

CURRICULAR DESIGN AND METHODOLOGY TO SUPPORT THE INCLUSIVE PEDAGOGY APPROACH

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Abstract: *This study aims to explore curricular adjustments that support an inclusive pedagogy approach within university settings, focusing on how learning objectives, teaching methods, and learning activities can be adapted to meet the diverse needs of students. The research examines the practical implementation of these adjustments and investigates the challenges and opportunities for fostering an inclusive learning environment. By analyzing the experiences of both university teachers and students, this study seeks to contribute strategies that promote equitable participation and learning for all. The research utilizes a mixed-methods approach, integrating both quantitative and qualitative data to offer a comprehensive analysis. The quantitative component involved administering two distinct questionnaires—one for university teachers and another for students—at the University of Bucharest, with 19 teachers and 54 students participating. The questionnaires, structured on a 5-point Likert scale, collected data on the perception of inclusive pedagogical practices. The qualitative component included in-depth interviews with five participants, analyzed through content analysis to identify key themes related to student learning needs, inclusive participation, and classroom diversity. Findings from this study highlight the importance of differentiated instruction, collaborative work, flexible assessment, and the integration of technology in supporting inclusive practices. The research underscores the need for continued professional development for university teachers and emphasizes the value of fostering student autonomy and empowerment in an inclusive classroom. This research seeks to provide valuable insights for developing strategies that enhance inclusivity in higher education.*

Key words: *inclusive pedagogy; curricular adjustments; university settings; diverse learning needs.*

Introduction

Inclusive pedagogy is a transformative approach to teaching and learning that emphasizes equity, diversity, and accessibility in the educational process (Guðjónsdóttir & Oskarsdóttir, 2016). In an

increasingly multicultural and diverse world, it is imperative that educational systems cater to the varied needs of all students, regardless of their socio-economic background, cognitive abilities, or cultural identity. The core of inclusive pedagogy is rooted in the belief that every student has the right to a quality education (Shields & Hesbol, 2020) and that learning environments should be designed to accommodate the differences among them. This inclusive approach not only benefits students with disabilities but also enhances the learning experience for all by promoting a deeper sense of community, respect, and mutual understanding (Danowitz & Tuitt, 2011; Bhardwaj & Mittal, 2024).

Curricular design and methodology play a central role in supporting inclusive pedagogy (Florian & Black-Hawkins, 2011). The curriculum should not be a one-size-fits-all framework; instead, it must be flexible and adaptable to address the diverse ways students learn, engage, and interact with content. Effective curricular design is about creating an environment where every student can access learning materials (Soufghalem, 2024), participate in classroom activities, and demonstrate their knowledge in a manner that reflects their individual strengths. Inclusive pedagogy requires university teachers to move beyond traditional teaching practices and incorporate a variety of strategies to ensure that all students, regardless of their abilities, are fully included in the learning process.

In order to support this pedagogical approach, the methodology must be equally diverse, encompassing strategies such as differentiated instruction, collaborative learning, flexible assessments, and the use of technology (Tomlinson, 2014). These methods enable teachers to meet the individual needs of students, offering them multiple pathways to success. Furthermore, the development of inclusive curricula and teaching practices is not a static process; it requires constant reflection, adaptation, and ongoing professional development for university teachers. The aim is to create a university environment where all students feel valued, supported, and capable of achieving their full potential (Marin et al. 2020).

1. Key aspects regarding curricular design and methodology that support inclusive pedagogy

There are several principles of curricular design and methodology that support inclusive pedagogy, that are presented in the literature and they all target exploring how these approaches can be effectively implemented to create a learning environment that fosters inclusion, diversity, and academic success for all students. Through the exploration of these practices, it is demonstrated the importance of a curricula that is both flexible and responsive to the diverse needs of learners, and the methodologies that ensure equitable access to learning for everyone.

The first key aspect when it comes to curricula design is related to differentiated instruction is a central tenet of inclusive pedagogy, as it directly addresses the diverse learning needs, preferences, and abilities of students (Hall et al. 2003; Loreman, 2017). It involves creating multiple pathways for students to access and engage with content, ensuring that all learners can benefit from the material at their level (Navarro et al. 2016). Differentiation can take various forms: varying the complexity of tasks based on student ability, offering multiple formats (e.g., written, oral, visual), or adjusting the pace of learning to allow some students more time to grasp concepts. Teachers may use flexible grouping strategies to pair students in ways that offer both challenge and support. This approach encourages individualized learning while still maintaining the integrity of collective classroom goals. By providing students with opportunities to engage in tasks that cater to their preferred learning styles, whether through visual aids, group discussions, hands-on activities, or digital tools, differentiated instruction allows for a more inclusive environment where each student's unique needs are met (Westbrook et al. 2013).

Secondly, collaborative and group work is vital in inclusive pedagogy as it encourages peer-to-peer learning, fosters social interaction, and promotes the development of various soft skills such as communication, cooperation, and problem-solving (Zhou & Colomer, 2024). Group work can be particularly beneficial in promoting inclusivity, as it enables students to engage with diverse perspectives and learn from their peers. In a well-structured inclusive classroom, group work should be designed in such a way that all students have opportunities to contribute (Huri et al. 2024). This can be achieved by assigning roles that reflect students' strengths, allowing flexibility in participation methods, and ensuring that each student is both supported and challenged within the group dynamic. Group work also creates a collaborative environment where students can provide and receive peer feedback, which enhances their sense of belonging and engagement. Additionally, such environments can help reduce feelings of isolation among students who may otherwise struggle with individual tasks, thus fostering a sense of community and mutual respect (Roy, 2024).

Furthermore, flexible assessment methods are essential in inclusive pedagogy because traditional assessments, such as written exams or multiple-choice tests, often fail to fully capture the diverse abilities and learning styles of students (Westwood, 2018). These methods may include project-based learning, oral presentations, digital portfolios, self-assessments, and peer evaluations, all of which provide students with varied opportunities to demonstrate their understanding. Such assessments can be adapted to suit different abilities, allowing for a more personalized approach to evaluating student progress (Tai et al. 2023).

For example, students with learning disabilities might demonstrate their knowledge through oral presentations rather than written reports, or they might be given additional time to complete assignments. Formative assessments, which occur throughout the learning process, are particularly beneficial in this context as they allow teachers to continuously gauge student understanding, offer targeted feedback, and make adjustments to instructional strategies as needed. This approach encourages a more holistic understanding of student learning, rather than relying solely on high-stakes testing (Darling-Hammond & Snyder, 2000).

Also, the integration of technology is an essential strategy for promoting inclusivity in the classroom. Assistive technologies, such as speech-to-text software, screen readers, and specialized communication devices, can help students with disabilities access learning materials and engage with content more effectively (Ahmad, 2015). Furthermore, digital tools such as learning management systems (LMS), multimedia resources, and interactive platforms allow students to access learning materials at their own pace, catering to different learning preferences (Karagianni & Drigas, 2023). For example, videos, podcasts, and interactive simulations provide students with alternative means of engaging with content, while apps and online games can help reinforce learning in a more interactive and engaging way. Additionally, technology can support personalized learning by offering adaptive platforms that adjust to a student's pace or skill level. By making use of these digital tools, university teachers can create more inclusive learning environments where every student, regardless of their abilities or disabilities, can access the resources they need to succeed.

Moreover, culturally responsive teaching is a key component of inclusive pedagogy, ensuring that the curriculum is relevant, respectful, and reflective of the diverse cultural backgrounds and experiences of students (Samuels, 2018). A culturally responsive curriculum incorporates diverse perspectives, histories, and traditions, making learning more meaningful and relatable for students. This approach challenges stereotypes and fosters an environment of respect and inclusion. Teachers can integrate culturally relevant materials into their lessons, such as books by diverse authors, case studies that highlight various cultural contexts, and discussions that encourage students to explore their own cultural identities (Kieran & Anderson, 2019). Furthermore, culturally responsive teaching involves being aware of the power dynamics in the classroom and striving to create an equitable space where all students feel heard and valued. By embedding diverse cultural perspectives into the curriculum, university teachers help students develop a broader understanding of the world, promoting tolerance, empathy, and global citizenship.

For inclusive pedagogy to be effectively implemented, it is crucial that teachers receive ongoing professional development. This includes not only training in differentiated instruction and inclusive assessment methods but also equipping university teachers with the skills to foster social and emotional learning, emotional intelligence, and the use of assistive technologies (Florian & Linklater, 2010). Teachers should be encouraged to reflect on their teaching practices and to continually adapt their approaches to meet the evolving needs of their students. Professional development programs should focus on fostering a deep understanding of diversity and inclusion, addressing potential barriers to learning, and promoting equity within the classroom (Kubacka & D'Addio, 2020). Teachers who are well-trained in these areas are more likely to create classrooms where all students feel supported and can achieve their full potential (Marin, 2021). Moreover, professional development should encourage collaboration among university teachers, allowing them to share best practices, experiences, and resources for creating inclusive environments.

Not least, inclusive pedagogy promotes student empowerment and autonomy by encouraging students to take an active role in their learning. This approach helps students develop self-regulation, critical thinking, and problem-solving skills, all of which are crucial for lifelong learning (Cappiali, 2023). University teachers can support student autonomy by offering choices in how students engage with content, allowing them to select learning activities that align with their strengths and interests. Additionally, setting personalized learning goals enables students to take ownership of their academic progress and feel more invested in their learning (Quaye & Harper, 2007). By encouraging self-directed learning, teachers help students develop the confidence and independence needed to tackle challenges both inside and outside the classroom (Dymond, 2018). This approach not only supports academic success but also nurtures skills such as resilience, time management, and self-motivation, which are essential for success in both education and life.

2. Research Approach

2.1. Objectives of the Study

The primary aim of this research is to explore curricular adjustments that support an inclusive pedagogy approach within university settings. This involves adapting the learning objectives of courses to align with the principles of inclusivity, incorporating learning activities that encourage inclusive participation, and modifying teaching methods to address the diverse needs of students. The study will investigate how these adjustments are implemented in practice and identify challenges and opportunities for fostering an inclusive learning environment. By

examining the experiences of both university teachers and students, the research aims to contribute to the development of strategies that promote equitable participation and learning for all.

2.2. Methodology and Participants

This study employed a mixed-methods approach, integrating quantitative and qualitative methodologies to provide a comprehensive analysis. The quantitative component involved administering two distinct questionnaires—one for university teachers and another for students. A total of 19 university teachers and 54 students from the University of Bucharest participated. The research adopted a descriptive analytical framework (Gerbic & Stacey, 2005) incorporating both institutional contexts and individual perspectives. The questionnaires included four statements rated on a 5-point Likert scale, ranging from "strongly agree" (1) to "strongly disagree" (5).

For the qualitative component, data analysis involved content analysis of interview transcripts to distill and interpret key findings (Brenner, 2012). Five participants (n=5) were selected for in-depth interviews, with respondents anonymized using numerical codes (e.g., I1 to I5). The interviews were recorded, transcribed, and shared with participants for validation to ensure accuracy. Data were subsequently coded and categorized into recurring themes, such as identifying students' learning needs, embracing diverse learning approaches, facilitating open and non-judgmental discussions on cultural and social disparities, and fostering diversity in the classroom. Participation in the study was voluntary, and ethical approval was secured from the institutional review board to safeguard the rights of participants.

This article centers on the third dimension of a broader research study conducted as part of the Erasmus+ project Coaching Academics as Learners for Inclusive Teaching in Optimal Networks (COALITION; project no: KA220-HED-18399197). The overarching project aimed to explore university instructors' readiness for inclusivity in higher education through the following dimensions:

- Accessibility and availability of resources in universities to facilitate inclusion.
- Willingness of university instructors to adopt an inclusive pedagogical approach.
- Curriculum adjustments supporting an inclusive pedagogical approach, including curriculum design, methodology, and assessment.
- Attitudes, skills, and concerns of university instructors in fostering inclusive learning for diverse audiences.

This study specifically focuses on the third dimension—curriculum adjustments to support an inclusive pedagogical approach—

emphasizing curriculum design, teaching methodology, and assessment strategies.

3. Results

Curricular adjustments to support the inclusive pedagogy approach involve designing learning activities that foster inclusive participation by addressing diverse needs through collaborative tasks, differentiated formats, and real-world scenarios. University teachers are encouraged to engage in ongoing professional training, equipping them with strategies like universal design for learning (UDL), differentiated instruction, and cultural competence to adapt materials and assessments effectively. Promoting students' autonomy is essential, empowering them to take ownership of their learning through reflective practices, self-assessments, and flexible pathways. This includes guiding students toward progressive autonomy in planning and managing their work, using tools like planners and personalized study plans to develop time management and critical thinking skills. Group learning activities are also integral, as they encourage collaboration, foster interaction among diverse peers, and enhance inclusivity through balanced roles and structured feedback. Together, these adjustments create a learning environment that values diversity, supports individual growth, and nurtures equitable participation. The data from the student and teacher surveys are presented below from a comparative perspective, enriched by insights from teacher interviews, which highlight the advantages and challenges of curriculum design and the implementation of an inclusive pedagogical approach.

3.1. Adaptation of the learning objectives of the courses to the needs of an inclusive pedagogical approach

The perspectives of students and teachers on the integration of an inclusive pedagogical approach into the curriculum exhibit considerable alignment, with both groups recognizing the importance of such an approach. Regarding the statement, "My teachers adapt the learning objectives of the courses to the needs of an inclusive pedagogical approach," 42.12% of students agreed, and 15.07% strongly agreed, indicating a positive perception of efforts to adapt learning objectives. This underscores the role of inclusive pedagogy in ensuring that educational content is accessible and beneficial to all students, regardless of their abilities or backgrounds, thereby fostering an environment conducive to active participation and effective learning. However, 10.96% of students disagreed, and 2.05% strongly disagreed with this statement, highlighting the persistent need to advocate for equipping all university teachers with the requisite competencies and pedagogical skills to address the challenges of implementing inclusive education effectively.

Similarly, the teacher survey revealed mixed responses to the statement, “I adapt my course learning objectives to inclusive pedagogical approaches.” While 49.27% of teachers agreed and 12.04% strongly agreed, suggesting a significant proportion of university teachers actively embrace inclusive practices, 35.08% neither agreed nor disagreed, and 9.95% disagreed, with 3.66% strongly disagreeing. These findings suggest variability in the adoption of inclusive pedagogical practices, underscoring the need for further professional development and institutional support to ensure the consistent application of inclusive teaching strategies across educational settings.

STUDENTS					TEACHERS				
<i>My teachers adapt the learning objectives of the courses to the needs of an inclusive pedagogy approach</i>					<i>My teachers adapt the learning objectives of the courses to inclusive pedagogical approaches</i>				
		Frequency	Percent	Valid Percent	Cumulative Percent		Frequency	Percent	Valid Percent
Valid	Strongly disagree	1	1,4	1,9	1,9	Neither agree nor disagree	5	23,8	26,3
	Disagree	4	5,6	7,4	9,3	Agree	13	61,9	68,4
	Neither agree nor disagree	7	9,7	13,0	22,2	Strongly agree	1	4,8	5,3
	Agree	24	33,3	44,4	66,7	Total	19	90,5	100,0
	Strongly agree	18	25,0	33,3	100,0				
	Total	54	75,0	100,0					

Table 1 Adapting the learning objectives of the courses to the needs of an inclusive pedagogy approach

The responses from students reflected a slightly varied perspective regarding the statement, “My teachers include learning activities related to the inclusive pedagogy approach.” A total of 37.67% of students agreed with the statement, while 16.10% strongly agreed, suggesting that a significant proportion of students perceive efforts by their teachers to integrate inclusive pedagogy into learning activities. However, 27.40% of students selected neither agree nor disagree, indicating a level of neutrality or uncertainty about this practice. Meanwhile, 16.44% disagreed, and 2.40% strongly disagreed, highlighting that some students perceive a lack of inclusion of such activities, thereby pointing to the need for more consistent implementation of inclusive practices in educational settings.

<i>My teachers include learning activities related to inclusive pedagogy approach</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	5,6	7,4	7,4
	Neither agree nor disagree	7	9,7	13,0	20,4
	Agree	25	34,7	46,3	66,7
	Strongly agree	18	25,0	33,3	100,0
	Total	54	75,0	100,0	

Table 2 Students perspective on university teachers’ inclusion of

learning activities related to inclusive pedagogy approach

The respondents recognized that the term “inclusive” encompasses a broad and multifaceted meaning. As one participant noted: “The word 'inclusion' is very big, so I would include other elements that were not only inclusion in terms of issues of people with different cognitive abilities, but I would include other kinds of elements: more ethnic... and racial issues, which is one of the big problems we are facing in the future and which is very much linked to other kinds of differences; gender, of course, very important; also, very important, linked to the social stratum” (I1). To implement the principles of inclusive education effectively, it is essential to employ diverse teaching methods that accommodate the varied needs of students. A single group may comprise individuals with special needs as well as students of different genders, nationalities, religious backgrounds, and social statuses, all of which require tailored approaches to facilitate equitable learning and development.

Preparing university teachers for inclusive education practices necessitates providing them with training, resources, and ongoing support to address diverse student needs effectively. This includes understanding varying learning styles, adapting curricula and assessments, fostering a positive and inclusive classroom environment, and utilizing assistive technologies where needed. One respondent emphasized this point, stating: “I would support increasing the emphasis on analysing students' needs and developing skills to adapt teaching style and materials according to these identified needs, while maintaining academic rigor in the field of study” (I5).

Additionally, teachers must be open to change to ensure they provide meaningful learning experiences. As one respondent explained: “Well, I would certainly make some changes, maybe some simpler exercises to be able to reach this scope as a step to achieve before reaching the other step that most pupils can already achieve, but in a very discreet way. I think that a student with certain needs may even feel embarrassed, so I wouldn't want him/her to... feel embarrassed” (I2). However, while integrating inclusive practices, university teachers must remain focused on ensuring that students achieve the intended learning outcomes of the course. Another respondent articulated this balance, stating: “It is really important to focus on the course's intended learning outcomes and make sure that this is what is achieved with the examinations. I am afraid we are way too narrow-minded” (I5).

The respondents acknowledged that implementing inclusive education principles while ensuring successful learning outcomes is a complex and demanding process. It requires teachers to possess both specific pedagogical knowledge and the ability to adapt their practices to meet

individual learners' needs effectively. One participant emphasized the importance of developing mastery in working with groups that include students with special needs through both experience and deliberate practice: "And then maybe it requires practicing, but to learn how to distribute the power among everyone" (I4). This highlights the need for continuous professional development and reflective teaching practices to create inclusive, equitable, and effective learning environments.

3.2. Adaptation of teaching to meet the needs of diverse students

In response to the statement "I adapt my teaching to meet the needs of diverse students," 59.69% of the surveyed teachers agreed, while 17.80% strongly agreed. A smaller percentage (18.85%) expressed neutrality, selecting neither agree nor disagree, and only 2.09% of the respondents indicated either disagreement or strong disagreement. Similarly, students were asked to reflect on the adaptability of their teachers with the statement "My teachers adapt the way they present new information to meet the diverse needs of students." Among the student respondents, 37.59% agreed, and 15.86% strongly agreed. However, 23.79% neither agreed nor disagreed, while 17.93% disagreed and 4.83% strongly disagreed. These findings highlight a general acknowledgment of efforts toward inclusivity in teaching practices, while also suggesting areas for improvement in addressing the diverse needs of students.

STUDENTS					TEACHERS						
<i>My teachers adapt the way they present new input to cater to a diverse student needs</i>					<i>Curricular design and methodology - I adapt my teaching to cater for diverse students' needs</i>						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1,4	1,9	1,9	Valid	Neither agree nor disagree	4	19,0	21,1	
	Disagree	5	6,9	9,3	11,1		Agree	14	66,7	73,7	
	Neither agree nor disagree	4	5,6	7,4	18,5		Strongly agree	1	4,8	5,3	
	Agree	24	33,3	44,4	63,0		Total	19	90,5	100,0	
	Strongly agree	20	27,8	37,0	100,0						
	Total	54	75,0	100,0							

Table 3 Adapting the way university teachers present new input to cater to a diverse student needs

The teachers emphasized that successfully adapting teaching to meet the needs of diverse students requires variation in both instructional strategies and methods of assessment. Employing a mix of individual and group activities, both on-site and remotely, with the integration of digital tools, was considered essential. One respondent highlighted this perspective: “I think variation is key, to use seminars for examination as well as individual examinations, take-home assignments, group assignments, or maybe a blog that they may be writing together. Optimally, varied forms and methods should be used to be able to assess students.” (I3).

In addition to diversifying teaching and assessment methods, it is critical for university teachers to regularly question their initial assumptions about students or situations, as such assumptions may often be misleading. One participant noted, “That [checking assumptions] is the most important thing to do as an activity in inclusive sessions.” (I4). This view aligns with the understanding that inclusive education is a systematic and iterative process, where ongoing professional development and consistent application of inclusive practices can yield positive outcomes. These outcomes not only support students in acquiring knowledge and skills but also contribute to shaping their attitudes toward learning, people, and life.

Implementing inclusive education principles requires attention to accessibility at all stages of the academic journey, including examinations. Special consideration must be given to individuals with physical disabilities to ensure equitable access to educational opportunities. However, some challenges persist, as one respondent observed: “Examinations are often scheduled for you, and that has to be on that day in facilities available for people with physical disabilities. I have little influence on that. Of course, I can bring that up with the institute and faculty, but that is a much longer process. At other universities, for example, that is really arranged by other people, and teachers don’t have to do anything about it. At our university, I haven’t seen that yet, so that might be something that needs to be improved.” (I2).

To effectively apply inclusive education principles, university teachers must possess specific qualities, including a commitment to lifelong learning, sensitivity, and emotional intelligence. As one respondent reflected: “Well, work training, of course, so empathy, sensitivity, and knowledge of the difficulties that students with a certain diversity may have. Training on what kind of feelings they are having, thoughts, and to what extent I can contribute to soften that or to remove that barrier, that of course, and then techniques to contribute to participation while respecting whatever it is, right?” (I3).

University teachers acknowledged that reaching every student can be

challenging, and success may not be immediate. However, persistence in exploring diverse approaches remains critical. One respondent shared their experience: “I don’t always manage to reach everyone. In some cases, it is somehow easier to understand why they don’t get involved—for example, in the case of optional, elective subjects (where they come with different expectations or, somehow, they arrive by chance—to be with their peers, etc.) or those who are not in their major. In the case of those who get very involved and give me top marks in teacher evaluations, I was constantly told my strengths were lots of examples, practical activities, simulation of ‘professional life’ situations—conflicts with parents, children’s refusal to get involved in tasks, etc.—and the open approach, appropriate communication.” (I1).

These reflections underline the complexity of fostering inclusive education, highlighting the importance of adaptive teaching strategies, professional development, and the ongoing pursuit of innovative practices to meet diverse student needs.

3.3. Design of learning activities that take into account learning differences in different ways

The perspectives of students and faculty university diverge regarding the dissemination of information about the curriculum throughout the study process.

Regarding the statement, "Design learning activities that take into account learning differences in different ways (e.g., oral, written, online, face-to-face)," 53.58% of teachers agreed, 26.32% strongly agreed, and 13.68% neither agreed nor disagreed. A smaller percentage, 5.79%, disagreed, and 0.53% strongly disagreed.

In contrast, when students were asked, "My teachers design learning activities that take into account learning differences in different ways (e.g., oral, written, online, face-to-face, etc.)," 46.92% agreed, 21.23% strongly agreed, and 14.04% neither agreed nor disagreed. However, 13.36% of students disagreed, and 4.45% strongly disagreed with the statement. These findings indicate a noticeable gap between faculty perceptions and students' experiences in the design of inclusive learning activities.

STUDENTS					TEACHERS						
<i>My teachers create group learning activities that allow us to collaborate in an inclusive community of learning (e.g., peer feedback activities, challenging the taking for granted assumptions/ values)</i>					<i>I create group learning activities that allow students to collaborate in an inclusive community of learning (e.g., peer feedback activities, challenging the taking for granted assumptions and values)</i>						
		Freque ncy	Perc ent	Vali d Perc ent	Cumul ative Percent			Freque ncy	Perc ent	Vali d Perc ent	Cumul ative Percent
Va	Disag	4	5,6	7,4	7,4						

lid	ree					Valid	Neither agree nor disagree	3	14,3	15,8	15,8	
	Agree	8	11,1	14,8	22,2		Agree	12	57,1	63,2	78,9	
	Strongly agree	17	23,6	31,5	53,7		Strongly agree	4	19,0	21,1	100,0	
	Total	54	75,0	100,0			Total	19	90,5	100,0		

Table 4 Using group learning activities that allow students to collaborate in an inclusive community of learning

The use of diverse approaches in the study process not only enhances the variety and engagement of the curriculum but also improves its overall quality, fostering students' sustained interest in the content and promoting independent learning. Lecturers highlighted their use of various strategies to address learning differences, as illustrated by one respondent who shared, "I offer different approaches. So, I very much like the flipped classroom model, where theory is studied independently at home, and then I combine that with short web lectures, assignments, and reading from the textbook. The material is the same, but presented in different formats, including visuals. I also use YouTube videos, as many teachers explain topics well with accompanying visuals." (I2). To address the needs, characteristics, and abilities of each student, lecturers emphasized the importance of individualized attention, as one respondent noted: "I think it's also important to offer specific attention in your teaching, particularly regarding diversity." (I4). While individual attention in large groups can be challenging, some respondents argued that occasional practical or psychological support can be sufficient: "Sometimes, students may just need emotional support or reassurance that they are not alone, or even something as simple as an A3 printer." (I5).

An effective strategy for supporting inclusive education is the integration of additional support staff, such as teacher assistants, which is common in general education but less so in higher education. The demand for such support is growing, as highlighted by one lecturer who suggested: "Maybe it would be helpful if there were assistants who understand the needs of these students and help them navigate through their studies." (I3). Additionally, the allocation of financial resources to support students with special needs was also seen as an important strategy. Academics explained that they carefully choose teaching methods that cater to the specific needs of students requiring additional

support. For instance, one lecturer shared how they adapted their teaching for students with physical conditions who could not attend long seminars, noting, “I try to differentiate between students who learn differently or need extra time or feedback. This is not inclusive in the sense of gender or culture, but from a didactic perspective, it is inclusive.” (I2).

Modern technology, particularly lesson recordings, was identified as a relevant solution to address students' diverse learning needs. While some lecturers believed that all lectures should be recorded for inclusivity, others expressed mixed opinions. One respondent noted, “for inclusivity, all lectures should be recorded and made available to students, with better quality than we do now.” (I3). However, the same lecturer later explained that they do not record every lecture but only when necessary: “I don’t pre-emptively ask students who might need recordings, but if a student struggles, I adjust and record the lesson for them.” (I3). This approach highlights the flexibility and responsiveness required in implementing inclusive teaching practices.

4. Conclusions

The findings from the surveys and interviews reveal that significant progress has been made in adapting curricula to support inclusive pedagogy, though challenges remain. Both students and teachers recognize the importance of inclusive education and the need for adjustments to learning objectives, teaching methods, and learning activities. While a majority of teachers report adapting their teaching to meet the diverse needs of students, student feedback suggests there is still room for improvement, with some students indicating a lack of perceived inclusivity in certain courses (Stodolsky & Grossman, 2000; Brookfield, 2015). This highlights the necessity for ongoing professional development for university teachers, ensuring that inclusive practices are consistently applied across all teaching settings (Jordan et al. 2009; Marin, E. (2016).

The integration of various learning formats, such as oral, written, online, and face-to-face methods, is an essential strategy for addressing the diverse learning needs of students. Teachers who utilize a variety of approaches, including flipped classrooms and multimedia resources, are better able to engage students and create inclusive learning environments (Andujar & Nadif, 2022). However, the disparity between teacher perceptions and student experiences underscores the importance of continual reflection and adaptation in teaching practices. It is essential to tailor teaching strategies to ensure all students, particularly those with special needs, can participate fully and benefit from the learning process (Reyna et al. 2016).

The design of group learning activities and collaborative tasks plays a

crucial role in fostering an inclusive community of learning (Zubiri-Esnaola et al. 2020). These activities not only support peer interaction but also encourage the development of critical thinking and communication skills, all while promoting an equitable learning environment. Nevertheless, challenges persist in balancing individual attention with the demands of large group settings, pointing to the need for additional support, such as teaching assistants, and the integration of technology to facilitate learning (Garrison & Kanuka, 2004; Laurillard, 2013).

In conclusion, while there are clear advantages to adapting curricula to support inclusive pedagogy, further efforts are needed to ensure consistent and effective implementation. This requires both institutional commitment and individual university teachers' responsibility in embracing inclusive teaching practices, fostering an environment where all students, regardless of their background or abilities, can thrive.

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