



COURSE DESCRIPTION

Inclusive Teaching with AI: Universal Design for Learning in Practice

Every class has students the lesson does not reach. This week you learn to design lessons that reach them — using Universal Design for Learning and AI tools to make materials accessible, give students more ways to show what they know, and keep them engaged.

DURATION 5 days · 25 hours	LANGUAGE English (B1+)	GROUP SIZE Max 20 participants
DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	CERTIFICATE Attendance + Europass Mobility	
AUDIENCE Teachers of any subject and level, special needs and support staff, and school leaders responsible for inclusion No specific prerequisites — open to all teachers and school staff.		
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

Some students cannot read the text, some cannot show what they know in writing, and some switch off. This week you learn to plan for all of them from the start, with Universal Design for Learning (UDL) — and to use AI tools so that it takes minutes, not evenings.

- **Monday** — barriers, not labels: you map where one of your own lessons loses students.
- **Tuesday** — one content, many ways in: accessible texts, read-aloud, captions and translation, made with AI and checked by you.
- **Wednesday** — many ways to show learning: tools and supports for students who find writing, planning or focus hard — including many students with dyslexia, ADHD or autism.
- **Thursday** — keeping everyone engaged, including your most able students.
- **Friday** — your inclusive lesson, finished and checked, and the rules for using AI safely with students' data.

You go home with one complete lesson from your own teaching, redesigned for the whole class, with AI-made materials and a version that works without devices.

02 Course description

Inclusive teaching often fails for a simple reason: preparing a second version of every text, captions for every video and a different task for every need takes more time than any teacher has. AI tools change that. A simpler version of a text, an image description or a checklist that breaks a task into steps can now be drafted in minutes. What they do not change is the need for a plan — and for a teacher who checks what the tool produced.

The plan in this course is Universal Design for Learning (UDL), developed by CAST and updated in 2024 as UDL Guidelines 3.0. Its idea is that barriers sit in the design of a lesson, not in the student — and that a lesson planned from the start for the range of students in the room works better for everyone. UDL has three principles: give students more than one way to take in the content, more than one way to show what they have learned, and more than one reason to stay engaged. The week follows them one per day.

Each day you try the tools yourself, then use them on material from your own teaching: a text made accessible, an assessment task with more than one way to answer, a choice board that challenges your most able students without separating them. Every material you make also has a version that needs no device.

One rule runs through the whole week: a student's name, diagnosis, work or personal details never go into an AI tool. Health information is special category data under European data protection law, and you write a short data rule for your own school.

03 Learning outcomes

- 01 Map the barriers in one of your own lessons using the three principles of Universal Design for Learning.
- 02 Make a text, a video and an image accessible — easy-to-read versions, read-aloud, captions, image descriptions and translation — with AI tools, and check what the tools produced.
- 03 Design an assessment task with more than one way for students to show what they know, with supports for students who find writing, planning or focus hard — including many students with dyslexia, ADHD or autism.
- 04 Build a choice board that keeps all students engaged and challenges your most able students.
- 05 Apply a clear data rule: what never goes into an AI tool, and why.
- 06 One complete inclusive lesson from your own teaching, with AI-made materials and a paper version.

04 Methodology

Barriers, not labels	every session starts from a barrier in a real lesson — reading the text, showing the answer, staying with the task — not from a diagnosis.
One principle a day	the three UDL principles, one per day from Tuesday to Thursday, each with the AI tools that help with it.
Your own lesson, all week	you bring the plan of one lesson in your head, and each day you redesign one part of it.
Checked before it reaches a student	every AI output is checked for accuracy, meaning and tone before it reaches a student, and every material has a paper version.

Day 1

Barriers, not labels: UDL and what AI changes

- **Icebreaker:** “Where the lesson lost them” — in pairs, participants introduce themselves (name, country, what they teach) and describe one moment in a lesson when a student could not take part, naming the barrier, not the student or the diagnosis
 - Universal Design for Learning, Guidelines 3.0 (CAST, 2024): three principles and nine guidelines, read together online at the source, and the idea that barriers sit in the design — for the individual, the school and the system
 - **What AI changes:** tasks that used to take an evening — a second version of a text, captions, a picture description, a step-by-step checklist — now take minutes; and what it adds: wrong answers, bias and data risks
 - **Barrier map:** you choose one lesson from your own teaching and mark where a student could get stuck — seeing or hearing it, understanding the language, showing the answer, keeping focus, caring about it
 - **The data rule from day one:** no names, no diagnoses, no student work, no personal details in any AI tool — health information is special category data under European data protection law
 - **Output:** the barrier map of your lesson
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Day 2

One content, many ways in (Representation)

- **Warm-up:** “Read it three ways” — the same short text read silently, heard with a read-aloud tool, and seen as a picture summary; participants say which way worked best for them, and why that differs from their neighbour
 - **Seeing and hearing the content:** read-aloud and captions already built into common tools, such as Immersive Reader in Word or Live Caption in Chrome; AI-drafted descriptions of images and diagrams, checked by the teacher
 - **Language:** an AI-drafted easy-to-read version of a text and a short glossary; translation for students still learning the language of the school — and a check of what the tool changed or left out
 - **Building on what students know:** an AI-drafted list of the background knowledge a text assumes, and a short pre-teaching step
 - **The checking routine:** is it accurate, is the meaning the same, is the tone right, is it at the right level?
 - **Output:** one text from your lesson in three accessible forms, with a paper version
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Day 3

Many ways to show learning (Action & Expression)

- **When writing is the barrier:** speech-to-text and dictation, and AI used as a scaffold that asks questions rather than writing the answer — for students with dyslexia or motor difficulties
- **Planning and focus:** AI-drafted task breakdowns, checklists and visual schedules for students who need structure, including students with ADHD or autism — kept predictable and checked by the teacher
- **More than one product:** showing learning by speaking, drawing, building, recording or writing — and marking them fairly with the same criteria
- **Design time:** one assessment task from your own subject, redesigned
- **Output:** an assessment task with two or three ways to show learning, and a support checklist

Day 4

Keeping everyone engaged — including your most able students (Engagement)

- **Interest and identity:** AI to find examples from the kinds of interests students in your class have — described in general terms, never by name — and to offer real choices in a task
- **Effort and challenge:** extension tasks for gifted and high-ability students that deepen the same topic rather than separating them, and supports for students who give up early
- **Feedback that keeps students going:** AI-drafted feedback comments on an invented sample of student work, rewritten by the teacher so they sound like you and fit the student
- **Fairness check:** how a tool treats different names, languages and accents — tested with invented examples
- **Emotional capacity:** a reset option and a predictable routine built into the choice board, for students who find it hard to manage frustration
- **Output:** a choice board for your lesson — core, support and stretch options

Day 5

Your inclusive lesson, and the rules around it

- **Opening session — putting it together:** Monday's lesson revised through all three principles, with Tuesday's materials, Wednesday's task and Thursday's choice board
- Peer review in threes with a short UDL checklist: where could a student still get stuck?
- **The rules around AI:** the data rule, the tools your school allows, telling families, checking every output — written as one page for your school
- **Your first step:** what you will try in the first week back
- **Output:** your complete inclusive lesson plan and your one-page AI rule
- **Selected work in plenary:** two or three participants who want to present their lesson do so, by choice
- Course evaluation and feedback
- Certificate ceremony

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- UDL Guidelines 3.0, read online at the CAST website, with a one-page summary of the principles and guidelines in plain words
- A barrier map template
- An accessibility checklist for texts, videos and images
- A checking routine for AI outputs
- A choice board template and a peer-review checklist

- Your inclusive lesson plan and one-page AI rule — built by you during the week

07 How to prepare

- You do not need to read anything in advance or know anything technical. It helps to have one lesson from your own teaching in mind — one that did not reach every student. If you do not teach a class yourself, you can work on a lesson of a colleague you support, or on a sample lesson the trainer provides.
- A laptop or tablet is useful, as most sessions try tools hands-on; if you do not have one, you work with a partner, and every task also has a paper version.
- No account needs to be created for the course activities; if you already use an AI assistant you can work with it, and otherwise you work with a partner or on the trainer's screen.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

09 Why this is Erasmus+ eligible

Inclusion and diversity is the first priority listed in the Erasmus+ Programme Guide, which describes disability as covering “physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder someone's full and effective participation in society on the same footing as others” (Erasmus+ Programme Guide 2026, Part A – Priorities of the Erasmus+ Programme, p. 7). This week works on those barriers in the ordinary classroom: participants use Universal Design for Learning to find where a lesson shuts students out, and AI tools to remove the barrier faster — accessible texts, captions, more ways to show learning — while keeping students' personal data out of those tools. They finish the week with a complete inclusive lesson for their own class.

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

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COURSE PAGE

erasmusmobilityacademy.com/courses/inclusive-teaching-with-ai

ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.