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Perspectives on 'All-Inclusive' Teaching

The HEAD Wheel as a university framework for diversity

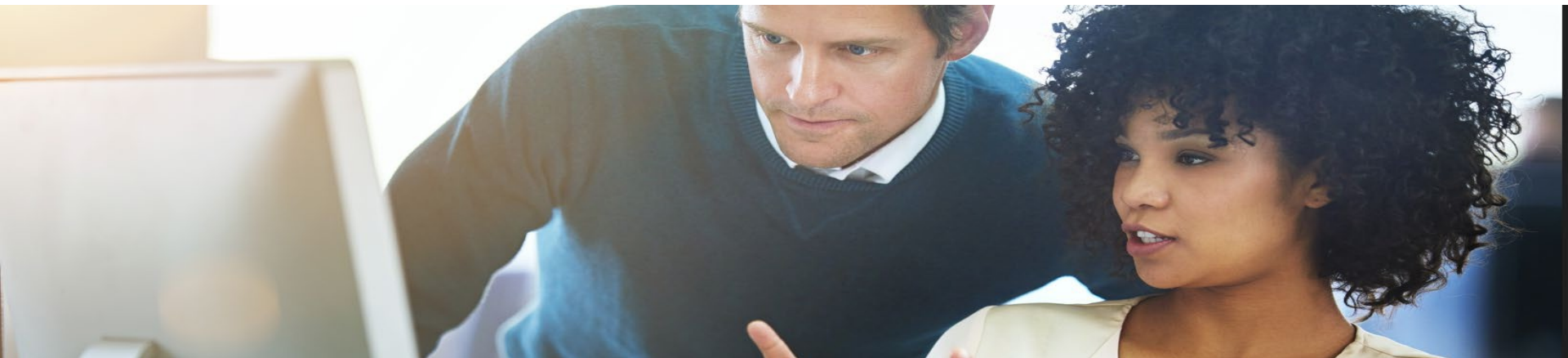
Dr. Martina Gaisch // June 26, 2023

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Contextual Integration

- A global **knowledge society** needs **knowledge workers**
- **Broad** participation in higher education is becoming a **national** necessity
- This leads to greater **heterogeneity** – professional management of diversity



Equality

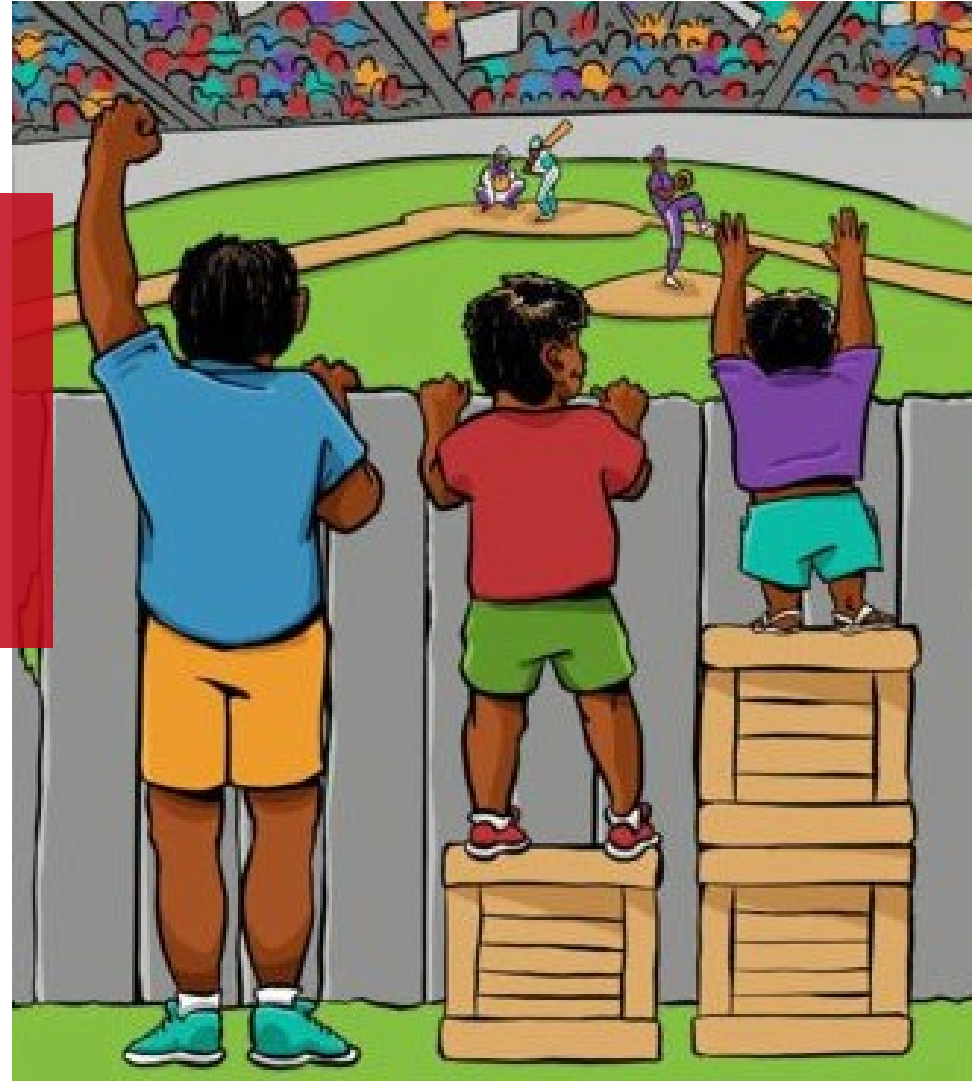
Equality means that **all** people are treated **equally** and have access to the **same** opportunities.

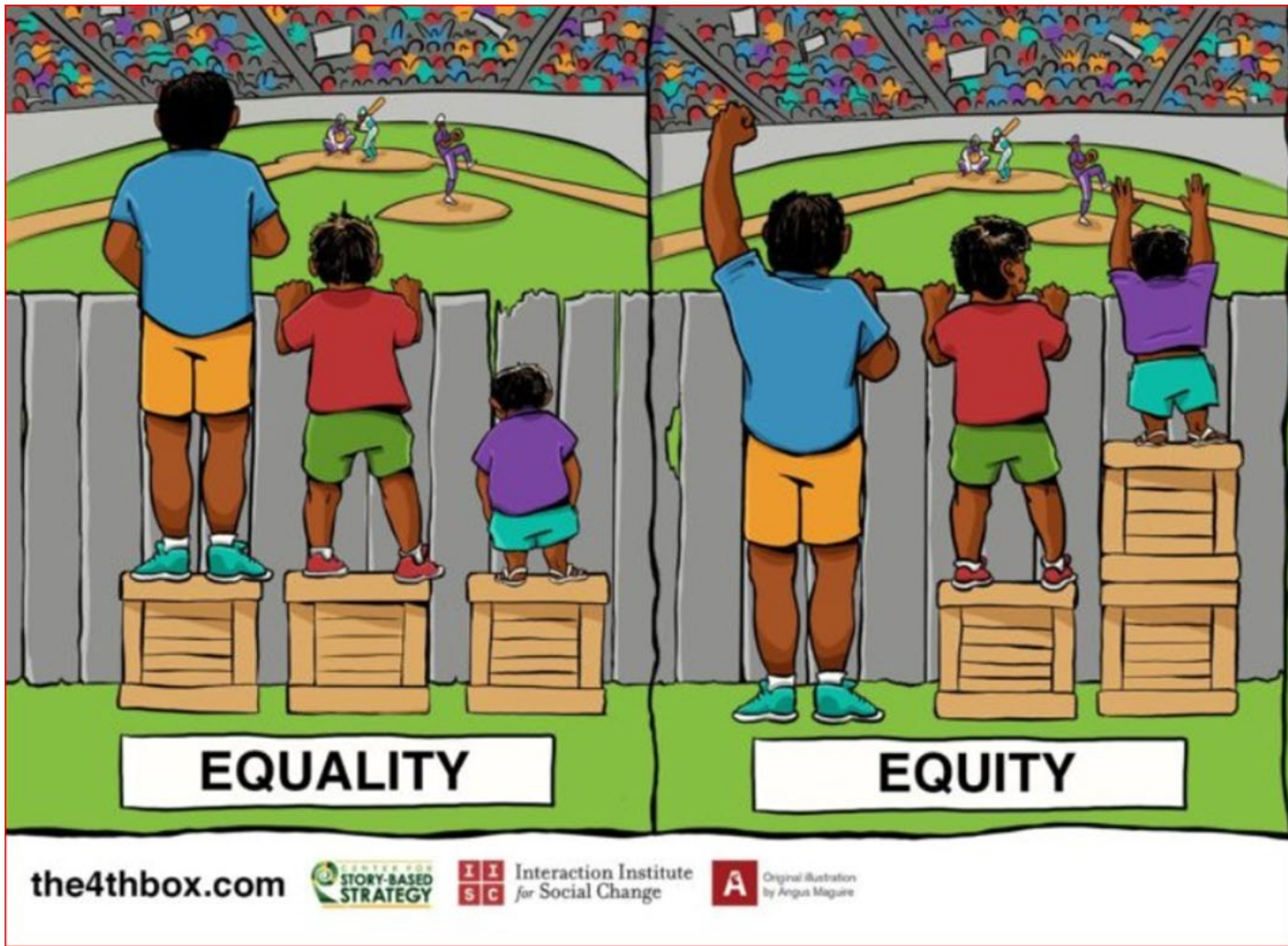
Equality is thus the **formal** and **legal** equality of individuals and groups.



Equity

the conscious effort to provide all people **with what they need** to succeed in life and in school, regardless of their social identity. In this context, the term “**equal opportunity**” is often used as well: this includes analyzing and addressing **structural barriers** and investing in proven strategies, practices, and processes designed to promote equal opportunity.







Diversity

is defined as individual **differences** and **commonalities** between groups based on (dis)abilities, age, learning and life experiences, social and cultural background, gender, and cultural, political, and religious affiliations. Diversity is also used as an organizational and sociopolitical concept that promotes a respectful and appreciative approach to plurality in societies.





Intersectionality

- **Multi-level analysis** (interaction and interdependence) rather than an isolated examination of social categories such as gender, ethnicity, or class
- This plurality is captured through multiplication rather than addition
- **Intersectional invisibility** highlights processes of making things visible or invisible

(Böth in Becker et al., 2017)

- **Intersectional Travesty**
multiple marginalization

“ridiculing, stereotyping, or otherwise inferior representation of an intersection”

(Gopaldas & deRoy, 2015)



Privilege Walk



<https://www.youtube.com/watch?v=hD5f8GuNuGQ&t=74s>



Significance for Higher Education Institutions

- **Massification/Diversification/Privatization/Accreditation** (Quality Discourse)
- **Lifelong learning and upskilling** (upskilling, side-skilling, reskilling)
- **Differentiation** (adaptation to different needs)
- **Diversification** (expansion of design options)
- **Boundary-free** learning and individual educational pathways (flexible and demand-driven)
- New systems of **recognition** and certification (recognition of informal and non-formal education)

More Heterogeneity – More Diversity



“Diversity is being invited to the party; inclusion is being asked to dance”





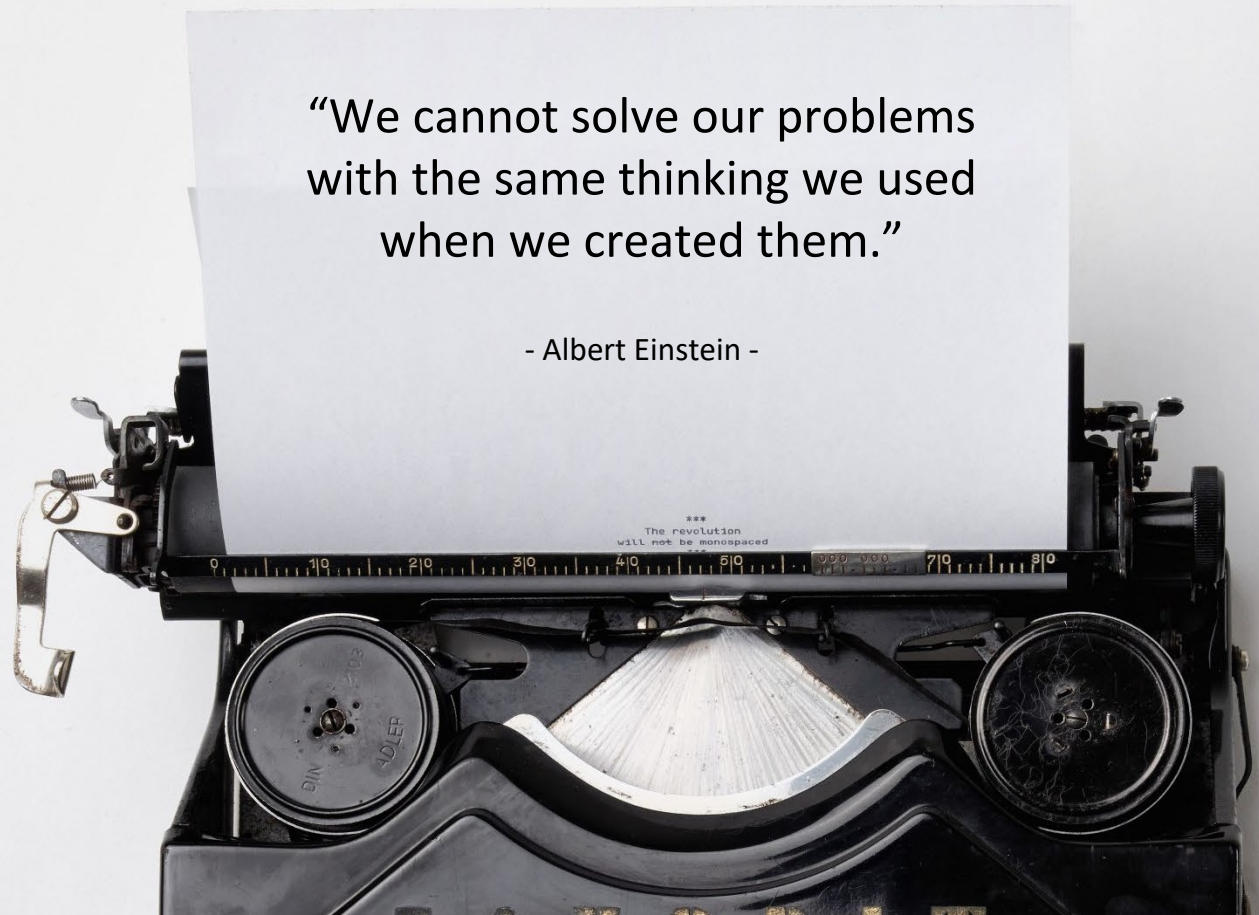
Colleges as General Stores

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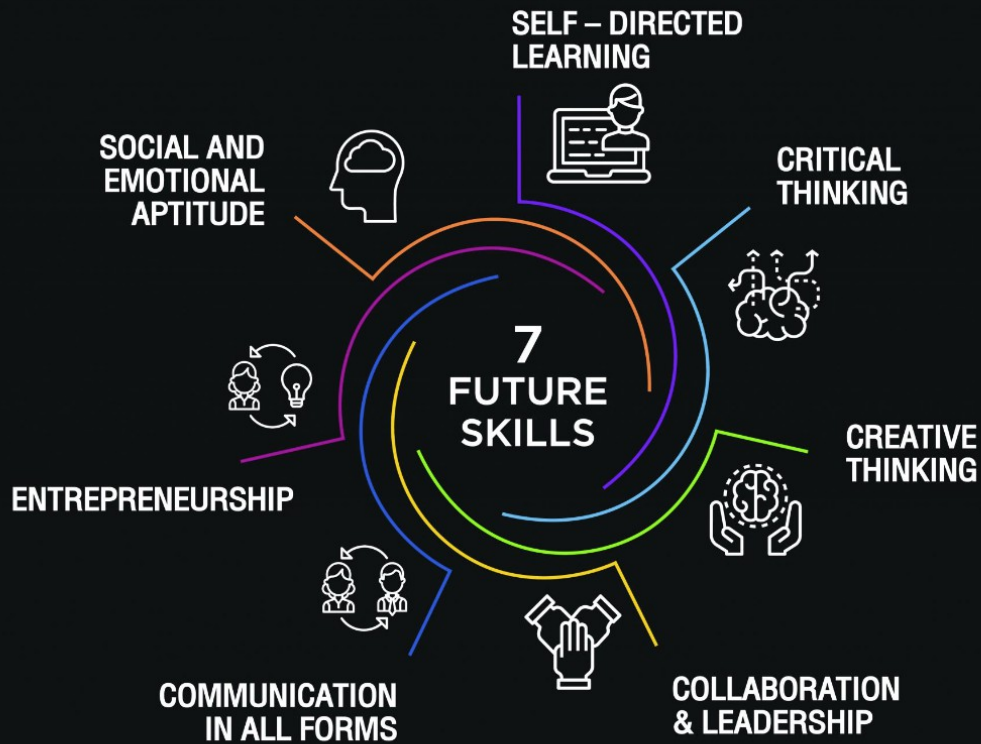


“We cannot solve our problems
with the same thinking we used
when we created them.”

- Albert Einstein -



Skills of the Future





Learning literacy



Self-efficacy



Self-determination



Self-competence



Reflective competence



Decision competence



Initiative and performance competence



Ambiguity competence



Ethical competence



Design-thinking competence



Innovation competence



Systems competence



Digital literacy



Sensemaking



Future and design competence



Cooperation competence



Communication competence

Future Skills Meet diverse students

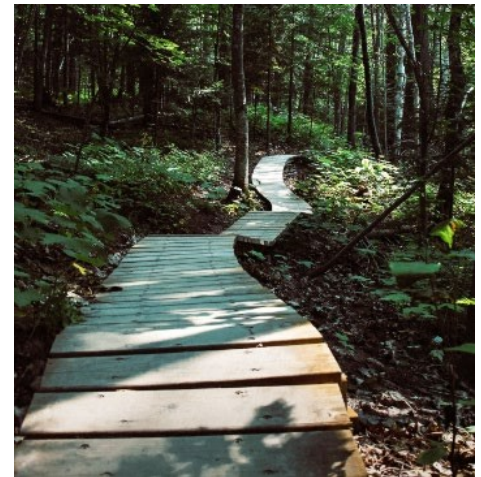


Ehlers, 2020, p. 62



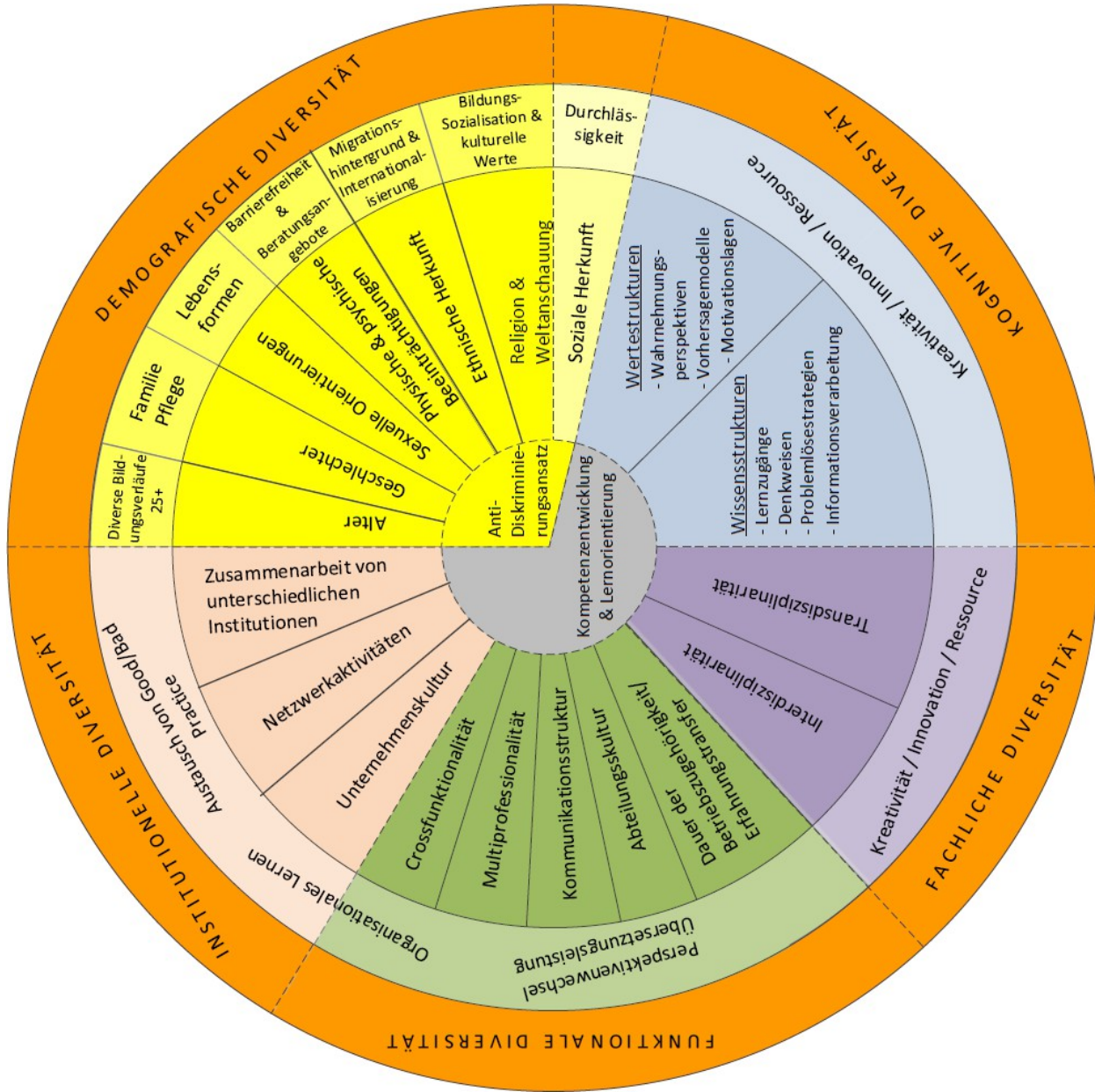
...be able to leave well-trodden paths...

- VUCA demands adaptability
- High tolerance for ambiguity/frustration
- Reskilling (solution-oriented, connecting, making cross-references)
- New leadership culture (inspiring, empowering)
- Proactive attitude/initiative/entrepreneurial spirit
- Performance/Work Ethic/Motivation/Curiosity



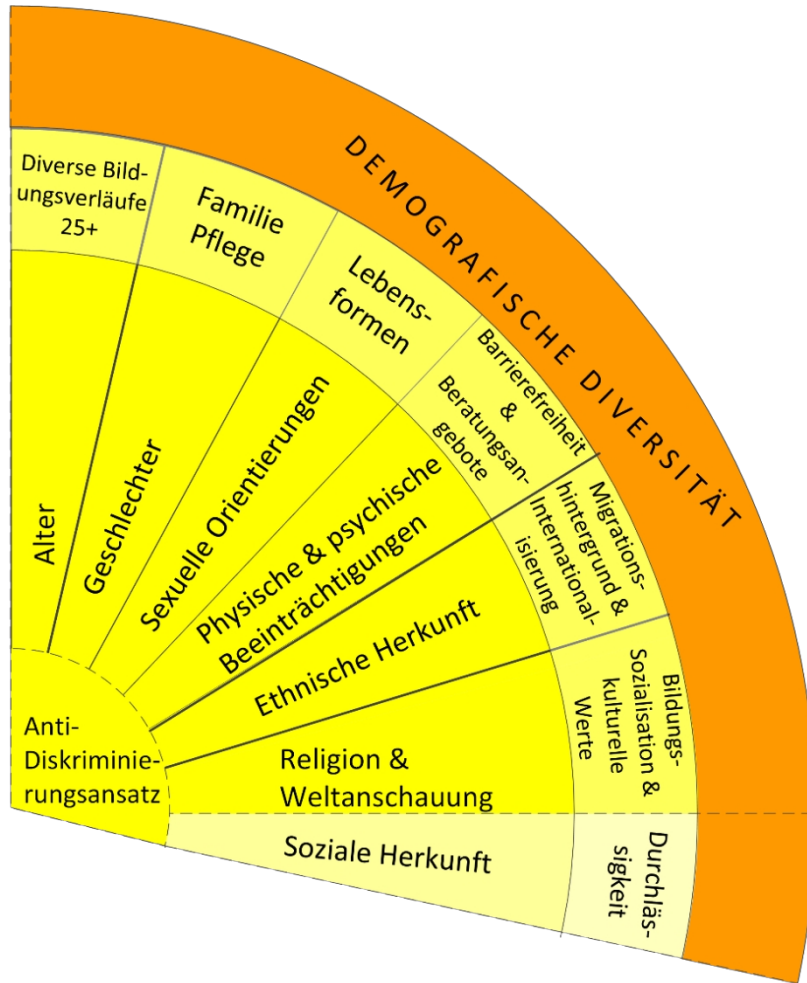
What teaching and learning formats?

HEAD (Higher Education Awareness for Diversity) Wheel



(Gaisch et al., 2020)

Demographic Diversity



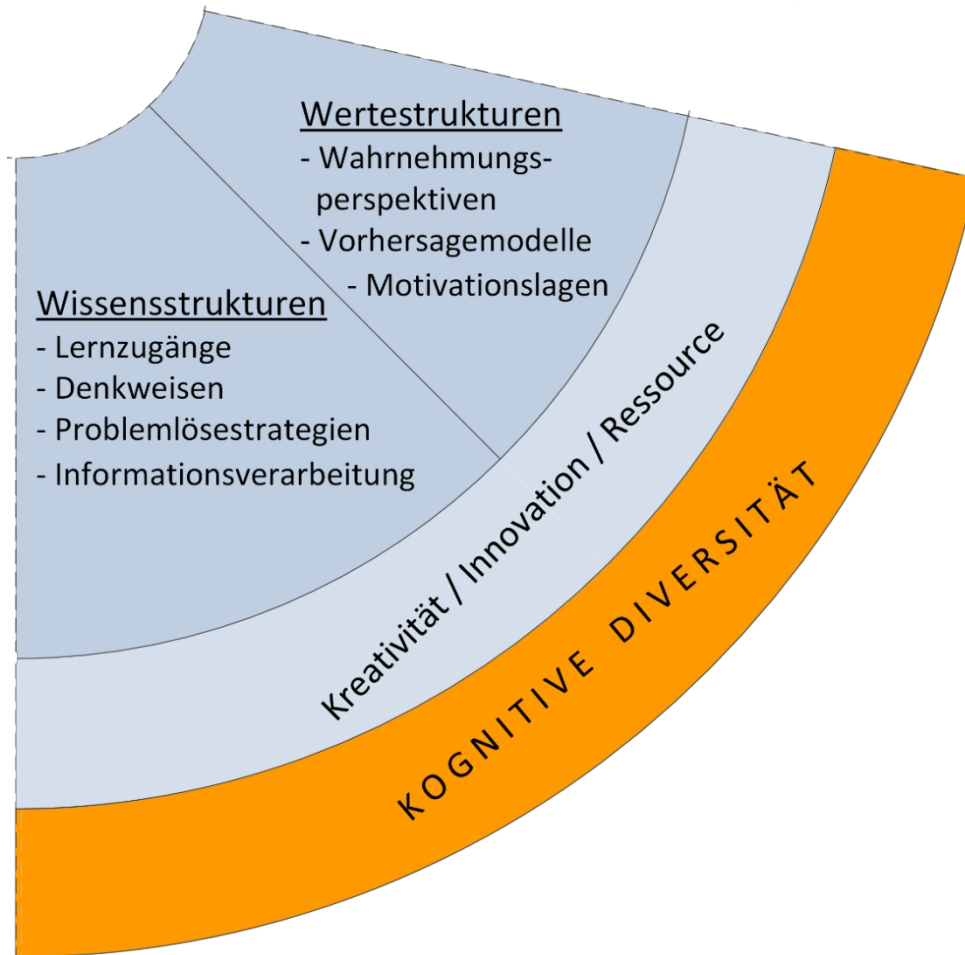


What does this mean for teaching?

- A trained and knowledgeable approach to gender identities
- Age – experiential knowledge
- Informal/non-formal competencies
- Different lifestyles
- Knowledge of accessibility
- Diverse educational backgrounds
- Permeability – diverse life stories

Demografische Diversität

Cognitive diversity





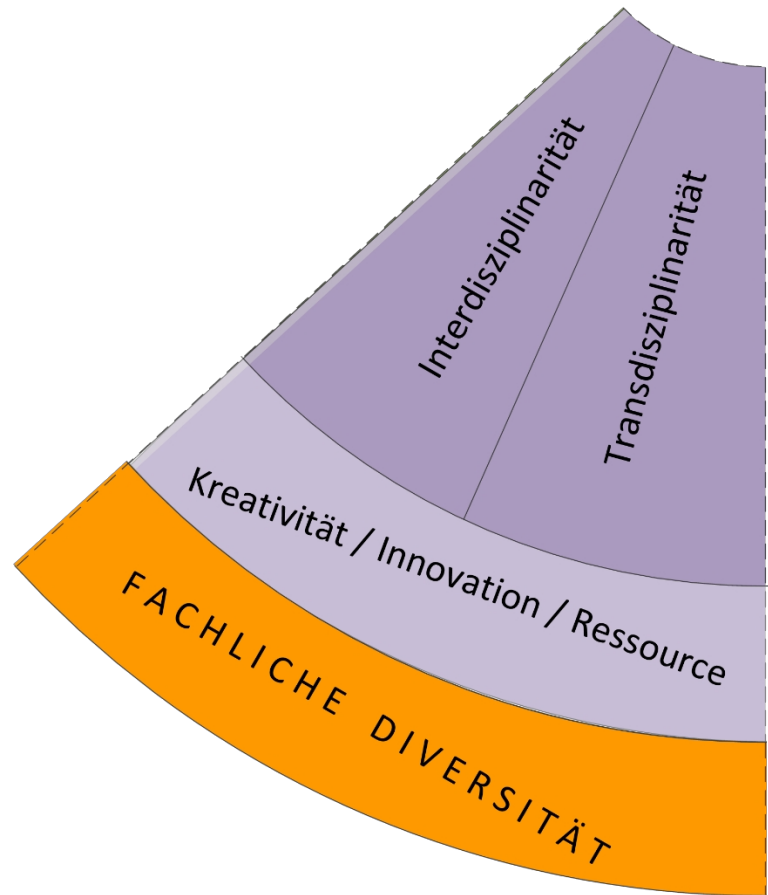
What does this mean for teaching?

Diverse approaches to knowledge / international students

- Different socialization backgrounds (values, priorities, motivations)
- need pedagogical diversity (methods, social formats, media, assessment formats)
- learning from one another (collective wisdom, project-based learning)
- Diverse communication channels & materials
- Diversity as a resource

Kognitive Diversität

Subject-matter diversity



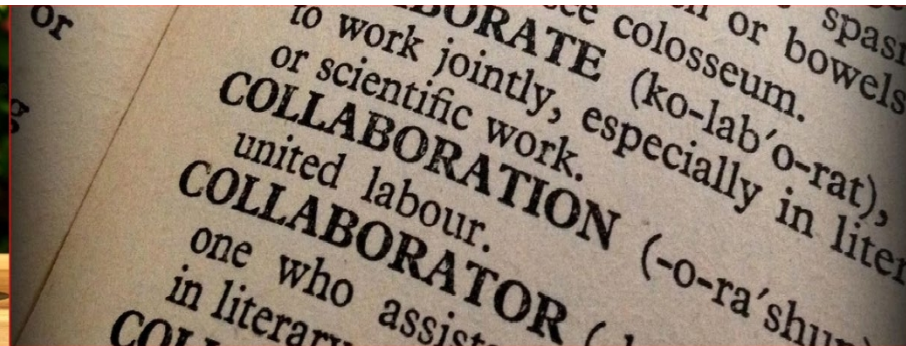
What does this mean for teaching?

Grand Challenges & SDGs

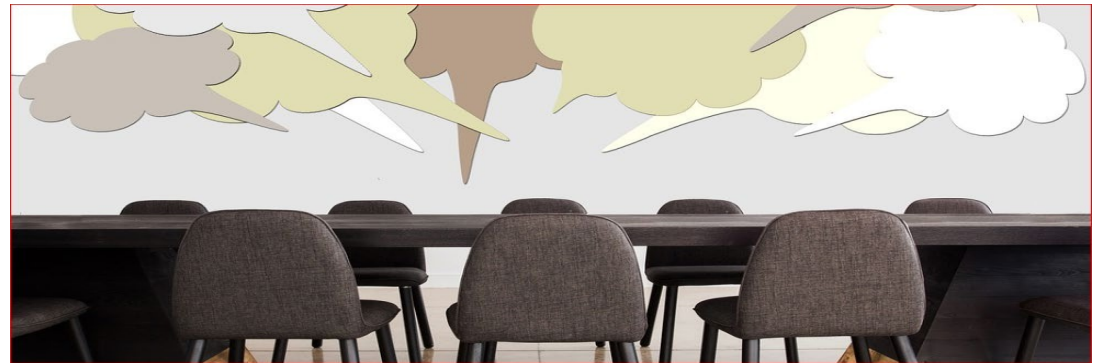
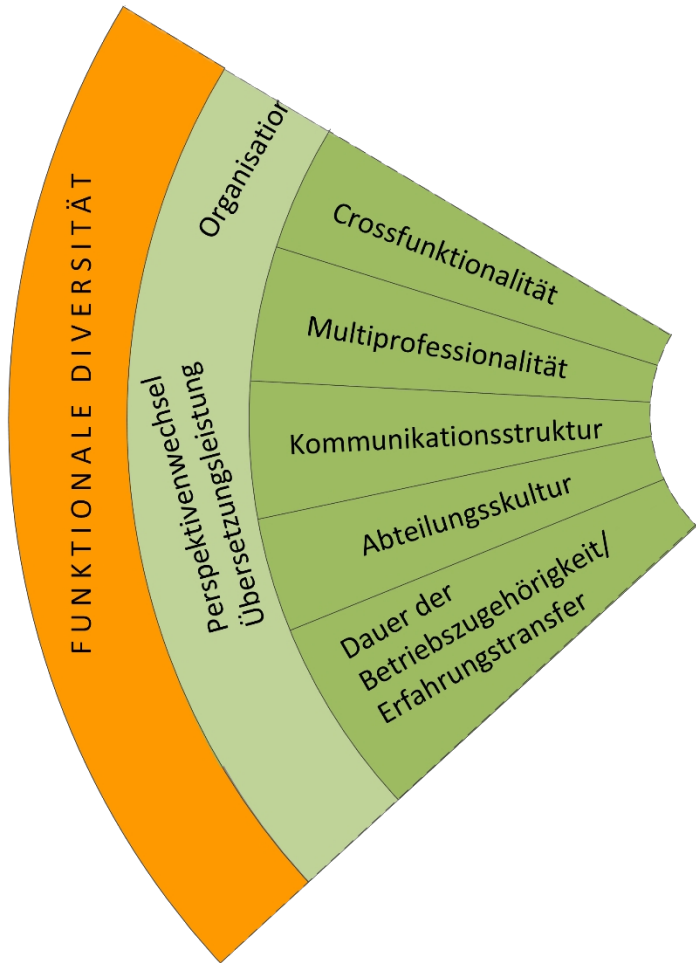
Opportunities for interdisciplinary exchange

- Building bridges to industry and other stakeholders
- From I- to T- to Z-shaped knowledge
- Looking beyond disciplinary boundaries
- Addressing other approaches/perspectives

Fachliche Diversität



Functional Diversity



What does this mean for teaching?

Instructors who look beyond their discipline, program, or department can...

- consider multiple perspectives
- translate between departmental cultures
- Building bridges between different professional cultures
- taking unconventional approaches (thinking outside the box)
- Viewing the transfer of experience as added value
- Overcoming tunnel vision

Funktionale Diversität



What does this mean for teaching?

Instructors who view institutional diversity as an asset can...

- professionally analyze different functional systems
- translate between economic, scientific, educational, and political systems
- Building bridges between different professional cultures
- Understanding the goals, rationales, and challenges of different stakeholders

Institutionelle Diversität



Change happens

Why diversity management?



The value of diversity

Diversity paradigms	Focus	Economic logic	Higher education Logic	Common Common
Resistance (Dass & Parker, 1999)	Diversity as a Threat	Rejection of groupthink	Pursuit of excellence Boys' club Elitist group	Preservation of the status quo
Fairness and anti-discrimination (Thomas & Ely, 1996)	Diversity as a Problem	Political Correctness	Social mobility Social dimension	Equal opportunity
Market access (business case) (Thomas & Ely, 1996)	Diversity as a competitive advantage	Economic success Profit-seeking	New Public Management Entrepreneurial University	Key Performance Indicator (KPI) Focus Utility Maximization Reaching New Target Groups
Learning & Effectiveness (Thomas & Ely, 1996)	Diversity as a resource	Change Management and Organizational Learning	Competency-based approach in teaching, academic programs, and administration	Flexibility for continuous transformation
Responsibility & Sensitivity (Schulz, 2009)	Diversity as a social and societal responsibility	Corporate Social Responsibility (CSR)	Third Mission: Social Responsibility	Sustainable Resource Development and Security
Pluralism & Eclecticism (Gaisch et al., 2017)	Diversity as Context-Dependent Added Value	Adaptation to dynamic requirements, profile, and positioning	Adaptation to the respective university, department, discipline, and focus	Different needs require different approaches

Diversity Rocks

Vielfalt an der Hochschule/Lehrende

Den Thomas-Kreislauf durchbrechen
Weg von Mini-Me's

Eigene Biases hinterfragen

Innovation gelingt durch frische
Ideen und vielfältige Zugänge

Inklusive Lehr/Lerndesign



34

Conclusion

- Moving away from a deficit-oriented approach toward a **resource-oriented** view of diversity at universities
- Align institutional **profiling** with the respective paradigm
- No “**one-size-fits-all**” solutions are possible
- **Pluralism and eclecticism**—a hallmark of our VUCA world
- Use an **entry portal** that suits the respective target group (facilitates discourse)
- Gain knowledge about **inclusive teaching** and reflect on your own attitudes

➤



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Off to new horizons...

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HEAD Wheel Video (Gaisch & Aichinger, FH OÖ):

<https://www.youtube.com/watch?v=TlengW8cssg>

Implicit Bias – DIVE Video (Gaisch & Rammer, FH OÖ):

<https://www.youtube.com/watch?v=HgaoGubbFJA>

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