 0</i> (usually Sunday) Arrival date <i>Day 1</i> Welcome Competences ex-ante evaluation Lesson 1: the frame of the UDL and ICF Lesson 2: identifying barriers in teaching materials

	Feedback day 1 <i>Day 2</i> Lesson 1: methodologies for inclusion Lesson 2: digital accessibility: small changes with a big impact Cultural and social activities <i>Day 3</i> Lesson 1: accessibility and multimedia Lesson 2: deconstructing and reconstructing text <i>Day 4</i> Lesson 1: AI tools for adapting classroom materials Lesson 2: material adaptations <i>Day 5</i> Lesson 1: project work: adapting your own material Discussion of future cooperation and planning follow-up activities / Brainstorming dissemination ideas Validation of learning outcomes and a certification ceremony Cultural and social activities <i>Day 6</i> Full-day trip <i>Day 7</i> Departure date Programme details may be subject to amendment based on trainer, participant needs and other factors such public holidays. Changes might be needed to make up for time lost due to unforeseen or changing circumstances which might be out of the reasonable control of the hosting organisation.
Learning objectives	Understand the basic principles of accessibility and inclusion Explore the principles of Universal Design for Learning (UDL) and the International Classification of Functioning, Disability and Health (ICF) for inclusive teaching Recognise common barriers that learners may experience when accessing teaching materials Apply simple strategies to adapt existing teaching resources using freely available digital tools Use digital and AI-supported tools to provide learning materials in multiple formats Design more flexible and inclusive learning activities that accommodate diverse learner needs
Learning outcomes	Identify simple digital tools that can be used to adapt teaching materials for diverse learners Recognise practical ways of making classroom resources more accessible and flexible Apply basic strategies for adapting existing materials using commonly available digital tools Select appropriate digital resources to support different teaching and learning contexts

	Reflect on how small changes to teaching materials can contribute to a more inclusive learning environment
Assessment and validation of learning outcomes	Participants will be assessed through trainers' observations during practical workshops, collaborative activities, peer discussions, and individual feedback. Throughout the course, participants are expected to actively engage in hands-on tasks involving the adaptation of teaching materials, the exploration of digital accessibility tools, and the application of Universal Design for Learning (UDL) and International Classification of Functioning, Disability and Health (ICF) principles. They will be encouraged to develop and refine practical, classroom-ready resources that enhance accessibility, flexibility, and inclusion for diverse groups of learners. Upon successful completion of the course, participants will receive a certificate of attendance. They will also be encouraged to integrate the digital tools, accessibility strategies, and UDL/ICF principles explored during the course into their own teaching practice, supporting the creation of more inclusive, engaging, and learner-centred educational environments.
Target audience	Teachers of any subject, educators, and school administrative staff
Admission requirements for participants	No specific requirements
Language of delivery	English
Language level requirements for participants	B1 or more
Maximum number of participants	16

Please note that the course outlined is intended as an example only and may not necessarily be fully executed in accordance with all its details. Our need analysis is primarily based on enrolment information, information shared at kick-off meetings, and pre-evaluation of competencies. As such, it is possible that the programme may be adjusted to better accommodate the diverse needs of participants.