Sustainable Pedagogy for Inclusion and Diversity in Higher Education

A distance course, equal to 7.5 ECTs.

The course was developed by Sylvi Vigmo, Linda Bradley, Helena Korp, Giulia Messina Dahlberg, and Catherine Gillo-Nilsson at University of Gothenburg, and Kerstin von Brömssen, Jenny Antonsson, and Helena Gregorc-Lööv at University West.

As of spring 2025, the course is not offered at University of Gothenburg or University West.

The course has a focus on critical perspectives on equity and inclusion in higher education, together with language and culture diversity as resources for teaching and learning.

The course offers tools to work towards change and development in higher education institutions. Diversity not as just compensational support to individuals.

The target group for this course includes teaching faculty and educators in higher education who work directly with students, as well as individuals responsible for pedagogical development or student support services. It is particularly relevant for those seeking to enhance their ability to engage with diverse student groups and utilize diversity as a resource in their teaching practices.

Additionally, the course is well-suited for academic leaders and strategists involved in the design and implementation of inclusive policies and practices within higher education institutions. By addressing educators from various disciplinary and institutional backgrounds, the course fosters interdisciplinary collaboration and aims to equip participants with tools to create equitable, sustainable, and inclusive learning environments that benefit all students.

After an introduction, the course is structured according to the following themes, each in one separate module:

1. Globalisation and policy in higher education
2. Student diversity and identity – an intersectional perspective
3. Languaging and knowledging in academia
4. Facilitating communication across boundaries

Each module has a learning outcome/learning outcomes:

-discuss and compare discourses surrounding the debate of globalisation, education and policy reforms in Higher Education, (such as neoliberal, socialjustice, decolonial)

-critically analyse and reflect on cultures and practices in HE from perspectives of inclusion, exclusion and recognition, and

-formulate strategies that enhance the chances for all students to participate and thrive in HE

-account for in-depth theoretical and didactic knowledge of academic literacy in a global, local and individual perspective for teaching and learning

-discuss and problematize the concept of translanguaging from a theoretical and didactic perspective by identifying linguistic resources, analyzing challenges, didactic strategies and discussing its implications for curriculum design and teaching methods/strategies

-apply principles and tools of critical intercultural education in the own (future) teaching profession/practice

Teaching forms, learning activities

Seminars, lectures (some prerecorded), podcast, workshop with role play, reflective paper, teaching artifact

The final assignment (equals 4,5 ECTs)

Portfolio with oral presentation

The portfolio is a compilation of all the assignments in the course, supplemented with a reflective and evaluative paper that accounts for the student's work in the course, and discusses the insights gained through the course. The portfolio is presented at a sharing conference, where participants are assigned to give feedback on different aspects of the work, and allowed to submit their final versions after considering this feedback.

Podcast 3 ECTs

Course literature

Module 1

Alexiadou, N., & Rönnberg, L. (2022). Transcending borders in higher education: Internationalisation policies in Sweden. *European Educational Research Journal EERJ*, *21*(3), 504–519. https://doi.org/10.1177/1474904120988383. Links to an external site.

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Le Grange, L. (2020). Decolonising the university curriculum. The what, why and how. In: Le Grange, *Transnational Education and Curriculum Studies,* pp. 216-233. Routledge.

Mintz, B. (2021), Neoliberalism and the Crisis in Higher Education: The Cost of Ideology. *Am. J. Econ. Sociol.*, 80: 79-112. https://doi.org/10.1111/ajes.12370Links to an external site..

Ozga, J. and Jones, R. (2006). Travelling and Embedded Policy: The Case of Knowledge Transfer, *Journal of Education Policy*, 21(1),1-17.

Rizvi, F., Lingard, B. & Rinne, R. (2022). *Reimagining Globalization and Education: An Introduction.* Routledge (pp. 1-30, 120-132, 164-182, 198-227.

Sarpong, J., & Adelekan, T. (2024). Globalisation and education equity: The impact of neoliberalism on universities' mission. *Policy Futures in Education*, 22(6), 1114-1129. https://doi.org/10.1177/14782103231184657Links to an external site.

Module 2

Ahmed, S. (2006). Doing Diversity Work in Higher Education in Australia

Verma, Arun (2022). ANTI- RACISM IN HIGHER EDUCATION - An Action Guide for Change.

Harris, P., Haywood, C., & Mac an Ghaill, M. (2017). Higher education, de-centred subjectivities and the emergence of a pedagogical self among Black and Muslim students. Race, Ethnicity and Education, 20(3), 358–371. https://doi.org/10.1080/13613324.2016.1260234

Cheang, S., & Suterwalla, S. (2020). Decolonizing the Curriculum? Transformation, Emotion, and Positionality in Teaching. Fashion Theory, 24(6), 879–900. https://doi.org/10.1080/1362704X.2020.1800989

Olsson, F., Bradley, L., & Abughalioun, M. (2023). Refugees' aspirations, attitudes, and experiences of higher education andprofessional life in Sweden. Social Sciences & Humanities Open, 2023, 7(1).

Tamimi, N., Khalawi, H., Jallow, M. A., Valencia, O. G. T., & Jumbo, E. (2024). Towards decolonising higher education: acase study from a UK university. Higher Education, 88(3), 815–837. https://doi.org/10.1007/s10734-023-01144-3

Module 3

Canagarajah, Suresh & Maria Jerskey (2009). Meeting the needs of advanced multilingual writers. In: Beard, Roger, Debra Myhill, Jeni Riley & Martin Nystrand (eds), *The SAGE Handbook of Writing Development,* London: SAGE Publications Ltd, pp. 473–482.

Fairclough, N. (2015). *Language and Power.* 3rd edition, Routledge.

García, O. (2009). *Bilingual Education in the 21st Century. A Global Perspective*. Wiley-Blackwell

Lea, M. R., & Street, B. V. (1998). Student writing in higher education: An academic literacies approach. *Studies in Higher Education*, *23*(2), 157–172. https://doi.org/10.1080/03075079812331380364Links to an external site.

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Wingate, U. (2015). *Academic Literacy and Student Diversity. The Case for Inclusive Practice*. Multilingual Matters.

Module 4

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Tamimi, N., Khalawi, H., Jallow, M. A., Valencia, O. G. T., & Jumbo, E. (2024). Towards decolonising
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Yanaprasart, P., & Lüdi, G. (2018). Diversity and multilingual challenges in academic settings. International Journal of Bilingual Education and Bilingualism, 21(7), 825–840. https://doi.org/10.1080/13670050.2017.1308311