Improvements to Educational Inclusion to Achieve an Equitable University Space

Abraham Clemente Varas Santafé, Diana Carolina Ortiz-Delgado, Walter Victoriano Loor Briones, Marylin Figueroa Cruz

Universidad Estatal de Milagro
Email: avarass3@unemi.edu.ec

Abstract

A documentary review was carried out on the production and publication of research papers related to the study of the variables Educational Inclusion, Higher Education and Equity as online resources within the different study methodologies. The purpose of the bibliometric analysis proposed in this document was to know the main characteristics of the volume of publications registered in the Scopus database during the period 2018-2023 with respect to the study of the aforementioned variables, achieving the identification of 172 publications in total. The information provided by this platform was organized through graphs and figures categorizing the information by Year of Publication, Country of Origin, Area of Knowledge and Type of Publication. Once these characteristics have been described, the position of different authors regarding the proposed theme is referenced through a qualitative analysis. Among the main findings made through this research, it is found that the United States, with 82 publications, was the country with the highest scientific production registered in the name of authors affiliated with institutions in that nation. The Area of Knowledge that made the greatest contribution to the construction of bibliographic material related to the study of Educational Inclusion, Higher Education and Equity was Social Sciences with 130 published documents, and the Type of Publication that was most used during the period indicated above was the Journal Article, which represents 55% of the total scientific production.

Keywords: Educational Inclusion, Higher Education, Equity.

1. Introduction

The principle of educational equity is based on the premise of providing higher education institutions with equal access, equal access to learning processes, merits, achievements and results in an equitable manner and efficient processes of such achievements and academic goals. Based on these factors of equity, in recent times education has transformed its educational paradigms to ensure that these factors are met and that university students have an educational environment with greater inclusion and equity over time. In this sense, this introduction aims to

address those that improve educational inclusion with which university students have more equitable spaces.

A new educational model based on university equity aims to restructure traditional educational models, this traditional model focused on the academic performance of students; Therefore, it is important to transform these educational reforms and focus them on the needs of students. Educational equity goes further, it is about addressing the individual and collective needs of students, adaptability in each learning style and having new pedagogical processes in order for educators to contribute to improving quality when teaching in an inclusive way. According to him, higher education, when addressing these benefits in university inclusion, would establish new supports for these institutions to successfully ensure the diversity of students and in the same way make decisions focused on eradicating the standards of inequity and inequality present in higher education. (sanchez, 2012, págs. 25-44)

The changes proposed by inclusive and equitable education are not linear or transversal, as indicated by these processes of progress in education are focused on improving educational models, it seeks that institutions are protagonists of this change, given their learning capacity and future evolutions. However, the implementation of these changes depends not only on institutions, but also on future educational policies, ministries of education and the social environment, since to improve the processes of inclusion in universities it goes beyond the educational requirement and is more focused on a process of social order and citizen awareness. (Parrilla, 2004)

In this sense, attending to education with equality must focus on the educational interest of students as a whole, in order to be able to respond and provide solutions in an optimal and adequate way to the difficulties that each student may present. That is why it is important that teachers as batteries in education based on the factor of innovation find answers to the multiple processes of diversity of each student, this process can be carried out by teachers hand in hand with improving their pedagogical skills. However, obtaining better results in university inclusion is not without challenges, since we must not forget that in order to advance in equitable teaching, it requires a change in the way we think, which leads to addressing the traditional models implemented in universities and moving towards processes of connective paradigms, which aims to discard the practice of traditional education focused only on performance, to consider new learning tools and active participation in new teaching models. For this reason, this article seeks to describe the main characteristics of the compendium of publications indexed in the Scopus database related to the variables Education, Innovation and University Welfare as online resources within the different study methodologies. Such as the description of the position of certain authors affiliated with institutions, during the period between 2018 and 2023.

2. General objective

To analyze, from a bibliometric and bibliographic perspective, the production of research papers on the variables Educational Inclusion, Higher Education and Equity registered in Scopus during the period 2018-2023.

3. Methodology

Quantitative analysis of the information provided by Scopus is carried out under a bibliometric approach on the scientific production related to the study of the variables Educational Inclusion, Higher Education and Equity. Likewise, examples of some research works published in the area of study indicated above are analyzed from a qualitative perspective, from a bibliographic approach to describe the position of different authors regarding the proposed topic.

The search is carried out through the tool provided by Scopus and parameters referenced in Figure 1 are established.

3.1 Methodological design

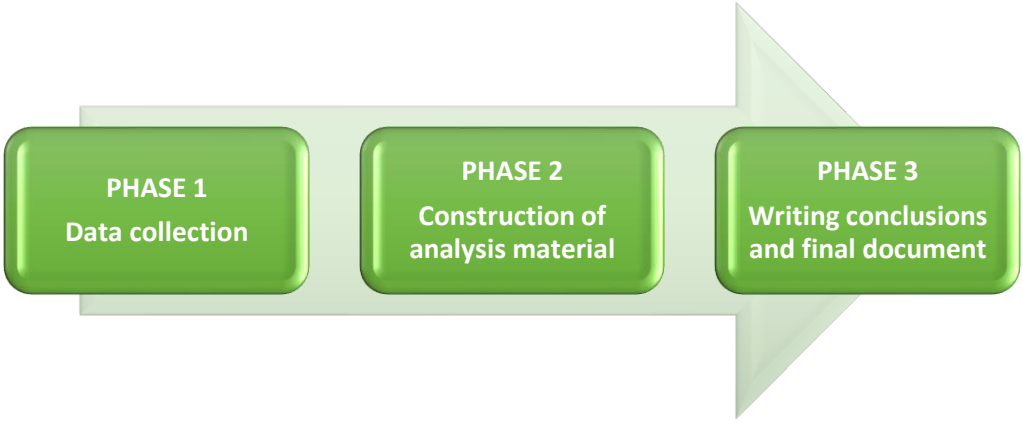

Figure 1. Methodological design

Source: Own elaboration

3.1.1 Phase 1: Data Gathering

Data collection is carried out through the Search tool on the Scopus website, through which a total of 172 publications are identified. To this end, search filters were established that consisted of:

TITLE-ABS-KEY (educational AND inclusion, AND higher AND education, AND equity) AND PUBYEAR > 2017 AND PUBYEAR < 2024

✓ Published documents whose study variables are related to the study variables Educational Inclusion, Higher Education and Equity.

✓ Without distinction of country of origin.

✓ Without distinction of area of knowledge.

✓ Without distinction of type of publication.

3.1.2 Phase 2: Construction of analysis material

The information identified in the previous phase is organized. The classification will be made by means of graphs, figures and tables based on data provided by Scopus.

- ✓ Co-occurrence of Words.
- ✓ Year of publication
- ✓ Country of origin of the publication.
- ✓ Area of knowledge.
- ✓ Post Type

3.1.3 Phase 3: Drafting of the conclusions and final document

After the analysis carried out in the previous phase, the conclusions are drafted and the final document is prepared.

4. Results

4.1 Word co-occurrence

Figure 2 shows the co-occurrence of keywords within the publications identified in the Scopus database.

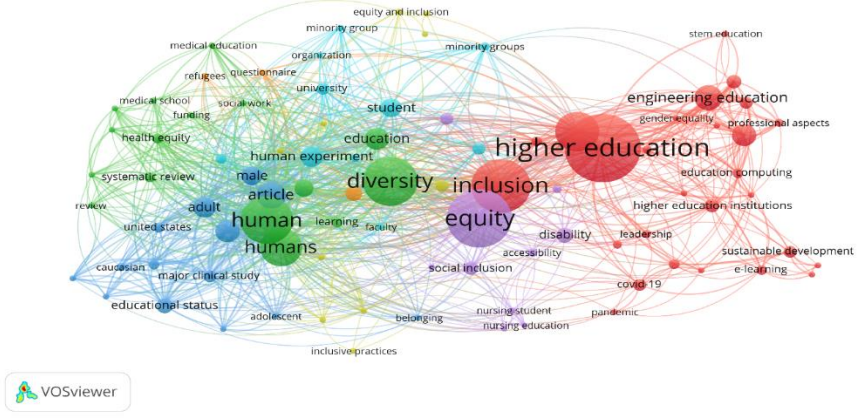

Figure 2. Word co-occurrence

Source: Own elaboration (2023); based on data provided by Scopus.

Higher education was the keyword most frequently used within the studies identified through the execution of Phase 1 of the Methodological Design proposed for the development of this article. Inclusion is among the most frequently used variables, associated with variables such as Universities, Students, Digital Education, Diversity, Innovative Technology, Educational Engineering, Inclusive System, University Equity. From the above, it is striking that innovation spaces focused on university spaces surely safeguard the inclusion of improving university spaces, where equity, equality and the commitment to improve educational practices. To achieve these inclusion policies in favor of university well-being, it is necessary that those in charge of future educational policies promote and practice all students autonomously, without taking into account their socioeconomic conditions, gender, sex or educational abilities. Adopting inclusive approaches in higher education not only benefits marginalized students, but also contributes to the enrichment of the educational experience for all. Educational institutions must commit to removing barriers, providing adequate resources and support, as well as promoting awareness and education about diversity.

4.2 Distribution of scientific production by year of publication.

Figure 3 shows how scientific production is distributed according to the year of publication, taking into account that the period between 2018 and 2023 is taken.

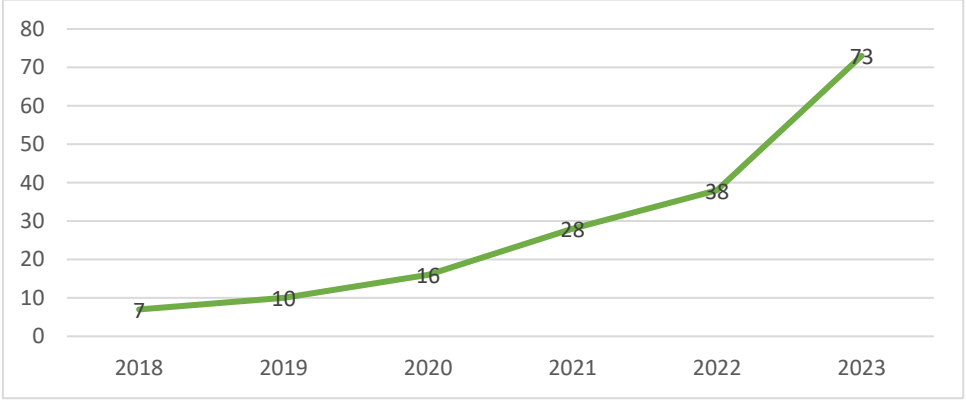

Figure 3. Distribution of scientific production by year of publication.

Source: Authors' elaboration (2024); based on data provided by Scopus.

Among the main characteristics evidenced by the distribution of scientific production by year of publication, an increase in the number of publications registered in Scopus during the years 2023 is notorious, reaching a total of 73 documents published in journals indexed on this platform. This can be explained thanks to articles such as the one entitled "Analysis of women's retention in higher education STEM programs" The objective of this study was to know the causes of women's permanence in STEM careers, as well as the possible causes of abandonment of a career towards another STEM or non-STEM career. This was done by analyzing historical data on admission to STEM careers and using an instrument (survey) for data collection carried out at a

private university in Mexico. Historical data indicates that only 17% of the total population were women who chose a STEM career. A survey was conducted over 3 months to obtain information on the factors that influence the decision to opt for a STEM career or remain in it. It was found that men and women prefer inspiring teachers who motivate them to continue their careers. Factors such as the competitive environment and the difficulty of teaching with less empathetic teachers were negative and decisive aspects in decision-making. School performance did not influence the dropout rate of women in STEM careers.(Ortiz-Martínez, 2023)

4.3 Distribution of scientific production by country of origin.

Figure 4 shows how scientific production is distributed according to the nationality of the authors.

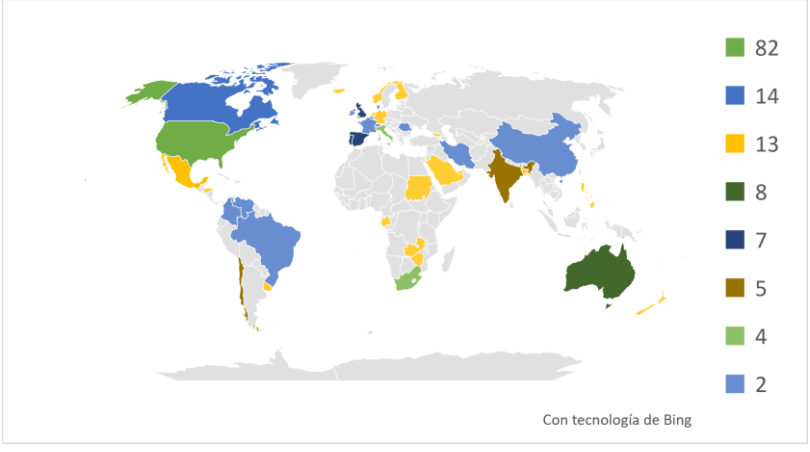

Figure 4. Distribution of scientific production by country of origin.

Source: Authors' elaboration (2024); based on data provided by Scopus.

Within the distribution of scientific production by country of origin, records from institutions were taken into account, establishing the United States as the country of that community, with the highest number of publications indexed in Scopus during the period 2018-2023, with a total of 82 publications in total. In second place, Canada with 14 scientific papers, and Mexico coming in third place presenting to the scientific community, with a total of 13 papers among which is the article entitled "Estimation of the effects of an anti-racist intervention on campus administrators' beliefs about racial equity and justice: A Quasi-Experimental Study" The purpose of this study is to measure the impact of a novel video-based anti-racist educational intervention designed by the author, with advice from leading experts, on campus administrators' prevailing beliefs, philosophies, and practices on racial equity and justice. A single research question guided the project: What effect, if any, does an anti-racist educational intervention have on university administrators' awareness, beliefs, and knowledge of race (i.e., racial ideologies), equity, and justice, compared to their peers in two control groups?

Design/Methodology/Approach: This article is based on a study employing a quasi-experimental approach, using a pre- and post-test design, to assess the impact of a brief video intervention on university administrators' awareness, beliefs, and knowledge. on anti-racism in general and on racial ideologies, equity and justice orientations in particular. Findings: Multivariate analyses suggest the efficacy and efficacy of novel video-based anti-racist educational intervention in increasing campus administrators' racial awareness, empathy, understanding, and equity mindset, although no effect was found for justice guidance. Practical Implications: As colleges and universities continue to work to create inclusive and equitable workspaces and learning environments, this study suggests that targeted interventions can be used to promote important values and beliefs among campus administrators.(Strayhorn, 2023)

4.4 Distribution of scientific production by area of knowledge

Figure 5 shows how the production of scientific publications is distributed according to the area of knowledge through which the different research methodologies are executed.

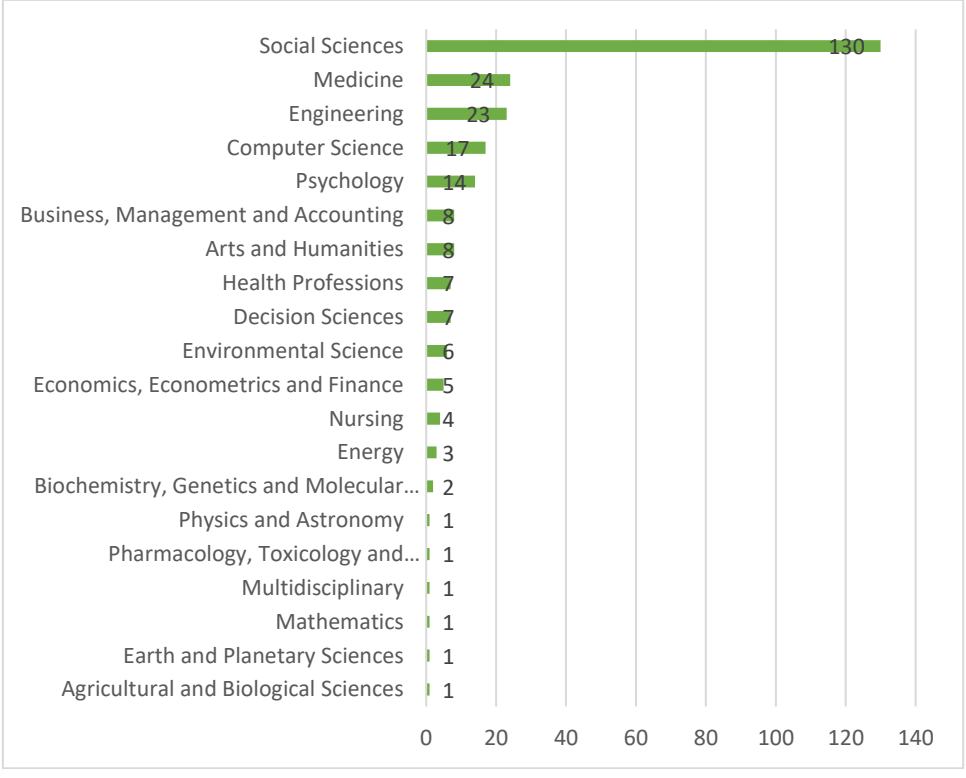

Figure 5. Distribution of scientific production by area of knowledge.

Source: Authors' elaboration (2024); based on data provided by Scopus.

Social Sciences was the area of knowledge with the highest number of publications registered in Scopus with a total of 130 documents that have based its methodologies Educational Inclusion, Higher Education and Equity. In second place, Medicine with 24 articles and Engineering in third place with 23. This can be explained thanks to the contribution and study of different branches, the article with the greatest impact was recorded by Social Sciences entitled "Political efforts to address racism and discrimination in higher education institutions: the case of Canada" This article reviews the existing policies related to anti-racism and anti-discrimination in five major universities in Canada and evaluates the equity initiatives undertaken by the university authorities to promote greater access and inclusion of different ethnic minority groups. The study is based on secondary data sources. Therefore, to construct the article, policy articles, documents, study reports available in these universities, government policies and legislation, journals and the like were consulted. The findings reveal that although universities have some form of anti-racism and anti-discrimination policies in place to combat racism and discrimination in their educational environment, they face challenges or limitations in adopting holistic and inclusive measures for the different ethnic and minority groups studying there. The study advocated for promoting debates and responses to specific policies, programmes and practices, including behaviours and attitudes in institutional and professional contexts, to combat racism and discrimination. The findings can be useful for academics, policymakers, and administrators to develop their understanding of institutional racism, identify challenges, and take policy action to address it.(Hussain, 2023)

4.5 Type of publication

Figure 6 shows how the bibliography production is distributed according to the type of publication chosen by the authors

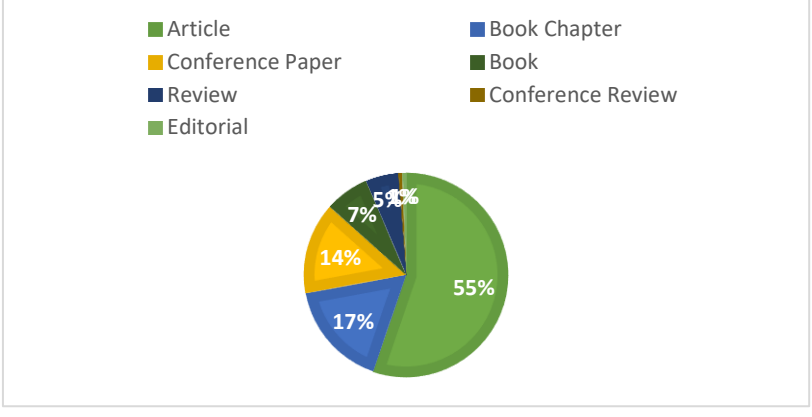

Figure 6. Post Type

Source: Own elaboration (2023); based on data provided by Scopus.

The type of publication most frequently used by the researchers referenced in the body of this document was entitled Journal Articles with 55% of the total production identified for analysis, followed by Book Chapter with 17%. Session Papers are part of this classification, representing 14% of the research papers published during the period 2018-2023, in journals indexed in Scopus. In this last category, the one entitled "Close encounters that foster change: what Alice Sheldon and PPE 2020 can tell us about the future of education" stands out. In the landscape of higher education imagined just 10 years from now, higher education institutions have gone beyond the objectives of valuing diversity, equity and inclusion and beyond recognition of the importance of interdisciplinary curricula focused on sustainable problem-solving. It has adopted them as core tenets as it evolved into the agile, culturally responsive and innovative learning site it aspired to be since the late 20th century. Our higher education institutions are now designed to educate the adaptive creatives that all professions and future professions require (Aoun, 2017). The catalyst for this transformative change is examined, although not in a predictive way aimed at determining a new educational policy. It draws on the pandemic, protests, and elections (PPE) that came to define 2020, and explores a potentially powerful metaphor from an Alice Sheldon science fiction tale to encourage a rethinking of current educational praxis. The focus here is on a brief and creative exploration of a future educational scenario that does not have to be so far from our aspirational reach.(Fowler, 2023)

5. Conclusions

Through the bibliometric analysis carried out in this research work, it was possible to establish that the United States was the country with the highest number of published records for the variables Educational Inclusion, Higher Education and Equity. With a total of 82 publications in the Scopus database. In the same way, it was possible to establish that the application of theories framed in the area of Social Sciences, They were used more frequently when improving educational inclusion, which aims to achieve a more equitable university space. Based on the principles already established previously, it is sought that governments propose policies for access to education in an inclusive way, this with the normativity of establishing support at the time of enrolling students in higher education. These inclusive processes with university equity capacity have many benefits, in which they seek to address those academic negligence when studying, that students feel supported, and that new learning styles are executed for the teaching processes. however, executing these processes presents a series of challenges for teachers, since teachers must be trained and this in turn presents some series of inconsistencies when it comes to these efforts. The first is based on the lack of efficiency on the part of the institutions' infrastructures, since they do not respond to the needs of students. In addition, it is important to encourage active participation on the university campus, which with the inclusion processes has a safer and more respectful environment. For this reason, it is important that universities, hand in hand with institutional welfare, raise awareness among students about empathy, tolerance and mutual understanding of citizens who can act with society. Secondly, the principles of pedagogy constitute a modern teaching process which is based on fairness, respect, collective learning in search of better educational development. According to which he tells us that inclusion in

university environments is based on the desire to acquire new knowledge, change in the paradigm of thinking and improve didactic practices focused on knowledge. The constant need to evolve and improve educational practices leads us to the need to improve pedagogical practices, the benefits of digitalization and innovation have allowed us to promote new cultures focused on diversity, where those already established didactic practices are enhanced and improve both personal and student skills. To conclude, the arrival of the twenty-first century will be the era of the educational revolution since it has presented processes of favorable changes for students, an education based on digitalization and more effective learning processes for each learning style, new methodological and curricular changes and new pedagogy based on the needs of each student as the central axis of new equitable spaces for students in general. (lopez, 2004)

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