Conference Theme

The concept of inclusive Higher Education (HE) is continuously being reframed and challenged within a shifting socio-political and economic context. Issues around diversity and democratization of Higher Education, how to implement inclusive approaches in teaching and learning practice in the current neo-liberal climate of Higher Education, how to reduce the award and gender gap, and how to decolonise the curriculum, are only a few of the perennial questions around inclusive education. For example, the recent pandemic raised critical and vital questions about inclusivity in online spaces and with digital technologies, and recent developments in AI challenged our common conception of 'traditional' assessment and generated heated debates on authentic teaching, learning and assessment. Under this labile global context and against the backdrop of a changing landscape in HE, there is a need to reflect on how institutional policies, approaches, strategies and pedagogical interventions can be re-imagined for fairer, socially just and meaningful processes and outcomes.

SHIFT 2024 aims at providing a space for critical reflection and debate on current practices, approaches, strategies and interventions — both at a macro-institutional and a micro-pedagogical level — in an effort to bridge theory and practice on inclusive education in Higher Education and bring positive change.

Inclusive education in Higher Education will be examined through two lenses:

a. *Social justice*, which challenges social, cultural, and economic inequalities imposed on individuals arising from any differential distribution of power, resources, and privileges, through the examination of the very structure of Higher Education itself, and
b. *Intersectionality*, which examines "the way in which various forms of inequality operate together and exacerbate each other" (Steinmetz, 2020). Intersectionality provides a critical framework for recognising, examining, and challenging oppressive power relations (e.g., due to social class, race, ethnicity, culture) which may be perpetuated in educational contexts, policies, strategies, resources and processes.

Proposal Themes, Formats and Submission:

The call for proposals for the SHIFT Conference is open to internal and external colleagues interested in exploring inclusive teaching and learning in Higher Education through the lenses of social justice and intersectionality.

The exploration of this conference theme will focus on the following 3 areas of the cross-institutional **Inclusive Higher Education Framework**:

Curriculum Design and Delivery: e.g., inclusive curriculum design frameworks and practices, decolonising curriculum, hidden curriculum, inclusive teaching, learning, language and resources, technology-enhanced learning

Assessment and Feedback: e.g., inclusive strategies/approaches in assessment and feedback, assessment for learning, transparent and democratic processes in assessment, authentic assessment, participatory approaches to assessment/feedback design and processes, rethinking assessment in the age of AI, providing constructive feedback

Community and Belonging: e.g., academic and pastoral support, developing a diverse and inclusive culture in an institutional environment, online teaching or social media to enhance community of practice, widening participation, accessibility, student well-being.

We welcome submissions that align with the Conference sub-themes, and in particular submissions that consider one or more of the following dimensions:

- critical reflection on applications of inclusion in different contexts (e.g., in classroom pedagogy, policy, guidelines, institutional resources and pathways for study, etc.)
- engaging in theoretical or conceptual debates on inclusive education
- demonstrating connections or disconnections between theory and practice in inclusive education
- exploring inclusivity in different contexts, settings, groups, disciplines, etc. through an intersectional lens
- exemplary practice planning and taking actions that account for and seek to overcome intersections of inequality in Higher Education or a critical investigation of practice in this context.