

# From Theory to Practice:

## Inclusive Teaching and Learning Environment in Higher Education

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# Structure

I. Aims and objectives of the session

II. Values, Approaches

III. Challenges & enablers

IV. Types of support provision

V. Inclusive Teaching and Learning Environment

VI. Good practices, networks, sources of information

VII. The way forward

VIII. Q&A Interaction with audience

IX. Literature Resources & Further Readings

# I. Aims and objectives

1. Mapping enablers and barriers in teaching and learning environment
2. Models of Inclusive Teaching and Learning Environment
3. Good practices

# II. Values & Approaches

- Inclusion
- Diversity
- Intersectionality
- Access Needs
- Human rights based approach
- Universal Design

# III. Challenges and enablers

- Definition of underrepresented groups
- Issue of disclosure
- protected features
- Confidentiality of information
- identification, self-identification

# III. Challenges & enablers (2)

## **Policy frameworks**

- mainstreaming diversity and inclusion,
- monitoring

## **Resources**

- Distribution of sources & fulfilment of needs

## **Support provisions**

- Access Needs
- "Think outside of the box, think like there is no box" (Thienpondt, 2015)
- Universal Design & accommodations

## IV. Types of support provision

- Equal Treating of People (Same Support for everyone) (EQUALITY);
- Different Support for People (Equitable Treatment of People with Disabilities)) (EQUITY);
- Removing Barriers (Creating an Inclusive Environment)) (REMOVING BARRIERS).

### EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

# V. Inclusive Teaching and Learning Environment

universal design (UD) educational models

- The development of the *Universal Design for Learning (UDL)* concept and its creation is linked to Center for Applied Special Technology (CAST).
- UDL is based on three basic principles (CAST, 2018)
  1. Multiple Means of Engagement
  2. Multiple Means of Presentation, (Multiple Means of Representation)
  3. Multiple Means of Action and Expression, (Multiple Means of Action and Expression)



# VI. Good practices, networks, sources of information

- Holistic and complex needs assessment
- Creating a welcoming and safe course atmosphere
- Designing educational environment to the greatest level of users possible
- Student centred approach – voice of students
- Continuous reflection of practices and conscious, unconscious biases
- You are not alone – collaboration with relevant stakeholders – EAIE ACCESS, etc.



## VII. The way forward

- To introduce and discuss the principles and benefits of universal design in higher education among various higher education professional communities.
- Mapping interest of various higher education professionals and units (e.g. educational development units) and professional communities about the topic
- Mapping resources (human resources, time, financial resources, etc.
- In the medium and long term, the two models of support may appear in hybrid form in higher education.
- Thorough, gradual coordination in small steps is needed.
- Relevant stakeholders, student support officers have an outstanding role in this process.

## VIII. Q & A

Discussion/interaction with audience



# IX. Literature Resources & Further Readings

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