

IO 2

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1. Introduction

Digital accessibility and inclusive learning are the central axes of the IDE@ project, which aims at developing the necessary skills to train professionals in online educational contexts, to create inclusive and accessible online teaching materials to reach all learners, regardless of their needs.

Initially, the IDE@ project differentiated between “accessible teaching” as part of IO1, and “inclusive teaching” as part of IO2. However, accessibility and inclusion can not be dissociated as they are close related concepts. As stated by the United Nations CRPD slogan “Nothing about us without us”, thus, no accessibility can be reached without including the views of all users. Therefore, focus was shifted to “online teaching and learning during the COVID-19 from a learners' perspective”, which is the aim of O1, and “online teaching and learning during the COVID-19 from a teachers' perspective”, which is the aim of O2. This fact allows the voice of the different agents involved in online teaching and learning practises during the COVID-19.

This report provides a summary of the work conducted for Intellectual Output 2 for the definition of competences for the new professional profile "Certified Trainer in Inclusive Distance Learning" from a teacher's perspective. It firstly explains the objectives of this Intellectual Output and the KPIs. It then summarises the methods used to achieve the main goals and reports the time frames. Finally, the report presents the final outcomes and the dissemination.

2. Objectives

This Intellectual Output (IO) aims to define the competences for the profile "Certified Trainer in Inclusive Distance Learning" from a teachers perspective. The main objectives of this IO were to:

1. Map the current situation of online teaching practises in higher education and vocational education contexts in the EU.
2. Identify the profile of teachers in online educational environments.
3. Identify the challenges of online teaching and learning during the COVID-19 from a teachers' perspective.
4. Identify best practises in inclusion and accessibility in online educational environments.
5. Examine users' familiarity with Universal Design for Learning principles.
6. Identify needed training for professionals in online teaching contexts in terms of inclusion and accessibility.
7. Propose and validate the needed competences for the creation of a new professional profile "Certified Trainer in Inclusive Distance Learning".

3. KPIs

- Numbers of participating teachers with experience in online teaching during COVID-19 – number of responses to online questionnaire: 63

- Numbers of participating teachers from higher education – number of responses to online questionnaire: 32
- Numbers of participating teachers from vocational training – number of responses to online questionnaire: 31
- Number of participating teachers with possible interested in the proposed training - number of responses to online questionnaire: 56
- Total number of participants - number of responses to questionnaires: 63

4. Methods

During this IO, all partners worked together over a period of 9 months. Previous competence definitions were gathered from:

- Different Erasmus+ media accessibility projects in which ECQA, KOENA and UAB have been involved ([ACT¹](#), [ADLABPRO²](#), [EASIT³](#), [IMPACT⁴](#), [LTA⁵](#))
- Different projects related to establishing skills for vocational trainers in Europe ([ESCOT⁶](#)) and applying Universal Design for Learning in online contexts ([Tinel⁷](#))
- Cash et al. (2021) “Distance Educators Attitudes and Actions towards Inclusive Teaching Practices”⁸.
- Lombardi et al. (2015) “International Comparisons of Inclusive Instruction Among College Faculty in Spain, Canada, and the United States”⁹.
- OECD (2021) “Implications of the COVID-19 Pandemic for Vocational Education and Training”¹⁰.
- Rose, D.H., and Meyer, A., Eds. (2006). A practical reader in Universal Design for Learning.

An overview of the available training in Universal Design for Learning (UDL) shows that existing training is mainly addressed in primary education (KA-12) (Rose et al. 2006). Some research can also be found about UDL in higher education at a tertiary level (i.e. universities) (Lombardi et al. 2015). Due to the COVID-19 situation, recent research has focused on applying UDL to distance learning in higher education (Cash et al. 2021 and Tinel project). Yet, little to no research can be found about training in UDL addressing vocational online educational contexts.

¹ <http://pagines.uab.cat/act/>

² <https://www.adlabpro.eu/>

³ <http://pagines.uab.cat/easit/en>

⁴ <https://impact-access.eu/>

⁵ <https://ltaproject.eu/>

⁶ <https://gipfar.wixsite.com/escot/the-project>

⁷ <https://www.hamk.fi/projects/tinel/?lang=en>

⁸ Cash, C., Cox, T., & Hahs-Vaughn, D. (2021). Distance Educators Attitudes and Actions towards Inclusive Teaching Practices. *Journal of the Scholarship of Teaching and Learning*, 21(2). <https://doi.org/10.14434/josotl.v21i2.27949>

⁹ Lombardi, Vukovic, & Sala-Bars (2015). International Comparisons of Inclusive Instruction. *Journal of Postsecondary Education and Disability*, 28(4), 447-460.

¹⁰ OECD (2021). *Implications of the COVID-19 Pandemic for Vocational Education and Training*, OECD Publishing, Paris, <https://doi.org/10.1787/55afea00-en>.

The IDE@ project aims at developing the skills and designing the curriculum for the profile "Certified Trainer in Inclusive Distance Learning". This certified trainer may be in charge of understanding, detecting, planning, designing, creating, and managing inclusion and digital accessibility in online educational contexts.

The competences for a "Certified Trainer in Inclusive Distance Learning" are attached as annex I.

The final outcome was developed after several rounds of comments and feedback gathered from IDE@ partners, the timeline of which is described below:

- April 2021: presentation of IO2 definition at the kick-off meeting
- May 2021: Competence definition, and first version of the online survey to teachers was sent to all partners.
- June 2021: All partners provided comments to the first version of the online survey.
- July-August 2021: second version of the online survey was sent to partners to gather comments.
- September 2021: UAB implemented the suggestions from all partners and sent off the final draft of the online survey for validation.
- October 2021: Final version of the online survey was validated by all partners, and translation into the 5 languages of the consortium was requested. Languages: Catalan, English, French, German and Spanish.
- October 2021: Final version of the online survey in 5 languages was launched.
- November 2021: Online survey was closed and data collection started.
- December 2021 – January 2022: Three online focus groups to teachers were organised to gather further qualitative data regarding the proposed competences.
- January 2022: the final draft of the IO1 report was validated by all partners.

4.1. Methodological tools

The methodological tools selected to gather quantitative and qualitative data from participants were first a questionnaire (Annex II), and second a focus group. Ethical procedures were strictly followed at all stages in order to ensure compliance with EU existing regulations and codes of conduct. In April 2021, UAB submitted the documentation for approval to the UAB Ethical Committee¹¹ and approval was received in June 2021 (Annex III).

4.2. Online questionnaire

The objective of the questionnaire sent to different stakeholders in the academic and vocational training was to map the current practises in inclusive and accessible teaching available in online contexts, before and during the COVID-19. The questionnaire was divided into two main sections. The first section was dealing with demographics, and the second section was dealing with inclusive and accessible teaching in online courses. The specific issues examined are available in Annex II.

¹¹ <https://www.uab.cat/web/research/itineraries/uab-research/euraxess-uab/uab-ethics-committee-1345703043312.html>

The questionnaire was designed to take approximately 15 minutes to complete, with a majority of closed-ended items requiring the ticking of boxes to allow quick and easy feedback, some questions requiring graded responses using the standard set of responses (very important to not important at all, very easy to very difficult, or very familiar to not familiar at all), some questions were formulated using the Likert scale technique with a numerical 1-4 scale. Moreover, in order to gather further qualitative data to complement the quantitative data collected, some questions included an open-ended item in the form of room for comments.

4.2.1. Data collection

Whilst the same data collection method was used across the partner countries (i.e. on-line questionnaires in the five languages of the consortium), there were some variances in quantities. Therefore, scaling is used in the comparative analysis across the different language versions. The French questionnaire received 24 answers. The English questionnaire received 16 answers. The Catalan questionnaire received 9 answers, the Spanish questionnaire received 13 answers and the German questionnaire received 1 answer which was discarded due to lack of relevance. In each case the variance between the results from the different language versions is analysed.

4.2.2. Survey results

The data collected provides a mapping of current challenges in accessibility and inclusion in online educational contexts across different countries. The collected quantitative and qualitative data offers the opportunity for further in-depth analysis of the findings for additional insights. Below the results for each section and question.

4.2.2.1. Demographics

The first section of the survey was aimed at gathering demographic information. It consisted of 13 questions which required some basic information related to a) age range and gender, b) teaching country and languages, c) field of professional teaching practice and teaching experience, d) educational level, e) teaching formats and practises before and during COVID-19, f) teaching preferences, and g) learners average enrolment in online courses. In the following section a detailed description of the gathered results is presented.

Age and gender

On average the main age range of the respondents was between 35 - 44 years old (36%) followed by 45-54 years old (28%). Age is closely related to question 6, which is the teaching experience of the participant. In all language versions, participants reporting more than 10 years experience were aged between 35 – 44 years old or between 45-54 years old.

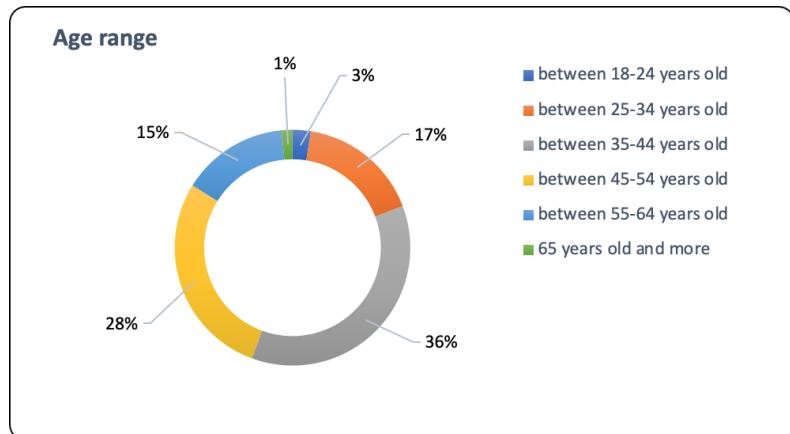


Figure 1. Age range

On average the main gender of the respondents was female (69%) and male (31%). While this is the main gender for the Catalan and Spanish versions of the survey with 80%, in the French and English versions gender was more balanced with 52% female and 48% male in both versions.

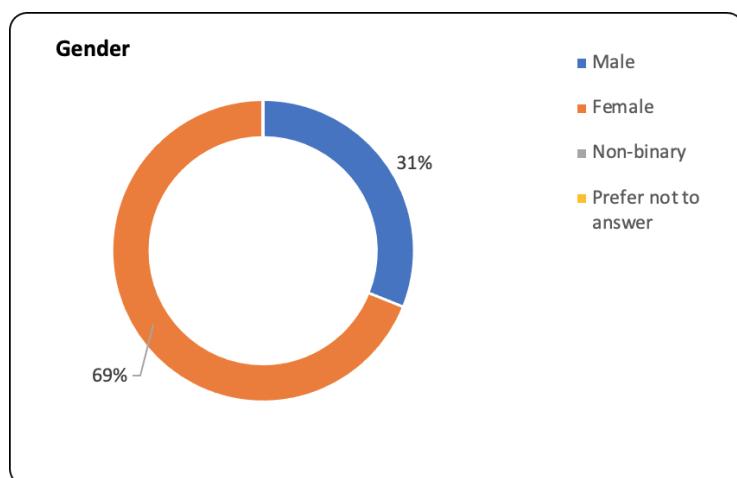


Figure 2. Gender

Teaching countries and languages

Answers were received mainly from the following countries: France and Spain, but also from Austria, Belgium, Ireland, Italy, Luxembourg and Portugal. Answers were also received from countries outside the EU, such as Canada, Colombia, Japan, Nepal, Saudi Arabia, UK and the United States.

The reported main languages were Catalan, English, French and Spanish. While in the French version 88% of the participants reported to teach mainly in one language (French), in the English, Spanish and Catalan versions most participants reported to teach at least in two languages. The most selected combination was Spanish/Catalan, as both are official languages in Catalonia.

Field of professional practice and teaching experience

Regarding the field of professional practice of the participants, on average the most selected one was 'Tertiary level/Academic' (58%), followed by 'Continuing vocational education and

training in the workplace' (22%). In third place, it was selected 'Initial vocational education and training at post-secondary level' (14%). Finally, it was selected 'Initial vocational education and training at secondary and upper secondary level' (6%).

A close look at the different language versions shows that in the French version 72% of the participants selected 'Continuing vocational education and training in the workplace', and only 20% selected 'Tertiary level/Academic'.

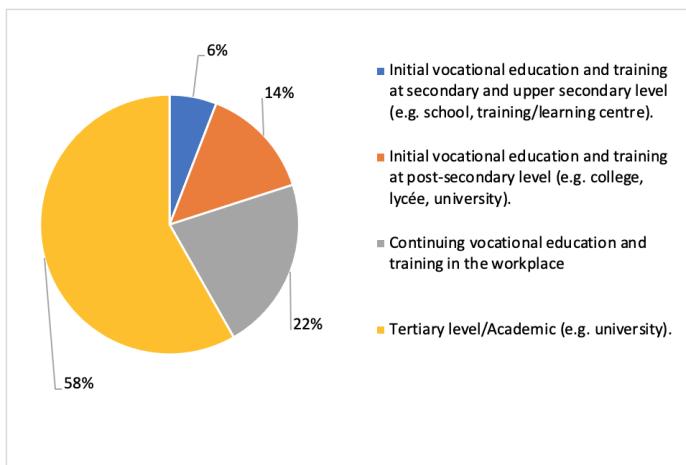


Figure 3. Field of professional teaching practice

In terms of teaching experience, on average 55% of the participants reported to have more than 10 years experience, followed by 6-10 years experience (15%), 0-2 years experience (16%), and 3-5 years experience with (15%).

Educational level

In terms of educational background 42% of the participants reported to hold a doctoral degree (PhD), followed by 28% who reported to hold a postgraduate degree (i.e. Master). In third place, 20.3% of the participants reported to hold an undergraduate degree (i.e. Bachelor), and 8.2% reported to have a post-secondary non-university degree.

A close look at the different language versions shows that while in the Catalan, English and Spanish version on average 50% of the participants hold a doctoral degree, in the French version 44 % of the participants hold a Diplôme de l'enseignement supérieur de niveau 6 (Licence, Master 1) and 32% of the participants hold a Diplôme de l'enseignement supérieur de niveau 7 (Master 2).

Teaching formats before COVID-19 and during COVID-19

In terms of teaching formats, before COVID-19 the teaching practises were mainly conducted face-to-face and to a lesser extent in online asynchronous format (see figure 4). Online synchronous and blended formats were the less selected teaching formats.

Before COVID-19

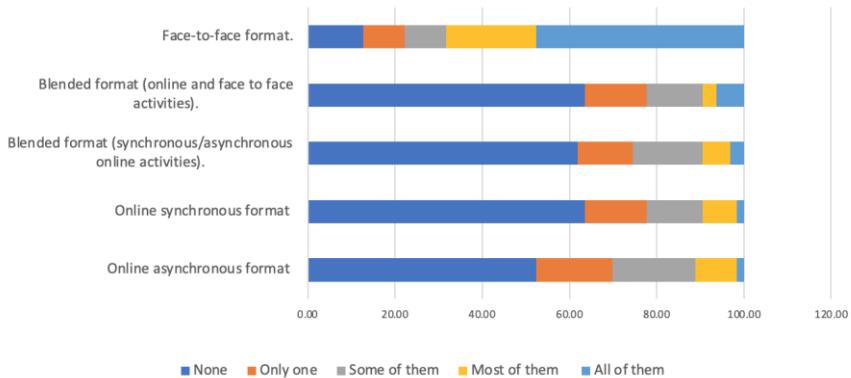


Figure 4. Teaching formats before COVID-19

During COVID-19 teaching practises were turned mainly into online synchronous and online asynchronous formats (see image 5). To a lesser extent, blended formats were also present in both varieties: synchronous/asynchronous activities, and online and face to face activities. In all cases, face to face activities during COVID-19 was the less selected option.

During COVID-19

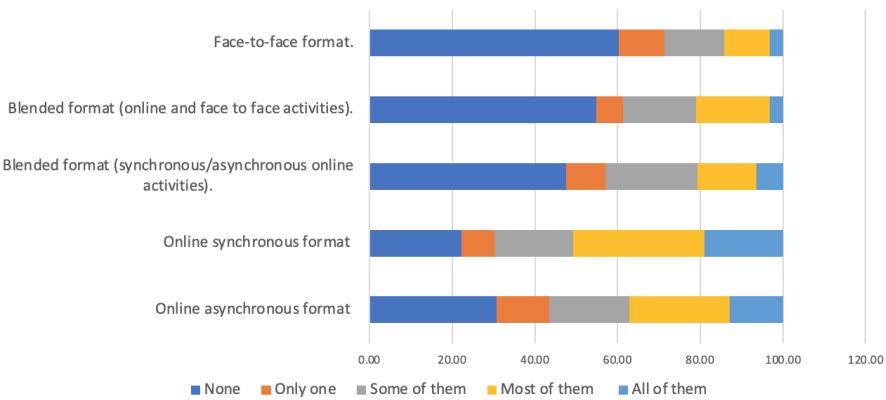


Figure 5. Teaching formats during COVID-19

The rapid shift from face to face to online teaching formats during the COVID-19 situation, had a clear effect on the teaching practises, and professionals in different educational contexts encountered difficulties to prepare their course materials, conduct their teaching classes and assess the knowledge of the learners. These difficulties are detailed under the questions related to the problematic aspects of the online platforms/systems.

Teaching preferences

In terms of preferences for this academic year (2021-22) and in the near future (see image 6), on average the most preferred option with 41% is to return to face to face. Yet, preference for online teaching is present in different formats as follows:

- 29% prefer to choose between face to face and online format for each course.
- 18% preference for a blended format of face to face and online sessions for each course.
- 3% online synchronous.
- 1% online asynchronous.

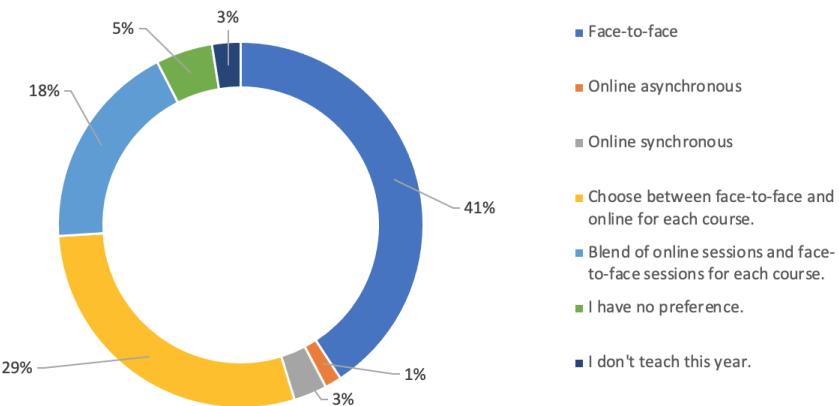


Figure 6. Teaching preferences for this academic course (2021-22) and in the near future

Finally, on average 5% of the participants reported not to have any preference and 3% reported not to teach this academic year (2021-22).

Average enrolment in online courses

On average 35.7% reported to have between 11-20 learners, followed by 27.8% who reported to have between 26-50 learners, 17.1% reported to have between 21-50 learners, 10% reported to have between 5-10 learners, 5% reported to have more than 11 learners, and 4.5% reported to have between 51-100 learners.

A close look at the different language versions shows that while in English, French and Spanish versions on average participants reported to have between 11-20 learners, in the Catalan version the reported main average (61%) was between 26-50 learners.

4.2.2.2. Accessibility and inclusion in online courses

The second section of the survey was related to accessibility and inclusion in online courses. It consisted of 16 questions, which required information about accessible and inclusive teaching and learning practises during COVID-19. The questions were related to a) online platforms and systems used to conduct online teaching and associated problematic aspects, b) implemented practises related to proposed competences in inclusive and accessible teaching, c) accessibility services, d) familiarity with the concept and principles of Universal Design for Learning (UDL), and e) interest in the proposed competences and certification. To allow a common understanding of the terms “accessible teaching” and “inclusive teaching”, participants were provided with the following definitions before starting this second section:

- “Accessible teaching” means that course materials, learners engagement and assessment are designed and developed so that all learners regardless of their abilities can fully access and participate in online courses. More specifically, it means that learners can perceive, understand, navigate, interact with and contribute to online content and class development.

- “Inclusive teaching” means that all students’/learners are entitled to a learning experience that respects diversity of levels, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences. And above all prevents from dropping out.

A detailed description of the gathered results is presented below.

Online platforms and systems and problematic aspects

In terms of platforms and systems for online teaching, the reported most used platforms and systems were: Microsoft Teams, Moodle and Zoom (see figure 7). It should be mentioned that while Moodle is a system/platform mostly used to conduct asynchronous online teaching format, and Zoom it is a platform mostly used to conduct synchronous online teaching format, Microsoft Teams allows for both options, namely synchronous and asynchronous online teaching formats. Moreover, most teachers reported to use more than one platform/system to conduct their online teaching practises during COVID-19.

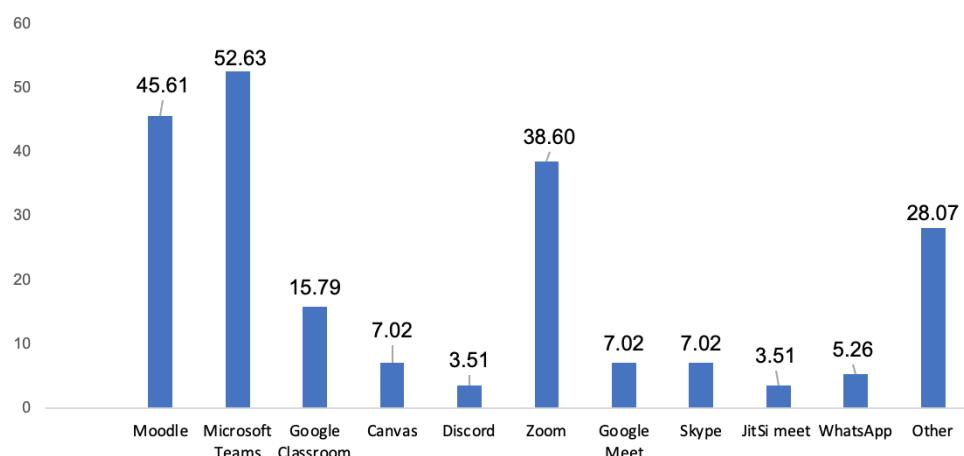


Figure 7. Online teaching platforms and systems

As detailed in Figure 8, in terms of difficulty and easiness to deal with the different aspects in the given teaching platforms and systems, the reported “difficult” and “very difficult aspects” were in first place “time constraints to create and prepare materials (72.58%), followed by “accommodation measures for learners with disabilities according to disability laws” (70.97%), “accommodation measures for learners whatever their profiles” (66.13%), “learner’s support” (64.52%) and “available technical support” (56.45%).

The reported “easy” or “very easy aspects” were in first place “financial constraints to create and prepare materials” (67.74%), followed by “pedagogical skills to create and prepare materials” (66.13%), and “digital skills to create and prepare materials” (62.9%).

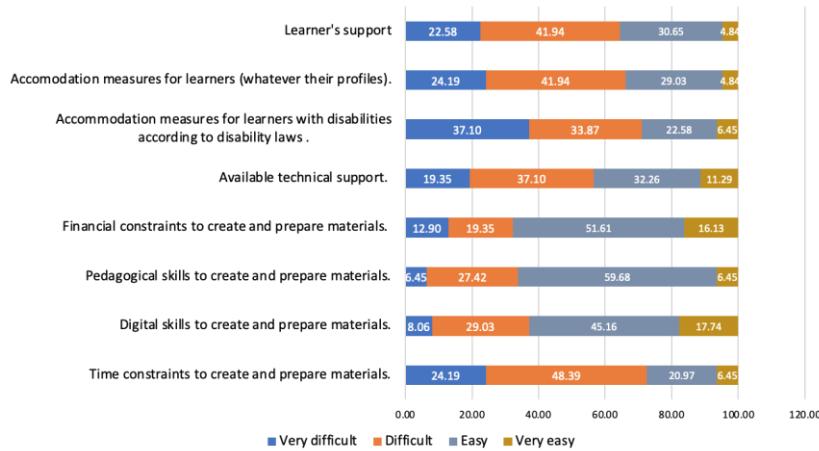


Figure 8. Level of difficulty or easiness to deal with different aspects when using the online platform/system

Competences: Implemented practises and management

On average between 70% and 80% of the participants reported to have implemented the provided practises in their teaching practises¹² for the following competences: “inclusive classroom”, “inclusive course materials”, “inclusive lecture strategies”, “inclusive assessment”, and “accommodations measures”. The only competence for which participants reported not to have implemented the detailed practises was “accessible course materials” (see figure 9).

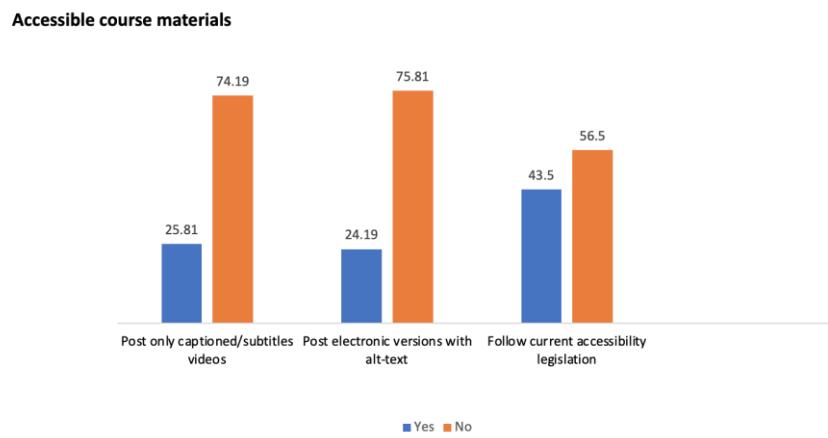


Figure 9. Practises to provide accessible course materials

For this competence, on average 75.81% of the participants reported not to post electronic versions with alternative text, 74.19% of the participants reported not to post only captioned/subtitles videos, and 56.5% reported not to follow current accessibility legislation. This highlights the existing gap and need to inform teaching professionals about the current accessibility legislation, and the existing need to train teachers about existing accessibility services to address the different needs of the learners.

While most teachers confirmed to have applied the detailed practises for each competence, in most cases managing the different competences was reported to be not easy. In terms of management “accommodation measures”, “inclusive lecture strategies”, “inclusive assessment” and “accessible course materials” were reported as the most difficult

¹² Proposed practises and competences were extracted from the study conducted by Cash et. al (2021) and Lombardi et. al (2015).

competences to manage (see figure 10). Therefore, guidance and training for an effective management of the proposed competences is needed.

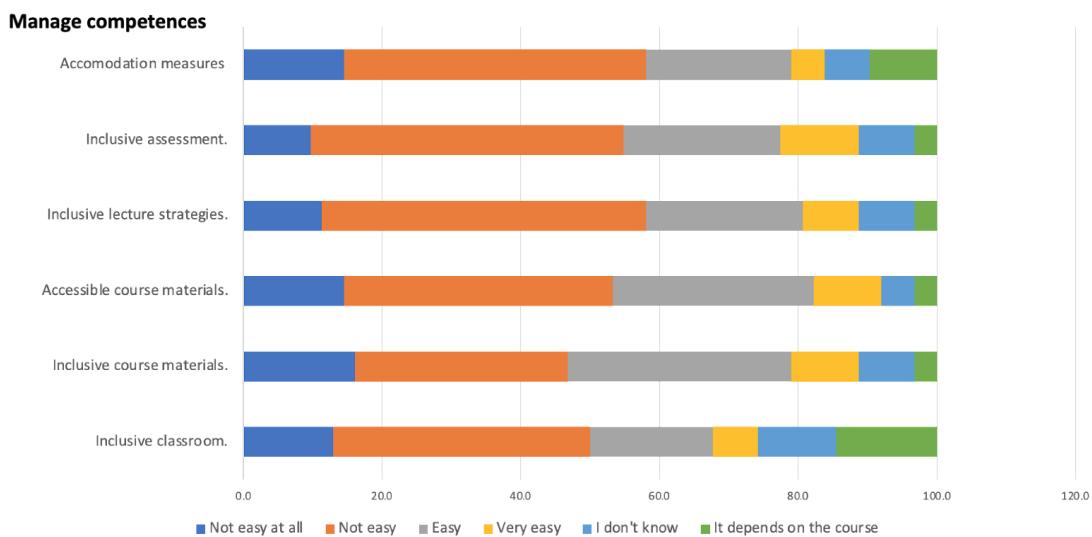


Figure 10. List of competences and management difficulty and easiness

Accessibility services

In terms of available accessibility services in online teaching, the most reported accessibility services are “easy-to-understand” and “transcriptions”. Sometimes provided accessibility services are first “pre-recorded subtitles”, followed by “compatibility with screen readers”, “live subtitles”, “keyboard compatibility” and “Audio description”. Lastly, “sign language interpreting” remains an accessibility service that is sometimes or never provided (see figure 11).

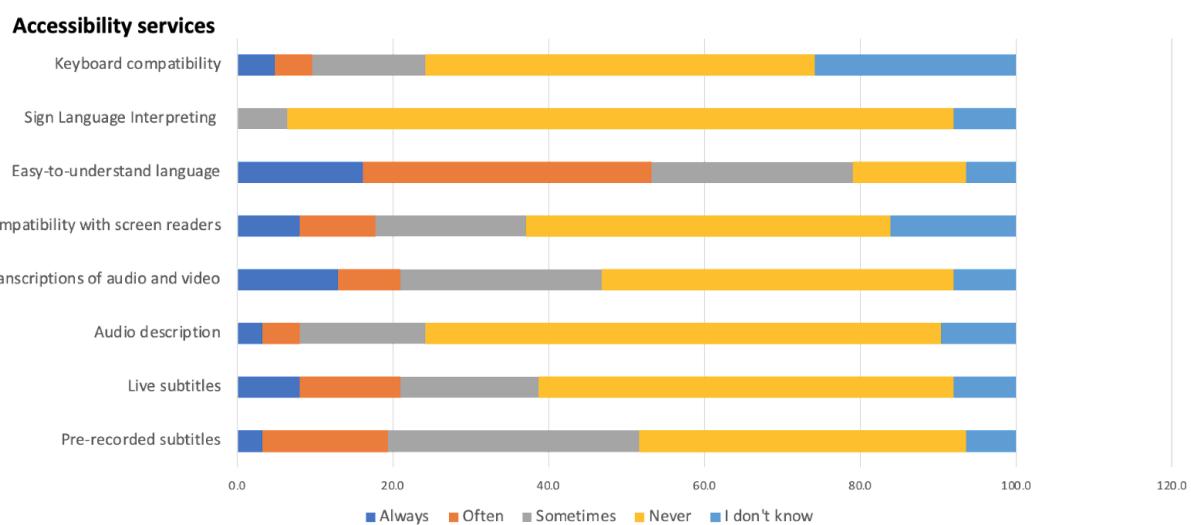


Figure 11. List of accessibility services

It should be stressed that in some countries, such as the UK and Ireland, to provide transcriptions to learners, and run an “accessibility check” before presenting the digital course materials to learners is highly recommended or even mandatory.

Familiarity with the concept and principles of Universal Design for Learning

In all versions participants reported not to be not familiar at all (48%) or not familiar (17%) with the concept of Universal Design for Learning (UDL) and the provided definition. It should be mentioned that the definition was extracted from CAST (2020) “Universal Design for Learning (UDL) is a framework to improve and optimise teaching and learning for all people based on scientific insights into how humans learn (CAST, 2020)”.

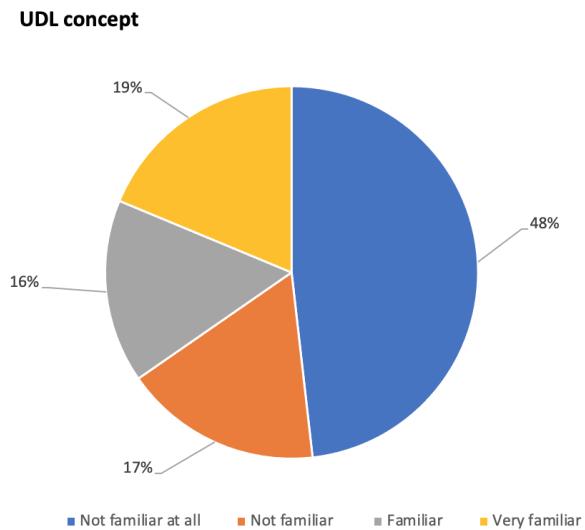


Figure 12. Familiarity with the concept of Universal Design for Learning (UDL)

Most importantly it should be highlighted that while most teachers are not familiar with the UDL concept, most of them reported that they often apply the UDL principles in their teaching contexts (see figure 13).

Principles of UDL

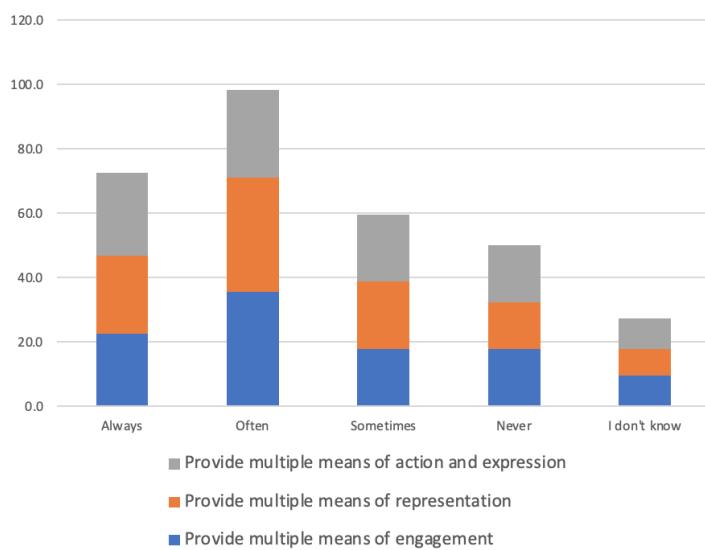


Figure 13. Implementation level of UDL Principles

This fact could be due to the fact that UDL is considered a generic theoretical framework that is useful to introduce teaching professionals to the diverse needs of the learners in terms of

inclusion and accessibility. Yet, it lacks specific solutions for the implementation in diverse contexts.

Interest in competences and certification

On average, most participants reported that they were very interested or interested in acquiring the six proposed competences (see figure 14). In terms of importance, “accommodation measures” and “inclusive lecture strategies” were reported to be the most interesting competences to be acquired. In second place, “accessible course materials” and “inclusive course materials”, and in third place “inclusive assessment” and “inclusive classroom”.

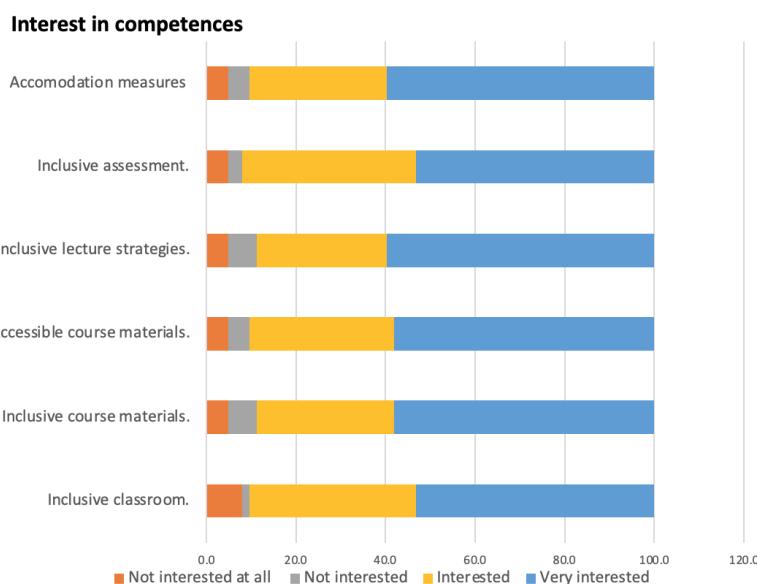


Figure 14. Interest in the proposed competences

Finally, in terms of interest in an international certification for the new profile “Certified Trainer in Inclusive Distance Learning”, on average 52% reported that they would be interested, 37% reported that they would “maybe” be interested and only 11% reported not to be interested (see figure 15)

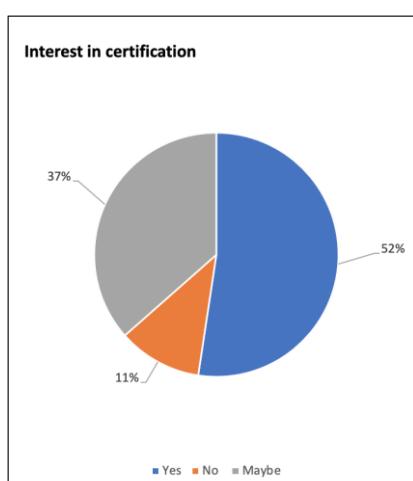


Figure 15. Interest in the IDE@ international certification

These results could be due to the fact that the survey was launched at an early stage of the IDE@ project. It is expected that interest will increase in the next stages, where a more clear view of the competences, skills and certification will be provided.

4.2.3. Conclusions extracted from the questionnaire

The results from the survey reiterate the need of training in inclusion and accessibility amongst professional teachers in higher education and vocational training, in particular for online teaching environments.

The findings suggest that the profile of teachers in online educational environments is of highly skilled professionals, with a reported large teaching experience in both educational contexts, namely higher education and vocational educational, and an average enrolment in their courses between 11-20 learners and 26-50 learners.

Regarding teaching formats during COVID-19, the rapid shift from face to face to online teaching formats, had a clear effect on the teaching practises and preferences. Most participants reported preferring to return to face to face. Yet, preference for online teaching is present in different formats and depending on each course. In terms of platforms and systems for online teaching, the reported most used platforms and systems were: Microsoft Teams, Moodle and Zoom. However, most teachers reported to combine more than one platform/system to conduct their online teaching practises during COVID-19. In this regard, teaching professionals mentioned the need to be trained in the specific ICT platforms/systems provided by their institution. In particular, to address the diverse needs of the learners mainly in terms of accessibility, which is closely related to technology.

According to the gathered results the most difficult aspects to manage in the given platform/system were: “time constraints to create and prepare materials”, “accommodation measures for learners with disabilities according to disability laws”, “accommodation measures for learners whatever their profiles”, “learner’s support” and “available technical support”. This fact reinforces the need to provide guidance and training to teaching professionals for the improvement of their digital skills, and effective management of the available accessibility features of the given platforms/systems. These issues were further explored in the focus groups and are reported in the next section.

Most participants reported to have implemented the described practises in their teaching practises for the following competences: “inclusive classroom”, “inclusive course materials”, “inclusive lecture strategies”, “inclusive assessment”, and “accommodations measures”. The only competence for which participants reported not to have implemented the detailed practises was “accessible course materials”. This issue was further explored in the focus groups and is reported in the next section.

In terms of available accessibility services in online teaching, the most reported accessibility services were “easy-to-understand” and “transcriptions”. Sometimes provided accessibility

services were first “pre-recorded subtitles”, followed by “compatibility with screen readers”, “live subtitles”, “keyboard compatibility” and “Audio description”. Lastly, “sign language interpreting” remains an accessibility service that is only sometimes or never provided, which might be due to the fact that this service is only under request.

In regards to Universal Design for Learning (UDL) it should be stressed that while this is a framework that is being used internationally to address the needs of all learners, participants reported not to be not familiar at all (48%) or not familiar (17%) with UDL. Yet, they often apply the three main principles in their teaching classes. This fact could be because UDL is considered a generic theoretical framework that is useful to introduce teaching professionals to the diverse needs of the learners in terms of inclusion and accessibility. However, it lacks specific solutions for the implementation in diverse teaching contexts, specially in vocational training and higher education, and particularly in online contexts. Therefore, there might be an existing need for easier guidelines for the communication and implementation of UDL practises that are adapted to online environments.

Finally, according to feedback received from participants, while there is a clear interest in the proposed competences described in the online survey, a more comprehensive definition should be provided. As a result, a renaming of the competences in line with previous Erasmus+ projects was agreed among the IDE@ partners, and is provided below:

1. Understand diversity in online teaching (inclusive classroom and inclusive course materials)
2. Plan and evaluate accessibility in online teaching (accommodation measures)
3. Design and create accessible online course materials (accessible course materials)
4. Manage diversity in online teaching (inclusive lecture strategies and inclusive assessment)

In order to validate these new defined competences, focus groups including teachers with experience with students with disabilities, were conducted and are reported in the next section.

4.3. Focus groups

Two focus groups were carried out online on 17 December 2021:

- Spanish/Catalan FG from 10:00 - 11:00 CET
- International FG 12:00 – 13:00 CET

In both cases the video conference platform used was Microsoft Teams.

One focus group was carried out online on 5 January 2022:

- French FG 12 - 13:00 CET

In this case the video conference platform used was Zoom.

The following documentation was provided to participants beforehand in order to enable a more easy to follow meeting: Consent forms and a presentation to be used during the meeting in an accessible format.

The procedure to conduct the focus group was as follows:

- 5 min: Welcome and consent forms
- 10 min: IDE@ project presentation
- 20 min: Proposed competences and open discussion
- 10 min: Accessibility services and open discussion
- 10 min: Job role and open discussion
- 5 min: Final remarks and validation of the extracted conclusions
- 5 min: Farewell, and thanks

According to the procedure, first an introduction about the IDE@ project, partners and objectives was provided.

Second, the following competences were introduced:

1. Understand diversity in online teaching (inclusive classroom and inclusive course materials)
2. Plan and evaluate accessibility in online teaching (accommodation measures)
3. Design and create accessible online course materials (accessible course materials)
4. Manage diversity in online teaching (inclusive lecture strategies and inclusive assessment)

Third, discussion among participants was structured around the following four questions:

1. Are the proposed competences interesting for the profile “Certified Trainer in Inclusive Distance Learning”?
2. What aspects should be incorporated in a new training for the profile “Certified Trainer in Inclusive Distance Learning”?
3. Which accessibility services should be included in online teaching?
4. Which is the added value of a “Certified Trainer in Inclusive Distance Learning”?

At the end of the focus group extracted conclusions for each question were read aloud and validated by all participants.

Finally, signed consent forms were gathered from all participants.

4.3.1. Analysis of user feedback Spanish/Catalan focus group

4.3.1.1. Demographic data

The focus group had eight participants (7 females and 1 male). They all reported to currently work and live in Spain. In terms of work position, they were all teachers with experience in online teaching before and during COVID-19. In terms of educational context, 2 participants reported to teach in vocational training, 4 participants were teachers in university, and 2 participants were teachers in both (vocational training and university). In terms of experience with learners with disabilities, all participants reported to have experience with learners with disabilities.

4.3.1.2. Focus group validated conclusions

After presenting the proposed competences, all participants were invited to answer the question: “Are the proposed competences interesting for the profile “Certified Trainer in Inclusive Distance Learning?”. All participants agreed that the proposed competences are relevant for the certification, and are needed for the proposed professional profile. One participant mentioned that this certification could be for two different profiles, namely teaching and non-teaching professionals in educational contexts. Teaching professionals could improve their knowledge about inclusion and accessibility. Non-teaching professionals in educational contexts could provide support to all teachers in terms of diversity and inclusion.

Several participants reported that in terms of accessibility they only receive a communication from the institution informing that a learner has a disability, with no specifications and/or instructions about the needs of the learner. One participant mentioned “I understand the diversity, but I do not know it. I need to know where to find specific information to cover the needs of the learner.” In addition, several participants reported the need to run an initial diagnosis at a group level in terms of diversity and accessibility needs. This would allow to identify, prioritise, and cover the different inclusion and accessibility needs at both, group and personal level.

After this first discussion about the competences a second question was raised to participants: “what aspects should be incorporated in a new training for the profile “Certified Trainer in Inclusive Distance Learning?”. The discussion was structured around each competence and results are presented below.

For competence 1 “Understand diversity in online teaching”, all participants mentioned that this competence should be focused on understanding the needs and contexts of the learners, and not on applying inclusive and accessible practises. Participants also stressed the need to inform all learners about diversity in order to improve the inclusion of ALL learners. Finally, one participant stressed the need to better understand the needs of the group in general, and the specific needs of each learner. To this aim, under the category “inclusive classroom” it would be good to introduce a guide on how to effectively plan a “mentorship space” to effectively strengthen the “teacher-learner” relation.

For competence 2 “Plan and evaluate accessibility in online teaching”, all participants mentioned the need to differentiate between individual accommodation measures more related to technical issues, and accommodation measures related to curricula. Several participants mentioned that the only information that they receive is the level of disability, which in Spain can range from 33% to 100%, but no information is provided about the specific disability. This fact can be very problematic for non-visible disabilities more related to cognitive problems. Sensory disabilities are more visual and user organisations such as ONCE (Spain), provide assistance for these types of learners. In the case of non visible or non-documented disabilities, such as dyslexia or anxiety disorders, no information is provided and no guidance is given. Therefore, both types of disabilities should be considered. In addition, it was mentioned that including relevant information in terms of specific accessibility legislation would be very beneficial in order to inform teaching professionals about the legislative framework.

For competence 3, “Design and create accessible course materials in online teaching”, all participants agreed on the need to provide a guide/toolkit to be implemented in line with the legislation framework to be introduced in competence 1. Several participants mentioned the need to provide different use cases that could be used as the basis of designing and creating accessible course materials.

For competence 4, “Manage diversity in online teaching”, all participants agreed on the need to allow learners to express themselves in different forms. Under “inclusive assessment” Some participants mentioned the need to personalise instead of providing flexibility with the deadlines and delivery formats of the assignments. The reason behind this is because learners with disabilities, such as Asperger, are more comfortable when specific instructions are provided. Moreover, there is a need to establish a close link with the specific service dealing with learners with disabilities, to ensure that teachers receive proper information and guidance about the specific needs of the learners, and possible solutions to improve inclusion and accessibility.

After this second question, a list of the different accessibility services was provided and participants were requested to discuss “which accessibility services should be included in online teaching?”

In the first instance participants mentioned the need to differentiate between synchronous and asynchronous teaching, as the accessibility services for each format are different. One participant mentioned that in some cases adding too many accessibility services might be counterproductive. Ideally accessibility services should be personalised according to the learners needs. Finally, it was also mentioned that accessibility services should not only be considered for the class development and materials, but also when providing feedback to the learners (i.e. providing feedback through a podcast).

The last question to participants was related to the job profile and certification. To this aim, participants were asked “ which is the added value of a “Certified Trainer in Inclusive Distance Learning ?”. All participants mentioned that a certification would add value to a work that in most cases is done on a voluntary basis. They also agreed on the need and interest in the proposed certification. Finally, participants stressed that all institutions should have a Certified Trainer in Inclusive Distance Learning to ensure the quality of the teaching materials.

4.3.2. Analysis of user feedback International focus group

4.3.2.1. Demographic data

The focus group had six participants (4 females and 2 males). They all reported to currently work in the following countries: 1 Ireland, 1 Italy, 1 Qatar, 2 Spain and 1 UK. In terms of work position, they were all teachers with experience in online teaching before and during COVID-19. In terms of educational context, 2 participants reported to teach in vocational training and 4 participants were teachers in university. In terms of experience with learners with disabilities, all participants reported to have experience with learners with disabilities and one participant reported to have a disability.

4.3.2.2. Focus group validated conclusions

After presenting the proposed competences, all participants were invited to answer the question: “Are the proposed competences interesting for the profile “Certified Trainer in Inclusive Distance Learning?”. All participants agree that the proposed competences are relevant for the certification and needed for the professional profile. Several participants reported that due to COVID-19, in last year, there has been a recruitment of technologists at an organisation level to help teachers to create materials for online teaching, but there is no help to put all class materials together. This comment is inline with the results gathered from the online survey, in which it is stressed that technical support remains a major challenge for online teaching, and teachers do not have the proper skills to implement accessibility.

According to participants, accessibility should be a further step to be included in the training for online teaching, and there is an existing need to inform teachers that adding accessibility improves the overall quality of the teaching and learning materials, as it is essential for some and beneficial for all learners.

Participants also mentioned that some cognitive disabilities are not visible. Therefore, it is important to cover not only sensory disabilities (which are mostly visible), but also cognitive ones which are less visible, and sometimes not reported. During the COVID-19 cognitive disabilities are increasing. In addition, in online classes there is no eye-contact with students and it is difficult to understand the problem in terms of accessibility and/or inclusion.

Under the competence “Understand diversity in online teaching”, it was highlighted the need to provide guidance on how to provide inclusive teaching in terms of inclusive language.

Under the competence “Plan and evaluate accessibility in online teaching” it was highlighted the need to provide guidance for teachers to understand how to activate the accessibility features of the corresponding platform/system.

After this first discussion about the competences a second question was raised to participants: “what aspects should be incorporated in a new training for the profile “Certified Trainer in Inclusive Distance Learning?”. The discussion was structured around each competence and results are presented below.

Competence 1: Understand diversity in online teaching. Several participants stressed the need to include “inclusive teaching” as part of this competence. It would force the teaching professional to prepare the classes in advance and to consider different or several cultural backgrounds of the learners. One participant raised a terminological issue regarding the term “inclusion”, other proposed terms were “universal”, “usable”, “for all”.

Competence 2: Plan and evaluate accessibility in online teaching. Several participants stressed that “accessibility measures” should be provided for all learners, not only for those with “reported/documentable disabilities”, as some disabilities are not visible, and a lot of students do not know their needs. Participants from the UK, Ireland and Italy reported that in their institutions teachers have to provide the materials ahead to learners. This helps learners to easily follow the class. Also in distance learning recordings of the sessions are very important. Some learners may not have a proper internet connection. Therefore, having the recordings ensures that all learners receive the same information.

Competence 3: Design and create accessible course materials in online teaching. Several participants stressed that most teachers do not know how to make materials accessible, and that guidance to know the accessibility features of the given platform/system is really needed. The participant from the UK reported that in their institution the course materials are uploaded in a platform which checks accessibility and provides a traffic light (green, orange, red). The use of this traffic light is a good solution to ensure that “Accessible course materials” are provided.

Competence 4: Manage diversity in online teaching. Some participants reported that in their institutions they have internal and external assessments to ensure that materials consider inclusion and accessibility. One participant raised the issue that there are teachers working only for a few hours. This fact complicates that diversity and accessibility is provided homogeneously across all courses.

After this second question, a list of the different accessibility services was provided and participants were requested to discuss “which accessibility services should be included in online teaching?”. All participants agreed that providing transcripts of the class materials is an accessibility measure very much appreciated by all students. In some institutions this is a mandatory practice. In addition, due to new accessibility legislation, accessibility services in

education will become mandatory in the next few years. Finally, the use of different tools such as automatic speech recognition systems, can be used as a starting point to provide transcripts and/or subtitles/captions.

The last question to participants was related to the job profile and certification. To this aim, participants were asked “which is the added value of a “Certified Trainer in Inclusive Distance Learning ?”. All participants agreed on the need and interest in the proposed certification. One participant from Spain stressed that there are several initiatives at European level to train teachers in digital culture, and that this certification could be considered as part of such a training.

4.3.3. Analysis of user feedback French focus group

4.3.3.1. Demographic data

The focus group had nine participants (7 females and 2 males). They reported to currently work in the following countries: 1 Estonia, 1 Canada, 2 Egypt, 1 Reunion Island, and 5 France. In terms of work position, they were all teachers with experience in online teaching before and/or during COVID-19. In terms of educational context, 2 participants reported to teach at the university and 7 participants were teachers in vocational training. In terms of experience with learners with disabilities, eight participants reported to have experience with learners with disabilities, and one participant reported not to have any experience. Three participants reported to have a disability.

4.3.3.2. Focus group validated conclusions

After presenting the proposed competences, all participants were invited to answer the question: “Are the proposed competences interesting for the profile “Certified Trainer in Inclusive Distance Learning?”.

All participants agreed that the proposed competences were relevant for the certification and needed for the professional profile. Some participants highlighted that the most important aspect is that learners have access to the platform and contents, regardless of their disability, and/or if it is officially recognised. Several participants reported that competence 1 “Understand diversity in online teaching” and competence 4 “Manage diversity in online teaching” were closely related, and that they could be merged. One participant stressed that competence 1 should include basic concepts related to people with disabilities, accessibility, inclusion, adaptation. One participant expressed concerns regarding competence 2 “Plan and evaluate accessibility in online teaching”, as in some institutions to plan accessibility is a task assigned to the institution, not to the teacher. On the other side, the same participant considered that the teacher could be trained to evaluate the accessibility of the given platforms/systems. Finally, several participants considered competence 3 “Design and create accessible course materials in online teaching” a core competence.

After this first discussion about the competences a second question was raised to participants: “what aspects should be incorporated in a new training for the profile “Certified Trainer in Inclusive Distance Learning?”. The discussion was structured around each competence and results are presented below.

Competence 1: Understand diversity in online teaching. Several participants agreed that when talking about inclusion, one does not necessarily realise the difficulties faced by learners, and some learners do not express their needs.

Competence 2: Plan and evaluate accessibility in online teaching. Several participants stressed that “accessibility measures” should be provided for all learners, not only for those with “reported/documentated disabilities”, as some disabilities are not visible, and a lot of students do not know their needs. Some participants stressed that when talking about online teaching, a distinction should be made between synchronous and asynchronous learning, as teaching modes and rhythm paths are different for each type of online teaching.

Competence 3: Design and create accessible course materials in online teaching. All participants agreed that this is a core competence, and that during the COVID-19 most organisations did not provide enough training to teachers on how to use the given platforms to deliver online teaching. Some participants stressed the need to be trained with the accessibility features that each online platform/system offers.

Competence 4: Manage diversity in online teaching. One participant stressed the need to always adapt the assessments for people with disabilities. This participant had to prepare an assessment for the DELF (Diplôme d'études en langue française, Diploma in French Language Studies) for a learner who was blind. There was no version of the exam in Braille. Thus, a part of the written exam was taken out. Therefore, it is important to have a flexible design to assess people with diverse needs.

After this second question, a list of the different accessibility services was provided and participants were requested to discuss “which accessibility services should be included in online teaching?”.

All participants agreed that providing different types of accessibility services according to the learners needs is very relevant. Participants reported that accessibility services, such as subtitles or transcriptions of the oral text are essential for some, but beneficial for all, as subtitles and transcriptions reduce language barriers a lot. On the other hand, one participant reported that providing these services is very time consuming, and in most cases there is no time to properly provide subtitles and transcriptions for all content.

Other reported accessibility services were keyboard accessibility and applying style sheets when preparing digital documents, particularly, to address the needs of people who is blind or with sight loss. This accessibility service also helps people with cognitive disabilities.

Finally, a specific mention was made to the use of sans serif fonts, such as Luciole, to address the need of people with dyslexia, and is in line with Easy-to-Read and Plain Language guidelines.

The last question to participants was related to the job profile and certification. To this aim, participants were asked “which is the added value of a “Certified Trainer in Inclusive Distance Learning ?”. All participants agreed on the need and interest in the proposed certification. Several participants agreed that a teacher with this certification could be designated as a contact point within a teaching organisation, to help teaching professionals to address any problematic issues related to inclusion and accessibility in online teaching. Even if in France the presence of a disability point of contact is normally compulsory, the needs of the learners are not always properly detected or addressed. An additional added value would be that teaching professionals would learn more about the disabilities and apply inclusive and accessible teaching techniques and practises. One participant mentioned that in Québec, there are help centres for learners with disabilities. Usually, teaching professionals redirect the burden of accessibility services to these centres. The certified person could help to avoid the disassociation of the accessibility needs of the learners, and provide a more efficient approach in terms of inclusion and accessibility.

4.3.4. Conclusions extracted from the focus groups

The focus groups allowed to extract a deep insight regarding the current needs and challenges in online teaching in terms of inclusion and accessibility from a teachers perspective.

Due to COVID-19 there has been a recruitment of technologists at an organisation level to help teaching professionals to create materials for online teaching, but there is no specific help to put all class materials together. This fact is inline with the results gathered from the online survey, as it was reported that available technical support remains a major challenge for online teaching. Thus, teachers do not have the proper skills to implement accessibility features.

In some cases teachers only receive a communication from the institution informing that a learner has a disability, with no specific information and/or instructions about the learners' needs. In addition, not all disabilities are visible. In fact, some cognitive disabilities are not visible. Therefore, efforts in the IDE@ project should not only cover sensory disabilities (which are mostly reported and visible), but also cognitive ones which are less visible and in most cases are not documented and difficult to address. According to the survey conducted by Active Minds in April 2020¹³ with 2086 college students about the impact of COVID-19 in their mental health, 80% of students reported that COVID-19 had negatively impacted their mental health, and stress or anxiety are considered one of the major problems. Recommendations from this study to address student mental health during and after the pandemic include the focus on soft skills, such as empathy, compassion, communication, understanding, and

¹³ <https://www.activeminds.org/wp-content/uploads/2020/04/Student-Survey-Infographic.pdf>

validation for the burdens students are experiencing. This recommendation is in-line with the comments provided by the focus groups to teachers. Measures such as to run an initial diagnosis at a group level in terms of diversity and accessibility needs, would allow to identify, prioritise and cover different needs at both, group and personal level from an initial stage.

Regarding the competences, all participants agreed that the proposed competences are relevant for the certification, and needed for the professional profile. Therefore, it can be asserted that the four main competences have been validated from a teachers' perspective. Yet, a close look at the comments provided on the competences, shows that new aspects need to be considered and included when creating the specific skills and learning outcomes of the unified guides for the new professional profile "Certified Trainer in Inclusive Distance Learning".

An explanation of the different aspects to be considered for each of the proposed competences is provided below:

Competence 1: "Understand diversity in online teaching", should focus on understanding key concepts related to diversity such as accessibility, diversity, inclusion and Universal Design to better know the needs of all learners. In addition, inclusive teaching in terms of inclusive language could also be included as part of this competence. To this aim, the creation of "context cards" with testimonials from learners with visible and non visible disabilities who describe their needs, could prove to be useful to help teaching professionals to better understand the needs of all learners.

Competence 2: "Plan and evaluate accessibility in online teaching", should provide guidance to teachers to address the needs of all learners in terms of accessibility, not only for those with "reported/documenting disabilities" or those with visual disabilities. In this regard, information regarding current accessibility legislation should be included. Moreover, the creation of a repository with recommendations, tools and best practises in terms of accessibility should be provided.

Competence 3: "Design and create accessible online course materials", should be a toolkit to get started with accessibility, with guidance for teachers on how to activate the different available accessibility features for online synchronous and asynchronous teaching. In addition, benefits of the different accessibility services to address the diverse needs of the learners could be included.

Competence 4: "Manage diversity in online teaching", should focus on guidance to promote that learners can express themselves in different forms. Recommendations for the creation of a specific "mentorship space" to allow each learner to express their needs, could prove to be effective and would strengthen the "teachers-learners" relation. In this competence a communication guide or protocol with the relevant stakeholders involved in the accessibility and inclusion chain should be provided. In addition, participants also stressed the need to

adapt the rhythm of the online class development according to the format synchronous or asynchronous.

Finally, according to the feedback received, this certification could be for two different profiles, namely teaching and non-teaching professionals in educational contexts. On one side, teaching professionals could improve their knowledge about inclusion and accessibility. On the other side, non-teaching professionals in educational contexts could provide support to all teachers in terms of diversity and inclusion.

5. Results

Today, regulation regarding accessibility and inclusive teaching practices can be found in all European countries, as there is a legislative framework in place. This is also the case in most non-European countries, such as Canada, UK and US. Still, the provision and maturity level of accessibility services and inclusive teaching practises in the different educational institutions is very fragmented. In some countries such as Ireland, UK and US providing a transcript to learners is highly recommended, and in some institutions even mandatory. This is not the case in other countries, such as France, Spain or Italy. Therefore, a lack of common ground and a need to share best practices in online accessible and inclusive teaching and learning can be identified across the different EU member states.

The findings discussed in this report contribute to the IDE@ project's global objective of establishing the professional profile and competences for a "Certified Trainer in Inclusive Distance Learning". This is achieved by providing an overview of the current teaching practises in distance education from the perspectives of teaching professionals related to online teaching across different countries, identifying gaps and good practices. These findings feed directly into the subsequent stages of the project, including the definition and assessment of skills required of a "Certified Trainer in Inclusive Distance Learning".

Furthermore, the results confirm the need and clear interest in the proposed certification. In short, there is a market for the training being developed as part of subsequent stages of the IDE@ project.

6. Next steps

The findings discussed in this report contribute to the IDE@ project's global objective of establishing the professional profile for a "Certified Trainer in Inclusive Distance Learning".

7. Dissemination

The work conducted in this OI has been presented and reported at:

1. **May 2021:** eNEM (Plataforma de Tecnologías Multimedia y Contenidos Digitales) in Spanish <https://enem.ametic.es/proyectos/>

2. **July 2021:** Presentation at AVANCA | CINEMA 2022 International Conference Cinema - Art, Technology, Communication (online Portugal):
<https://www.avanca.org/EN/inicio.php>
Publication of a research paper: "[Training professionals to improve media accessibility](#)"
3. **November 2021:**
Poster presentation at III International Congress of Teaching Innovation and Research in Higher Education (CIDICO) (online) <https://cidico.es/>
Presentation at LifeLong Learning seminar (online)
Presentation at the UDeL conference (online) <https://www.hamk.fi/wp-content/uploads/2019/01/Short-agenda-UDeL-Conference.pdf>
4. **February 2022:** Presentation at the Unlimited3! conference Innovation for access: New interactions (online) <https://www.opentoegankelijk.be/en/activities/unlimited-3-innovation-for-access-new-interactions>

8. Annex I

Competences for the profile “[Certified Trainer in Inclusive Distance Learning](#)”

Unit 1: “Understand diversity in online teaching”

Elements:

- E1. Basic concepts: Accessibility, diversity, inclusion and Universal Design
- E2. Inclusive classroom: Target groups and their needs (visible and non-visible disabilities)
- E3. Inclusive course materials

Unit 2: “Plan accessibility in online teaching”

Elements:

- E1. Accessibility legislation
- E2. Accessibility services
- E3. Accessibility tools

Unit 3: “Design and create accessible online course materials”

Elements:

- E1. Getting Started with Accessibility
- E2. Accessibility toolkit for synchronous online teaching
- E3. Accessibility toolkit for asynchronous online teaching

Unit 4: “Manage diversity in online teaching”

Elements:

- E1. Relevant agents/stakeholders
- E2. Inclusive lecture strategies and rhythm management
- E3. Inclusive assessment

9. Annex II - Online survey (English version)

IDE@ Skills framework for accessible and inclusive online teaching practices

IDE@ (Implementing a Digital E-learning Alternative) is a co-funded project of the European Union Erasmus + Partnerships for Digital Education Readiness, 2020-1-FR01-KA226-VET-095584. Isabelle Hondermarck. 2021-2023.

Digital accessibility and inclusive learning are the central axes of the IDE@ project, which aims at developing the necessary skills to train professionals in online educational contexts, to create inclusive and accessible online teaching materials to reach all learners, regardless of their needs.

To know more about the project visit the webpage

During the COVID 19 pandemic, teaching and learning practices were moved to online environments. This survey aims at identifying the main challenges that teaching professionals in higher education and vocational education encountered when adapting and creating accessible and inclusive curriculums and course materials, during the development of their online courses.

Two online teaching formats are under study: SYNCHRONOUS and ASYNCHRONOUS. SYNCHRONOUS TEACHING is online distance education that happens in real-time, often with a set class schedule and required login times. ASYNCHRONOUS TEACHING does not require real-time interaction; instead, content is available online for learners to access when it best suits their schedules, and assignments are completed according to deadlines. Online teaching can also use a blended teaching model, which includes mixed synchronous and asynchronous activities.

The data collected in this form will only be used for the research purpose indicated above. Except in the case of legal obligations, in no way will the data gathered be assigned or transferred to third parties. The recipient of the data is Universitat Autònoma de Barcelona. Your data will be kept for a period of 5 years. In accordance with the provisions of the General Data Protection Regulation N° 2016/679 (RGPD) and the Personal Data Protection Act N° 2018-493, you have rights of access, rectification, deletion, limitation and portability as to the data that concerns you. If you wish to exercise these rights, please contact estella.oncins@uab.cat. Your responses will remain anonymous. Your participation in this survey is voluntary and you may exit the survey at any time.

If you are willing to participate, please confirm the following statements by clicking ACCEPT:

- I have read and understood the information given for this research or have had the information read to me by a speech to tech app.
- I consent to take part in the questionnaire.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects only the views of the authors. The European Commission cannot be held responsible for any use which may be made of the information contained therein.

*Required

ACCEPT

Demographic information

This section requires some basic information regarding your age range, country in which you work and teaching experience and practice during both pre and post COVID-19 situation.

1. Choose your age range *

- 18 - 24 years old.
- 25 - 34 years old.
- 35 - 44 years old.
- 45 - 54 years old.
- 55 - 64 years old.
- 65 years old and over.

2. To which gender identity do you identify yourself? *

- Female. Male.
- Non-binary. Other.
- I prefer not to answer.

3. In which country/countries do you teach? *

4. In which language(s) do you teach? (select all that apply) *

- Catalan.
- Spanish.
- English.
- French.
- German.
- Other:

5. Your field of professional practice is best described as: *

- Initial vocational education and training at secondary and upper secondary level (e.g. school, training/learning centre).
- Initial vocational education and training at post-secondary level (e.g. college, lycée, university).
- Continuing vocational education and training in the workplace. Tertiary level (e.g. university).
- Other:

6. How long have you been working as an adult educator/trainer/teacher/instructor? *

- 0-2 years.
- 3-5 years.
- 6-10 years.

- More than 10 years.

7. What is the highest educational level that you have achieved ? *

- Post-secondary non-university degree. Undergraduate degree (eg. Bachelor).
- Postgraduate degree (eg. Master).
- Doctoral degree (eg. PhD). I prefer not to answer.
- Other:

8. As a learner, have you ever taken a distance learning course? (select all that apply) *

- Yes, in an online asynchronous format. Yes, in an online synchronous format.
- Yes, in a blended format (mixed synchronous and asynchronous activities).
- Yes, in a blended format (mixed online and face-to-face activities).
- No.

8a. As a learner, have you ever drop out from a distance learning course? If yes, why? (Explain briefly) *

9. As a teacher, what was the format of the courses you taught before COVID 19? *

	None	Only one	Some of them	Most of them	All of them
Online asynchronous format (e.g. posted recording of a lecture, emails, board discussions, sending corrections/comments).					
Online synchronous format (e.g. virtual class, video—conferences, phone calls).					
Blended format (mixed synchronous and asynchronous activities).					
Blended format (mixed online and face-to-face activities).					
Face-to-face format.					

10. As a teacher, what was the format of the courses you taught during COVID 19 (courses 2019/20 and 2020/21)? *

	None	Only one	Some of them	Most of them	All of them
Online asynchronous format (e.g. posted recording of a lecture, emails, board discussions, sending corrections/comments).					
Online synchronous format (e.g. virtual class, video—conferences, phone calls).					
Blended format (mixed synchronous and asynchronous activities).					
Blended format (mixed online and face-to-face activities).					
Face-to-face format.					

11. As a teacher, what would be your main preference for this academic year (2021-22) and in the near future? *

- I hope that all/most courses will be in face-to-face again.
- I hope that all/most courses will remain online asynchronous. I hope that all/most courses will remain online synchronous.
- I hope that it will be possible to choose between face-to-face and online for each course.
- I hope to have a blend of online sessions and face-to-face sessions for each course.
- I have no preference.
- I don't teach this year.

12. As a teacher, what is the average enrolment in your courses? (select all that apply) *

- 5 - 10 learners.
- 11 - 20 learners.
- 21 - 25 learners.
- 26 - 50 learners.
- 51 - 100 learners.
- More than 100 learners.

Accessibility and inclusion in online course

During the COVID 19 pandemic, teaching and learning practices were moved to online environments. This section refers only to online teaching practices. It aims at identifying the main challenges that teaching professionals encountered when adapting and creating accessible and inclusive course materials, during the development of their online courses prior to and during the COVID-19 situation.

Accessible teaching means that course materials, learners engagement and assessment are designed and developed so that all learners regardless of their abilities can fully access and

participate in online courses. More specifically, it means that learners can perceive, understand, navigate, interact with and contribute to online content and class development. Inclusive teaching means that all students'/learners' are entitled to a learning experience that respects diversity of levels, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences. And above all preventing from dropping out.

13. Rate how difficult or easy was it to deal with the following aspects when using the online system(s)/platform(s) for your online courses? *

	Very difficult	Difficult	Easy	Very easy
Time constraints to create and prepare materials.				
Digital skills to create and prepare materials.				
Pedagogical skills to create and prepare materials.				
Financial constraints to create and prepare materials.				
Available technical support.				
Accommodation measures for learners with disabilities according to disability laws.				
Accommodation measures for learners (whatever their profiles).				
Learner's support.				

13a. Please specify which systems/platforms do you use to interact with the learners in your online courses? (e.g. Moodle, Microsoft Teams, Google Classroom, Zoom) *

14. As a teacher, have you implemented any of these practices about inclusive classroom? *
Yes/No

- I do present course information in multiple formats (e.g. short videos, text, graphics, audio, video, podcast).
- I do supplement modules and reading assignments with visual aids (e.g. photographs, videos, diagrams, interactive simulations).
- I do use technology so that my course material can be available in a variety of formats (e.g. podcast of lecture available for download, course readings available as mp3/mp4 files).
- I do allow ANY learner to complete extra credit assignments in my course(s).

15. As a teacher, have you implemented any of these practices about inclusive course materials? *

Yes/No

- I do use interactive technology to facilitate class communication and participation (e.g. Discussion Board).
- I do create multiple opportunities for engagement.

- I do use a variety of online instructional formats, such as small group projects, video lectures and discussion board activities.
- I do apply heading styles (e.g. Heading 1, Heading 2, Heading 3) to ALL document titles and subsections (e.g. Word, HTML, PDF, etc.) to organize text content in a document.
- I do structure online communication (e.g. discussion board threads, course chat threads).

16. As a teacher, have you implemented any of these practices about accessible course materials? *

Yes/No

- I do post only video clips that have been captioned/subtitled.
- I do post electronic versions of course handouts containing alternative text (alt text) on all images.
- I do follow the current accessibility legislation to create course materials.

17. As a teacher, have you implemented any of these practices about inclusive lecture strategies? *

Yes/No

- I do summarize key points throughout each online class.
- I do connect key points with larger course objectives in each online class.
- I do post an outline/agenda of the topics that will be covered in each online course.
- I do post a statement online in different locations inviting ALL students to discuss their needs with me.

I do review my online course materials in advance to anticipate any instructional barriers.

18. As a teacher, have you implemented any of these practices about inclusive assessment? *

Yes/No

- I do allow students to express comprehension in multiple ways.
- I do allow students to demonstrate the knowledge and skills in ways other than traditional tests and exams (e.g. written essays, portfolios, journals).
- I do be flexible with assignment deadlines in my course(s) for ANY student who expresses a need.

19. As a teacher, have you implemented any of these practices about accommodations measures? *

Yes/No

- I do provide video screen capture or transcripts of captioned/subtitled videos to students with documented disabilities.
- I do make individual accommodations for students who have disclosed their disability to me.
- I do arrange extended time on exams for students who have documented disabilities.
- I do extend the due dates of assignments to accommodate the needs of students with documented disabilities.

20. From your experience, rate how easy it is to manage the following competences related to inclusion and accessibility when preparing course materials and during the development of your online courses.

	Not easy at all	Not easy	Easy	Very easy	I don't know	It depends on the course
Inclusive classroom.						
Inclusive course materials.						
Accessible course materials.						
Inclusive lecture strategies.						
Inclusive assessment.						
Accommodations measures.						

21. Do you include the following accessibility services in your online course materials and class development? *

	Always	Often	Sometimes	Never	I don't know
Pre-recorded subtitles					
Live subtitles					
Audio description					
Transcriptions of audio and video					
Compatibility with screen readers (text-to-speech)					
Easy-to-understand language					
Sign Language Interpreting					
Keyboard compatibility (navigation without a mouse)					
Voice recognition (speech-to-text)					

22. Universal Design for Learning (UDL) is a framework to improve and optimise teaching and learning for all people based on scientific insights into how humans learn (CAST, 2020). Are you familiar with the concept of UDL? Please indicate it on the 4-point scale. *

- Not familiar at all (I have never heard of UDL)
- Very familiar (I know all principles of UDL)

22a. How often do you apply the following UDL principles in your courses? *

	Always	Often	Sometimes	Never	I don't know
Provide multiple means of engagement (e.g. ask learners about their interests, strengths, and needs and incorporate the findings into lessons).					
Provide multiple means of representation (e.g. present information in ways that reach all learners)					
Provide multiple means of action and expression (e.g. allow learners to show what they know through a variety of formats, such as a poster or a video presentation).					

23. If you were able to share one tip or best practice about accessibility and/or inclusion to a colleague, what would it be? *

24. Rate how interested would you be in acquiring the following competences for teaching in online formats? *

	Not interested at all	Not interested	Interested	Very interested
Inclusive classroom.				
Inclusive course materials.				
Accessible course materials.				
Inclusive lecture strategies.				
Inclusive assessment.				
Accommodations measures.				

25. Would you add any additional competence for inclusive and accessible online teaching? If yes, which one? *

26. Would you be interested in an international certificate to become a Certified Trainer in "Accessible and inclusive online teaching and learning"? *

- Yes
- No
- Maybe

Please add any comments that you consider relevant *

Thank you for participating in this survey! Your time and contributions to our research are invaluable. If you want to be informed about the next phases of this project please enter your email below: *

10. Annex III - Consent forms (English version)

Sample informed consent form (over-18s)

IDE@ (Implementing a Digital E-learning Alternative)

Please read this consent form carefully before deciding whether to take part in this study.
(Purpose of the research)

The purpose of this research is to validate the Modular Curriculum designed in the IDE@ project as an accurate and relevant curriculum, from a professional and practical point of view.

(What participation in the study involves)

The meeting will start with an introduction to the IDE@ project and modular curriculum, how it is built, how it should be read and what is its purpose. This introduction will last 15 minutes. The next 40 minutes will be used to ask you questions and comment on the IDE@ framework and project. The last 5 minutes of the meeting will be used to introduce the survey, which you will be asked to complete after the meeting. It is not mandatory that you answer the survey right after the meeting, you can do it within a few days.

(Duration)

The focus group will take around 60 minutes.

(Risks and benefits) Your participation involves no risks of any kind. (Compensation)

In this case, no compensation is envisaged for taking part. (Confidentiality)

If you decide to take part, your identity will remain confidential and only members of the research team will have access to the project data. Pseudonyms will always be used if case studies need to be presented.

This informed consent form will be kept in a safe place by the principal investigators and will be destroyed five years after the end of the project. When the project is over and all data have been analysed, the whole database will be anonymised and made available to other interested researchers.

(Voluntary participation)

Participation in this study is completely voluntary. There is no penalty for opting not to take part.

(Right to withdraw from the study)

You can withdraw from the study at any time without giving explanations and with no negative consequences: just by letting us know through any communication channel. As well as this, you can exercise your rights under the European General Data Protection Regulation by making a request to the email address proteccio.dades@uab.cat enclosing a photocopy of your ID document. Request forms for this purpose are available on the website of the UAB Data Protection Office (<https://www.uab.cat/web/coneix-la-uab/itineraris/proteccio-de-dades/drets-de-les-personesinteressades-1345764799916.html>). You may also file a claim before the Catalan Data Protection Authority (<https://apdcat.gencat.cat/ca/contacte>), or contact the UAB data protection officer (proteccio.dades@uab.cat). In all cases you will receive a written response within the legal time limit, stating what action has been taken.

(Subsequent publication/re-use/other processing of the basic data and conservation period)

Five years after the end of the project, the research data will be anonymised and made available to other researchers. Personal identifiers will be destroyed.

(Recordings and use of contributions made)

I agree to the interview being recorded (audio/video) for research purposes.

I consent to my contributions being quoted literally with no mention of my name and to audio or video recordings of my statements being played back with no mention of my name.

I consent to the use of my contributions in audio or video recordings for purposes of scientific dissemination, provided steps are taken to safeguard my privacy.

(Contact person)

If you have any queries, you can contact the following: IDE@ is a European project led by GIP-FCIP, (France). You can contact Gilles Epaulard at (gilles.epaulard@ac-creteil.fr) and ask for more information about the project and the project results.

(Consent)

I have read the information about the research project and I have had the opportunity to ask questions, which have been answered to my satisfaction.

I understand that the anonymised information (with no personal identifiers) on this project will be placed at the disposal of other researchers some time after the project has ended.

I agree to take part and I have received a copy of this consent form.

Full name of the participant _

Signature _____ Date: __

Researcher:

Signature_____ Date: _____