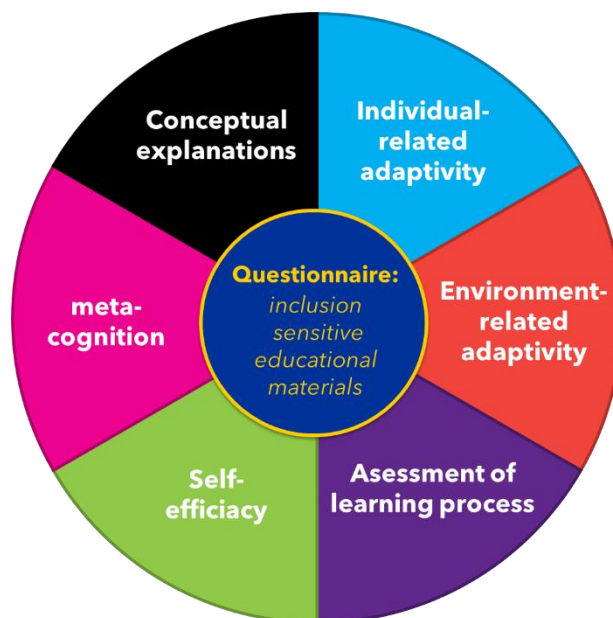
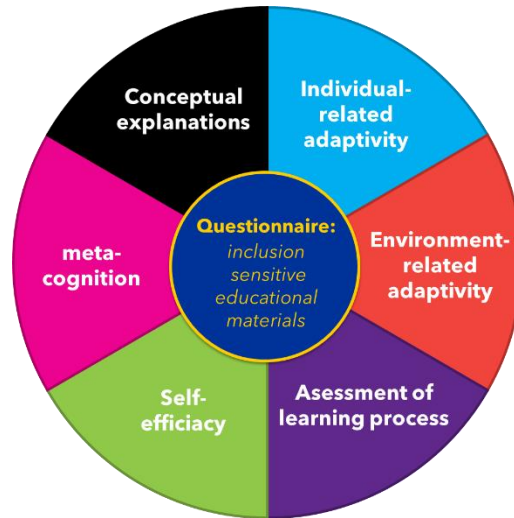


EVALUATION OF INCLUSION-SENSITIVE EDUCATIONAL MATERIAL

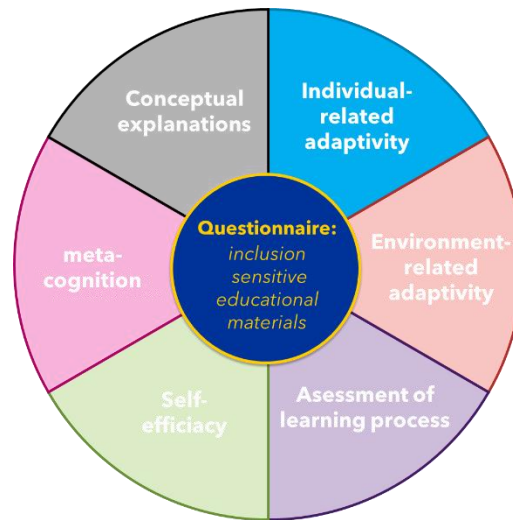
An overview of the criteria catalogue





The criteria catalogue, resulting from various consultations of experts in the field, comprises six clusters of criteria in its current - not fully completed - state, including questions designed to exemplify the respective criteria.

In the following, the areas in question will be briefly introduced, along with the corresponding questions.



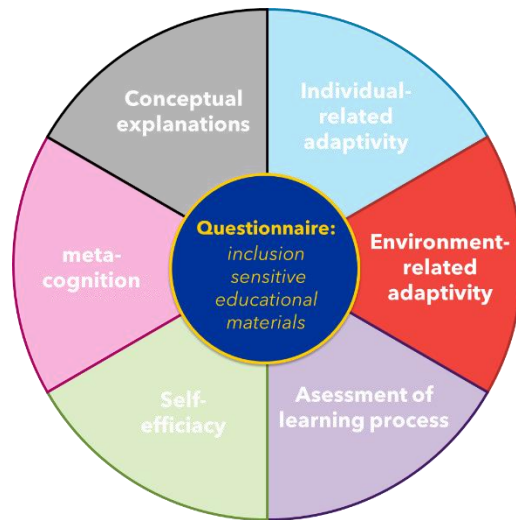
Individual-related adaptivity

This deals with the adaptivity of inclusion-sensitive educational material in relation to the individual needs of the learners. This is evaluated with the goal in mind of enabling self-directed and independent learning. The following questions are relevant to this range of criteria:

- Does the educational material allow for different learning paths, all of which can process the same subject matter and do justice to the diversity of the learners?
- Are the tasks designed to be appropriate for multiple levels of competence and are the needs of the individual learner taken into account?
- Are the tasks given in various forms and for different levels of complexity?
- Is the educational material structured logically and does it effectively focus on its subject matter?
- Do the visualisations and the layout of the educational material serve the purpose of supporting the learner in dealing with the subject matter?

Bearing these questions in mind, educational material can be deemed as appropriately adaptable to the individual, when its contents are presented visually, via text and if necessary via video or audio. In the same vein, the materials should be compatible with different levels of learners and employ tasks and formats that differ in complexity and difficulty. A safely guiding structure offered through the material would enable the learners to navigate through the variety of the offers and according to their individual needs. Such guiding structures could be formatted via a system of symbols and other recurring designs.

Individual-related adaptive materials would use additional visual elements to focus the educational content, which is acquired, also, through various means by the learners.

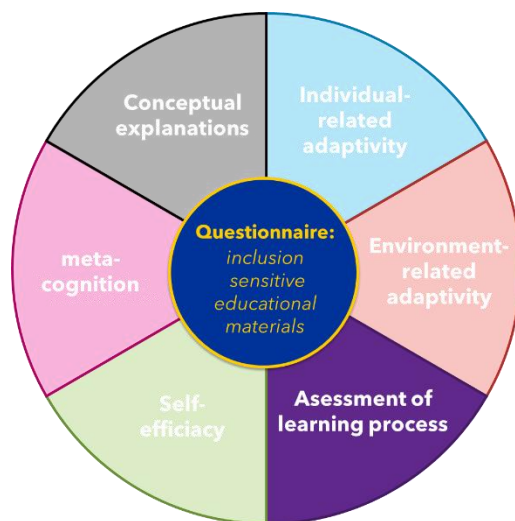


Environment-related adaptivity

What's at focus here is the adaptability of inclusion-sensitive educational materials to the teaching and learning situation, the conditions of and around the school, cultural and, where appropriate, national standards. The following questions revolve around this area:

- Can the educational material be used in different social constellations within as well as beyond the classroom context?
- Is the educational material adaptable to the particularities of the school location, including specific conditions of the study group?
- Does the educational material take into account cultural and national aspects that influence the learning environment?
- Does the educational material take into account curricular requirements of different cultural contexts?
- Does the educational material take into account the latest research findings and school reforms in the form of continuous updates?

Environmentally adaptive learning material considers both the learner and the learning situation as central references. It can be used as individual assignments as well as in different partner and group constellations and is also suitable for digital settings. Ideally, it is multilingual and/or not language-dependent, can be combined with various curricular specifications, and is designed with the latest research results in mind. Likewise, it can also be adapted to the school's premises, such as varying classroom conditions or availability of digital equipment.

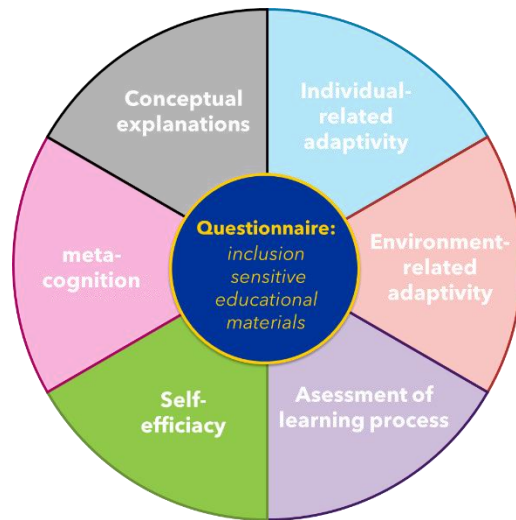


Assessment of learning progress

Learning progress assessments combined with recommendations for the further design of the individual learning path represent another central criterion of inclusion-sensitive educational materials. The following questions can be used to reflect on this:

- Do the learning progress assessments guide the choice of further appropriate learning tasks that are also included in the inclusion-sensitive educational material?
- Are there different forms and enough learning assessments in the educational material that are oriented towards the diversity of the learners?
- Do the assessments analyze individual learning progress as well as individually recurring patterns of errors?
- Are learners able to independently recognize their patterns of errors and difficulties through the learning assessments and plan their learning path based on this by themselves?
- Are the learning assessments based on a positive approach and an appreciative attitude towards the learner's progress?

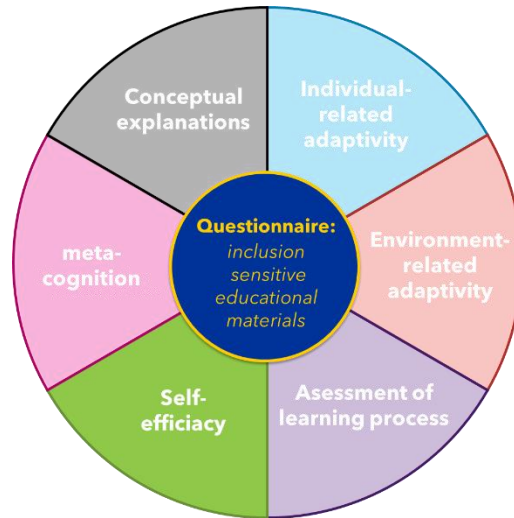
Inclusion-sensitive educational materials contain learning assessments in various forms and at regular intervals. They are multimodal, qualitative and quantitative, formulated at different levels of difficulty and can be carried out by the learners themselves or by the teacher. In addition, they lead to further learning tasks in the material which match the results of the evaluation. These tasks then further expand on the subject matter for the learners in a way that is comprehensible and individually suitable for the learners. In addition, they allow learners to gain more insight into their own error patterns and difficulties, promote self-reflection, and do so in an appreciative manner all throughout.



Self-efficacy

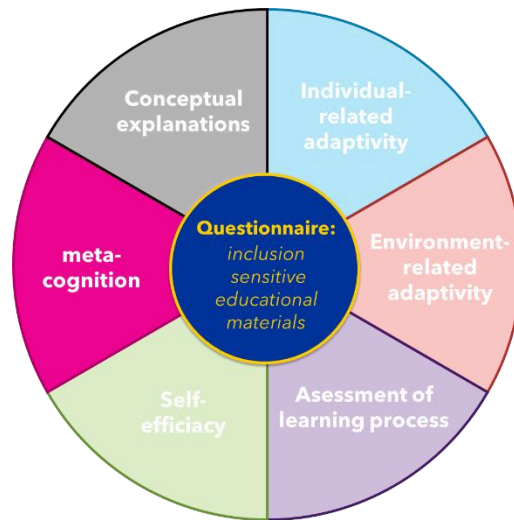
Especially in inclusion-sensitive learning situations, self-efficacy experiences of learners play a central role. Whether or not the educational material enables the learners to shape their own learning path in a pro-active way, and whether it stimulates or promotes appreciation and acceptance through the learning environment can be evaluated by addressing the following questions:

- Does the educational material motivate learners in different ways, that are appropriate to the individual learner?
- Does the educational material enable learners to solve problems independently, while conveying a sense of self-efficacy?
- Does the educational material offer the learners a free choice regarding the tasks, and furthermore the option to refuse the tasks altogether, if a justification is given?
- Do the tasks themselves include justified explanations of their rationale and utility, which are directed to the learner?
- Does the educational material allow the learners to give feedback on its design and thus participate in the further development of the respective material?
- Does the content of the educational material address all learners with respect and in alignment with ethical, democratic, and inclusive standards?



Self-efficacy

Inclusion-sensitive materials that support self-efficacy motivate learners in ways that suit them and enable them to be proactive in finding solutions to given problems. Likewise, their rationale, and utility are clear to learners. They also allow the learners to reject the suggested solution to the given problems and/or allow to introduce a learner-initiated alternative for solving the task. Inclusion-sensitive educational materials do this based on a general appreciation for the learners, with all their idiosyncrasies, their engagement in the learning process and their time spent on the materials. In the same vein, a reciprocal relationship between the learners and the materials itself is encouraged, so that not only learners are to gain knowledge, but are welcome to provide valuable feedback, with which, in turn, a basis for improving the materials can be found.

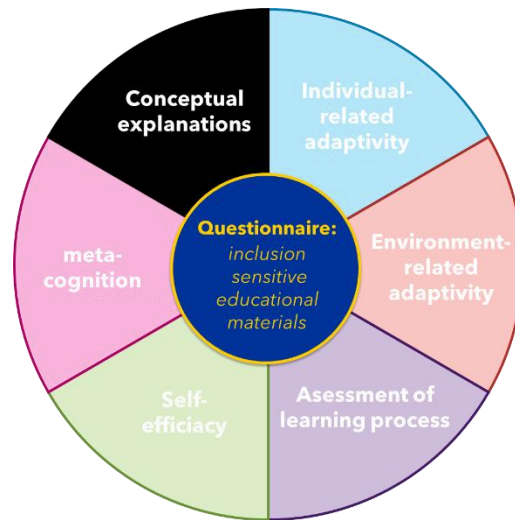


Metacognition

Inclusion-sensitive educational materials greatly encourage introspection on one's own learning process and thus also the acquisition of metacognitive knowledge that goes beyond the actual subject matter. The following questions address this:

- Does the educational material incorporate the use of different learning techniques adapted to the diverse needs of the learners?
- Does the educational material encourage learners to try out different learning techniques, reflect on their efficacy and choose the one that is most suited for them?
- Does the educational material provide feedback and thereby enable learners to perceive and better understand their own learning needs on both a cognitive and emotional level?
- Does the educational material enable and promote the introspection and documentation of one's own learning path, as well as the planning of subsequent learning progressions?

Inclusion-sensitive educational materials enable learners not only to deeply comprehend a subject matter, but also to reflect on their own learning behaviour and nature. This then leads to a better understanding of themselves, as well as to the learners, ideally, finding suitable learning techniques appropriate for their individual needs. For this purpose, they also impart general knowledge about learning techniques, encourage their use and demonstrate their utility for different learning occasions.

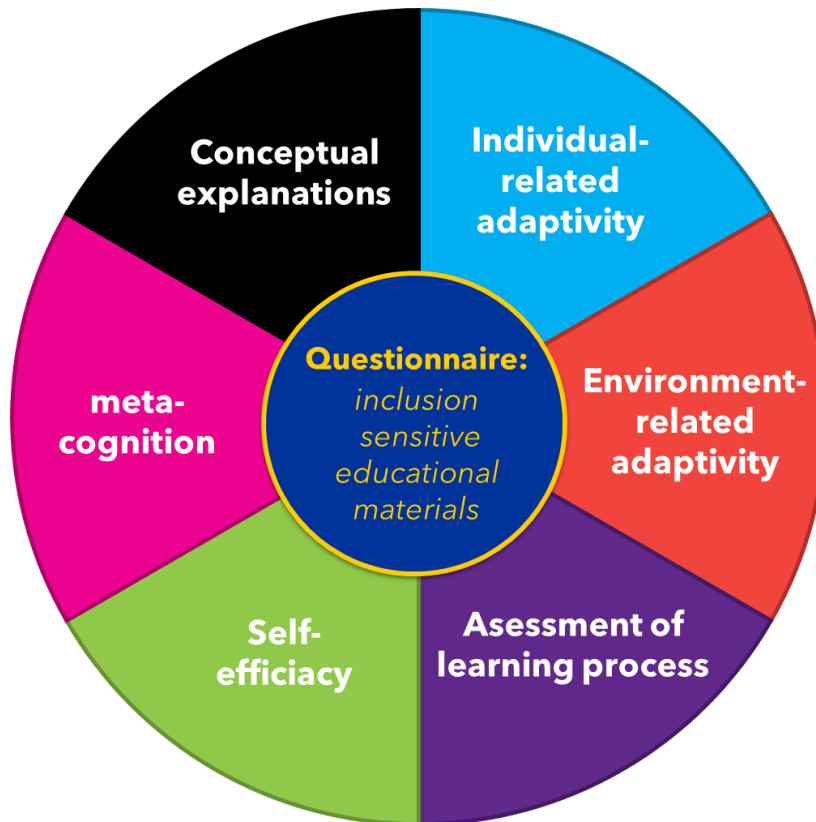


Conceptual explanations

Inclusion-sensitive educational materials need to substantiate their underlying approach to diversity and their variance in the tasks for the teacher as well as for the learners. This requires a conceptual basis in written form, which amends, frames, and relates the compiled learning tasks to one another in terms of an overarching internal consistency. The following questions focus on this range of criteria:

- Does the educational material provide a rationale for its own design and utility, which is comprehensible for both teachers and learners to an appropriate extent?
- Are the types of tasks and the internal structure of the educational material consistent with, and justified on the basis of sound theoretical and empirical findings?
- Are central concepts and perspectives, upon which the educational materials are built, explained comprehensibly and defined in a convincing manner?
- Is the necessity and utility of the learning progress assessments explained in way that is comprehensible for both the teachers and the learners?
- Does the written conceptual basis provide further sources and thematically related educational materials that could be of interest and also offer further points of orientation to teachers or learners?

The defining characteristics of highly qualitative, well thought-out educational materials are an internal consistency and the inclusion of important references and additional information. This metric, and the means by which educational material can meet said quality standard should be explained in a comprehensible way for both teachers and learners. In order to comprehensively illustrate the perspectives upon which the educational material stand, what is necessary are explanations of the relevant terminology (e.g., inclusion, equality of opportunity), the current understanding of said terminology, and lastly the citing of relevant scientific sources (especially from the pedagogical, pedagogical, scientific and didactical fields).



Much in the same spirit of the principles within the criteria catalogue, the catalog is adaptable and expandable, as it reflects the current status quo, arising from the ongoing exchange between experts. The fact that it is to remain dynamic also seems appropriate, in light of the constant changes that occur within European school systems.