TUTOR

Teachers' upskilling aiming at a holistic inclusivity in learning

Deliverable 3.1
Joint Curriculum on Inclusivity

Responsible WP

WP3, ASPETE

TUTOR

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Executive Summary

This document presents an overview of the methodology for the development of the TUTOR Joint Curriculum on Inclusivity. The purpose of this course is to introduce current and future educators of secondary level and VET/FET to inclusive education, as far as students with potential vulnerabilities (3 specific groups) are concerned; the 3 groups refer to students with migrant/refugee background, LGBTQI+ students and finally, socio-economically disadvantaged students. The course introduces concepts, theories, and tools which will then be explored further in relation to each target group in the 3 Specialisation Courses using an intersectional approach that wishes to illustrate the unique combinations of privilege and discrimination that affect individual's social identities. It is part of a comprehensive professional development Programme regarding inclusivity, developed in the framework of the TUTOR project.

The Curriculum, which is composed of an Introductory Course and 3 Specialisation Courses, seeks to enhance the secondary teachers, VET/FET Teachers and Trainers' emotional intelligence while offering them the necessary skillset to effectively address the above topics. It is based on a combined use of Bloom's Taxonomy (cognitive domain) as revised by Anderson & Krathwohl (2001) and of Krathwohl's taxonomy (affective domain).

The present work (Deliverable 3.1) is structured in 4 Chapters. Chapter 1 comprises the objectives, the theoretical basis and the design of the Joint Curriculum and the Introductory course. Basic decisions of the design and implementation schedule are described and presented in tables.

Chapter 2 features the presentation of the Introductory Course, which includes seven key areas for development, articulated in 7 modules. The Specialization Courses will be described in detail in the subsequent Deliverable 3.2 which is dedicated to this topic.

Chapter 3 runs through the methodologies used for the material development and the implementation of the TUTOR Course. The methodologies are presented in detail for each part of the training.

Chapter 4 provides information about the basic decisions for the construction of the educational learning platform and describes its basic features which will be used for distance learning.

1. TUTOR Training Course

The Joint Curriculum consists of a general design of the Training Programme and an Introductory Course, which aim to provide the general context of inclusive education and the need for repurposing the way that education is offered in schools as well as demonstrate the specific challenges faced by students that come from refugee/migrant backgrounds, self-identify as LGBTQI+ or experience socio-economic problems. In response, the 3 Specialisation Courses are more targeted and specific, deepening into the different challenges that each of the above sources of (potential) vulnerability entail, considering each person as a unique case who comes across different problems according to the various systems of privilege and discrimination that are observed in a community, school or classroom.

Therefore, this deliverable elaborates the methodology for the development of the Joint Curriculum and describes the formulation of the Introductory Course while the 3 Specialisation Courses will be analysed under D.3.2.

1.1. TUTOR Course Target Groups

The TUTOR curriculum focuses on the following target groups:

- Secondary education teachers or prospective teachers (in initial training)
- Vocational Education & Training (VET) teachers
- Further Education & Training (FET) trainers

We will reach out to the above teachers' groups, training them to play an active role in the transformation of their classrooms into safe and more inclusive spaces where all learners can openly express themselves with respect to each other. It is evidenced through various researchers (Blazar & Kraft, 2017; Kahveci, 2023; Ulug, Ozden. & Eryilmaz, 2011) that teachers have a strong impact on their learners' attitudes and can act as positive role models who inspire the learners to develop inclusive attitudes and values.

Educators are often the first responders to incidents of discrimination that take place in their schools (*56% of the participants in the TUTOR transnational research admitted that tensions between students are noticeable, D2.3: Training Needs' Analysis Report, p.14*). Reporting different levels of preparedness or awareness on inclusive strategies in addressing incidents of discrimination and creating inclusive classrooms, the teachers are required to react – even instinctively – in the absence of an efficient mechanism.

The TUTOR project aspires to respond to these gaps by offering a comprehensive training experience that comprises 4 different parts, each one of its own value and contributing to the consolidation of knowledge, skills and competences that the Curriculum seeks to provide.

1.2. Objectives of the TUTOR Training Course

The design of the TUTOR Training Course is the subject of Work Package 3 (WP3). Drawing from the research findings under WP2, it entails the development of a training methodology for a more inclusive education as well as the respective outline of the Joint Curriculum and

the training materials that will be used for the pilot implementation of the course under WP4. It is one of the most sustainable outputs of the TUTOR project, reflecting the partners' inspiration and commitment to providing a tool for interested parties across Europe and beyond, promoting their vision for a more inclusive education in the years to come. Utilising an intersectional perspective at the epicenter of our training methodology, the Joint Curriculum on Inclusivity focuses on 3 target groups of learners: (a) refugees/migrants, (b) LGBTQI+ and (c) socio-economically disadvantaged.

Specifically, the objectives of the TUTOR training course are:

- To introduce current and future educators to the fundamentals of inclusive education
- To present concepts, theories and tools that will be further specified in the 3 Specialisation Courses
- To increase educators' self-awareness of their own biases and ability to self-reflect and interrogate
- To enhance the visibility of learners from diverse backgrounds within the educational environment

As a result, WP3 revolves around establishing a robust framework for teachers' training on inclusivity, tailored to meet the characteristics, challenges, and expectations of the teaching role. This endeavour is strategically planned to cover all the phases from curriculum design to the practical implementation and follow-up of training, ensuring a holistic approach to skills development. The content of the Joint Curriculum (D3.1) should be considered along with the 3 Specialisation Courses (D3.2), as they will jointly constitute the methodology and materials that will be used for the delivery of the course under WP4.

1.3.   ADDIE Model for the development of the Joint Curriculum on Inclusivity

The Joint Curriculum on Inclusivity is developed according to the ADDIE Model. ADDIE stands for _(1) Analysis (2) Design, (3) Development, (4) Implementation, (5) Evaluation_. Below we provide a brief analysis of each phase of the model before describing it in detail in the following sections.

1.3.1. Analysis

The Joint Curriculum has resulted from the research findings crystallised in the Training Needs Analysis Report (D.2.3) and the identified gaps between the Desired Status and Existing Status in Inclusive Education in the 4 implementing countries, namely Greece, Austria, Ireland, Turkey, and the EU. Using an approach of productive reasoning (from general to special), we set the key questions that will be addressed in this phase:

- _What is the goal of this training programme?_
- _How does the training programme reflect the research findings?_
- _Is there any divergence noticed between the goal of the training programme (as reflected in the application) and the findings? How should it be addressed?_
- _What is the best approach to follow in addressing these needs?_

In general, the Curriculum is developed, based on the following principles:

- <u>a participatory spirit;</u> the partners have been working together to design the Curriculum, combining their expertise: the educational providers offer their expertise in teachers' education and the applicable training principles while the social partners provide their knowledge in the introduction of inclusion and diversity in a professional context. The Curriculum, thus, reflects the latest developments and stances in inclusive education towards learners with (a) migrant background, (b) LGBTQI+ and (c) socio-economically disadvantaged, as they have been shaped by local and EU organisations. The close collaboration between the two sectors has contributed to an exchange of expertise and a genuine dialogue about each other's perspective and actual challenges and has helped build a broader synergy towards a more inclusive teaching workplace.

- <u>emotional intelligence;</u> The TUTOR Curriculum embraces a combined methodology that benefits from Bloom's Taxonomy (cognitive domain) as revised by Anderson & Krathwohl (2001) and Krathwohl's Taxonomy for the affective domain. The Curriculum aims at not only clarifying what the learners will learn and be able to do after the end of the training but also helping them develop their own critical thinking and reflect on their own perceptions and feelings.

- <u>interactive training:</u> A greater extent of interactivity was dictated by the Curriculum itself as it was designed to nurture teachers' emotional intelligence and empathy and help them recognise their own stereotypes or attitudes.

1.3.2. Design

Based on the Training Needs' Analysis Report (D2.3), we have transformed the identified learning needs into thematic areas, learning objectives and outcomes, starting to develop the Curriculum outline. The Curriculum is divided into modules and units; each unit will be linked to the respective learning objectives which will be further specified within the training materials. The questions of this phase include:

- *Which are the learning objectives to efficiently respond to the identified needs? How should they be further specified in each module/unit?*
- *What should be the learning content to efficiently engage the target group (current and future educators) based on their prior knowledge and profile?*
- *Which learning methodologies are we going to include?*
- *Is the content arranged in a logical sequence?*
- *Are there any limitations or knowledge prerequisites?*
- *Which is the duration of the course (in whole and in parts)?*

Following the generic description of the learning objectives and outcomes of the Curriculum, the purpose of this phase is to define the detailed learning objectives for each module and, subsequently, unit as well as the training methods that will be used. We designed the specific learning objectives based on several factors:

i. **The theoretical framework of intersectionality**

ii. **The most updated terminology and theories about inclusive education**

iii. **The most updated guidelines for the development of inclusive training**

iv. **The best practices as identified and presented in D2.1**

v. **The learning needs of FET & VET Teachers/Trainers as specified during D2.3**

The most critical aspects that were defined in this phase include:

a) **Modularity**

b) **Description of the modules**

c) **A combined use of Bloom's Taxonomy (cognitive domain) as revised by Anderson & Krathwohl (2001) and of Krathwohl's taxonomy (affective domain).**

Modularity

A training course that is articulated in different phases should be organized in a logical, easy-to-follow and comprehensive way to offer the maximum possible impact and benefit for the end users. Therefore, it is necessary to design a Curriculum that will combine different learning techniques and increase the trainees' interest, will provide a certain degree of self-reflection and will contribute to the breadth and wealth of the information provided. The training materials will be structured in a way that will encompass 3 gradual phases:

- **Laying the foundation**; this is established through the core material that could be a lecture, a presentation, a combination of text and audio-visual material etc. This foundation will define the background that is required to develop a skill.
- **Performing self-assessment**; this is implemented through the pre- and post-course questionnaires.
- **Consolidating the knowledge;** this is achieved through self-reflection activities and Work-Based Learning which aspires to transform the theoretical knowledge gained through the course into practice within an educational or professional setting.

1.4. TUTOR Course on Inclusivity

1.4.1. Presentation of the basic decisions about the TUTOR Course on Inclusivity

On the basis of the above analysis our choices for the TUTOR Curriculum on Inclusivity are briefly presented in the table below. Some of the contents of this table such as learning methodologies, assessment procedures etc. are further analyzed in the course of this deliverable.

Table 1. TUTOR Curriculum Overview

Programme title	Inclusive Learning Programme				
Duration	**180 hours**	**Months:**		**Weeks:**	
180hr of learner effort in total over a period of 3 to 5 months					

Brief synopsis of the programme
The Inclusive Education Programme is a comprehensive initiative aimed at VET teachers, FET trainers, secondary school teachers, prospective teachers and students in initial teacher training. The programme aims to equip education professionals with the knowledge, skills and attitudes necessary to promote inclusive practices in diverse learning environments. Targeting three main communities - Migrant and ethnic minorities, LGBTQI+ and socio-economically disadvantaged - the programme focuses on enhancing participants' understanding of inclusive education.   Through a series of Courses and modules, participants will explore the foundations of inclusive learning, delve into specific knowledge related to each community, and develop practical strategies for creating and maintaining inclusive learning environments. The programme places a strong emphasis on self-reflection, identifying and challenging prejudices and cultivating cultural competence. It aims to empower educators to adopt inclusive pedagogies, address social inequalities and promote diversity in educational settings.

Target learner group
VET teachers/ VET and FET trainers/ Secondary education teachers or prospective teachers/students in initial teacher training

Breakdown of Programme Learner Effort Hours:	
In Class	25 hours (in a series of 5 classes)
Asynchronous	50 hours
Complementary Learning	55 hours
Work-Based Learning	50 hours

Programme Aims, Objectives, Standards and Programme Learning Outcomes (PLOs)
Programme Aim / Purpose
The Inclusive Education Continuous Professional Development (CPD) programme aims to provide existing education professionals from second level, VET, and FET to gain a more holistic understanding of inclusive education. The programme will provide them with the skills, competencies, and understandings to develop inclusive practice and create and maintain an inclusive learning environment. The programme has three main target groups: (1) Migrant and Ethnic Minority Communities, (2) LGBTQI+ students and (3) students from socioeconomic disadvantaged backgrounds.
Programme Objectives
1. To provide learners with an understanding of holistic, inclusive education in relation to Migrant and refugee students, LGBTQI+ students and students form socioeconomically disadvantaged backgrounds   2. To enable learners to identify their own values, assumptions, and biases and understand how they are created and reenforced by the systems around them.   3. To provide learners with the strategies, tools, and language to upskill their teaching practice and develop inclusive learning environments.
Programme Learning Outcomes (PLOs)
On completion of this programme, the learner will be able to:

1.	Interrogate their own held value systems, beliefs, biases, assumptions, and understandings and understand how these are created and re-enforced by the systems that surround them.
2.	Use, understand and explain the specific language, facts, and theories that apply to inclusive education and more specifically to LGBTQI+ communities, Migrant and Ethnic Minority communities, and communities experiencing socio-economic disadvantage.
3.	Develop the skills and values to promote inclusion, diversity, and equality within the learning environment.
4.	Utilize a range of pedagogical approaches and adult learning perspectives to lead an inclusive learning environment.
5.	Develop communication and conflict resolution skills appropriate to creating and maintaining an inclusive learning environment.

1.4.2. Programme Curriculum

Programme Structure - summary (set out a summary of the programme structure i.e. list of programme modules indicating titles, sequence and approximate duration.)				
Course Number	**Course Title**	**Mandatory / Optional**	**Hours**	**Approx. Duration (weeks)**
1.	Introduction to Inclusive Education	Mandatory	33	3
2.	Specialization One: Migrant students	Mandatory	49	3
3.	Specialization Two: LGBTQI+ students	Mandatory	49	3
4.	Specialization Three: students from socioeconomically disadvantaged backgrounds	Mandatory	49	3
Typical learning effort hours required for the programme				
Total Learner Effort (Hours)	**Directed Learning (Hours Range – include face to face (or synchronous on-line)**	**Asynchronous**	**Self-Directed Learning**	**Work-based Learning**
Whole Programme 180h	25	50	55	50
Indicative timetable				
Module Title	**Face to Face**	**Asynchronous**	**Self-Directed (Complementary) Learning**	**Work based Learning[1]**
1. Introduction to Inclusive Learning	7	8	10	8
2. Specialization One: Migrant students	6	14	15	14
3. Specialization Two: LGBTQI+ students	6	14	15	14

4.	Specialization Three: students form socioeconomic disadvantaged backgrounds	6	14	15	14

[1]**Note**: The total hours of Work Based Learning have to be 50. However, the distribution of hours to the 4 Courses may vary per trainee according to the special characteristics of the Work environment.

Programme teaching and learning strategy

The Teaching, Learning and Assessment Strategy

The design of the TUTOR training programme for Inclusive Education is grounded in a comprehensive Teaching, Learning, and Assessment (TLA) strategy that aims to foster a deep understanding of diverse perspectives, cultivate inclusive teaching practices, and evaluate the acquisition of essential knowledge, skills, attitudes, and competencies. This strategy is aligned with research-based best practices in education and draws upon the principles of adult learning theory to create a transformative and engaging learning experience.

Teaching Strategies: The programme employs a variety of teaching strategies to cater to different learning styles and preferences. These include interactive workshops, case studies, role-playing exercises, and collaborative group discussions. The use of real-world scenarios and practical applications allows trainees to connect theoretical knowledge to the complexities they may encounter in educational settings.

Learning Approaches: The learning approach is centered on transformative learning principles, encouraging participants to critically examine their assumptions, challenge biases, and embrace a continuous process of reflection and growth. The programme emphasizes active participation, encouraging trainees to share their experiences and engage in self-directed exploration of resources to deepen their understanding of inclusive education.

Assessment Methods: Assessment in the programme is multifaceted and aligned with the principles of formative and summative evaluation. Trainees are assessed through reflective journals, group projects, and individual assignments that require them to apply their learning to practical situations. Formative assessments are integrated throughout the programme to provide ongoing feedback, allowing participants to adjust their approaches and continuously improve their inclusive teaching practices.

In summary, the Teaching, Learning, and Assessment strategy of this inclusion training programme is designed to be dynamic, inclusive, and reflective. It aims to empower educators with the knowledge, skills, attitudes, and competencies needed to create truly inclusive learning environments that celebrate diversity and promote equity.

Learning environment:

The learning environment encompasses several dimensions that contribute to the overall educational experience of participants in the inclusive learning course/programme. The learning environment includes aspects related to the physical environment, social interactions, cultural considerations and intellectual engagement. By addressing these elements across the physical, social, cultural and intellectual dimensions, the learning environment is designed to be inclusive, supportive and conducive to the development of the knowledge, skills and attitudes outlined in the programme's objectives and outcomes.

 Considerations for the overall learning environment:

  - Feedback mechanisms: Establish mechanisms for ongoing feedback from participants to continually adapt and improve the programme based on their experiences and needs.

  - Support structures: Provide support structures, such as mentoring or counselling services, to address any challenges or concerns that participants may encounter during the programme.

- Personalised learning: Recognise and respond to the diverse needs and backgrounds of participants, allowing for personalised learning pathways and experiences within the broader framework of the programme.

Work based learning:

Work-based learning (WBL) in the context of the inclusion training programme involves a structured and purposeful integration of real-world experiences into the learning process. This component is designed to bridge the gap between theory and practice, allowing participants to apply the knowledge and skills gained in the training programme to authentic educational settings. We list below specific elements and activities that could be included in the Work-based Learning time period:

- Observation and Shadowing
- Teaching Practicum or self-reflexion on Teaching Practice
- Collaboration with Inclusion Specialists
- Cultural Immersion Activities
- Real Case Studies and Reflective Practice
- Professional Learning Communities (PLCs)
- Communities of Practice created in the weekly Face to Face (f2f) trainings

The 50 hours of Work-based Learning, woven into the overall training programme, provides participants with authentic experiences, practical skills, and a holistic understanding of inclusive education. This hands-on component is instrumental in preparing educators to navigate the complexities of diverse classrooms and contribute effectively to building inclusive school communities.

Monitoring of learners learning

Trainers will follow trainees' progress and activities in the f2f sessions and through the online platform and provide feedback.

Use of formative assessment and feedback:

Formative assessments are integrated throughout the programme to provide ongoing feedback, allowing participants to adjust their approaches and continuously improve their inclusive teaching practices. It will be achieved through reflective journals and individual assignments uploaded to the platform and through trainees' engagement to the Bank Items (Multiple choice questions).

Online learning:
It will comprise as noted above of asynchronous learning and complementary (self-directed) learning. In addition, a number of f2f sessions will be provided in the form of synchronous distance learning.

Meeting trainees' needs:

They will be met with the following strategies:

1. Regular feedback

2. Support structures

3. Personalised learning

By implementing these strategies, the programme can foster a dynamic, responsive and learner-centred environment. This approach not only ensures that participants feel heard and supported, but also maximises their potential for success by recognising and addressing their individual needs throughout the duration of the inclusive learning programme.

Programme assessment strategy

A number of assessment instrument will be used both to provide formative evaluation to the trainees and to create a basis of judgment of the degree that the trainee has been engaged to the activities and achieved sufficient understanding.
Assessment instruments

1. Bank question items
2. Personal report on complementary learning (uploaded to the platform)
3. Reflective Journal per Course

Co-funded by
the European Union

4. Report on Work-based learning

Among the above instruments (Assessment Instruments 2,3 and 4) are criteria so that the trainees get their certificate. All trainees' assignments will be monitored through the platform and appropriate encouragement, counselling and feedback will be provided where trainees work does not meet the standards.

Assessment Instrument 1 is a means of formative assessment. Information will be provided on the results to the items that the trainee has dealt with. Engaging with all items is a necessary condition so that the trainees get their certificate.

1.5. Learning Outcomes

The TUTOR Joint Introductory Curriculum on Inclusivity is designed using the Learning Outcomes approach. According to the 2017 EQF Recommendation, learning outcomes are "*statements of what an individual should know, understand and/or be able to do at the end of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy*" (Cedefop, 2017, pg?).

Given the structural and institutional differences in the Curricula development across the EU countries, the Learning Outcomes approach offers a common language and focuses on what a learner will know after the end of the course regardless of their country of residence. Therefore, it is considered as a tool that enhances transparency and transferability. Due to our intention to develop a common Curriculum for all partner countries, the Learning Outcomes approach is indicated as the most efficient method. Moreover, the fact that the Curriculum will be offered in an online setting, makes the selection of this method almost imperative – especially if we consider its exploitation beyond the lifetime of this project and how necessary it is to provide concrete, targeted and brief information to potential teachers who may be interested in registering in our online platform after the end of the implementation period.

A Learning Outcomes approach also requires that an assessment method is in place, which is used to check whether the indicative (or intended) learning outcomes are actually achieved. They clearly define what, to which extent, and how it will be assessed, and set specific qualitative and quantitative standards that the partnership aims to meet. Thus, they enable harmonization in assessing the learner's performance, affecting the teaching/learning process. They also contribute to the continuous improvement of the content and the learning experience through feedback provided directly from the end users.

For the purpose of the TUTOR Curriculum, we will:

- define the expectations of each learning activity
- guide trainers in the teaching process, choice of methods, etc.
- inform learners about what they are expected to be able to do/know after the learning activity

Bloom's Taxonomy

As far as the elaboration of Learning Outcomes is concerned and, subsequently, the development of the content itself, we have decided to use a hybrid methodology comprising the revised Bloom's and Krathwohl's Taxonomies (Anderson & Krathwohl, 2001; Krathwohl, Bloom & Masia, 1964). The TUTOR Curriculum is a particular concept because it seeks to improve attitudes and perceptions within secondary education and not only provide cognitive information or skills. Therefore, it is imperative to introduce an approach that can develop both.

Bloom's revised Taxonomy comprises 3 domains: cognitive, affective, and psychomotor. In the TUTOR Curriculum, we will focus on the cognitive and affective domain. Although some resources include the affective Taxonomy within Bloom's revised Taxonomy (Anderson & Krathwohl, 2001), it was developed independently by Krathwohl (who closely collaborated

with Bloom). For the purposes of the current document, we will refer to it as Krathwohl's Affective Taxonomy.

	Cognitive Domain (Mental Activity)	Affective Domain (Character and Conscience)	Psychomotor Domain (Physical Activity)
Behaviors from simple to complex	Creating (compose, originate, design, invent)	Characterizing (revise, require, rate, avoid, resist, manage, resolve)	Originating (arrange, build, construct, initiate)
	Evaluating (judge, criticize, evaluate, appraise, recommend)	Organizing (discuss, theorize, formulate, balance, prioritize)	Adapting (alter, rearrange, vary, revise)
	Analyzing (compare, classify, rank, infer, extrapolate)	Valuing (measure proficiency, subsidize, support, debate)	Mechanizing (assemble, calibrate, fasten, measure, mend)
	Applying (organize, solve, generalize, produce)	Responding (comply, follow, commend, volunteer, acclaim, engage in)	Guided Responding (copy, trace, reproduce, react)
	Understanding (explain, infer, interpret, summarize, paraphrase)	Receiving (differentiate, accept, listen for, respond to)	Setting (begin, move, show, state)
	Remembering (recite, quote, list, define)		Perceiving (choose, identify, relate, select)

The cognitive domain (which is the most well-known) is based on the use of verbs _that indicate an action_ to reflect on different learning levels, starting from basic knowledge that a learner is able to recall, and advancing, stage by stage, up until the level where the learner has consolidated the newly acquired knowledge and is able to produce appropriate contextual knowledge. Bloom's Taxonomy is also inspired by the structure and vocabulary of the European Qualification Framework (EQF).
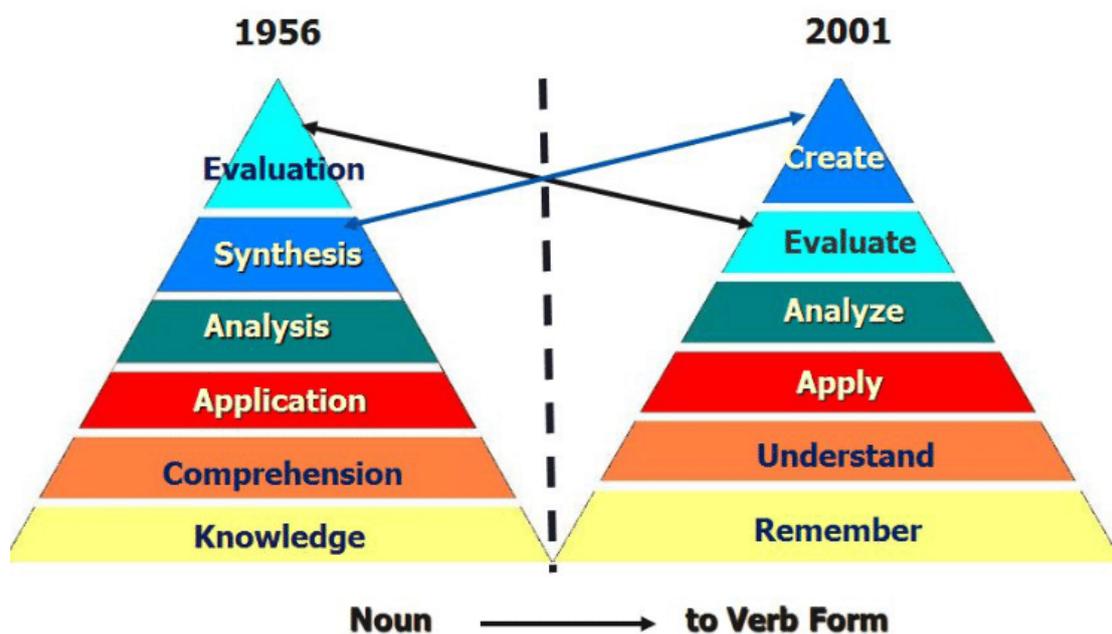
Each statement starts with the phrase "the learner should be able to….." followed by a verb (from the indicative list below which signifies the level of knowledge) followed by a phrase that gives the context. For instance:

> Upon completion of this course, the learner will be able to:
>
> ✓ Summarize 5 EU good practices for inclusive education (Level 2 – Understand)
> ✓ Illustrate the meaning of intersectionality (Level 4 – Analyse)
> ✓ Elaborate an action plan (Level 6 – Create)

Krathwohl's Affective Taxonomy

Krathwohl's Affective Taxonomy (Anderson & Krathwohl, 2001; Krathwohl, Bloom & Masia, 1964) focuses on affective learning that is demonstrated through "*behaviors indicating attitudes of awareness, interest, attention, concern, and responsibility, ability to listen and respond in interactions with others, and ability to demonstrate those attitudinal characteristics or values which are appropriate to the test situation and the field of study*".

The main objective of the affective domain is to help learners move from a general awareness level to a point that a certain idea is "internalized", meaning that it has been transformed into a personal belief, value or norm, a personal code of conduct which the person lives by. The person acts in consistency with this norm and can share their worldview with other people. The "internationalization" also encompasses the ability to find solutions to complex problems and respond accordingly based on these internalized values and can inspire others to follow in their footsteps.
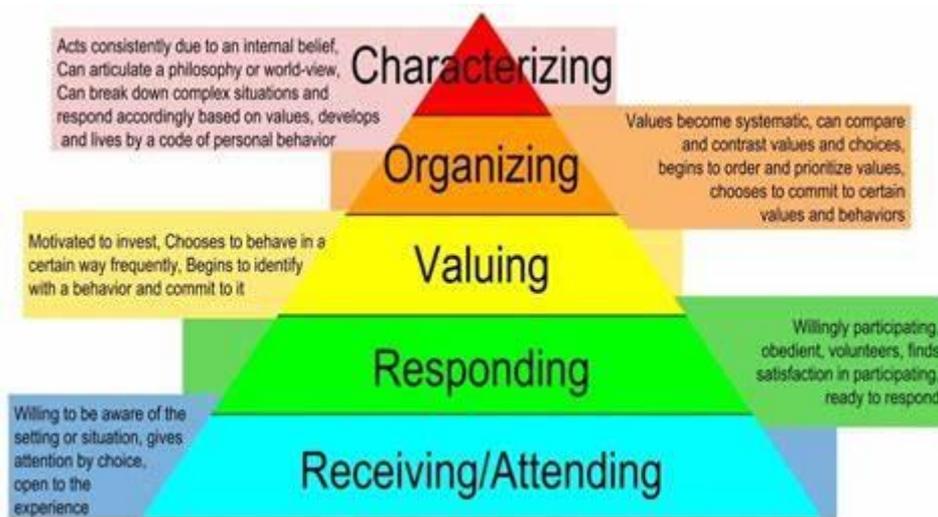
As we have underscored many times already, the TUTOR project addresses the teachers' stereotypes, values, and norms around migrant or ethnic minority status, LGBTQI+ self-identification and socio-economic disadvantages, especially their fundamental human right to equal treatment and self-expression which should be non-negotiable but a fact. Therefore, it intends to train educators so they can hopefully move from a general dissemination level (the existence of discrimination against migrant/ethnic minority groups, LGBTQI+ or socio-economically disadvantaged students) towards an "internalised" belief, value, and norm

(discrimination against migrant, LGBTQI+ or socio-economically disadvantaged students must not be tolerated) which they will live and work by. More essentially, these educators will be able to generate solutions in complex situations (e.g. bullying, gender-based violence) and inspire, support and coach their colleagues.

2. The Introductory Course

Taking into account the overall schedule of the TUTOR Course (Table 1), the theory of Learning objectives developed above and the need for a holistic approach towards inclusivity, P2-ASPAITE with the collaboration of P6-MU prepared the outline of the Introductory Course. A lot of the framing, themes, and pedagogical practices of this course are situated within a pedagogy of discomfort (Boler, 1999). A pedagogy of discomfort is not just an invitation to inquire, it is also a call to action. It is used in social justice education to challenge students to interrogate themselves, their values and belief systems and reflect on their instinctive emotional responses and resistance to new ideas or concepts.

The Introductory Course includes seven key areas for development articulated in 7 modules:

(a) introductory information about the course, including inclusivity terminology, motivation, setting boundaries for the learning community as well as role modelling for positive change;

(b) a thorough discussion about the power of language and silence, as well as reflections on language in practice;

(c) an analysis of systems and structures around us with specific reference to the systems around the teacher and around the learner/student;

(d) an approach of the notion of reflexivity and how we interrogate ourselves, followed by a discussion of stereotypes, values, beliefs and biases;

e) an introduction to the notion of intersectionality and a conception of identities as fluid;

f) a description of inclusive environments enriched by examples concerning education and finally

g) a practical guidance on how we interrogate our practices as teachers and how we develop inclusive strategies.

Each Module is split into units; the material is unfolded within the units. Course Learning Outcomes (CLOs) are stated first. Their correspondence with the Programme Learning Outcomes (PLOs) is indicated on Table 2 (column: Programme Learning Outcome). CLOs are further developed per module.

In this context, the material and methods are organized as follows (per training part):

- A. Synchronous (in-class) learning
  - Scenarios for role playing
  - Examination of artifacts (toys, books, and items from popular culture)
  - Arts-based methodologies
  - Facilitated discussions
- B. Asynchronous, individual learning

- PowerPoint presentations as per the template on Power Point, supported by audio description
- Videos
- Infographics

C. (Asynchronous, individual Self-Directed) complementary learning
- Assessment tests of each module/unit
- Case studies
- Assigned readings
- Reflective Journal

D. Work-Based Learning
- Materials that will be used to support the WBL process (see below section for detailed information)
- Materials that will be used as evidence of participation in the WBL process

In addition to the materials that will be prepared for each training phase, the partners will design Trainers' and Learners' Guides to facilitate the participants to navigate through the course and its objectives, terms, conditions, and expectations that are linked with each phase.

The Curriculum outline is presented in detail in the table below:

Table 2: Description of the Introductory course

Course title	
Introduction to Inclusive Learning	
Purpose of this Course	
The purpose of this course is to introduce current and future educators to inclusive education. The course introduces concepts, theories, and tools which will then be explored further in relation to each target group in the specialisation courses.	
Course learning outcomes (CLOs) and relationship to Programme Learning Outcomes (PLOs) (It should be possible to see that all the PLOs have been addressed through the totality of CLOs across all the courses)	
On completion of this course, a learner will be able to	Related Programme Learning Outcome (PLO) Number:
1. Identify and describe the three interdependent levels/systems regarding inclusive education: personal level, school, policy system.	PLO 1
2. Define what intersectionality is	PLO 3
3. Promote teaching methods that avoid moralizing undertones, shame, or blame	PLO 3 & 4
4. Adopt values such as dialogue, symbolism, acceptance of all, zero tolerance to discrimination	PLO 1, 3, 4 & 5
5. Incorporate inclusive design principles into classroom management	PLO 2, 3 & 4
6. Employ effective strategies against microaggressions	PLO 4 & 5

7.	Create and implement effective anti-bullying strategies at school	PLO 2, 3, 4 & 5
8.	Explain the importance of enhancing the visibility of students from diverse backgrounds	PLO 1, 3 & 4
9.	Develop self-awareness and cultural sensitivity and awareness towards diverse marginalised students, families, and communities	PLO 1
10.	Explain the importance of inclusive design principles to create supportive learning spaces	PLO 1, 2 & 4

Minimum typical learner effort in hours for this course

Face to Face	practical activities (hours)	Directed e-learning (hours)	Asynchronous learning (hours)	Self-Directed (S.D.) Asynchronous complementary learning (hours)	Other	Total effort (hours)
7	N/A	N/A	8	10	*	25

* Additionally, there will be a Work-Based Learning part related to this course (indicative hours 8). See details at the end of the Table. The word indicative is used because in the implementation of Work-Based Learning, depending on the work placement, a different distribution of hours among the courses may occur. In any case, the total hours of Work-Based Learning of the programme will be 50 as scheduled in the overall curriculum.

Course curriculum

Teaching and learning strategy

The learner will engage with 7 hours of Face to Face (F2F) learning and in-class instruction. They will be introduced to, and in time interrogate, concepts and theories engaging with each other as a community of learners. Role play, examination of artifacts (toys, books, and items from popular culture), arts-based methodologies, and discussions will be facilitated.

18 Hours of asynchronous (As.) and self-directed (S.D.) learning will comprise of pre-recorded classes, assigned readings, journalling, and engaging with other learners through the online platform's community of learners' forum.

The course will be assessed through the uploading of a journal into the online platform – only seen by the trainers.

Course Content

Module name	Unit Number:	Indicative Content:	CLOs addressed	Indicative Hours		
				F2F	As.	S.D.
Introduction	1	**Introduction to the course:** • Overarching aims and objectives of the course • How the course will operate structurally • Directed learning and self-directed learning • Work-based learning • How the course will be assessed • Online Community of learners	CLO 3,4,6, 9	1		

Unit		Content	CLO			
	2	**Situating ourselves in the programme** • Introductions – restate aims & objectives • Motivations for doing the programme • Setting goals for ourselves. • Setting boundaries for ourselves • Setting boundaries for the learning community • Self-care		1		
	3	**Learning Journal** • Why do we journal? • How do we journal? • Prompts and Reflections			1	
The Power of Language	1	**What is inclusive education?** • The importance of inclusive language • Power • Context • Intent and goodwill	CLO 3,4,6, & 9	1		1
	2	**Silence** • as a barrier to inclusion • as a pause to consider • as a means to consolidate information			1	1
	3	**Reflections on language in practice** Interrogation of document or video – reflections in diary			1	
Systems & Structures around us	1	**Introduction to the unit** • What are systems and structures and what are the differences? • Interactions and effects • Systems theory/ theories – transdisciplinary	CLO 1,6, 9	1		
	2	**Identification of the systems and structures:** • around the teacher • around the learner/student			0.5	
Reflexivity & interrogating the self	1	**What are biases, beliefs, and values?**	CLO 4, 6, 8, 9	1		1
	2	**What is reflexivity?** • How do we interrogate ourselves? • Why do we interrogate ourselves? • What are we looking for?		1		1

Section	#	Topic	CLO		
	3	**Stereotypes** • What are stereotypes and how do we come to hold them?		0.5	
	4	**Values, Beliefs, and Biases** • How does our culture or the systems we grow up in shape our biases, beliefs, and valuations?			1
	5	**Interrogating ourselves** • Reflexive thinking			1
Intersectionality and multiple identities	1	**What is intersectionality?** • What is the importance of intersectionality? • Power and privilege	CLO 2,6,9, 10	1	
	2	**Identities as fluid** • Identity as performance – lifespan, context, cultural etc.			1
Inclusive Environments	1	**What is an inclusive environment?** • Physical environment • Emotional environment	CLO 3,4, 5,8, 9 & 10	2	
	2	**The environment as a microcosm of wider society** • Opportunities and barriers			1
	3	**Auditing an environment** • anti-bias and UDL toolkits			1
Interrogating your practice	1	**Communication** • Body language • Facial expression • Tone of voice • Power or words	CLO 3, 4, 6,7,9	1	1
	2	**Strategies and their implementation** • Opportunities and barriers • Time • Resources			1

Mode(s) of Delivery	**Proportion** (% of Total Directed Learning)
Classroom / Face to Face	7 hours
Asynchronous	8 hours
Self-Directed	10 hours
Teaching Resources (reading lists etc.)	

Co-funded by the European Union

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Zembylas, M. (2004). The Sound of Silence in Pedagogy. Access here: https://www.academia.edu/16642422/The_Sound_of_Silence_in_Pedagogy

Online Resources:

https://www.learningforjustice.org/sites/default/files/general/PDA%20Critical%20Practices.pdf

https://www.adl.org/sites/default/files/personal-self-assessment-of-anti-bias-behavior-online-version_0.pdf

https://www.adl.org/resources/tools-and-strategies/creating-anti-bias-learning-environment   https://www.thisishowyoucan.com/post/__wheel_of_power_and_privilege   https://kb.wisc.edu/instructional-resources/page.php?id=119380   https://codeofgoodpractice.com/wp-content/uploads/2019/05/Mcintosh-White-Privilege-Unpacking-the-Invisible-Knapsack.pdf
Course Assessment Strategy:
The following assessment instruments will be used: 1.   Bank question items (the trainees will respond to the questions concerning the course)   2.   Personal report on complementary learning. This consists of uploading the assigned tasks to the platform.   3.   Reflective Journal regarding the Introductory Course
Some indications of a relevant Work-Based Learning
Work Based Learning (WBL) will be conducted through 8 hours (indicative) of observing and reflecting on the learner's own experiences and observations of inclusion in education. They can reflect on their own education as a child, when training as an educator, when working in a classroom or learning environment or through the use of online videos. The use of the anti-bias tool will give the learners an opportunity to interrogate their own biases, understandings, and constructions of identity and inclusion which can be used reflectively, observantly, or both. The readings and lessons will offer the learners opportunity to interrogate their own practice and consider ways to be more inclusive. Due to the reflective and observant nature of the anti-bias tool, the learner journals, and the readings, the work-based hours are indicative and will differ according to each learner's own circumstances. A template and a frame of analysis will be provided to the trainees to help them prepare a thorough report on their work-based experience.

2.1. Development

Following the finalisation of the Joint Curriculum outline by the task Leader P2-ASPAITE with the active support of P6-MU, the partners developed the training materials, according to the guidelines and the templates provided by P1-AKMI and P2-ASPAITE. A peer-review process was followed so as to assure the quality and appropriateness of the material. Peer-review helped also to support a homogenous way of material production as all the partners were engaged in both the roles of author and reviewer in different units. The development phase encompasses the actual production of the training material (content), their translation into the national languages of the participating countries and their adaptation to each country's context. In parallel, it entails their uploading in the MOOC platform as OERs (Open Educational Resources) that will be freely accessible by all interested parties.

Under the coordination of WP3 Leader, each partner has been assigned with the development of a number of units, after attentive consideration of their expertise, previous experience, and budget. The composition of the training content has taken into consideration the requirements of the Steering Committee/Quality Assurance Board and will be offered as a combination of methods (texts, lectures, audio-visual materials etc.), displaying the content in a purposeful, targeted, and engaging way and applying the core principles of adult learning. Thus, the training material should be:
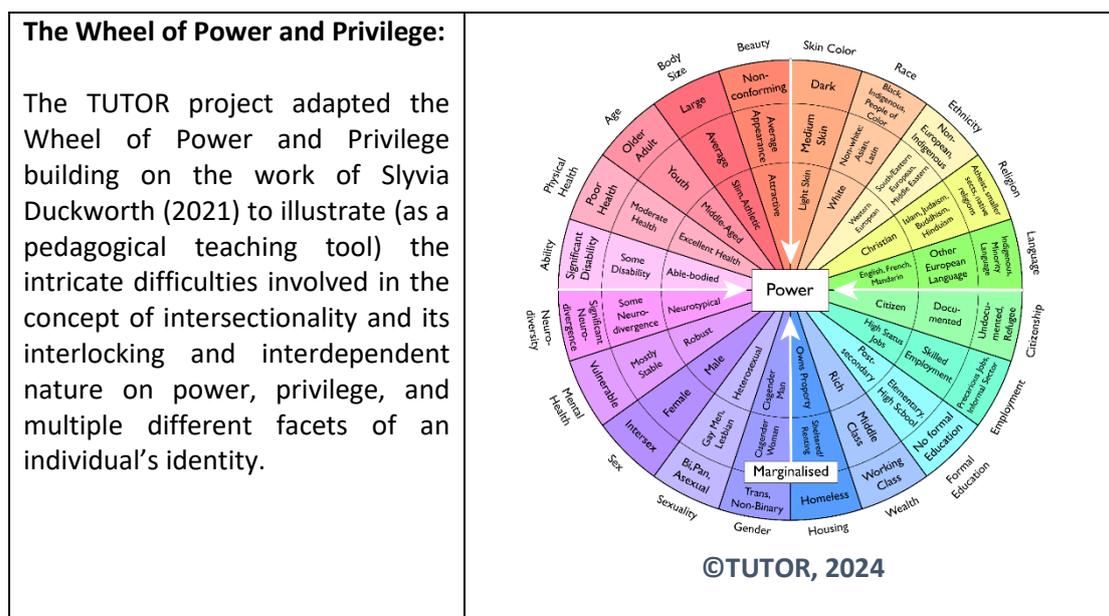
- Goal-oriented

- Intriguing
- Practical
- Relevant
- Self-directed

2.2. The theory of Intersectionality

Intersectionality, in social theory, refers to the interaction and cumulative effects of multiple forms of discrimination affecting the daily lives of individuals, particularly women of colour. The term also refers more broadly to an intellectual framework for understanding how various aspects of individual identity-including race, gender, social class, and sexuality-interact to create unique experiences of privilege or oppression.

The term "*intersectionality"* was coined by Kimberlé Crenshaw in 1989 (Cooper, B., 2016: 385) and describes how interlocking systems of power and oppression affect those who are most marginalized in society. The notion of intersectionality has guided social work and community organizing by affording insights into the diverse experiences of double, or multiple, forms of discrimination due to the intersecting nature of multiple facets of their identity, and the subsequent needs of individuals belonging to marginalized populations due to these experiences.

In public and private education, an understanding of intersectionality has the potential to profoundly affect pedagogy, curricular development, and educational policy. It encourages educators to acknowledge and address the oppressions and privileges of students from varied backgrounds and experiences and thereby to foster more inclusive, equitable, and fairer learning environments for all. Such an approach makes possible the creation of curricula that accurately represent the histories and contributions of diverse communities.

The Wheel of Power and Privilege:

The TUTOR project adapted the Wheel of Power and Privilege building on the work of Slyvia Duckworth (2021) to illustrate (as a pedagogical teaching tool) the intricate difficulties involved in the concept of intersectionality and its interlocking and interdependent nature on power, privilege, and multiple different facets of an individual's identity.

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2.3. Implementation

The implementation of the Introductory Course, along with the 3 Specialization Courses which will be analysed in D3.2, will be carried out in a pilot form under WP4. The training activities will be delivered as below:

1. *Asynchronous, individual learning* through the e-learning platform and the *complementary learning,* coordinated by P2-ASPAITE. Each implementing country has to enrol at least 200 educators (800 in total) who will be asked to complete the course and go through all the tasks to be granted a certificate.
2. *Synchronous learning*. These sessions will be organized face-to-face, online or blended, on a national level respecting the learners' preference and the partners' capacities.
3. *Work-Based Learning*, coordinated by P1-AKMI. The WBL involves a structured and purposeful integration of real-world experiences into the learning process. This component is designed to bridge theory and practice, allowing participants to apply the knowledge and skills gained in the training programme to authentic educational settings.

Specifically, this phase refers to the actual delivery of the training which, in our case, will be done through:

(a) *7 hours of synchronous (in-class) learning*, delivered in either f2f, digital or blended form.
(b) *8 hours of asynchronous, individual learning* through a Moodle e-learning platform
(c) 10 hours of (asynchronous, individual) complementary learning, carried out through the assessment tests, exercises or self-reflection activities
(d) *8 hours of Work-Based Learning,* implemented at national level

2.4. Training of Trainers (ToT)

The partners in the 4 implementing countries (Greece, Austria, Ireland and Turkey) will train a selected group of 10 trainers (in each country). One option is that the ToT takes place before the training course is launched, so that the trained trainers will be utilised later throughout the training courses to support and encourage their peers and eventually to support the f2f mobility trainings of the project.

Selection Criteria

These trainers will later work in the distance training (synchronous and asynchronous) in their respective countries, and they will likely participate as trainers -in their respective countries- in the weekly f2f mobility programmes. They will very shortly after their own training undertake their role as Trainers in a programme with trainees who are already secondary education or Vocational education/Further Education teachers or trainers. This demands, on the one hand, a comprehensive and effective ToT programme both pedagogically-wise and content-wise and, on the other hand, a careful selection of the trainers-to-be who will not necessarily start from point zero. They must already have qualifications and experience in education and training and a basic experience in inclusive education settings. These necessities explain the criteria outlined below.

Minimum requirements (On-Off criteria)

- ➢ The trainers-to-be must possess a university degree.
- ➢ They must prove their educational qualification either by a master's degree in education or by a certification as an adult trainer.
- ➢ They must have at least two years' experience in education as teachers or trainers.
- ➢ They must have a very good command of the English language as they might participate as trainers in the weekly f2f mobility programmes in their own country.

Desired additional qualifications

- ➢ A specialisation in inclusive education proved by a master's or Ph.D. degree in the field.
- ➢ Clear-cut previous experience in inclusive education settings.

This list of criteria is indicative and will be adapted in each country as conditions and qualifications differ among the four countries where the training programme will be implemented.

Methodology of the ToT programme

Although the details of the ToT programme will be developed in other reports and deliverables, some of the basic decisions are worth being presented here as they interact with the general methodology of the comprehensive training programme.

According to the TUTOR engagement the trainers-to-be should be trained in both pedagogy and content. For the first part, which will be mostly implemented in the f2f part of the programme (in-presence or distance synchronous sessions according to the availability in each country), team building, adult training basics, and interactive methods of teaching will be focused on. A lot of the framing, themes, and pedagogical practices of this part are situated within a pedagogy of discomfort (Boler, 1999).

A pedagogy of discomfort is not just an invitation to inquire, it is also a call to action. It is used in social justice education to challenge students to interrogate themselves, their values and belief systems and reflect on their instinctive emotional responses and resistance to new ideas or concepts. For the second part, the methodology of flipped classroom will be employed. The trainers-to-be will be provided with the training material and they will study it for a period of time (distance asynchronous training) during which there will be interaction and collaboration in the distance platform. This will be followed by f2f sessions where the organisers and some of the authors of the material will be present. These sessions will be dedicated to problem-solving, treatment of questions and important points that the trainers-to-be have registered throughout the distance learning.

2.5. Evaluation

The training course will be evaluated for its quality, relevance and usefulness by the participants through feedback forms that will be developed by P1-AKMI as responsible partner for QA, approved by the Quality Assurance Board, translated into the national languages of the implementing countries and distributed with the local partners' assistance to the participants. The feedback forms will also encompass an impact assessment as it is

fundamental to measure the changes in attitudes, perceptions or the confidence gained through the course towards the establishment of a more inclusive secondary education. This way, we will ensure that the developed Curriculum will be of practical use for our target group.

3. Indicative Training Methodologies

As mentioned above, the TUTOR Joint Curriculum on Inclusivity adopts different training methodologies for each distinct training phase. The partners are free to select the methodologies that consider more appropriate to achieve the learning objectives, respecting the pedagogical principles and increasing efficiency. They should keep in mind that the content should be clear and comprehensive, the language used simple and tailored to the target groups and the context of inclusive education (including the proper terminology). Special attention should be paid in the delivery of the information in a way that it is not discriminatory, biased, or reproduces harmful stereotypes (unless it is used as an example to confute stereotypes).

Below, we provide a list of indicative methodologies that will be used for the preparation of the training materials per training phase:

3.1. Synchronous (in-class) learning

3.1.1. Reflective journalling

Reflective journals are a powerful tool in educational settings, especially in courses aimed at professional development, such as training teachers in inclusive education. They provide a personal space for learners to introspect, articulate thoughts and feelings, and critically analyse their learning experiences. Here is how we can effectively implement and guide trainees in maintaining a reflective journal:

Purpose of Reflective Journals

- **Self-awareness**: Encourage trainees to explore and document their thoughts and feelings about the course material and their teaching practices.
- **Critical Thinking**: Use the journal to assess understanding and application of course concepts in real classroom settings.
- **Professional Growth**: Reflect on personal biases, challenges in implementing new strategies, and progress in creating inclusive learning environments.
- **Feedback Mechanism**: Journals can serve as a feedback loop between trainees and trainers, offering insights into the trainees' ongoing development and areas needing support.

Scientific support for the effectiveness of reflective journals

The use of reflective journals in educational settings, particularly for professional development is supported by the experiential learning theory but also by several educational theories and research findings. Kolb's Experiential Learning Theory (Kolb, 1984) emphasizes the role of experience in the learning process and outlines a four-stage cycle of learning: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Reflective journals primarily engage learners at the reflective observation stage, helping them to articulate and evaluate their experiences before moving on to conceptualization and further application (Kolb, 1984).

3.1.2. Role Playing

Role playing exercises give students the opportunity to assume the role of a person or act out a given situation. These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario. Role plays engage students in real-life situations or scenarios that can be "stressful, unfamiliar, complex, or controversial" which requires them to examine personal feelings toward others and their circumstances (Bonwell & Eison, 1991, p.47).

Unlike simulations and games which often are planned, structured activities and can last over a long period of time, role play exercises "are usually short, spontaneous presentations" but also can be prearranged research assignments (Bonwell & Eison, 1991, p.47).

Role play exercises are considered to have the following merits: They motivate and engage students, they provide real-world scenarios to help students learn, they facilitate the learning of skills used in real-world situations (e.g. negotiation, debate, teamwork, cooperation, persuasion) and they provide opportunities for critical observation of peers.

Role plays should be content-focused, match learning objectives, and be relevant to real-world situations. Role playing exercises encourage students to think more critically about complex and controversial subjects and to see situations from a different perspective. When properly employed, role plays can motivate students in a fun and engaging way. Generally speaking, they involve significant interaction among participants, and can be conducted online, face to face or in a hybrid setting.

3.1.3. Arts-based methodologies

These methodologies are particularly welcome in the TUTOR project. This approach focuses on experiencing and appreciating art as a way to help students develop ways of thinking that support thoughtful learning. Material producers and trainers create connections between works of art and the curriculum and use art as a force for developing trainees' thinking dispositions. Artful thinking is particularly suitable in the f2f sessions of the project. One of a variety of effective ways to do it is to choose a painting or a photo and invite trainees to think about it, to express their feelings and impressions and to find the connections between the piece of art and the unit content. Such an example was presented and discussed during the Vienna Transnational Meeting of the project.

3.1.4. Conversation

A conversation can help learners' understand a relevant topic and it can be particularly engaging for the learner. Through dialogue, teachers can elicit students' everyday, 'common sense' perspectives, engage with their developing ideas and help them overcome misunderstandings. When students are given opportunities to contribute to classroom dialogue in extended and varied ways, they can explore the limits of their own understanding. At the same time, they practice new ways of using language as a tool for constructing knowledge.

By engaging trainees in dialogue, trainers can:

- explain ideas
- clarify the point and purpose of activities
- 'model' scientific ways of using language
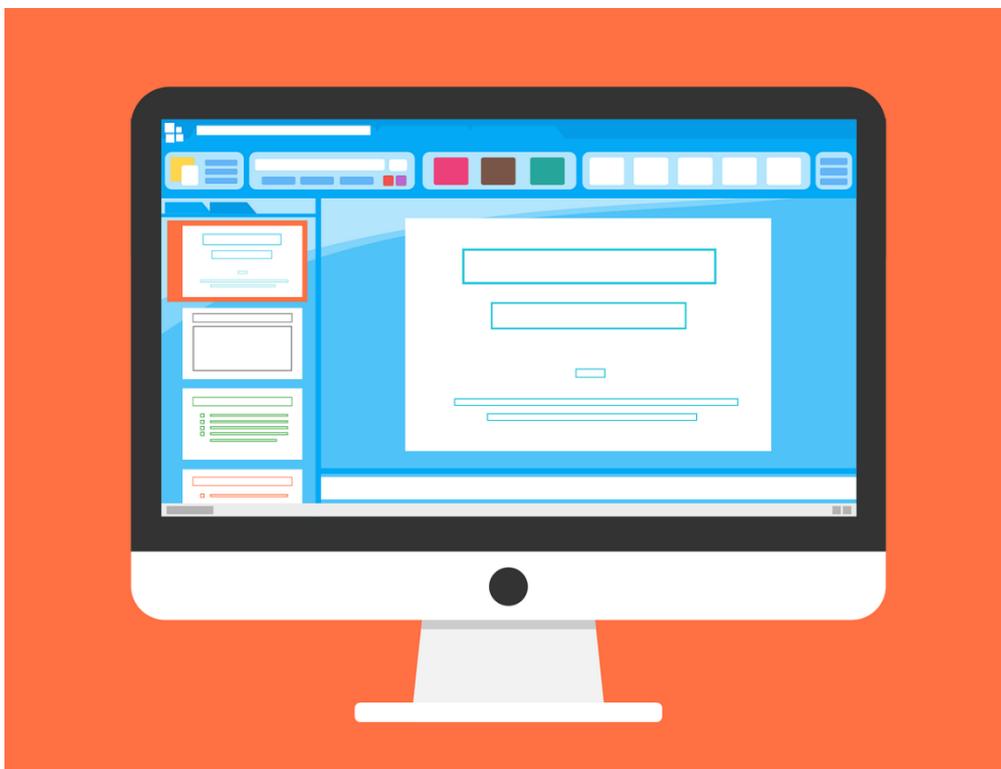- help trainees grasp new, scientific ways of describing phenomena.

3.2. Asynchronous, individual learning

3.2.1. Presentations

The basis of the asynchronous learning, embedded in the TUTOR Moodle platform, will be a PowerPoint presentation, supported by audio description. According to Edelman and Harring, as cited in Vanderbilt University (2024), learners learn more when:

- Material is presented in short phrases rather than full paragraphs.
- Relevant pictures are used.

To deliver effective PowerPoint files, we will consider the following principles:

- Spoken words with pictures are better than pictures with text, as integrating an image and narration takes less cognitive effort than integrating an image and text.
- Minimize the opportunity for distraction by removing any irrelevant material such as music, sound effects, animations, and background images.
- Use simple cues to direct learners to important points or content. Using text size, bolding, italics, or placing content in a highlighted or shaded text box is all that is required to convey the significance of key ideas in the presentation.
- Not every word that the drafters intend to convey should be put on the PowerPoint slide. Instead, the information displayed will be introduced in short chunks that are easy to read and understand. Where necessary, handouts for additional information will be added.

Presentation Structure

- All PowerPoint presentations will be developed in the same format. The template is annexed to this document.
- Each PowerPoint presentation will correspond to one unit
- The cover will include the title of each module and unit, the project and the Erasmus+ logo and the disclaimer
- The introductory part will include one slide with key words and another one with the table of contents
- Plagiarism is forbidden; when terms, quotes, arguments or any other information are directly transferred from another source, this source needs to be mentioned using the APA Reference Style
- In case it is necessary for the better understanding of the information provided, URLs and online resources will be provided on the slide of the PowerPoint presentation (not only on the references at the end).
- The final slide should display a List of References/ Bibliography for further reading

3.2.2. Videos
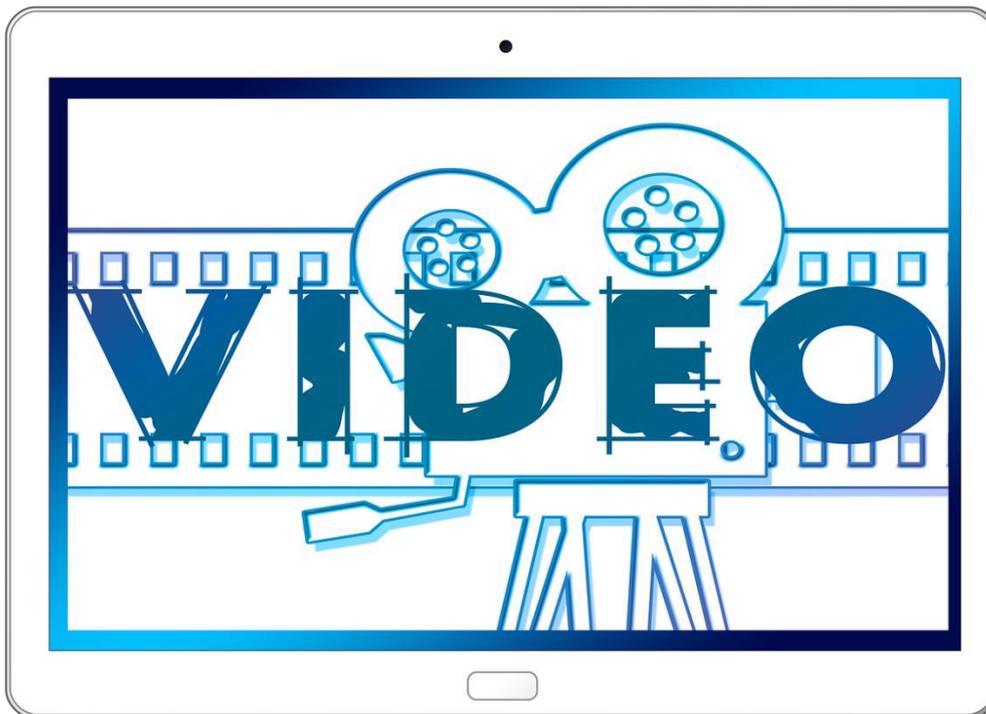
3

For video choice or production, we refer to the concept of **micro-learning or "learning nuggets"**. Following the trend of digitalization and its impact on information processing, learning content is offered in small modules and offers flexible application possibilities. The learning units enable the interactive transfer of learning content and are distributed mainly via the internet.

Usually, these learning nuggets can be worked through independently in less than five minutes. These elements of microlearning can be videos, but also small learning games, a

short text section or a self-assessment quiz. As part of e-learning, learning nuggets enable learners to acquire new knowledge independently of time and place.

To make the material content more pluralistic and diverse, the partners are encouraged to embed already available videos that offer important information on the topics discussed. However, the sources used are either labelled under Common Creative License or are advertised in content-sharing platforms (such as YouTube), otherwise, before using the content, the partners will have to secure the explicit consent of the intellectual property rights' holder (if the drafters are about to use resources that are developed by a partner organisation, they must be sure that no other parties are bearing intellectual property rights).

3.3.   Asynchronous complementary learning

3.3.1. Reflective journalling

The merits of reflective journaling were presented in 3.1.1 as well as its theoretical basis on the experiential learning of Kolb. We add here that many other theoretical backgrounds support the use of journaling. It is worth visiting these backgrounds.

The use of reflective journals in educational settings, particularly for professional development, is supported by several educational theories and research findings:

Constructivist Learning Theory

Constructivism posits that learners construct new knowledge based on their experiences. Reflective journals facilitate this by allowing trainees to actively engage with and reflect upon their experiences, integrating new knowledge with existing cognitive frameworks. Schön's reflective practice model, which differentiates between reflection-in-action and reflection-on-action, further underscores the importance of this ongoing, cyclical engagement with one's professional experiences and learnings (Schön, 1983).

Experiential Learning Theory

Kolb's Experiential Learning Theory emphasises the role of experience in the learning process and outlines a four-stage cycle of learning: concrete experience, reflective observation, abstract conceptualisation, and active experimentation. Reflective journals primarily engage learners at the reflective observation stage, helping them to articulate and evaluate their experiences before moving on to conceptualisation and further application (Kolb, 1984).

Metacognition

Reflective journals encourage metacognitive processes, which involve thinking about one's own thinking. This self-regulation is critical in professional development as it helps learners identify their own strengths and weaknesses, facilitating targeted improvements. Flavell, who first proposed the concept of metacognition, highlights its role in planning, monitoring, and evaluating one's cognitive processes and understanding (Flavell, 1979).

Self-regulated Learning

Zimmerman's research into self-regulated learning provides a framework within which reflective journals can be seen as tools for setting goals, self-monitoring, and self-reflection, all of which are critical for effective learning and professional development (Zimmerman, 1990).

Empirical Research

Numerous studies have found that reflective writing, including the use of journals, improves critical thinking skills, promotes deeper understanding of course material, and enhances personal and professional development. A study by Thorpe (2004) on reflective learning journals in higher education noted significant improvements in learners' critical thinking and self-reflection abilities over the duration of their courses.

Transformative Learning Theory

Mezirow's Transformative Learning Theory also supports the use of reflective journals. This theory focuses on how critical reflection can lead to a profound transformation in personal beliefs and perspectives, particularly in adults. Reflective journals can serve as catalysts for such transformation by prompting learners to challenge and reconsider deeply held assumptions (Mezirow, 1997).

These theories and studies collectively support the implementation of reflective journals in educational settings, particularly for courses aimed at professional development. They provide a robust theoretical foundation for using reflective journals as effective tools for learning and growth in the context of training teachers to work more inclusively.

3.3.2. Assigned readings

This method refers to a task (comprising a reading) assigned by the teacher/trainer for individual study by the trainees. It is a means of holding students accountable for the course. To achieve this, it's important to think about what role reading plays in our course. This often means that the readings should add to our classroom experience, not merely duplicate it. Some basic ideas that we respect using reading assignments are the following:

- We select readings judiciously, taking into account the trainees' needs
- We assign a specific part of text (article, chapter of a book etc.) which fits the purpose of use of this activity.
- It's good to explain to the trainees why we are excited about the reading and why we chose it.
- We ask trainees to connect certain ideas to their own personal experiences. What did they think about this issue before they read this? What are some new ideas from the reading? Moreover, an explicit set of questions accompanies the reading. Trainees are invited to upload their answers to the platform

3.3.3. Case studies

According to Barnes, Christensen and Hansen (1994), case studies are stories that are used to show the application of a theory or concept to real situations. Depending on the goal they are meant to fulfil, cases can be fact-driven and deductive where there is a correct answer, or they can be context driven where multiple solutions are possible. Good cases generally have the following features: they tell a good story, are recent, include dialogue, create empathy with the main characters, are relevant to the reader, serve a teaching function, require a dilemma to be solved, and have generality.

Instructors can create their own cases or can find cases that already exist, therefore in the development of case studies for the TUTOR project, the partners have considered the following questions:

- What do you want the trainees to learn from the discussion of the case?
- What do they already know that applies to the case?
- What are the issues that may be raised in discussion?
- How will the case and discussion be introduced?
- What preparation is expected of the trainees? (Do they need to read the case ahead of time? Do research? Write anything?)
- What directions do you need to provide the trainees with regarding what they are supposed to do and accomplish?
- Do we need to divide the trainees into groups, or will they discuss as the whole class?
- Are we going to use role-play or facilitators or record keepers? If so, how?
- What are the opening questions?
- How much time is needed for the trainees to discuss the case?
- What concepts are to be applied/extracted during the discussion?
- How will we evaluate the trainees?

Case studies are one of the privileged methods to use in the TUTOR Course as they can promote experiential learning and enhance emotional intelligence. Case studies will be used mostly in the Self-Directed (Complementary learning) part of the programme. The questions to be answered or the reflections of the trainees on the subject can be part of the trainees' assignments. It would be very good to have at least one case study per module or use a case study in f2f text. The trainer can invite the trainees to elaborate a case study during a f2f session.

3.3.4. Handouts (PDF) and Infographics

Handouts and/or infographics are useful tools for preparation, comprehension and revision. While handouts can follow many different formats and include a variety of content, they generally summarise the material covered in a lecture, and may include some added exercises or questions for reflection.

The most valuable aspect of handouts is their effect towards inclusiveness. If formulated correctly they can support the trainees who experience fatigue for any reason, non-native English speakers, and trainees with certain disabilities (e.g. physical disabilities, dyslexia) because extensive notetaking during lectures can be particularly problematic for those learners. Inclusive handouts will be accessible, accurate, and will add to their learning experience.

Providing the trainees with handouts allows them to prepare for a training lesson, for example to consider questions for reflection and read any preparatory reading.

Handouts and infographics lessen the need to take notes. This means that they can engage at a greater cognitive level with learning materials because they are not occupied with the mechanical task of writing.

Infographics compile information in an even shorter format, allowing presenting information in a pictorial way, summarising them or attracting attention to certain facts and figures. Their production needs careful preparation in terms of the choice of information to present, comprehensiveness and target-group orientation.

3.4.   Work-based learning

Work-based learning (WBL) in the context of the TUTOR training programme that promotes inclusiveness in education, involves a structured and purposeful integration of real-world experiences into the learning process. This component is designed to bridge theory and practice, allowing participants to apply the knowledge and skills gained in the training programme to authentic educational settings. Covering 50 hours in total (for both the Introductory Course and the Specialisation Courses), the Work-Based Learning component will be the final step in the TUTOR training process and will help the trainees perform their skills in a real working environment. We list below specific elements and activities that could be included in the Work-based Learning, clarifying that these are options that will be selected

according to the localised needs of each country. The final choice belongs to the trainees according to their personal interests and the appropriateness of each option for them.

3.4.1. Observation and Shadowing

Participants may spend time observing other teachers in classes with students from our 3 target groups. This hands-on experience allows them to witness inclusive teaching practices, classroom management strategies, and the dynamics of diverse learning and classroom environments.

3.4.2. Teaching Practicum

Participants could have the opportunity to engage in a teaching practicum where they actively implement inclusive teaching strategies under the guidance of experienced mentors or develop reflections on their own practice and working environments. This could involve co-teaching, leading specific lessons, and adapting instructional materials for diverse learners.

3.4.3. Collaboration with Inclusion Specialists

Work-based learning may include collaboration with inclusion specialists. This interaction provides insights into specialised support services and strategies for meeting the unique needs of students from diverse backgrounds.

3.4.4. Cultural Immersion Activities

Participants may engage in cultural immersion activities within the community, fostering a deeper understanding of the cultural contexts of the students they will be working with. This could involve attending community events, visiting cultural centers, reporting real-life case studies or connecting with local organisations.

3.4.5. Professional Learning Communities (PLCs)

Engagement in PLCs within schools or educational institutions allows participants to collaborate with colleagues, share experiences, and collectively work towards inclusive practices. This collaborative environment enhances their ability to implement inclusive strategies effectively.

3.4.6. Parent and Community Engagement

Work-based learning may include opportunities for participants to engage with parents and the wider community. This could involve attending parent-teacher meetings, participating in community events, and collaborating on initiatives that foster positive relationships between schools and communities.

3.4.7. Participation to TUTOR Mobilities

Participation in the f2f training -which is not a Work-Based Learning per se- can lead to the creation of communities of learners from different countries. Redacting a report with the description and retrospection on real case studies presented by the members of the f2f trainee community can be an enriching Work-Based Learning activity. It constitutes a type of Professional Learning Community presented above.

4. The Structure and Basic Features of the Educational Platform for the TUTOR Training Course

4.1. Introduction

The educational platform designed for the TUTOR Training Course is structured to deliver an engaging, comprehensive, and flexible learning experience for educators. Built on Moodle, a widely used open-source learning management system (LMS), the platform serves as the primary tool for delivering content, facilitating interaction, and assessing participants. The platform is structured to accommodate the diverse needs of the target groups, which include secondary education teachers, Vocational Education and Training (VET) teachers, and FET trainers. It is designed to ensure that the training is accessible, interactive, and aligned with the overall objectives of the TUTOR project.

4.2. Course Structure

The platform hosts four main courses, each divided into units that are logically organised to guide the learner through the training. Each course is designed following the ADDIE model, ensuring a structured approach from analysis to evaluation. The courses are modular, allowing participants to progress through the material in a step-by-step manner. This modularity is crucial as it accommodates different learning paces and ensures that learners can absorb and apply the concepts before moving on to more complex topics.

Each course comprises several units, which are further broken down into specific topics or lessons. These units are designed to build upon each other, starting with foundational knowledge and advancing to more complex concepts. For instance, the introductory unit may cover basic concepts of inclusivity, while subsequent units delve into specific topics such as intersectionality, inclusive environments, and strategies to combat discrimination. This logical progression ensures that learners develop a deep understanding of each topic before moving on to the next.

4.3. Key Features of the Moodle Platform

1. Synchronous and Asynchronous Learning: The platform supports both synchronous (real-time) and asynchronous (self-paced) learning. Synchronous sessions may include live webinars, discussions, and group activities, while asynchronous learning is facilitated through pre-recorded lectures, reading materials, and reflective journaling exercises. This flexibility allows learners to engage with the material at their own pace while still benefitting from real-time interactions when needed.

2. Interactive Content: Moodle's capabilities are fully utilised to create interactive content that engages learners. This includes quizzes, discussion forums, role-playing scenarios, and case studies. These interactive elements are designed not only to assess knowledge but also to encourage critical thinking and reflection. For example, the discussion forums enable participants to share their experiences and insights, fostering a collaborative learning environment.

3. Assessment and Feedback: The platform includes various assessment tools that allow trainers to evaluate learners' understanding and progress. These tools include quizzes, assignments, and reflective journals. The reflective journals, in particular, are a key

feature, allowing participants to document their thoughts, experiences, and learning journey. Trainers can provide feedback directly within the platform, ensuring that learners receive timely and constructive input on their progress.

4. <u>Resource Accessibility:</u> The platform hosts a wide range of resources, including articles, videos, infographics, and external links, all accessible within each course unit. These resources are curated to support the learning objectives and provide additional context and depth to the topics covered. Additionally, the platform's mobile-friendly design ensures that learners can access these resources on various devices, making learning more flexible and accessible.

5. <u>User-Friendly Navigation</u>: The Moodle platform is designed to be user-friendly, with a clear and intuitive interface. The courses are easily navigable, with each unit and its respective activities clearly outlined. This simplicity in design reduces the cognitive load on learners, allowing them to focus on the content rather than on navigating the platform.

6. <u>Community Building</u>: One of the essential features of the Moodle platform is its ability to foster a community of learners. Through forums, group activities, and peer reviews, learners can interact, share experiences, and support each other throughout the course. This community aspect is vital for the TUTOR Training Course, as it aligns with the course's objective of creating inclusive learning environments.

4.4. Conclusion

The Moodle-based educational platform for the TUTOR Training Course is a comprehensive and flexible tool designed to meet the diverse needs of educators. By combining structured course content with interactive elements, robust assessment tools, and community-building features, the platform ensures that learners not only acquire the necessary knowledge and skills but also develop the critical and reflective capabilities needed to foster inclusivity in their professional environments. The thoughtful design and features of this platform make it a key component in achieving the overarching goals of the TUTOR project.

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QAB Assessment

WP2 Definition of a forward-looking upskilling strategy for teachers (P6: MU & all)		
D2.3	**Training Needs Analysis Report**	
EVALUATION CRITERIA Fulfilled: **F** Partially fulfilled: **PF** Not fulfilled: **NF** Not applicable: **N/A**		**D3.1**
1	It follows the Project's visual identity and the publicity rules of EACEA.	F
2	It is relevant and aligned to the Project Description.	F
3	The followed methodological approach was coherent and/or innovative	F
4	It was delivered on time.	PF
5	It is in alignment with the European Quality Assurance Framework.	F
6	It uses inclusive language.	F
7	It uses inclusive visuals and graphics.	F
8	It is in alignment with the EU strategic documents examining the different perspectives of teachers' upskilling needs.	F
9	It owns a high level of exploitation potential, multiplication effects and is relevant for end users.	F
	Comments of reviewers/Corrective actions proposal in case of partial or not fulfilment of a criterion: A few comments were made in the document mainly related to typos (use of American English (e.g. z/s) rather than UK/European). The QAB members enjoyed reading this deliverable and look forward to Deliverable 3.2 which refers to the Specialisation Courses and it is interlinked with the description of the whole course outline.	

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