

## 1. Inclusive didactics

Inclusive education relies on resources that support **differentiation**, foster **varied pedagogical approaches**, and facilitate **flexible learning formats** such as individual, partner, or group work.

In this section, you will find some recommendations for creating didactically sound materials to support inclusive education that:

- enable differentiation,
- foster the implementation of a variety of pedagogical approaches based on level-oriented didactical models for central domains of learning,
- allow individual, partner and group work in versatile prepared learning environments,
- offer a structure for systematic selection of topics and levels,
- are open to the interests of the students,
- include creative learning processes (Prenzel, 2013).

	RECOMMENDATION	EXAMPLE
<b>OBJECTIVES AND AIMS</b>	<p>Provide information on the learning objectives and aims on the cover page of the resource.</p> <p>Ensure that all learning objectives are achievable, measurable, relevant, clearly stated, and concise for learners and other teachers using your OER.</p>	
	<p>Personalise, customise and adapt your OER for optimal learning outcomes, which may not be the same for everyone.</p>	<p>Determine individualised learning objectives; make the OER content accessible according to the different</p>

Recommendations

	RECOMMENDATION	EXAMPLE
<p><b>LEARNING GOALS FOR DIFFERENTIATED TEACHING</b></p>	<p>Ensure that the objectives and contents of an OER are based on the age and the entry-level competence of the learners.</p> <hr/> <p>While creating or using OER, take the needs of your students into account (including learners with disabilities and specific educational needs as well as high performing students), particularly in the design and methodology of the OER. Taking students' needs into account from the beginning can prevent the need for adaptation afterwards.</p>	<p>learning needs of students with and without disabilities (see Dimension 4).</p> <hr/> <p>If an OER is designed for young children, it should have child-friendly visual content, such as drawings and simpler text. If the same OER is intended for older children, it should include less visual content and include more content for adults, such as photographs. The text may require a higher reading level.</p> <hr/> <p>Try to develop a single version that is accessible for all students considering the diversity of your students. Otherwise, create differentiated versions tailored to the students' needs (see Dimension 4).</p>
<p><b>METADATA</b></p>	<p>Include instructions for the learning activities and explain the methodologies.</p> <hr/> <p>State for which target group of learners the resource has been made, as well as the prerequisite knowledge needed.</p> <hr/> <p>Note the estimated time needed for completion of the material (exercise sheets or lesson plans) (and prepare extra material and activities for the faster students).</p>	

Recommendations

	RECOMMENDATION	EXAMPLE
	<p>Make sure that exercises and activities are supported by answer keys or scoring guidelines.</p>	
<p><b>LANGUAGE</b></p>	<p>Ensure that the language is clear, consistent, concise and readily comprehensible for other teachers and practitioners in the educational field.</p>	
<p><b>UP-TO-DATENESS</b></p>	<p>Make sure that contents are current, updated or timeless. If necessary, update them.</p>	
<p><b>STRUCTURE</b></p>	<p>Ensure that the OER provides a sound structure for knowledge and skills development. Therefore, the content should be structured in logical manageable sequences of modules and/or lessons/sections.</p>	
<p><b>DIDACTICS</b></p>	<p>Link new content to the students' previous knowledge, skills, and experience.</p> <hr/> <p>Ensure that the OER enables the transfer of new knowledge and skills to different tasks, problems or contexts to consolidate their learning or construct personal meaning.</p> <hr/> <p>Associate theoretical constructs and content with examples that are close to the students' lives so that they can be transferred to everyday situations.</p>	<p>Engage in exercises with a familiar purpose, such as going shopping, which require mathematical calculations. Especially for students with learning disabilities.</p>

Recommendations

	RECOMMENDATION	EXAMPLE
	<p>If it enhances the students' understanding of the content, present the content of the OER in various formats (texts, graphics, pictures, etc.).</p>	<p>If appropriate, show a video, discuss the content, and provide hands-on activities.</p>
	<p>Customise the OER according to your students' living environment.</p>	<p>If an OER includes a reading on agriculture that mentions crops such as wheat or maize, but your students live in a region where olive trees and vineyards predominate, you could modify the resource to include examples of these local crops. This makes the content more meaningful and applicable to their reality.</p>
<p><b>PARTICIPATION</b></p>	<p>Ensure that learning activities provide opportunities for interaction that support active learning.</p> <hr/> <p>When possible, create or adapt the OER to promote collaborative work.</p> <hr/> <p>Ensure that the OER facilitates participation of all students, according to their capabilities and abilities, creating learning opportunities for all.</p> <hr/> <p>When planning group activities, consider how the group compilation (more heterogeneous or more homogenous) can enable the best possible learning outcome for all students, taking into account the academic and social competences of all students.</p>	<p>In a Think-Pair-Share activity, students reflect on a question, discuss with a partner and share with the class. This promotes interaction, critical thinking and active learning.</p>

Recommendations

	RECOMMENDATION	EXAMPLE
<b>PRACTICAL RELEVANCE</b>	Create or use OER that also supports the acquisition of soft skills, such as cooperation, decision-making, problem-solving, critical thinking, respect, non-violent communication, managing emotions, and stress.	Develop an OER to teach stress management or public speaking.
<b>REAL-LIFE RELEVANCE</b>	When possible, create or use OER that promotes healthy lifestyles, such as nutrition, mental health, sleep hygiene.	
<b>MOTIVATION</b>	Make sure that the OER is engaging, attractive and appealing, as it may have a positive impact on student motivation.	
	Ensure that the OER gains and maintains students' attention and interest.	Use humour (if appropriate), use examples from students' daily life, enable playful learning, include students' hobbies & interests, etc.
<b>FORMATIVE EVALUATION</b>	Include formative observation and summative assessment to ensure that you can follow the learning process of the students.	Students watch a video on the water cycle. The teacher observes discussions (formative) and assigns a short quiz (summative) to check understanding.