

Building an equitable learning landscape

Silke Preymann
University of Applied Sciences Upper Austria

Co-funded by the Erasmus+ Programme of the European Union.

European Higher Education Area (EHEA) - Initiative to support the implementation of reforms ERASMUS-EDU-2021-EHEA-IBA Action Grant



SZÉCHENYI
EGYETEM
UNIVERSITY OF CHRON

Why inclusion?

EU Level

Bologna Process: Social Dimension Strategy → widening participation, equity, inclusion

Focus: **Access, Diversity, Mobility, Support for underrepresented groups**

Legal obligation (anti-discrimination act)

“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)



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Why inclusion?

National Level

National Universities Acts: equality, accessibility, non-discrimination

National **Social Dimension Strategy:** widening access, student support, participation

Alignment with EU social dimension goals

Institutional Level

Diversity & Inclusion Strategies, Equal Opportunity Plans

Alignment with national *social dimension* goals

Student Level

advocacy for inclusion & social participation

Peer networks, student initiatives



What does inclusion mean in T&L

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

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

- + 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.



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 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.



Contact

Silke Preymann

University of Applied Sciences Upper Austria

E-Mail: silke.preymann@fh-steyr.at

Marina Dikovic

Faculty of Educational Sciences, Juraj Dobrila

University of Pula

E-Mail: marina.dikovic@unipu.hr

Dragica Trivic

University of Belgrade

E-Mail: dtrivic@chem.bg.ac.rs



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