

EUROPEAN UNIVERSITY ASSOCIATION

Approaches in learning and teaching to promote equity and inclusion

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**2020 Thematic Peer
Group on Inclusivity in
learning and teaching**

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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**

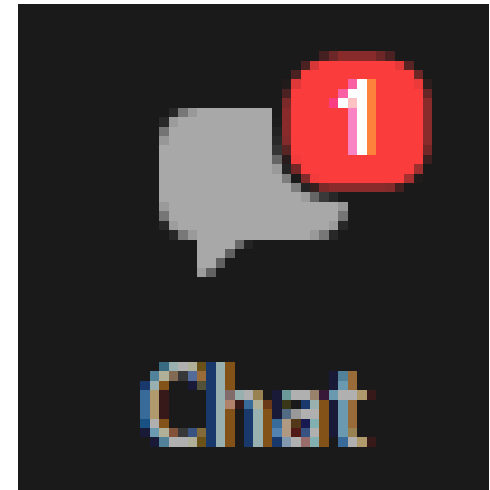
**Importance of acknowledging the obstacles and
hindrances of people from underrepresented and
disadvantaged backgrounds under a “capability
approach“**

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.

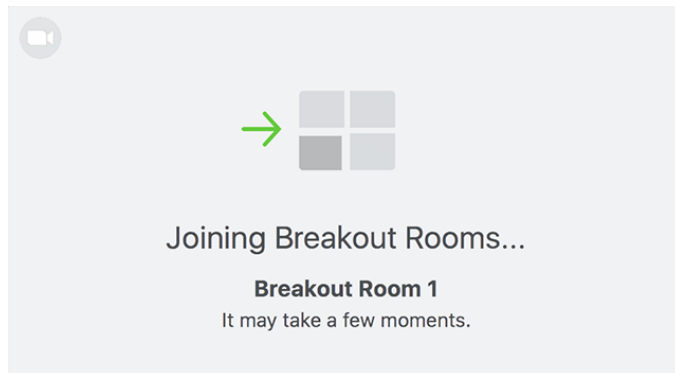
Lack of concrete measures and initiatives to address equity and inclusion at higher education institutions

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

