



DAILY PROGRAMME

Inclusive Teaching with AI: Universal Design for Learning in Practice

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	LANGUAGE English (B1+)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1 Barriers, not labels: UDL and what AI changes	DAY 2 One content, many ways in (Representation)	DAY 3 Many ways to show learning (Action & Expression)	DAY 4 Keeping everyone engaged — including your most able students (Engagement)	DAY 5 Your inclusive lesson, and the rules around it
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Day by day

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

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

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.

ISSUED BY

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COURSE PAGE

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