

CONTEXTS FOR DIVERSITY AND GENDER IDENTITIES IN HIGHER EDUCATION

International Perspectives on
Equity and Inclusion

Edited by Jaimie Hoffman, Patrick Blessinger
and Mandla Makhanya

INNOVATIONS IN HIGHER
EDUCATION TEACHING AND LEARNING

VOLUME 12

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EDUCATION: INTERNATIONAL
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INCLUSION

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AND LEARNING VOLUME 12

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PERSPECTIVES ON EQUITY AND
INCLUSION**

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INVESTOR IN PEOPLE

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FOREWORD

This book highlights a very necessary discussion we must have about what regards diversity, equality, equity, and inclusion in higher education. It is a very interesting reflection, namely for those who work in higher education settings, not only teachers and students but also higher education staff and most necessary rectory teams at universities and also national policies guidelines from government.

The authors show how sexual orientation and gender diversity as well as those non-conforming, non-heteronormative groups establish a more coherent understanding of the current movement, and consequent reforms for cultivating and promoting a more diverse and equitable environment in higher education.

One of the most interesting arguments they present is to understand how central to diversity, equality, equity, and inclusion in higher education is the effort to widen participation in higher education and also the concept of inclusive leadership, which is quite innovative in these settings of higher education. I quite agree with them when they say that exclusion in participation and achievement may include inadequate learning supports and that it is important for educators to recognize that people are defined by many characteristics as well as different needs, interests, and goals:

As such, it is important that we create learning environments that are welcoming, accepting, and provide an inclusive and non-prejudicial space where people can fully engage in the life of the university without shame or hiding some aspect that defines them as a person.

This is the meaning of equity according to the dictionary: “Equality. Righteousness in the way of acting = IMPARTIALITY. Recognition of the rights of each other. Straight and natural justice.” Not always possible, but we will get there.

The increasing growth of right extreme groups in Europe, namely Germany and France, the UK exit from European Union (Brexit) the segregationist policies and boundary delimitation of frontiers in the USA are all signs that educators and higher education settings must do the reverse of this worrying expansion. This chapter puts forward this discussion presenting several arguments from different authors all over the world: Brazil, Israel, Jamaica, Nepal, Portugal, Puerto Rico, South Africa, Tanzania, England, and the USA.

Human behavior is changing into so many different forms. Happiness is an idiosyncratic concept and therefore the higher education system must work toward a change of mindset and this volume suggests that educational leaders should take that into consideration when deciding to create a more inclusive and equitable learning environment.

UNESCO adopted the World Declaration on Education for All in which it adopted the following vision for education around the world: universalizing access to education for all children, youth, and adults (UNESCO, 2009). We should all follow that.

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SERIES EDITOR'S INTRODUCTION

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

The purpose of this series is to publish current research and scholarship on innovative teaching and learning practices in higher education. The series is developed around the premise that teaching and learning is more effective when instructors and students are actively and meaningfully engaged in the teaching–learning process.

The main objectives of this series are to:

- (1) present how innovative teaching and learning practices are being used in higher education institutions around the world across a wide variety of disciplines and countries;
- (2) present the latest models, theories, concepts, paradigms, and frameworks that educators should consider when adopting, implementing, assessing, and evaluating innovative teaching and learning practices; and
- (3) consider the implications of theory and practice on policy, strategy, and leadership.

This series will appeal to anyone in higher education who is involved in the teaching and learning process from any discipline, institutional type, or nationality. The volumes in this series will focus on a variety of authentic case studies and other empirical research that illustrates how educators from around the world are using innovative approaches to create more effective and meaningful learning environments.

Innovation teaching and learning is any approach, strategy, method, practice or means that have been shown to improve, enhance, or transform the teaching–learning environment. Innovation involves doing things differently or in a novel way in order to improve outcomes. In short, innovation is positive change. With respect to teaching and learning, innovation is the implementation of new or improved educational practices that result in improved educational and learning outcomes. This innovation can be any positive change related to teaching, curriculum, assessment, technology, or other tools, programs, policies, or processes that lead to improved educational and learning outcomes. Innovation can occur in institutional development, program development, professional development, or learning development.

The volumes in this series will not only highlight the benefits and theoretical frameworks of such innovations through authentic case studies and other empirical research but also look at the challenges and contexts associated with

implementing and assessing innovative teaching and learning practices. The volumes represent all disciplines from a wide range of national, cultural, and organizational contexts. The volumes in this series will explore a wide variety of teaching and learning topics such as active learning, integrative learning, transformative learning, inquiry-based learning, problem-based learning, meaningful learning, blended learning, creative learning, experiential learning, lifelong and life-wide learning, global learning, learning assessment and analytics, student research, faculty and student learning communities, as well as other topics.

This series brings together distinguished scholars and educational practitioners from around the world to disseminate the latest knowledge on innovative teaching and learning scholarship and practices. The authors offer a range of disciplinary perspectives from different cultural contexts. This series provides a unique and valuable resource for instructors, administrators, and anyone interested in improving and transforming teaching and learning.

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