

Towards Genuinely Inclusive Universities

An international perspective on best practices
in the implementation of universal design



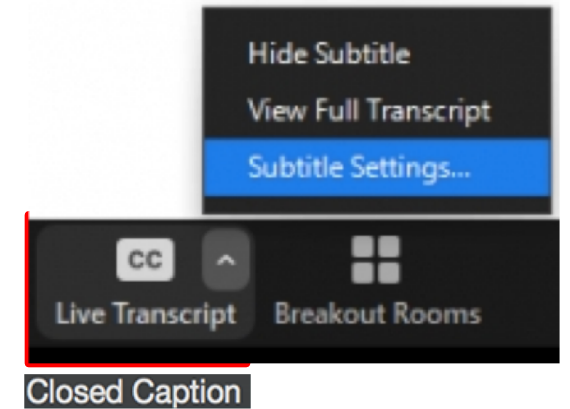
Support Centre
Inclusive
Higher
Education

Rules of the webinar

- **Microphones** off
- **Cameras** on only for speaker(s)
- Use the **Q&A box** to send your questions to panelists

Rules of the webinar

- Live captioning available
- CC button to turn it on
- Settings to change size or colour
- Full-page captioning: link in the chat
- Social media #InclusiveUniversities



Welcome



Webinar series

- Webinar 1** **State of play** on implementing inclusion and universal design strategies in higher education across Europe and beyond
- Webinar 2** Universal design as an **institutional approach**: international good practices
- Webinar 3** Universal design for learning in the classroom: best practices for **inclusive assessment**

Webinar series

Webinar 4

The potential of universal design to create inclusive classroom practices with international students

- Consider the challenges currently experienced by International students in the post-secondary sector;
- Explore the extent to which UDL can be used as a lens to create inclusive classroom provisions for International students;
- Design inclusive classes and mobilities for International students.

Panelists



Valérie Van Hees

Coordinator
Support Centre Inclusive
Higher Education



Frederic Fovet

Associate Professor
Royal Roads University



Dominique Montagnese

Inclusive Mobility Expert
Support Centre Inclusive Higher
Education

Content

- Presentation 1** **Sense of Belonging, Intercultural and Academic Experiences among International Students**
Valérie Van Hees
- Presentation 2** **Making UDL Explicitly Relevant to International Students**
Frederic Fovet
- Presentation 3** **Designing inclusive mobilities: state of play across the European Higher Education Area**
Dominique Montagnese

Getting to know the audience

Go to **menti.com** and use **code 96 73 57 8**

Sense of belonging, intercultural academic experiences among IS

International commitments

- European Higher Education Area (EHEA):
 - At least 20% of those graduating in the EHEA should have experienced a study or training period abroad
 - International mobility programmes in higher education should be structured and implemented in a way that foster diversity, equity and inclusion and should particularly foster participation of students and staff from vulnerable, disadvantaged or underrepresented backgrounds.

Rome Ministerial Conference in November 2020

Benefits International Experience

- Skills é employability
- New learning & teaching practices
- Seeing the world
- Developing language skills
- Personal development
- Making lifelong friendships

Focus universities

- Campuses need to help international students **adjust** to campus life
- Help them build **friendships** with IS students
- **Foster inclusive classroom** contexts that support academic success

Challenges

- Friendship with domestic students
- Academic and social expectations
- Understanding Lectures
- Academic writing
- Specific challenges mobility programmes (cfr presentation 3)

Findings

- Universities are a place within which **international students explore, affirm, and negotiate their multi-locality and sense of belonging**
- IS are part of the **campus** as well as the **broader community** where they live, but they also remain part of their **home country**, which creates multiple forms of belonging

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Findings

I said that I belong nowhere but I think it is more accurate to say I try hard to feel I belong everywhere. I tend to seek out what I find appealing in different cultures that I am exposed to and gradually incorporate those qualities into my own personality. I believe that one's identity can be formed and reformed and that who I am is constantly in flux. In a dynamic process of change, I no longer feel exclusively bound by culture, nationality, or background. (209)

In sum

- Rather integration approach then inclusion approach
- Vital for universities to better understand students' needs and tailor their services to enhance international students' learning experience.
- Universal design offers a lens
- How can UDL be useful for the inclusion of International Students: Presentation 2