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

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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 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
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.
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.
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 Breakout 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