

## EUROPEAN UNIVERSITY ASSOCIATION

# Approaches in learning and teaching to promote equity and inclusion

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18th February 2021

2020 Thematic Peer  
Group on Inclusivity in  
learning and teaching

**University of Göttingen, Germany (Chair)**

**Tampere University, Finland**

**Democritus University of Thrace, Greece**

**University of Limerick, Ireland**

**University of Modena and Reggio Emilia, Italy**

**University of Minho, Portugal**

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**Kingston University, United Kingdom**

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## Session overview

**Introduction and overview of the TPG**

**Key challenges identified**

**Group conversations in breakout rooms:  
Challenges and Insights**

**Summary and synthesis of participant feedback**

**Recommendations and next steps**

Diversity: an  
asset, not an  
issue

**Equity and inclusion, are sine qua non conditions  
for excellence**

**More diverse (research and learning) teams are  
potentially more successful, innovative, and  
creative In higher education and beyond**

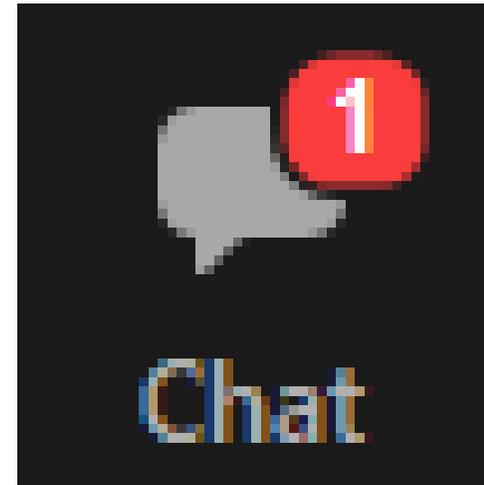
**Importance of acknowledging the obstacles and  
hindrances of people from underrepresented and  
disadvantaged backgrounds under a “capability  
approach“**

Challenges:  
Over to you!

PLEASE USE the CHATBOX to

*SHARE the greatest challenge for  
INCLUSION in TEACHING and  
LEARNING within in your  
institution*

*(You have 60 seconds!)*



**Top 3  
Challenges**  
identified by our  
TPG

- 1. Digital poverty/digital inclusion**
- 2. Training for academic teaching staff on inclusion and equity topics**
- 3. Lack of concrete measures and initiatives to address equity and inclusion at higher education institutions**

## **Digital poverty/ digital inclusion**

**Disruptive circumstances such as Covid-19 increased the sense of urgency to tackle this issue at higher education institutions.**

**Guidelines have been lacking at some institutions on how to use online software for learning and teaching, a challenge for both teachers and students.**

**Online campus = missing interactions (peer to peer, student to teacher) and sense of isolation have challenged students' well-being.**

## **Training for academic teaching staff on inclusion and equity topics**

**Specific teacher training on inclusion and equity is still rather uncommon.**

**Universal design for learning (UDL) is not always at the forefront of institutional policies in learning and teaching despite some EU directives requiring accessibility of websites (and mobile applications).**

**The need for teacher training became more evident during the pandemic as teaching, learning and assessment moved online.**

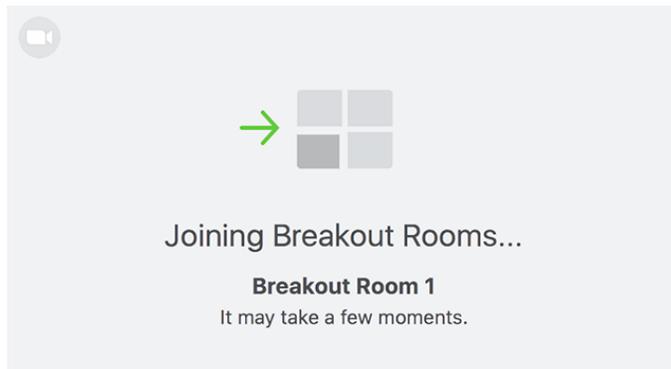
Lack of concrete measures and initiatives to address equity and inclusion at higher education institutions

## **Leadership commitment is critical**

**The implementation of strategic measures and action plans on equity and inclusion often meets internal barriers related to communication with all university stakeholders,**

**In the absence of a coherent national or institutional policy on inclusion and equity, there might be small-scale ongoing activities, but they are often disparate, disconnected**

## In your Break out rooms



You are being randomly assigned to 3 break out rooms

We ask you to address 2 QUESTIONS (You will find them in the chatbox):

- 1. Share one good idea that worked well in your institution*
- 2. Describe what was the most difficult challenge for your institution related to the room you are in*

You will have 20 Minutes and then all will convene in the main room to share insights

Welcome back!

Sharing key insights

## Recommendations

- **Attention to diversity and ability to actively involve students in the learning process, while addressing factors that make the student's learning path harder or discontinuous.**
- **Curriculum design which considers all kinds of different learners.**
- **Accessible learning materials.**
- **Flexible and alternative study options in all study programmes.**
- **Encouraging a learning and teaching atmosphere conducive to student well-being.**

## Important considerations

- ***The capability approach as a reflective framework to enact inclusion and citizenship in higher education.***
- **Leadership commitment is one of the top success factors.**
- **Teacher training and awareness raising about inclusion.**

# Thank you for your attention

