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G.17. The Diversity Challenge for Higher Education. Barriers and opportunities in updating educational settings to deal with international students and guarantee equal and inclusive multicultural environments

Faculty Development, Inclusion and Attention for Diversity: Participants' Reflections at the IRIDI START Course at the University of Turin

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higher education, faculty development, portfolio, inclusion

Due to the differentiated educational demand and heterogeneity of the student population, the university is called upon to promote equal access and learning opportunities for all. Teaching and assessment have to be inclusive, attentive to differences (regarding culture, gender, age, ...), so as to support the success of all students. Furthermore, it is necessary to examine summative evaluation processes at exams, to avoid biases related to stereotypes or prejudices that can distort assessment and decision-making processes, generating discrimination (e.g., Bel-lacicco & Parisi, 2021).

It is therefore important that university faculty be supported to upgrade their skills through specific training actions, so as to ensure student-centered teaching that is responsive to their needs (Moriña et al., 2020). Training on this topic is therefore crucial; studies report that courses related to inclusion and intercultural competence can have a positive impact on teachers' attitudes (Moriña & Orozco, 2020; Sharma, 2012), particularly in terms of knowledge and sensitivity to students (Davies et al., 2013; Lombardi et al., 2011; Schelly et al., 2011). In addition, faculty training in inclusion has a positive impact on students in general (Cunningham, 2013; Garrison-Wade, 2012; Madriaga et al., 2010; Murray et al., 2014), because it promotes transparency and completeness of information provided in the classroom, attention to students, and the use of tools and methods that are functional for learning and teaching. It should also be considered that the inclusive attitude of teachers fosters the willingness of the most vulnerable students to make their needs explicit, making it possible for the teacher to implement the appropriate accommodations (Sapir & Banai, 2023).

The paper presents the experience of the IRIDI program, a Faculty Development initiative of the University of Turin. The START training course for researchers, particularly new hires, includes a module dedicated to the theme of inclusion (with attention to gender, specific learning disorders, disabilities, foreigners). Participants are asked to report their reflections in a teaching portfolio, a useful tool for ensuring meaningful learning (Torre & Emanuel, 2023). The documents (about 200) were analyzed through the text analysis software NVivo 11 (Jackson et al., 2019), in order to identify attitudes, difficulties and areas for further exploration, useful for responding to the needs of the teaching staff and student community and for directing future actions to support inclusive teaching.



education and/for social justice

Cagliari, June 2024

