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Inclusion in Teaching & Learning

EnhanceIDM Staff Training

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Coordinators:

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Full Partners:

Associated Partners:

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 (64% of respondents of EnhanceIDM survey, 2018)
- Inclusive practice is perceived as an added workload (48%)
- But 66% of respondents see the added value of implementing respective measures

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)

→ Organisational sensemaking (legal obligation, moral-ethical commitment, economic factors)

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

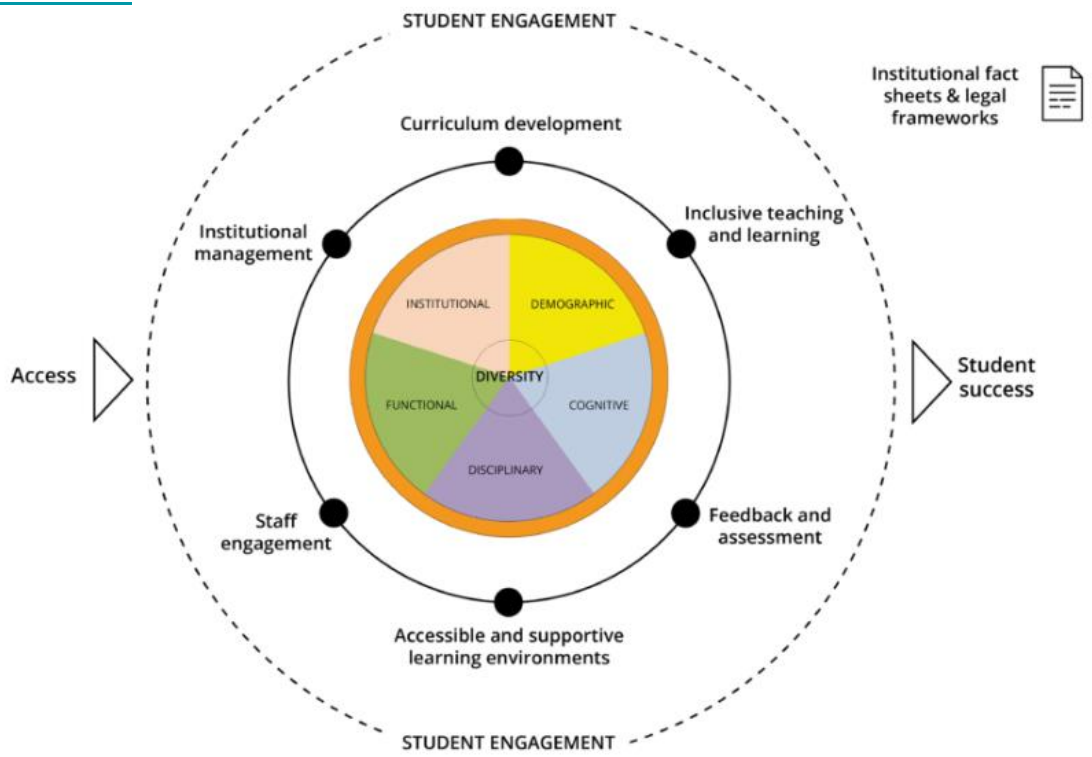
Learning environment

Study programmes are embedded in an institutional context. Conditions are inclusive when an HEI invests time and effort to enable all students to participate in academic life.

- Barrier free learning environments (physical and digital learning spaces)
- Schedules (of courses)
- Learning atmosphere

Training programme (E-Learning)

Link to the course



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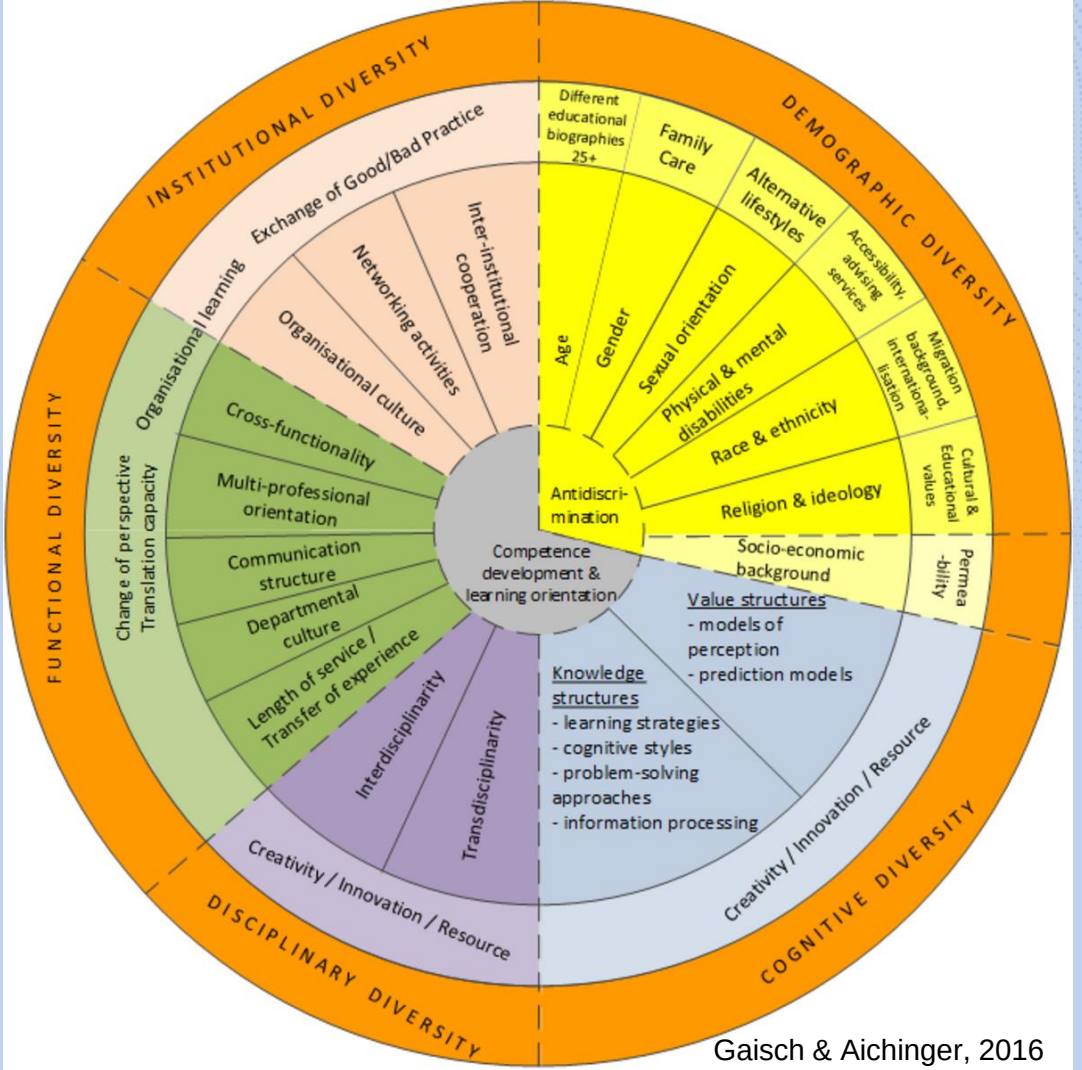
HEAD Wheel

Student diversity



Gaisch & Aichinger, 2016

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Toolbox

IDM Toolbox

IDM! TOOLBOX

- About IDM toolbox
- Diversity dimensions
- INCLUSIVITY IN:
  - Access
  - Curriculum development
  - Teaching & learning
  - Feedback & assessment
  - Learning environments
  - Staff engagement
  - Institutional management
  - Student success

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About IDM toolbox

The IDM toolbox is created by an Erasmus+ co-funded project team. The Toolbox provides tailor-made support material structured in accordance with higher education decision-making areas and student life-cycles.

This freely accessible repository contains concrete methods or practical "tools" focusing on various aspects, from ideas on how to get staff, or upper management, on board, to classroom activities, information on assessment methods and various checklists as well as other practical instruments.

The content has been inspired by many best practices in higher education institutions around the globe. All initial sources are indicated. The Project Team is thankful for all good benchmarks provided.

After the project end in June 2020, the IDM Toolbox will be updated based on feedback. If you have ideas for improving the content or wish to have new tools added, please send your proposals and comments via the feedback form.

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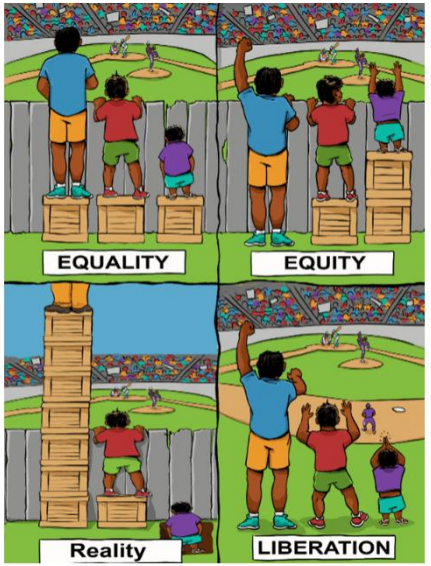
The European Commission support for the production of this publication does not constitute an endorsement of the contents



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Horizontal aspects in inclusion I

+ **TA1 – Student-centered course design**

I am aware of inclusion and equal treatment/equity policies and I plan to use alternative learning and assessment methods.

+ **TA2 – Teaching performance and Student Learning Support**

I consider inclusion and diversity as pillars for the teaching and learning process - concerning preparation of materials, teacher-student relationship.

+ **TA3 – Student's learning assessment**

I am able to adapt my assessment methods and practices to the special needs of students.

Horizontal aspects in inclusion II

+ **TA4 –Impact and mission with and for the society**

I respect the diversity of all stakeholders and their needs in the pursuit of inclusive research, innovation and social projects, events and networks.

+ **TA5 – Professional Development for the Quality of Teaching**

I participate in courses, revise publications, consult with professionals on specific topics related to equity issues, teaching of students with special needs, aspects of universal design in T&L.

+ **TA 6 – Organizational and Administrative related to teaching**

Related to my organizational and administrative tasks, I take into consideration special needs and characteristics of my target groups (e.g., students, peers)

Questions

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