BLENDED INTENSIVE PROGRAM

PROMOTING EQUITY AND INCLUSIVE PRACTICES, SUPPORTING MULTICULTURALISM AND SOCIAL DIVERSITY IN HEI

BABEȘ-BOLYAI UNIVERSITY
CLUJ-NAPOCA, ROMANIA
FACULTY OF PSYCHOLOGY AND SCIENCE FOR EDUCATION

Overview

3 ECTS credits

📍 **WHERE?**

Babeș-Bolyai University, Cluj-Napoca

📅 **WHEN?**

Online period: 3.02.2025– 07.02.2025

On-site period: 10.02.2025–14.02.2025

🕐 **TOTAL NUMBER OF HOURS: 75 HOURS**

- 40 hours onsite
- 10 hours online
- 25 hours for individual study

💬 **LANGUAGE OF INSTRUCTION**

English (B2 level recommended)

👥 **WHO CAN APPLY?**

Students– Bachelor/ Master level
Faculty members or administrative staff (staff training mobility)

REASONS
to attend our program

- receive 3 ECTS credits

- receive a certificate of attendance

- no attendance fee

- benefit from the financial support of the ERASMUS+ Program

- get a crash course in a subject you may want to study

- innovative teaching methods

- form friendships and connections

- get a glimpse at Romanian academic and cultural life

- learn new skills

- on request, on-campus accommodation (approximately 7 EUR/night in triple rooms or 10 EUR/night in double rooms)

INCLUSIVE PRACTICES IN HEI: EDUCATIONAL AND SOCIAL SUPPORT, ACCEPTING AND UNDERSTANDING DIVERSITY IN A MULTICULTURAL ENVIRONMENT

Assoc. prof. Andrea Hathazi, PhD.

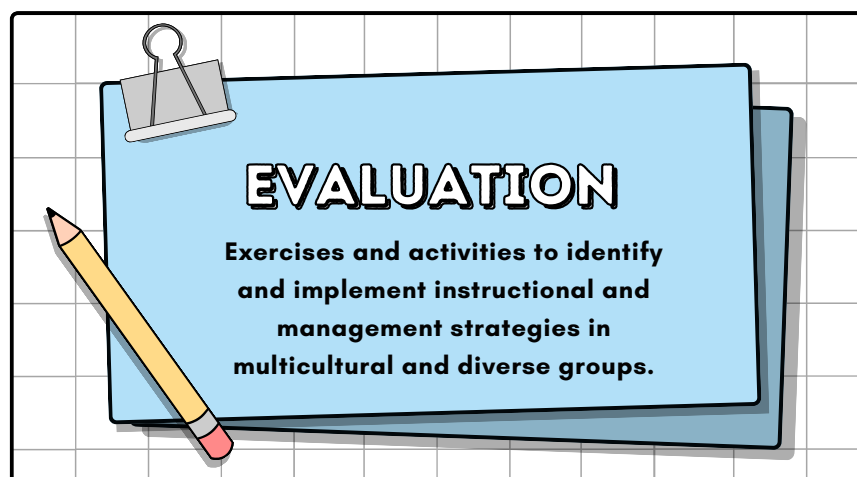## BRIEF DESCRIPTION OF THE ACTIVITY

The workshop focuses on reflecting upon the institutional and individual actions that can be applied to promote diversity, equity, and inclusion in the educational contexts within HEI. The support of students with diverse profiles, interests, needs, and backgrounds represents a qualitative image of programs offered by universities, extending their programs and services, promoting an improved position and responsibility in the community, getting funds and projects that support the implementation of inclusion, accessibility, and development of competences of staff and students, assuring the mission of universities that relate to community-oriented services. Multicultural factors of diversity impact decisions regarding design and implementation of curriculum, teaching strategies, and materials in order to provide equity and excellence for all learners. Outcomes of the workshop acquisition include familiarization with self-development values, development of the capacity to solve personal and professional tasks in regard to diverse communication needs, opportunities and abilities of individuals, authenticity, reflexivity, and the ability to take responsibility, relations in the process of implementation (Korotkova, Rimskaya, 2015).

OBJECTIVES

✓ To define inclusion, diversity, educational and social support and programs, implications of vulnerability, importance of cultural competencies

✓ To respect and appreciate cultural diversity, cultural and linguistic identity

✓ To define cultural and linguistic identity

✓ To promote the development of culturally responsible and responsive curricula

✓ To emphasize the importance of learning in multicultural educational environments.

✓ To approach diversity in connection with social inclusion in the workplace

✓ To get familiarised with theoretical models of acceptance and belonging

✓ To reflect upon various social contexts in relation with diversity

COMPETENCIES

✓ Identification of the implications of various concepts on diversity and inclusion

✓ Identification and description of characteristics of culturally competent systems and individuals

✓ Identification of theoretical models of acceptance and belonging

✓ Practical skills in approaching diversity.

EVALUATION

Exercises and activities to identify and implement instructional and management strategies in multicultural and diverse groups.

PSYCHOLOGICAL SAFETY IN INCLUSIVE LEARNING ENVIRONMENTS

Lecturer Carmen Costea-Bărluțiu, PhD

BRIEF DESCRIPTION OF THE ACTIVITY

Psychological safety is a vital aspect in the optimal functioning of an organization, often a core value, and is lately one topic of big interest in various fields. An inclusive and resilient culture is impossible to accomplish without increasing the safety of the environment in an organization. Inclusive environments imply equity, engagement, fairness, regardless of the race, gender, sexual orientation, level of ability and disability of the members. Some of the features that need to be worked on in order to make inclusion a reality are: open communication about sensitive topics, a sense of belonging, authenticity, respect for diversity, for others' perspectives, trust, appreciation for the value of each member. It is about candor and it is a necessity in a complex world, full of uncertainty and ambiguity (VUCA), that can be volatile and thus difficult to manage. Psychological safety is strongly associated with performance in organizations and the increase of learning effectiveness.

OBJECTIVES

✓ To define psychological safety and its components

✓ To emphasize the importance of psychological safety in a VUCA world, to build an inclusive culture

✓ To discuss the link between performance in work and effectiveness of learning and psychological safety

✓ To identify other strategies that can be added to psychological safety, to create an inclusive community within an organization.
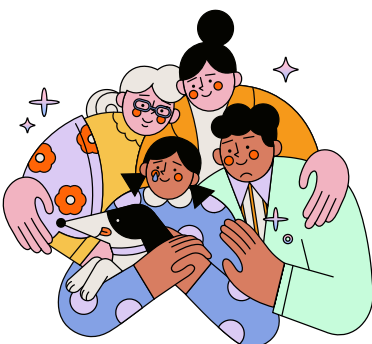
COMPETENCIES

✓ Identification of actions that promote psychological safety

✓ Practice open, candid communication

✓ Practice empathy and perspective-taking

✓ Identify means to increase the connection within a group

✓ Giving and receiving constructive feedback

EVALUATION

Group task: building a plan for an organization to increase psychological safety of its environment.

BUILDING PSYCHOLOGICAL ACCEPTANCE IN HIGHER EDUCATION INSTITUTIONS – APPLICATIONS

Lecturer Carmen Costea-Bărlutiu, PhD
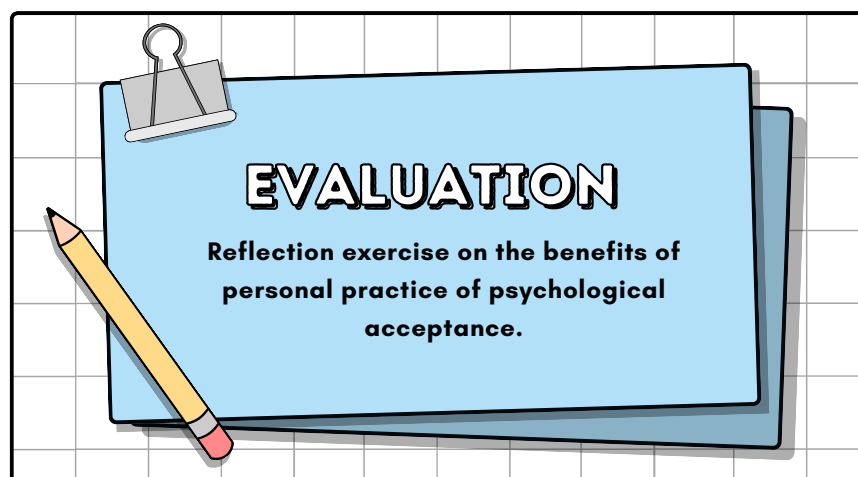
BRIEF DESCRIPTION OF THE ACTIVITY

Acceptance of diversity is a key factor in HEIs, where people of diverse ethnic backgrounds, races, sexual orientations, religions are learning together to fulfill their professional goals. Acceptance implies authentic respect for other persons' differences and an openness to understand and learn from diverse experiences. Acceptance is a key factor in psychological flexibility and is related to values, a sense of self-worth, and the ability to mindfully connect with experiences, It also implies a non-judgmental, non-defensive manner to react and respond to circumstances. It is an essential component in the struggle to attain security when faced with diversity, equity, and inclusion (DEI) in a learning environment. The goal of the activity is to practice psychological acceptance, to discover and acknowledge its benefits on learning and development within HEIs.

OBJECTIVES

- ✓ to define and operationalize acceptance towards diversity
- ✓ to define and exemplify psychological acceptance
- ✓ to relate acceptance and other components of psychological flexibility
- ✓ to determine the importance of psychological acceptance in the effectiveness of learning
- ✓ to discover other benefits of psychological acceptance, for own person and for others.

COMPETENCIES

- ✓ Identification of actions that promote psychological acceptance
- ✓ Practice psychological acceptance
- ✓ Identify means to increase psychological acceptance
- ✓ Practice self-awareness and connecting it with acceptance

EVALUATION

Reflection exercise on the benefits of personal practice of psychological acceptance.

PROMOTING FACTORS OF SOCIAL INCLUSION FOR STUDENTS WITH DISABILITIES IN HIGHER EDUCATION. PERSPECTIVES FROM STUDENTS AND PEERS WITHOUT DISABILITIES

Lecturer Cristina Bălas-Baconschi, PhD

BRIEF DESCRIPTION OF THE WORKSHOP

The workshop is focused on different aspects related to the inclusion of students with different types of disabilities in higher education, on all the issues encountered during the educational process. The main topic is related to social inclusion, involving social interaction between students with and without disabilities, acceptance of students with disabilities in different groups created for academic purposes or for leisure activities. The aim of the workshop consists also in investigating all the main constructs included in social inclusion, by analysing the point of view of the students with disabilities and the one of their peers without disabilities.

The activity will focus therefore on participation, which is a multidimensional concept made up of three interdependent sub-dimensions. Firstly, it refers to feeling a sense of belonging or the perception of emotional well-being resulting from an established social and academic self-esteem. It also symbolizes being part of a peer group, where students are valued and recognized and where identities are constructed in a positive way. Finally, it means taking part in the formal and informal structures of the educational process (Fernandez-Batanero et al., 2022).

As many studies show, peer support would favour the participation of students with disabilities, as they value the support of their peers as a facilitator of their inclusion in the academic context (Perez Castro, 2019).
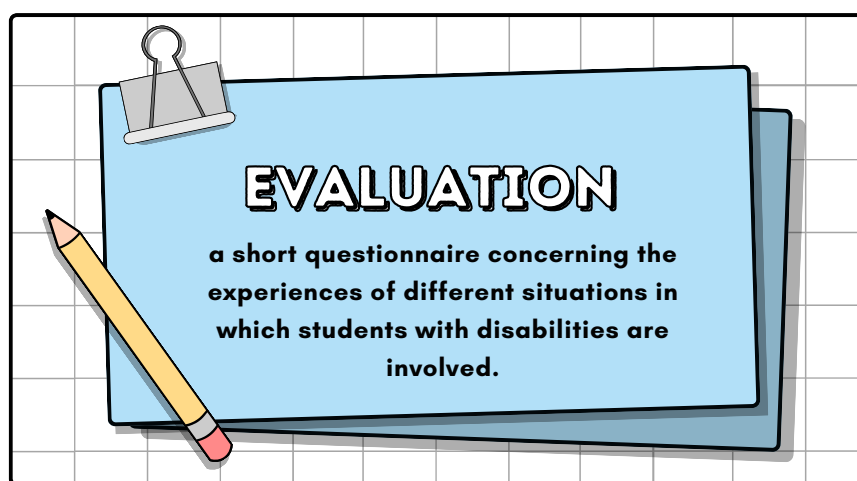*And last, but not least, we will try to find some aspects that could be addressed to facilitate the inclusion of students with disabilities in university education.*

COMPETENCIES

✓ Identification of all the aspects involved in social inclusion for students with disabilities.

✓ The proposal of an action plan focused on the improvement of the inclusion of students with disabilities in higher education.

OBJECTIVES

✓ Understanding the main obstacles encountered by students with disabilities during the social and academic inclusion.

✓ Associating each component of participation with some experiences of students with disabilities and of their peers in connection with them.

✓ Finding the best ways to improve social inclusion of students with disabilities in higher education.

EVALUATION

a short questionnaire concerning the experiences of different situations in which students with disabilities are involved.

UNDERSTANDING THE EXPERIENCES OF STUDENTS WITH DISABILITIES IN HIGHER EDUCATION. FEAR OF STIGMATIZATION AMONG STUDENTS

Lecturer Cristina Bălas-Baconschi, PhD

BRIEF DESCRIPTION OF THE WORKSHOP

The workshop is focused on the reluctance showed by many students with disabilities to contact fellow students, lecturers, or institutional support in case of study-related difficulties. As shown in different studies, one in four students with disabilities does not seek any assistance because of stigmatization fear. In the same time, it is also proved that students have limited knowledge of the support provided by their higher education institution (HEI). Most students with disabilities are simply not aware that help is available, while others question the benefit of such assistance or prefer to solve the problem on their own. Fear of stigmatization presents a significant barrier to help seeking. This is evident in all disability groups, especially among students with non-apparent disabilities such as mental health problems (Terzieva et al., 2016). A better understanding of the difficulties experienced by students with disabilities may enable HEIs to address and alleviate relevant issues or support students in tackling them (Zaussinger & Terzieva, 2018). Students with disabilities often struggle with fear of stigmatization and are reluctant to disclose their difficulties on campus in order to protect their privacy and avoid discrimination (Markoulakis and Kirsch, 2013).

We will attempt to find the choices that students with non-apparent disabilities and those with apparent disabilities make regarding disclosure of their disability to faculty. Research shows that students with disabilities report that they do not "deserve" special consideration and do not want to disclose their disability to avoid being perceived as double-minded or as seeking unmerited privileges (Martin, 2010, Terzieva et al., 2016).

COMPETENCIES

✓ Identification of the main struggles of students with disabilities and of their fear of stigmatization.

✓ The proposal of an action-plan focused on the ways to determine students with disabilities to use their rights, to benefit from the support offered by institutions.

OBJECTIVES

✓ A better understanding of students in higher education and their perspectives about their disabilities.

✓ Finding ways to reduce fear of stigmatization in students with disabilities by using support from all the enabled institutions and from their peers.

EVALUATION

a short questionnaire concerning from one part the main opportunities for students with disabilities and from the other, the way to reduce fear of stigmatization.

BIASES AS BARRIERS TO SOCIAL INCLUSION

Lecturer Mirona Stănescu, PhD

BRIEF DESCRIPTION OF THE WORKSHOP

The world we know it today is shaping constantly and an important role of our society is to promote social inclusion and respect for others and to ensure human and civic values and to prevent and tackle marginalization and radicalization. If we want to make an impact on our society, it is important to be aware of our own biases and try to make a real effort in understanding ourselves and the others. During this workshop we are going to take a deep look into our conscious and unconscious bias and try to understand where it comes from, but also how much harm it can cause to others. Using different exercises, we are learning different skills to help you to become more inclusive.

OBJECTIVES

✓ Understand what bias is and where it stems from.

✓ Define diversity, equity, inclusion, and belonging.

✓ Understand the difference between stereotypes, prejudice, and discrimination.

COMPETENCIES

✓ Identification of biases in social contexts

✓ Assessment of personal prejudices and stereotypes

✓ Analysis of discriminatory behaviors and situations.

EVALUATION

Discuss various social situations that require inclusive actions, analyse implications and consequences in social contexts for each participant.

COMPASSION, RESPONSIBILITY AND CONNECTION THROUGH NON-VIOLENT COMMUNICATION (NVC)

Ioana-Letitia Serban, PhD
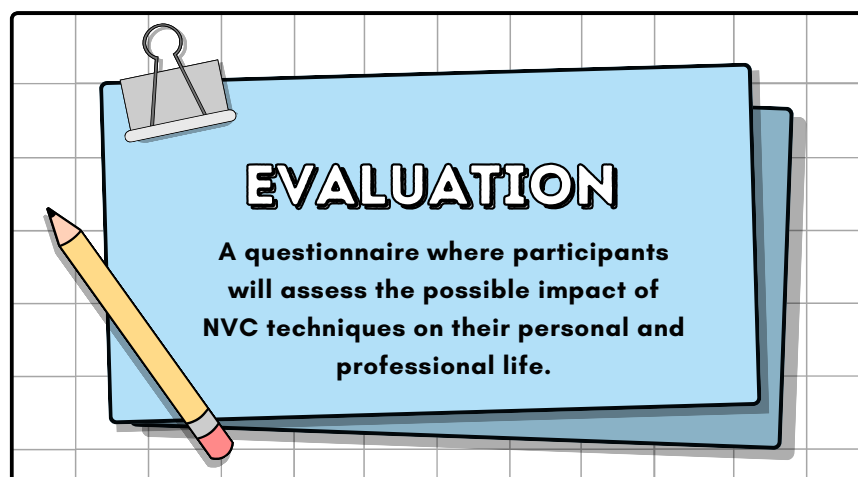
BRIEF DESCRIPTION OF THE ACTIVITY

The workshop approaches the method on NVC founded by Marshal B. Rosenberg (1999). It presents an accessible and clear way to build relationships which enrich us, to develop cooperation, to find an acceptable exit from difficult or conflictual situations. The workshop will highlight through presentations and exercises different techniques that help people to overcome violence, conflicts, impasses, and tensions. The NVC method is aimed at supporting people understand and becoming able to empathize with another person when they say something shocking or difficult to listen to. It also allows participants to explore their own needs, actions, feelings and responsibilities in relation to others.

OBJECTIVES

- To emphasize the importance of maintaining or improving good relationships

- To develop the ability of identifying unsatisfactory situations and transform them for the better for everybody involved

- To identify your own role of responsibility in a situation

- To facilitate the transformation of conflict in a manner that promotes respect for everybody

- To define and assess personal needs of communication

- To emphasize our responsibility in talking and listening to others and in verifying if they appreciate the way we have talked and listened to them

- To identify the characteristics of NVC

COMPETENCIES

- Identification of the components of the NVC method

- Identification of self-responsibilities and roles in a functional relationship

- Assessment of personal needs of communication

- Sharing observations without judgement and exploring our needs, requests, actions and feelings

EVALUATION

A questionnaire where participants will assess the possible impact of NVC techniques on their personal and professional life.

CASE STUDIES AND DIFFERENT APPROACHING MODELS IN INCLUSIVE SETTINGS- PRACTICAL ACTIVITY

Carolina Bodea-Hategan, PhD

BRIEF DESCRIPTION OF THE ACTIVITY

During this workshop case studies regarding different situation where a multidisciplinary team was meant to get involved in order to find the best solutions for the children and adults in need, are going to be presented.

The Communication Effectiveness as a central concept regarding the multidisciplinary team will also be discussed as well as the Communication Effectiveness Index. The CEI is a working tool that can be used during the multidisciplinary teams with the aim of improving communication skills of the team members. The CEI will be used by students in role play contexts, the activity having a practical character.

OBJECTIVES

- build a multidisciplinary team that is needed based on different approached case studies

- to discuss the efficiency of the multidisciplinary team comparing with the single-direction approach

- enhance communication effectiveness as a leading point at the level of the multidisciplinary team

- To facilitate the transformation of conflict in a manner that promotes respect for everybody

- To define and assess personal needs of communication

- To emphasize our responsibility in talking and listening to others and in verifying if they appreciate the way we have talked and listened to them

- To identify the characteristics of NVC

COMPETENCIES

- Identification of the components of the method

- Identification of self-responsibilities and roles in a functional relationship

- Assessment of working in multidisciplinary teams

- Development of communication skills

EVALUATION
Students will be asked to express their opinions about the importance and the role of such approaching teams based on the three main concepts: inclusion, diversity, and equal chances/equity.

BE PART OF
OUR JOURNEY!

CONTACT US

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