



## PRODIGE. Work Package 2

### T.2.2. Online Seminar

#### Digital Education Potential for Inclusion and Learning

#### Life-Long-

Dates: to be determined  
15 hours

### General Objectives

Throughout the seminar, we will explore how digital education (DE) fosters educational inclusion and promotes lifelong learning by offering flexible and accessible learning opportunities. We will highlight DE's role in removing barriers, advancing equity, and facilitating continuous skill development through innovative teaching methods and digital tools. Special attention will be given to how DE enhances access to higher education for diverse populations, including individuals with disabilities, learners from remote or underserved areas, working professionals, and non-traditional students seeking flexible learning pathways.

### Expected Learning Outcomes

#### Explore DE's Role in Promoting Inclusion

- Identify how DE removes barriers to higher education for diverse populations, including individuals with disabilities, those in remote areas, non-traditional learners, etc.
- Identify the advantages of DE for inclusion, such as flexibility, scalability, and personalized learning experiences.
- Understand the role of technologies in enhancing an inclusive Higher Education.
- Discuss challenges like digital literacy and technology access.
- Showcase studies and best practices that demonstrate DE's impact on educational equity.

#### Analyze DE's Contribution to Life-Long Learning

- Understand how DE supports continuous learning across different life stages, enabling individuals to update their skills and knowledge.
- Examine emerging trends such as micro-credentials and adaptive learning systems.
- Explore examples of lifelong learning programs.

#### Apply Inclusive and Life-Long Learning Practices in DE Design

- Learn principles for designing DE programs that are accessible and inclusive for diverse learners.



- Analyze and design the foundational steps of a roadmap that aligns digital education with the university's inclusion goals, emphasizing scalability, affordability, and engagement.

## Seminar Program

### Opening webinar: Introduction to the Potential of DE for Inclusion and Life-Long-Learning

(90 min)

Synchronous session with all the participants in Google Meet.

Date to be determined

Ángeles Sánchez-Elvira Paniagua. UNED.

TSU representant

- Presentation of the seminar.
- Understanding Inclusion in Higher Education: No one left behind (UNESCO motto).
- The Intersection of Digital Learning, Inclusion and Life-Long-Learning: an overview of opportunities, benefits and difficulties.
- Current state of Inclusion and Life-Long-Learning Programs in Georgian Higher Education.
- Methodology of the course.

### Online Modules in Moodle

Three weeks. Dates to be determined

Asynchronous and autonomous work supported by multimedia materials, readings and complementary materials in Moodle.

### Topics

- I. Supporting inclusiveness, diversity, equity and access in HE digital environments for non-traditional learners. Showcases.
  - Supporting students in remote areas: online and blended solutions.
  - Enabling higher education access to adult students.
  - Supporting students with functional diversities.
  - Supporting migrants and refugees.
  - Supporting incarcerated.
- II. Developing Personalized Learning Paths in digital environments under a life-long-learning perspective.
  - AI and Adaptive Learning Systems.
  - Innovative and Flexible programs for Life-Long-Learning.
  - Open Education for an inclusive digital education.
- III. Supporting the academic community for the development of inclusive digital learning environments



- Universal Design for an inclusive digital education.
- Technologies for accessibility and user experience.
- Supporting new students in online environments to overcome early difficulties and drop-out.
- Developing digital teachers' competences.

IV. Institutional strategies for an inclusive and international HE digital education

- Inclusive Internationalization in digital education.
- Institutional policies for an inclusive HE.

***Main Activity of the online seminar***

- Institutional teamwork through online and/or onsite meetings for the development of an institutional SWOT on the topics of the seminar.
  - Elaboration of an Institutional SWOT:
    - Analyses of the University current situation in the seminar topics.
    - Draft of an Initial Roadmap Proposal.
- Synchronous mentoring session with the academic teams on a voluntary basis.  
Dates: to be determined.

**Closing webinar**

2 hours

Date to be determined

- SWOT summary presentation by each Georgian Institution.
- Final reflections and conclusions.

Aprox.

Synchronous webinars:

3 1/2 hours

Voluntary mentoring session:

1 hour

Autonomous work with the multimedia materials:

4 hours

Teamwork:

6 1/2 hours

**UNED Team**



**Ángeles Sánchez-Elvira  
Paniagua**

Director of the UNESCO Chair in Distance Education. Deputy Vice-Rector for the coordination of the OpenEU Alliance. Director of the UNED University Institute for Distance Education (IUED), 2004-2013 & 2019-2023. Deputy Director of Training at the IUED, 2001-March 2004. Member of UNED recognized research group [DiNeLLL](#) (Digital innovation for iNclusive Life Long Learning) (2022-) and the recognized Innovation Group SALT-CG (Smart and Adaptive Learning and Teaching Group) Auditor of the [E-XCELLENCE Quality Assurance](#) since 2016, and Chair of the EADTU EMPOWER Student Support Group of expertise. Faculty member and researcher, Faculty of Psychology. One of her research lines is focused on the psychosocial profiles of distance education students in relation to students' wellbeing and academic performance.



**Oscar Vila Chaves**

Director of the Access Course. He has been the coordinator of the University Entrance Exams for people over 45 since 2014 and is currently the vice-president of the Organizing Committee of the University Entrance Exams. Faculty and research member, Faculty of Psychology.



**Jesús de Andrés Sanz**

Vice-rector for Associated Centers. He has undertaken research stays at the Russian Academy of Sciences (Moscow) and the University of Glasgow (United Kingdom). He has directed several research projects for the National R+D+i Plan and has been an evaluator of research projects for the Ministry of Science and Innovation (Sub-directorate General for Research Projects). **Faculty and research member. Faculty of Political Science and Sociology.**



**Jorge Vega Nuñez**

Director of the UNED Center in Ponferrada. Director of Innovation and Technological Development of the Associated Centers of the UNED (INTECCA). Co-director of the Chair of Sustainable Territories and Local Development. Doctor in Economics.

**Director of UNED Technological Center of Tudela. Director of UNED Associated Center in Tudela. He was visiting professor at the Monterrey Technology Institute (Mexico) and member of the Cambridge School of Epistemology of Psychiatry. In October 2022, he was appointed Honorary Professor at the UTE University (Ecuador).**

He has also carried out teaching work on management, co-directing different editions of the Master's Degree in Quality in the Management of University



**Luis Fernández  
Rodríguez**

**Centers at the UNED or the First Master's Degree in Quality in the Management of the Public Administrations of Navarra.**



**Pilar Gómiz Pascual**

Director of the UNED Care Center for University Students with Disabilities (UNIDIS). She has been Vice-Dean of Students and Communication of UNED Faculty of Political Science and Sociology Faculty member and researcher, Faculty of Political Science and Sociology. Her basic research topics: communication; social exclusion; disability; violence against women; gender; vulnerable groups.



**Tiberio Feliz Murias**

**Former Director of the UNED Care Center for University Students with Disabilities (UNIDIS). Member of the European Modularisation of Continuing Education and professionalisation by Micro-credentials (MCDE) Project, EADTU. Faculty member and researcher Faculty of Education.**



**Covadonga Rodrigo San  
Juan**

**Deputy Director of the School of Computer Engineering (ETSI), faculty member and researcher. Co-director of the recognized research group [DiNeLLI](#) (Digital innovation for iNclusive Life Long Learning) (2022-). Coordinator of the working group Ethics in Informatics Europe (2024-). Director of the Digital Inclusion Laboratory co-financed as a University-Business Chair UNED - Vodafone Spain Foundation (2013-2018). Vice-rector for Technology at the UNED (2010-2013). Member of the Executive of the CRUE ICT and coordinator of the Working Group on "Virtual Campuses: integrated services and quality criteria (2012-2013). Assistant Vice-rector for Technology at UNED Associated Centers (2006-2010). Coordinator of the EMPOWER WG Institutional Support: ICT, media and educational support services of the EADTU (since 2016). Auditor of the [E-XCELLENCE Quality Assurance](#) in eLearning and MOOCs [OpenupED](#) program (since 2016).**



**Alejandro Rodríguez  
Ascaso**

Researcher in e-learning accessibility and adaptability, open learning resources and ICT support for independent living. Participates in standardization activities at ISO, ETSI and UNE. Member of the recognized research group aDeNu (*Adaptive Dynamic online Educational systems based on User modelling*) He works on accessibility and adaptability of e-learning and open learning resources. Collaborator with ONCE Foundation channel on UNED (Spanish National University of Distance Education) on the development of open, online and accessible training on Universal Design. Faculty member and researcher, ETSI.



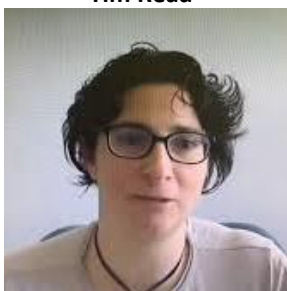
**Francisco Iniesto  
Carrasco**

Associate Researcher at IET - Open University UK 2018-2022, participating ed in several projects, (e.g.ADMINS project researching the most innovative technologies related to educational virtual assistants, with the aim of building a virtual assistant to meet the accessibility needs of students with disabilities. Likewise, in the Global OER Graduate Network (GO-GN) project, it has supported open scientific research and the values of equity, diversity and inclusion among doctoral students from all over the world. Other EU projects that complement research into open and inclusive educational technology are TEACH4EDU4 to accelerate the transition to Education 4.0 in Higher Education, EMC-LM for the development of European micro-credentials and RAPIDE for the development of assessments and pedagogies relevant to inclusive digital education. **Member of UNED recognized research group [DiNeLLL](#) (Digital innovation for iNclusive Life-Long Learning) (2022-) ETSII.**



**Tim Read**

Institutional responsibilities in the past: Deputy Vice-Chancellor for Applied Technologies at the Associated Centers, General Director of the Center for Innovation and Technological Development (CINDETEC), Deputy Vice-Chancellor for Emerging Technologies, Director of Open UNED and Deputy Vice-Chancellor for Methodology and Technological Innovation. Member of the recognized research groups ATLAS (*Applying Technology to LAnguageS*). He has worked on and directed several research projects with national and international funding on the application of ICT to teaching. Faculty member and researcher, ETSII.



**Olga Santos Martín-  
Moreno**

Deputy Director of Academic Management and Planning, ETSI, **Member of the recognized research group aDeNu (*Adaptive Dynamic online Educational systems based on User modelling*)**. Faculty member and researcher, Coordinator of the Masters's degree in Artificial Intelligence Research. ETSI



**Project Manager. UNED Technical Office for Internationalisation and Cooperation**

## SWOT Analysis

Objectives of the SWOT Analysis on the Potential of Digital Education for Inclusion and LLL in the University

1. Identify Strengths:
  - Highlight existing digital resources, inclusive practices, and infrastructure that support accessibility and lifelong learning.
2. Recognize Weaknesses:
  - Identify gaps in digital accessibility, faculty digital competencies, and institutional capacity to support diverse learners.
3. Explore Opportunities:
  - Discover emerging digital trends, technological innovations, and collaborative opportunities that can enhance inclusion and continuous learning.
4. Assess Threats:
  - Anticipate challenges such as digital divides, resistance to technology adoption, cybersecurity risks, and potential barriers to engagement.
5. Guide Strategic Planning:
  - Use insights from the SWOT analysis to design an actionable roadmap that integrates digital education with the university's goals for inclusion and lifelong learning.
6. Monitor and Evaluate Progress:
  - Define key performance indicators (KPIs) to measure the impact of digital education initiatives on accessibility, engagement, and student success.