

# INCLUSION & DIVERSITY

## Designing Inclusive Courses

**Silke Preymann**  
**University of Applied Sciences Upper Austria**

Coordinators:




Erasmus+

Co-funded by the Erasmus+ Programme of the European Union.

European Higher Education Area (EHEA) - Initiative to support the implementation of reforms ERASMUS-EDU-2021-EHEA-IBA Action Grant

Full Partners:

 Bundesministerium  
Bildung, Wissenschaft  
und Forschung

 Ministry of Science and Education

 MINISTRY OF EDUCATION,  
YOUTH AND SPORTS



 Ministry of Education,  
Science and Technological  
Development

 FOUNDATION  
TEMPUS

Associated Partners:

 ACA  
ACADEMIC  
COOPERATION  
ASSOCIATION



 HEA  
HIGHER EDUCATION AUTHORITY  
AN LEASRAIS LEATHOIRIACHAIS

 MINISTRY OF  
EDUCATION  
AND SCIENCE  
OF GEORGIA

 NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT

 Universidade de Aveiro  
Inovação por excelência

 SZÉCHENYI  
ECYETEM

# Why inclusion?

## Legal obligation (anti-discrimination act)

*“In order to meet our commitment that the student body entering and graduating from European higher education institutions should reflect the diversity of Europe’s populations, we will improve access and completion by under-represented and vulnerable groups.”*

*“We therefore commit to developing new and inclusive approaches for continuous enhancement of learning and teaching across the EHEA ...”*

(Paris Communiqué 2018)

Yet,

- HE teaching staff feels insecure in how to apply inclusive practice

Claeys-Kulik, A. (2019). Diversity, Equity and Inclusion in European Higher Education Institutions. Results from the INVITED project.



# Why inclusion?

- + Inclusion benefits all students
- + Improves students' sense of belonging
- + Supports student engagement
- + Reduces drop-out, improves retention

But: institutional support is needed (resources, and to create awareness)

## Which competences are needed?

- + Self-reflection (uncover unconscious biases)
- + Knowledge/ awareness concerning student heterogeneity within a course/ study programme
- + Competences to design an inclusive curriculum
- + Teaching & learning skills (inclusive practice), incl. assessment



# Aim and learning outcomes

In this module you will learn **why** you should pay attention to the use of inclusive practices when developing your course and **how** you can set up an inclusive course.

## Structure of the short courses



### Designing Inclusive Courses

This module supports teachers in designing inclusive courses that ensure equity, accessibility, and engagement for all learners. Participants will explore key concepts of diversity, equality, and inclusion, learn to address diverse student needs, and understand relevant European policy frameworks to create inclusive curricula that reflect social responsibility and educational fairness.

Start

Designing Inclusive Courses

Inclusive Teaching and Student Support

Inclusive Assessment Practices

Impact and Mission with any for Society

Digitally Supported Research and Societal Engagement

International Collaboration for Societal Impact

Inclusive Mission and Community Engagement

### Unit 1.1

Learner needs

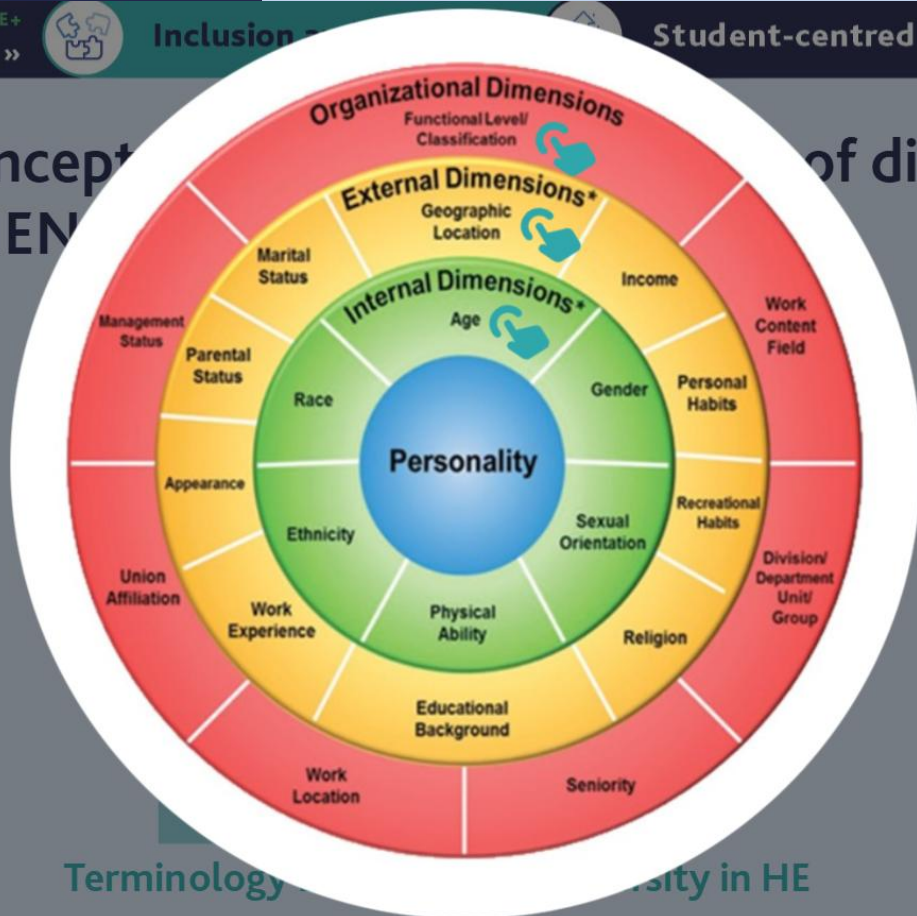
### Unit 1.2

Educational policies

### Unit 1.3

Curriculum reflection

# Content & exercises



## UNIT 1.1 What could be needs of some of the students?

Drag and drop the right words to the boxes.

(e.g. evening classes, weekend classes, classes by single parents and students in employment)

provide access to childcare facilities, counselling, career services, assistive technology for single parents, students from disadvantaged backgrounds, students with disabilities of students with impairments

is important for all students. Encourage students to stay flexible and open-minded towards different learning styles

Use  in lectures and materials. This helps students understand content better. It also helps students with different learning styles

Use a  to cater to different learning needs and knowledge in different ways.

Support Services  simple language and visual aids

Understanding and empathy

In what ways do I encourage active participation and engage students of different backgrounds in my course design?

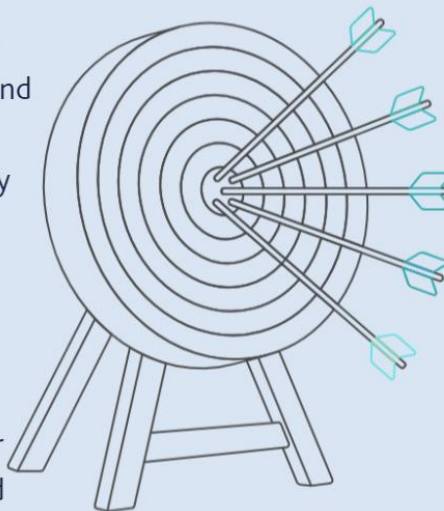
Write your answer here.

## Summary of Module

This module provides a conceptual and practical foundation for inclusive course design centred on equity, accessibility, and student engagement.

It addresses key ideas related to diversity and inclusion, explores approaches for meeting diverse learner needs, and introduces relevant European policy frameworks.

Collectively, the module presents a clear pathway toward socially responsible and fair curriculum development.



**Socially Responsible Curriculum**

The ultimate goal of inclusive design



**Equity**

Fairness and justice in learning opportunities



**Accessibility**

Ensuring all learners can participate



**Student Engagement**

Keeping learners motivated and involved



**Policy Frameworks**

Guiding principles for inclusive practices



[profformance.eu](https://profformance.eu)

[tool.profformance.eu](https://tool.profformance.eu)

[award.profformance.eu](https://award.profformance.eu)

# Contact

**Dr. Silke Preymann**

Study Programme Leader, DEI Manager

University of Applied Sciences Upper Austria

E-Mail: [silke.preymann@fh-steyr.at](mailto:silke.preymann@fh-steyr.at)



profformance.eu

tool.profformance.eu

award.profformance.eu