

INCLUSION

Building an equitable learning landscape

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Coordinators:



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EDUCATIONAL QUALITY
ENHANCEMENT

 universidade de aveiro
Inovação, pessoas, projetos


SZÉCHENYI
EGYETEM

Why inclusion?

Legal obligation (anti-discrimination act directive)

“In order to meet our commitment that the student body entering and graduating from European higher education institutions should reflect the diversity of Europe’s populations, we will improve access and completion by under-represented and vulnerable groups.”

“We therefore commit to developing new and inclusive approaches for continuous enhancement of learning and teaching across the EHEA ...”

(Paris Communiqué 2018)

Yet,

- HE teaching staff feels insecure in how to apply inclusive practice
- Respondents see the added value of inclusive practices

Claeys-Kulik, A. (2019). Diversity, Equity and Inclusion in European Higher Education Institutions. Results from the INVITED project.



What does inclusion mean in T&L

- + Inclusion benefits all students
- + Improves students' sense of belonging
- + Supports student engagement
- + Reduces drop-out, improves retention

But: institutional support is needed (resources, and to create awareness)



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Which competences are needed?

- Self-reflection (uncover unconscious biases)
- Knowledge/ awareness concerning student heterogeneity within a course/ study programme
- Competences to design an inclusive curriculum
- Teaching & learning skills (inclusive practice), incl. assessment



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INCL statements | Working Methodology

- Several online meetings (collection of courses, projects, literature, assessment tools)
 - A first suggestion based on the former inclusion statements was set up
 - Followed by an online discussion with all WG members and feedback from reviewers
- Adaptations, extensions, shortenings, reformulations of statements

Challenges:

Overlaps between thematic areas – Where to put statements? (eg. TA1, TA2)?

In total: 18 statements in 6 thematic areas



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INCL Statements I

+ TA1 – Student-centered course design

I design courses in alignment with European, national, and institutional policies to promote equity, access, and inclusion for all students.

My course content reflects diverse social and cultural perspectives, ensuring equitable representation and opportunities for all students.

+ TA2 – Teaching performance and student learning support

I adapt my teaching methods and materials to accommodate diverse student needs, ensuring accessibility and inclusivity.

I create a safe space where students feel they belong and can freely participate.



INCL Statements II

+ TA3 – Student's learning assessment

I use peer and self-assessment to involve students actively and provide continuous feedback.

I ensure students understand assessment expectations, criteria, and processes to build their assessment literacy.

+ TA4 – Impact and mission with and for the society

I support students in realizing their professional aspirations by providing guidance and exposure to career opportunities.

I support the development of students' diversity competences, such as applying Universal Design for Learning (UDL).



INCL Statements III

+ TA5 – Professional development for the quality of teaching

I seek up-to-date information on inclusive practices to improve my teaching

I reflect on and refine my teaching approaches to strengthen mindfulness for diversity and inclusion.

+ TA 6 – Organizational and administrative aspects related to teaching

I inform students about different communication channels for course-related information.

I collaborate with students and staff to adjust administrative arrangements to better accommodate diverse needs.



Short courses | Working Methodology

- 7 working group meetings (Spring/Summer 2024)
 - Find common ground/ common idea of the course concept
 - Brainstorming content, structure & exercises
 - Update, feedback, discussion of content and exercises
- Individual work: desk research (literature), use of AI
- Discussion on useful content
- Caretakers for courses were identified
- Courses were developed by the caretakers (based on the ideas discussed together)
- Feedback was provided by all working group members and reviewers



Short courses: Genially

- One course per thematic area (TA1 - TA4); 3 subtopics per course
- Include a mix of formats (audio, video, texts)
- Use interactive and reflective exercises based on Bloom's taxonomy
- Support a change of perspectives (take on a student view/bad practice, etc.)
- Include good practices
- Add further resources (e.g. articles, research reports, links, etc.)



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Short courses: INCL – TA1



PROFFORMANCE⁺
Short courses



Inclusion and Diversity



Student-centred course design

ADAM'S STORY

A dyslexic students in the course

Course leader
reflections



STEPS
you can take:

1

OPEN
Communication &
Confidentiality



2

IDENTIFY
Signs of Dyslexia



3

OFFER
Resources and
Support



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Short courses: INCL – TA2



UNIT 2.2

The ideal extent of self-directed learning is a nuanced question that depends on various factors, including:

Learner's age and maturity



Learner's learning style and preferences



Learner's goals and objectives



Available resources and support



UNIT 3.4 Exercises

1.



6.

2.

5.

3.

4.





Match key terms related to diversity competence in the workplace with their definitions

The ability to understand, value, and work effectively with people from different backgrounds in a professional setting.

Policies and practices aimed at promoting equal opportunity for historically underrepresented groups in the workplace.

Subtle, unintentional, or indirect forms of discrimination communicated in verbal or nonverbal messages within a professional environment.

Diversity Competence

Microaggression

Broken Rung

Psychological Safety

Affirmative Action

Accommodations

Cultural Humility

Microaggression

Conflict Resolution Styles



Questions

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