Module 3: Inclusive Digital Pedagogies


www.learningforallproject.eu

Contents
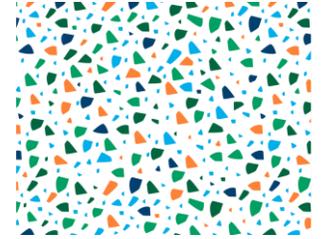
1. Purpose and Objectives
Introduces the importance of designing inclusive digital learning environments, particularly for adult learners from refugee, migrant, and diverse socio-economic backgrounds. Outlines the learning objectives focused on accessibility, universal design, digital equity, and culturally responsive teaching.

2. Introduction to Inclusive Digital Education
Explores the foundations of inclusive digital practice, including the concepts of inclusion, equity, vulnerability, and digital transformation, and highlights the systemic changes required to foster meaningful participation for all learners.

3. Core Concepts: Universal Design, Accessibility, and Intersectionality
Presents key theoretical frameworks including Universal Design (UD), Universal Design for Learning (UDL), Assistive Technology (AT), Web Accessibility Guidelines (WCAG), and intersectionality, ensuring educators understand how overlapping disadvantages impact digital learning.

4. Pedagogical Tools and Inclusive Practices
Provides practical methods for implementing inclusive pedagogy through Flipped Learning, Project-Based Learning (PBL), Microlearning, Digital Storytelling, Flexible Assessment, and Gamification, with a focus on flexible, mobile-friendly, and multilingual design.

5. Creating Accessible and Adaptive Learning Pathways
Guides educators in building adaptive, culturally responsive learning experiences by integrating mobile-first strategies, multilingual content, personalised support systems, and technology that adjusts to learners' varied starting points and needs.

LEARNING for all

1

Section 1: Purpose and Objectives

Module 3: Inclusive Digital Pedagogies

This module explores how digital education can be designed to remove barriers and foster inclusion, particularly for adult learners from migrant, refugee, and diverse socio-economic backgrounds. Participants will examine key concepts such as Universal Design (UD), Universal Design for Learning (UDL), Assistive Technology (AT), and Web Accessibility standards (WCAG).

They will learn to apply inclusive digital pedagogies — including Flipped Learning, Project-Based Learning, Microlearning, Digital Storytelling, Flexible Assessment, and Gamification — to support engagement, voice, and participation. The module also focuses on creating adaptive, mobile-first, and multilingual digital learning pathways that respond to learners' varied needs, access levels, and cultural experiences.

Through reflection and practical activities, participants will develop strategies to design flexible, accessible, and culturally responsive digital content that promotes equity and active learner participation in diverse educational settings.

Learning Objectives

Upon completing Module 3, learners will be able to:

➢ Explain the importance of inclusive digital education in addressing inequities, particularly for migrants, refugees, and vulnerable learners.

➢ Apply Universal Design (UD), Universal Design for Learning (UDL), and Web Accessibility (WCAG) principles to digital learning environments.

➢ Differentiate between universal design strategies and assistive technologies and understand their appropriate use.

➢ Recognise the impact of intersectionality on digital inclusion.

➢ Implement inclusive digital pedagogies such as Flipped Classrooms, Project-Based Learning, Microlearning, Digital Storytelling, Flexible Assessment, and Gamification.

➢ Design adaptive, culturally responsive, and mobile-friendly learning pathways using tools like H5P, Google Forms, Kahoot!, and Wordwall.

➢ Reflect on and improve personal and institutional practices to strengthen digital inclusion.

Module 3: Connecting with Other Modules

Module 1 **serves as the foundational module for this course, providing institutional managers with the essential tools and understanding to build inclusive practices. By focusing on identifying organisational needs, addressing biases, and fostering equity, this module establishes the groundwork for the specialised topics explored in the subsequent modules.**

- **Module 2: Intercultural Communication in Adult Learning**
  Builds on the cultural awareness introduced in Module 1, equipping managers with strategies to improve communication and support diverse learners effectively.

- **Module 3: Digital Learning Methods**
  Expands on capacity-building strategies by introducing digital tools and methods to foster inclusivity and address varied learning needs.

- **Module 4: Inclusive Pedagogy**
  Provides a deeper dive into creating inclusive curricula and assessments, using the organisational frameworks developed in Module 1.

- **Module 5: Community Engagement and Support**
  Focuses on extending the inclusive practices of Module 1 into the broader community, promoting collaboration and sustainable educational initiatives.

- **Module 6: Outreach Strategies**
  Builds on the capacity-building foundation to implement targeted outreach efforts, ensuring underrepresented groups have access to equitable education opportunities.

2

Introduction & Awareness

Introduction & Awareness

Think-Pair-Share

What did the pandemic reveal about your learners' access to or engagement with digital tools?

What changed – and what didn't?

Why is inclusive digital education important now?

The digital transformation of education, accelerated by global events such as the COVID-19 pandemic and ongoing conflicts, has revealed deep inequities in access, participation, and outcomes. Inclusive digital education is not merely about deploying digital tools. This education is a process of restructuring educational environments to remove systemic barriers and ensure equitable opportunities for all learners.

"Technology's capabilities offer education systems tools to overcome longstanding inequalities... reaching disadvantaged populations and ensuring content reaches all learners in more engaging and cheaper formats."(GEM Report, 2021, p. 5)

Definitions of Inclusion, Equity and Vulnerability

Inclusion is not a static state but a continuous process of adapting educational environments to meet the needs of all learners.

It is both a principle (a right) and a practice (an ongoing effort).

Inclusion contrasts with integration and exclusion by rejecting the idea of homogeneous learner groups.

"No education target should be considered met unless met by all."(World Education Forum, 2015)

Vulnerability is not inherent to a person; it arises from intersecting structural conditions and systemic barriers (e.g., language, disability, poverty, migration).

Mini task

Write down 3 barriers a learner in your context might face.
Now identify whether those are related to access, participation, or achievement.

Digital Inclusion, Beyond Access

Inclusive digital education goes beyond providing devices or connectivity. It involves:

- Designing for accessibility and usability (e.g. multilingual content, UDL, AT).
- Ensuring social participation, collaborative learning, and digital wellbeing.
- Recognizing that digital tools can reduce and reproduce inequality, depending on how they are designed and used.

"Digital transformation refers to much more than applying suitably designed digital technologies in education."(Inclusive Digital Education, 2022)

A key message to remember is that equity in education requires equity in digital design, pedagogy, and support structures.

Practice makes perfect!
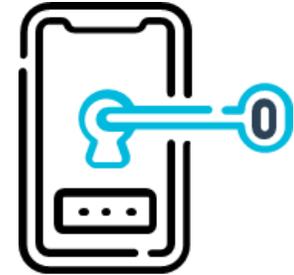
Review one resource or platform you use. Use the 'Inclusion Check' prompt below to assess it

❑ Is it accessible to learners with low literacy?
❑ Is it culturally responsive?
❑ Does it require a high level of digital skill?

Anchoring Inclusion System-Wide

Inclusive digital education must be embedded at all levels of the education system…

Individual level: learners and educators (design, competences, engagement)

Institutional level: organisational readiness, leadership, infrastructure

Policy level: frameworks, funding, monitoring, inclusive standards

This aligns with the Agency's Inclusive Education Ecosystem Model (2019), which highlights the need for coherence and alignment across these layers.

LEARNING
for all

Ecosystem Awareness Task

Sketch your own "mini ecosystem" – Who are the people, policies, and tech tools that influence how you deliver learning?

Where do you see gaps or enablers for inclusion?

3

Section 3: Core Concepts

"Laying the Foundation for Inclusive Capacity Building"

Rethinking the Digital in Education

Digital transformation in education is not a neutral or purely technological process. Rather, it represents a **socio-technical shift** that reshapes the very conditions under which **teaching** and **learning** occur. The inclusive use of **digital technology** must be understood as a deliberate **pedagogical act** — one that either **challenges** or **reinforces** existing patterns of exclusion. The mere presence of technology does not guarantee equity. Instead, its **value** lies in how it is **selected**, **implemented**, and **integrated** into teaching practice.

This approach moves us from **digitization** (conversion of analogue to digital) and **digitalization** (restructuring social practices around digital media) to inclusive **digital transformation** — where digital tools are used strategically to build systems that serve all learners.

Inclusive digital education is digital transformation that goes far beyond applying suitably designed digital technologies in education. (Inclusive Digital Education, 2022)

Brainstorm and take your time!

- List two ways your institution uses digital tools.

- Now ask: Who benefits most? Who is likely left out?

Universal Design as a Preventive Approach

Universal Design (UD) refers to environments and products that are usable by all people, without the need for adaptation or specialised design.

Applied to digital education, UD promotes access from the outset, reducing the reliance on reactive or compensatory measures.

Design for All aims to eliminate structural barriers before they arise.

"Design of products, environments, programmes and services to be usable by all to the greatest extent possible, with no need for adaptation."(UNESCO, 2020, p. 420)

Use CAST's UDL Guidelines to help implement In your online resources: https://udlguidelines.cast.org/

LEARNING
for all
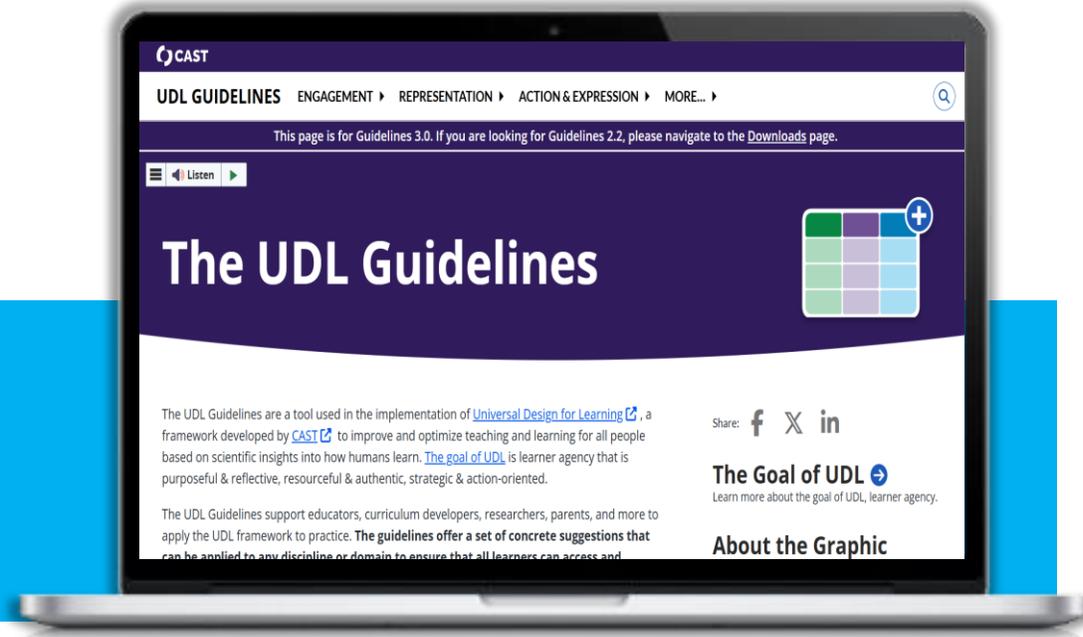
Universal Design as a Preventive Approach

UDL Principles

Multiple Means of Representation – Give learners different ways of accessing content (e.g. video, text, visuals, translated materials).

Multiple Means of Engagement – Motivate and sustain learners through varied activities, choice, and relevance.

Multiple Means of Action and Expression – Let learners show what they learn in different ways (e.g. video, quiz, image, text).

LEARNING for all

Examine this lesson

Step 1 Review the lesson format

Healthy Eating Habits
Learners read a 2-page article (PDF) about healthy eating.
Then complete a multiple-choice quiz (5 questions).
The quiz is hosted on a basic learning platform (text-only, English only).

Step 2 Identify the barriers to the lesson

Who might struggle with this lesson?
What kinds of barriers might exist (language, sensory, cognitive, engagement)?only).

Examine this lesson

Step 3 Redesign with UDL

- **Work in small groups (2–3 people)**
- **Use the UDL Checklist (provided below) to redesign the lesson**
- **Make at least 3 practical changes — one for each UDL Principle**

UDL Principles	Barrier identified	Redesign suggestion
Representation		
Engagement		
Expression		

Assistive Technology (AT) and its Role

Assistive Technology (AT) is technology designed to support individuals with specific needs when universal design is insufficient.

Examples include screen readers, text-to-speech apps, Braille keyboards, eye-tracking devices.

AT is compensatory, not preventive — it becomes necessary when digital systems fail to be universally accessible.

Risks include!
High cost and low scalability
Poor user experience
Limited integration into mainstream tools

Participatory, user-centred design of AT is critical to improving quality and relevance.

AT should be used only where universally designed technology does not sufficiently satisfy all users' needs."(Inclusive Digital Education, 2022)

CLICK HERE

LEARNING for all

UDL or AT? Think and find the best solution!

A student has low vision and cannot read on-screen content. Should we apply UDL or AT? Why? What's the most sustainable solution?

Universal Design vs. Assistive Technology

Universal Design (UD)	Assistive Technology (AT)
Proactive: designed for all from the start	Reactive: added when barriers are found
Scalable and integrated	Often separate, costly and limited in reach
Encourages participation and equity	Can create dependency or segregation
Benefits everyone	Targets specific user needs

Adopting a UD mindset reduces the long-term need for AT and increases system-wide inclusion.

Look at your organization

Which approach do you most often see?
Why?

The Web Accessibility Perspective

Web content is often the first interface between learners and digital education systems. Accessibility here is essential for inclusion.
The Web Content Accessibility Guidelines (WCAG) define best practices for making digital content:

- Information must be presented in ways all users can recognise (e.g. alt text, captions).
- Interface elements must be navigable using a variety of devices (e.g. keyboard, eye-tracking).
- Content should be clear, readable and predictable.
- Content should work across current and future tech.

While compliance is a technical goal, accessibility is a human rights issue — without it, learners are excluded before learning even begins.

WCAG Checklist: A Simplified Guide to WCAG 2.2 AA

Authored By : Raghavendra Satish Peri | Last Updated : January 15, 2025 | WCAG

DIGITAL A11Y
WCAG 2.1 and 2.2 AA Checklist

www.digitala11y.com   @digitala11yhub
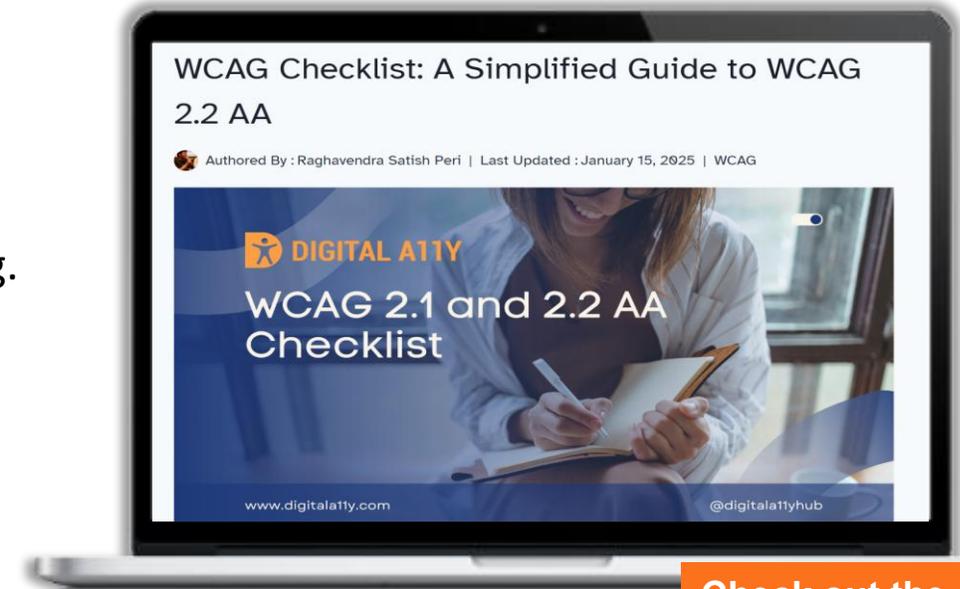
Check out the WCAG Checklist to see how compliant your online resources are

LEARNING for all

Co-funded by the European Union

Web Accessibility Checking Activity

Complete a 5-minute "accessibility audit" of a website or document you use with learners.

Check for the following:
- Alternative text on images
- Captions
- Language level (suggested tool: Hemingway App or MS Word Readability Check)

Intersectionality in Digital Inclusion

Inclusion cannot be separated from the broader social realities that shape learners' lives. A learner may experience multiple, overlapping forms of disadvantage — such as being a migrant, having a disability, and being economically marginalised. This is captured by the concept of intersectionality.

"Intersectionality means that a person… is affected by a number of pressures, forces, discriminations and disadvantages."(European Agency, 2021b, p. 6)

Designing for inclusion requires recognising these intersections and ensuring that digital systems do not reinforce marginalisation through one-size-fits-all approaches.

Reflection Activity

A learner is a migrant, a parent, and can use a wheelchair. She has internet but shares it with her family of six.

- *What barriers might she face in your current setup?*

- List or discuss the strategies using a multi-layered lens.

Inclusive Digital Pedagogy
A New Approach

Inclusive digital pedagogy is the intentional design and facilitation of learning experiences that
- Are accessible and meaningful to all learners
- Use multiple modes of representation and engagement
- Promote collaboration and social belonging
- Adapt to learner needs without stigmatisation

Grounded in Universal Design for Learning (UDL), this approach…
- Offers multiple means of representation (video, audio, text, images)
- Provides multiple means of engagement (self-paced, collaborative, gamified)
- Allows multiple means of expression (voice, writing, visuals)

"Inclusive media didactics aims to remove barriers before they arise by designing digital teaching and learning in a participatory, responsive and anticipatory way."(Inclusive Digital Education, 2022)

LEARNING for all

The Digital Divide is still present, still critical

Despite increased connectivity, many learners remain digitally excluded. The digital divide is not only about access to devices or the internet, but also about:

- Digital skills
- Quality of content
- Social support and scaffolding
- Safe and accessible environments

The gap between those who can benefit from digital technology and those who cannot.(Digital Divide Institute, cited in UNESCO IITE, 2011)

Addressing the divide requires systemic responses, not just the provision of hardware.

How do we find the solution?
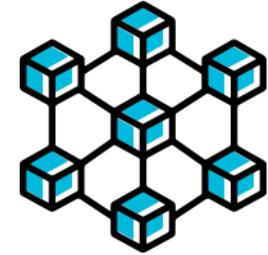
In your educational context, is the digital divide more about devices, skills, or support?

Use this to lead into a mapping of local supports and gaps.

4

Pedagogical Tools & Practice

Inclusive Media Didactics – Foundations for Practice

Inclusive media didactics is grounded in the Universal Design for Learning (UDL) approach and seeks to design digital learning experiences that anticipate and accommodate learner diversity.

It is proactive, not reactive.

It reduces reliance on assistive technologies by embedding flexibility, accessibility, and choice from the beginning.

"Inclusive media didactics must ensure that digital teaching and learning is designed in a participatory, responsive, and anticipatory way."(Inclusive Digital Education, 2022)

What to keep in mind…
Diversity is the default assumption.
Flexibility is built into all learning activities.
Representation, engagement, and expression are varied and learner-driven..

What is your opinion?

1. Does your digital content allow different ways to access, engage, and express understanding?

2. Can a learner with low literacy still engage?

3. Can a mobile-only user access it?

4. Are translation or visual supports embedded?

RECOGNISED multi-media Instructional Principles you need to know and follow: Mayer's Principles

Richard Mayer's multimedia learning theory is a must-read for instructional designers, e-learning developers, and any educator designing digital education lessons.

Mayer's principles of multimedia learning provide a blueprint for how to structure multimedia elements to maximize learning outcomes for all learners!

READ about it!

And/or

HEAR about it!

Reflection Activity

Review a piece of your own digital learning content (slide, resource, website).

1. Is it multimodal (text, visual, audio)?

2. Are choices or alternative paths offered?

3. Can learners with lower language skills still access it?

Flipped Classroom for Inclusion

The Flipped Classroom shifts basic instruction out of live group time, freeing live sessions for collaboration, support, and active problem-solving.

The UDL connection
Multiple Means of Representation- Allow learners to access content in formats suited to their needs (video, audio, text summaries).
Multiple Means of Engagement- Reduce performance anxiety, allow learners to prepare at their own pace.

Why Flipped supports inclusion?
- It offers self-paced preparation, important when second-language processing takes longer.
- Learners can rewatch/re-read difficult concepts as needed.
- Reduced pressure for fast thinking or immediate verbal participation.

Watch this video to understand flipped approach

LEARNING for all

Co-funded by the European Union

Flipped Classroom for Inclusion

Inclusive design principles	Examples of tools
Short, captioned videos (Universal Design)	Edpuzzle (interactive video with checks for understanding) https://edpuzzle.com/
Multilingual subtitles (Adaptive Support)	YouTube + captions https://www.youtube.com/
Pre-session reflections via Loom or Padlet	Loom education (pre-recorded video reflections) https://www.loom.com/education

edpuzzle

YouTube

loom

LEARNING for all

Flipped Classroom Activity

1. Design a flipped learning task

Pick a topic you teach.
Design two ways for learners to prepare (e.g., short video, illustrated summary).
Plan an active session task (discussion, project work).
Identify how you will ensure accessibility (captions, language level, alternatives).

2. What digital tools are you going to use?

# Project-Based Learning (PBL) for inclusive engagement

PBL centres learning around authentic projects that involve inquiry, problem-solving, and collaboration.

Why PBL supports inclusion of migrant and refugee learners?
- Allows authentic connection to lived experiences.
- Encourages peer support and language practice.
- Allows multimodal contribution based on strength (oral, visual, written).

Why does PBL work for adult learners of all backgrounds?
PBL resonates with adult learners because it aligns with their experience-driven learning preferences, fosters self-directed learning, and promotes practical application of knowledge, ultimately leading to deeper and more meaningful engagement.

A BETTER WAY TO LEARN

Watch this video to understand PBL approach

LEARNING for all

Co-funded by the European Union
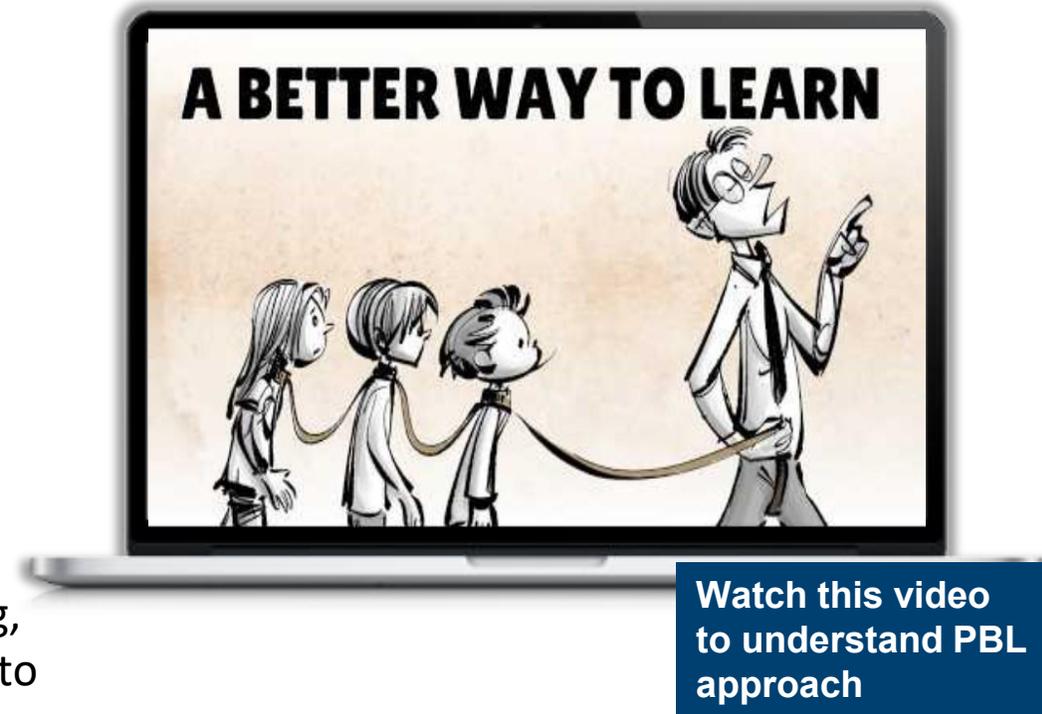
Project-Based Learning (PBL) for inclusive engagement

UDL Principles in PBL?

Engagement- Authentic, real-world problems.

Expression- Choice of outputs (reports, podcasts, videos, posters).

Representation- Multiple entry points into the problem (text, visuals, case studies)

Inclusive PBL features	Examples of tools for PBL
Group role rotation (translator, researcher, reporter, designer).	Monday.com (track group/indvidual tasks visually) https://monday.com/
Scaffolded project stages with checkpoints.	Padlet (collaborative resource sharing) https://padlet.com/
	Miro (visual mapping) https://miro.com/

PBL Activity

PBL Planning Workshop In groups

Draft a simple project idea (e.g., "Design a Healthy Menu for a Refugee Centre").

Allow multimodal outputs (poster, podcast, recipe book, photo essay).

Scaffold project steps with check-in
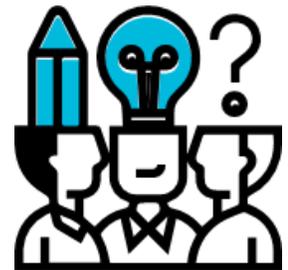
Microlearning for Flexible Access

Microlearning is a modern educational approach that delivers content in bite-sized, easily digestible chunks. This format is particularly effective for learners who need quick, targeted learning sessions that fit into their hectic schedules.

Microlearning can take various forms, including short videos, infographics, quizzes, and interactive modules. Microlearning is ideal for learners who;

- Have limited time or face language/literacy barriers
- Access content via mobile devices
- Need repetition for retention

Watch this video to understand the microlearning pedagogy

LEARNING for all

Co-funded by the European Union

Microlearning for Flexible Access

How Microlearning aligns with UDL principles;

Representation- Delivers content visually, textually, aurally.

Engagement- Offers autonomy to control pacing.

Expression- Uses short response formats (quizzes, polls).

Examples of tools to use for Microlearning lessons
Wordwall (quick matching games) https://wordwall.net/
WhatsApp or Telegram for updates https://www.whatsapp.com/ or https://telegram.org/
Canva for short, simple infographics https://www.canva.com/

Microlearning Lesson Building Activity

Pick a topic (e.g., "Steps to Create a Safe Password").

Create a 3-piece micro-sequence:

1. **Short infographic**
2. **2-minute audio or video**
3. **5-question quiz**

Align each to a UDL principle.

Digital Storytelling for Voice and Identity

Digital storytelling is the result of the combination of traditional storytelling with the use of multimedia technology (Normann, 2011; Lowenthal y Dunlap, 2010; Heo, 2009). It is a tool that allows to significantly enhance the possibilities both in the creation of the stories and in their subsequent transmission (Di Fuccio & Mastroberti, 2018). Digital narration tools allow the integration of elements from different sensory fields in the composition of a story (image, sound, movement, etc.), which can be elaborated both individually and collaboratively.

Digital storytelling gives learners the chance to share experiences, build language confidence, and express identity — crucial for migrants and refugees adjusting to new environments. The benefits include;
- Validates lived experiences.
- Supports literacy development through oral and visual forms.
- Connects personal story to learning goals.

Watch this video to understand Digital storytelling

Digital Storytelling aligning with UDL

Representation- Providing multiple formats for understanding and expression

Digital storytelling naturally aligns with UDL's multiple means of representation by allowing;
- Visuals (photos, drawings, videos)
- Audio (voice recordings, music)
- Written text (captions, subtitles, narrative)Animations (moving visual elements)

For migrant and refugee learners
- It reduces dependence on high-level academic language.
- Learners can express meaning through images, sounds, and narrative flow, not just through text.
- Language barriers are lowered through multimodal content.

Engagement- Building emotional connections and validating identity

Storytelling is inherently engaging because
- It connects learning to the learner's life story, values, and experiences.
- It validates diverse identities — learners see that their histories and cultures matter.
- It supports healing for learners who have experienced trauma by allowing controlled, creative expression.

For refugees and migrants
Storytelling can be a way to reframe personal journeys positively (strength, resilience).Learners become authors of their experience, increasing motivation, agency, and emotional investment in learning.

Digital Storytelling aligning with UDL

Expression- Allowing choice of medium for knowledge demonstration

- Digital storytelling offers multiple means of action and expression
- Learners choose how to demonstrate understanding — through oral storytelling, photographic narratives, illustrated comics, short films, or written blogs.
- Learners control the pace, style, language, and depth of their storytelling.

For migrant and refugee learners
It gives freedom to use stronger languages (L1) for parts of their project if needed.
Learners can mix media to overcome gaps in literacy or vocabulary (e.g., combining photos + short captions).
It lowers the stakes compared to formal essays or traditional assessments

Examples of tools

Book Creator
https://bookcreator.com/
Create simple digital storybooks with text, images, audio.

Canva Video Editor
https://www.canva.com/
Create short videos from templates with images, text, music.

Padlet (Story Wall)
https://padlet.com/
Create collaborative boards with text, video, images, or voice.

Digital Storytelling Workshop

Design a simple digital storytelling assignment focused on identity, culture, or migration experience.

Step 1: Choose a storytelling theme, e.g.
"A Journey to a New Place"
"A Memory of Learning"
"A Day in My Life"

Step 2: Allow learners to choose
Storybook (Book Creator) Short video (Canva) Story wall post (Padlet)

Step 3: Provide
Example stories in multiple formats (visual, audio, text)
Simple templates or storyboards
Support for the use of the first language if desired
Option to keep stories private if learners prefer

Step 4: Build In
Peer appreciation tasks (e.g., "One thing I liked about your story…")
Optional translation/subtitle support.
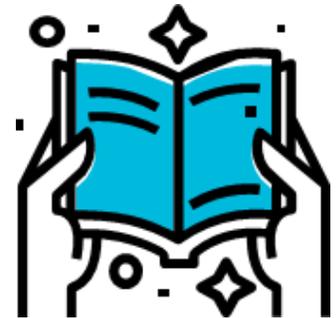
Flexible Assessment in Inclusive Digital Learning

In an era where learner diversity is greater than ever, ensuring assessments are fair, flexible, and accessible is fundamental to creating an equitable learning environment. Gone are the days when one-size-fits-all approaches to assessment are par for the course. In fact, oftentimes, traditional approaches fail to recognise the varied ways in which students engage with their learning. Assessment must match the learner, not the other way around.

For refugees and migrants

Written English may not reflect their true knowledge. Alternative formats give a fuller, fairer picture.

Therefore, educators must

- Offer varied formats to accommodate different learning styles.
- Ensure accessibility for all students, including those with disabilities.
- Encourage authentic experiences that reflect real-world applications.

Flexible Assessment

Laura Sarchet
Inclusive Higher Education GA
University of Rochester

Watch this video to understand flexible assessment types

LEARNING for all

Co-funded by the European Union

Flexible Assessment in Inclusive Digital Learning

Inclusive Assessment Principles

Accept multiple forms of evidence e.g. text, audio, visuals, performance.

Embed formative feedback e.g. continuous practice opportunities, not just high-stakes tests.

Allow choice so learners select the format that best showcases their learning.

Focus on progress so you prioritise what learners gain, not just static performance.

Scaffold assessment literacy e.g. explain tasks clearly and offer examples.

Examples of tools to use for flexible asessments
H5p https://h5p.org/   Interactive activities (quizzes, presentations, branching scenarios) embedded into learning platforms
Quizlet https://quizlet.com/   Vocabulary and concept revision through flashcards, games, and tests
Google Forms https://docs.google.com/forms/   Create flexible quizzes and surveys; include images, video, varied response types
Kahoot! https://kahoot.com/   Game-based live quizzes for knowledge checks or reviews

Gamification for engagement and participation

Gamification refers to the integration of game mechanics (points, badges, levels, quests, challenges) into non-game environments such as education to enhance engagement, motivation, and persistence.

Research shows
- ✓ Gamification can increase learner engagement, particularly for those who may feel alienated from traditional classroom structures (Deterding et al., 2011).
- ✓ It can support persistence and resilience, critical traits for learners overcoming major life transitions, including migration and forced displacement (Kapp, 2012).
- ✓ It provides immediate feedback, a key motivator for adult learners who need to see progress quickly.

However, poorly designed gamification can reinforce existing inequities (rewarding only speed or prior knowledge), alienate learners unfamiliar with competitive learning cultures, and create stress or exclusion if cultural narratives or references are not universal.

Watch this video to understand gamification

LEARNING for all

Gamification and UDL

UDL and Gamification

Recruiting Interest-Creates curiosity, excitement, and choice through diverse game challenges
Sustaining Effort & Persistence - Provides immediate feedback, goal setting, and progress tracking
Self-Regulation- Encourages reflection on goals, progress, and learning strategies

For migrants and refugees specifically

➢ Games that allow safe, anonymous trial and error (like Kahoot! anonymous quizzes) lower anxiety.
➢ Narratives that reflect journeys, resilience, or collective effort resonate deeply.
➢ Multilingual support in games increases participation.

Examples of tools to use for gamification
Wordwall https://wordwall.net/ Create simple interactive games (matching, sorting, word search, quizzes)
Kahoot! https://kahoot.it/ Game-based quizzes, polls, and surveys
Classcraft https://www.clever.com/app-gallery/classcraft RPG-style quest learning management system

5

What is an Adaptive Learning Pathway?

What is an Adaptive Learning Pathway?

Adaptive learning pathways are flexible learning routes such as:

- Recognise that not all learners start from the same point.
- Respond to diverse needs, including language, prior learning, pace, digital access, and personal goals.
- Instead of forcing all learners through a rigid, identical sequence, adaptive learning adjusts the experience dynamically or allows learner choice.

Adaptive learning pathways help bridge gaps for learners who may have interrupted education, limited formal schooling, or language acquisition needs, common among migrants and refugees.

Why adaptivity matters for Refugee and Migrant learners

Migrants and refugees may experience

- Interruptions in formal education
- Multiple first languages
- Low confidence using unfamiliar platforms
- Trauma-related concentration or memory difficulties

Without flexible pathways, these learners disengage or can be left behind.

Adaptivity Supports

- Choice between reading, listening, and watching
- Self-paced progression
- Content chunked into smaller parts
- Multilingual options
- Scaffolding for essential digital skills.

Example of digital tools
Moodle LMS (adaptive release of content) https://moodle.org/
Padlet (multilingual posting, voice or video) https://padlet.com/
Microsoft Immersive Reader (simplify and translate text) https://support.microsoft.com/en-gb/office/use-immersive-reader-in-word-a857949f-c91e-4c97-977c-a4efcaf9b3c1

Practical strategies for creating adaptive pathways

Here is a checklist to follow:

- ✓ Provide alternative formats (video, audio, text)

- ✓ Enable flexible pacing (unlock next step when ready)

- ✓ Scaffold essential digital skills before complex tasks

- ✓ Use simple, plain language (CEFR A2-B1 level or lower)

- ✓ Build translation or multilingual support options

- ✓ Offer "refreshers" for key concepts

Adaptive Technologies that Support Inclusion

Adaptive technology refers to tech that adjusts itself based on learner input, needs, or preferences. For inclusive pathways, focus on low-barrier, high-impact tools…

Technology Type	Example Tool	Inclusive Function	Link to tool
Text-to-speech	NaturalReader, Microsoft Immersive Reader	Supports low literacy and visual impairments	https://www.naturalreaders.com/
Automatic Translation	DeepL, Google Translate integration	Supports multilingual access	https://www.deepl.com/
Mobile Learning	WhatsApp lessons, Moodle Mobile App	Supports mobile-first learners	https://www.whatsapp.com/
Adaptive Content	Moodle conditional release	Learner unlocks next steps after mastering basics	https://moodle.org/

Thank you for completing Module 3 Inclusive Digital Pedagogies

Empowering managers, educators and staff to create inclusive and accessible adult learning environments that address the diverse needs of learners and communities.