



Teaching Practices as a Contribution Effect in The Development of Inclusive Education in A Higher Education Institution Knowledge Processes and Metacognition in The Educational Improvement Bet

Yuly Paola Rojas Rojas¹, Fernando Augusto Poveda Aguja², Lugo Manuel Barbosa Guerrero³

¹Master in Education (c). Specialist in Senior Business Management. Teacher at Universidad Juan de Castellanos, Tunja – Colombia.

²Posdoctorado en currículo, discurso y formación de investigadores, PhD. Educational in Technology education, Magister in Education, Specialist in pedagogy, Esp. in University Teaching. Systems Engineer.

³Research Professor, Master's Degree in Education. Corporación Universitaria Minuto de Dios, Bogotá, – Colombia <https://orcid.org/3PhD> student in Management at Universidad de la Salle, Proffessor-Researcher at Universidad Colegio Mayor de Cundinamarca.

Email: ypaolarojas@jdc.edu.co¹, fpovedaa@uniminuto.edu.co²

ORCID ID: 0000-0001- 9717-4493¹, 0000-0001-8149-9963², 0000-0002- 0871-8637³

*Corresponding author's E-mail: ypaolarojas@jdc.edu.co

Article History	Abstract
Received: 06 June 2023 Revised: 05 Sept 2023 Accepted: 01 Nov 2023	<i>Educational inclusion is established from a legal framework, articulated with the country of origin which accounts for the purposes of continuous improvement, in Colombian higher education institutions it is regulated how to meet these requests for educational inclusion, it is parameterized and accommodates an element of self-regulation and self-evaluation that builds a concept of expanding the recognition of prior knowledge, the research performs the determination of the incidence of the recognition of knowledge, attitudes and practices of teachers in inclusive education. Method: Semi-structured interviews were applied to teachers of a higher education institution. Teachers are unaware of the regulations, consider that everyone has the right to access education, but disagree about the permanence and graduation of students with cognitive disabilities, and present weaknesses in planning, flexibility and curricular evaluation.</i>
CC License CC-BY-NC-SA 4.0	Keywords: Higher Education, Teacher Thinking, Attitudes; Inclusive Practices

1. Introduction

The challenges of the educational systems due to national regulations and international guidelines have meant an arduous and complex task that transcends from a document to real practice. Furthermore, globalization processes have revealed progressive multiculturalism in society, where different ethnicities, cultures, and social groups with different alignments and interests coexist. Therefore, the world has sought to highlight the importance of spaces where values such as respect, tolerance, equity and other demands have been added, such as higher quality education systems; in this construction, the importance of diversity is exalted and not as an obstruction. Currently, the approach to inclusion is not strictly restricted to pathological aspects, special education, SEN, or disability as it was treated from the traditional model (Plancarte Cansino, 2017), but transcends to a vision under the approach of diversity, otherness, relations of otherness and respect for difference (Blanco, 2008; Echeita and Serrano, 2020). Therefore, Crisol (2019) argues that it is necessary to turn to the contributions of theorists such as Ainscow (2001), Blanco (2006) and Echeita (2006) for the understanding and theoretical and practical construction of inclusive education. Crisol emphasizes that this implies a continuous transformation and adaptation in response to the diversity and complexity of the environment itself since each generation is dissimilar and must be recognized for its new needs and configurations. The author raises three arguments to delve into inclusive education: “how we understand it, what we do to achieve it and how we can continue to improve our practices and communities” (Crisol, 2019, p. 3). Within the different aspects taken into account for the

construction of the desired inclusive education, the teacher is one of the main actors who identify those walls of different kinds assumed in the cultures and that interfere in the learning processes and the practices of the educational centers. In this sense, inclusive education is a way of eliminating barriers. Ainscow (2001) refers to four core elements that must be appropriated in any definition and construction of educational inclusion: first, to glimpse that it is a process where the fact of coexisting and respecting differences is assimilated; second: in this process, barriers to learning must be identified and removed, which implies rigorous planning in educational policies and practices; third: participation with quality in which learning outcomes must be achieved through the curriculum; fourth: although equity must prevail, there must be particular emphasis on those groups that may be susceptible to marginalization or exclusion. On the other hand, it should be noted that the decisions and actions taken by teachers have a direct impact on the performance and opportunities of students in terms of their access and academic and social participation (Hattie & Timperley, 2009).

Therefore, teacher training is essential for this purpose, as highlighted by UNESCO, which emphasizes that teacher training is the key to opening the door to developing inclusive quality schools. In the context of the inclusive educational exercise, teachers must envision their responsibility before some essential tasks, such as promoting and practicing inclusive policies in their environment, moving toward curricular diversification, and exhorting toward a new culture in which acceptance and respect for difference reigns. In this way, the inclusive teacher must focus on the education of all learners. The teacher should maintain a favorable attitude towards them, and inquire about their difficulties and skills so that he/she can plan his/her curriculum according to the diversity of his/her group. From another perspective, it is necessary to encourage teachers' collaborative work by monitoring and to follow up on the formative processes that students go through. From adopting an educational perspective that favors inclusion, the positivity of configuring new understandings and possibilities of support in relation to guiding students' learning trajectories can be deduced. It is from the formulation and implementation of pedagogical strategies by teachers that they can transform teaching practices, broadening their spectrum to include populations with special needs.

Therefore, educational institutions should seek to verify whether their teachers are suitable for exercising such conditions in their classrooms, and if this is not the case, they must develop a training and awareness process in this regard. In agreement with Parra et al. (2010), they highlight the task of training teachers since they believe that teachers become active agents of change and that as soon as they feel endorsed by their institutions, their stress when facing inclusive educational processes with vulnerable communities will decrease. Talking about inclusion is an exercise that does not lose validity in the research framework; on the contrary, more and more research is published every day (González-Gil, 2016; Sánchez et al., 2021; Fatma and Kadir, 2022), which shows the advances in terms of inclusion in the educational environment that include the teacher factor. Therefore, the present research adds to the academic background in contrast to other research results that are important for developing alternatives regarding teacher training. However, before formulating strategies, contents and training activities, it is imperative to recognize what teachers know, what they think and what they do in their classrooms under the lens of inclusion.

In Colombia, through Decree 1421, the Ministry of National Education (MEN) regulated the field of inclusive education and educational care (Presidency of the Republic of Colombia, 2017); in addition, the decree highlights the commitment of higher education institutions (HEIs) to abide by the guidelines of the inclusive higher education policy published by the MEN, in which these must establish strategies, resources and budget for the admission, evaluation and development of accessible curricula, the linkage and training of human talent, the strengthening of appropriate didactic, pedagogical and technological resources, ensuring accessibility and permanence in higher education programs for people with disabilities (Presidency of the Republic of Colombia, 2017, p. 19). In this regard, it is becoming increasingly urgent for all HEIs to continuously evaluate these processes for the formulation and implementation of strategies in terms of attention to the diversity of the population under the guidelines of the National Accreditation Council (CNA) for the accreditation of undergraduate programs and institutional accreditation (Decree 1330 of 2019; Law 1188 of 2008). However, more than just providing regulatory compliance, the vision of achieving inclusive and universal quality education should be deliberated as the basis for ensuring collaborative, sustainable development (UNESCO, 2016).

For the above, it is necessary to carry out a qualitative diagnosis of the domain by teachers regarding the concepts of equity, diversity and inclusion described in Decree 1330 of 2019 and to investigate

and analyze their attitudes and practices in the context of these three terms in a faculty of a private Higher Education Institution (HEI), in the city of Tunja (Boyacá, Colombia), since after the application of the instrument of inclusion index in Higher Education (INES) by this university under study, the results showed an indicator of the existence of inclusive teachers in 69%. However, this quantitative methodology did not allow to delve into the causes of this result. Therefore, the research question arose: What is the incidence of recognizing knowledge, attitudes and teaching practices in inclusive education teachers in a Higher Education Institution?

2. Materials And Methods

Regarding the research design, the qualitative methodological perspective of descriptive type was adopted (Bisquerra, 2004), “to assemble the puzzle of qualitative research is to assume the idea of constructed reality, in which the role of the subjects in the mental, cognitive and practical construction of it is emphasized since human beings interpret and experience the same phenomena differently” (Poveda et al., 2017, p. 23). About participants, this research was carried out in a private Higher Education Institution (HEI) in the city of Tunja. The research focused on one of the faculties of this HEI, the Faculty of Social Sciences and Economics, which had three active undergraduate academic programs in the period 2021-1. Therefore, a sample of 8 teachers from these three programs is taken to participate in the research. The sample is chosen through the non-probabilistic method or by convenience due to the ease of access or the willingness of the participants to be part of the sample (McMillan and Schumacher, 2005).

Regarding the instrument, the interview was used as a semi-structured research instrument since it provides an acceptable level of flexibility while maintaining a suitable degree of uniformity to achieve interpretations following the study’s objectives. The outline of the interview was drawn up under the CAP methodology approach, the reason for this choice being that it is a useful analytical tool that can be used both in the diagnostic stage and in the organization stage of a project, i.e., it is a guiding axis throughout the process. The questions included in the interview with which the study was developed were framed under the analysis subcategories as shown in Tables 1 and 2. The design of the interview used for this study was developed ad hoc, which was previously validated by expert judgment, including masters in education and, by expert judgment, a PhD in Psychology, Neurosciences and Medical Statistics. Considering that, at the time of data collection, the university teachers were working remotely, the eight interviews were conducted virtually and audio-recorded.

Procedure

Based on the literature review of the background, the conceptual and theoretical framework and the formulation of the research objectives, a script was prepared with the questions that made up the interview, which before being applied, was read, and the participating teachers signed the informed consent form.

Data analysis

Once the information was collected through the recording of the interviews, they were later transcribed in their entirety. The analysis considered the deductive and inductive categories established in the research process (McMillan and Schumacher, 2005). The categories that emerge from the data collected are known as inductive categories, as opposed to the deductive categories that arise from the problem and the theory and are drawn before organizing and analyzing the data.

3. Results and Discussion

The deductive (see table 1) and inductive categories (Table 2) with which the data collected was analyzed are explained below.

Table 1: Deductive categories

Category	Subcategory	Definitions
		Knowledge of national and institutional legislation on inclusive education.
		Knowledge about the concept of inclusive education
		Knowledge about the characteristics and principles implicit in inclusive education.
	Knowledge (6)	Knowledge about the efforts and . institutional mechanisms for the construction and development of implementation of inclusive education

Knowledge of teacher training topics taught by the institution.
Knowledge of the Equity, Inclusion, and Equity Policy.
institutional diversity

Knowledge of the population groups prioritized by the Ministry of National Education.		
Inclusive education in higher education	Attitudes (3)	Opinions regarding population groups in the classroom Opinion regarding the access, permanence and promotion of all persons without distinction of gender, ideology, ethnicity, religion, socioeconomic status, culture, physical condition or disability in college.
	Internships (2)	In the planning process, comments on the statement: “maintaining the same objectives for all, but giving in turn different opportunities to access them” Allusive to the evaluation process, options for delivery of activities or forms of evaluation to the student. Allusive to the route of attention to diversity in the classroom adopted by teachers.

Table 2: Inductive category

Subcategory	Definitions
Teacher training	Teachers’ comments on the actions that the institution can develop to generate inclusive academic processes. Comments on the relevance of the means employed by the university to train inclusive teachers within the equity, inclusion and diversity policy framework. Proposals on relevant means to train teachers for inclusion Reference to teacher training needs (topics in the framework of inclusion)

In addition to these questions, data such as age, academic level and years worked at the institution were considered. Six of the Faculty of Social and Economic Sciences professors belonged to the area of economic sciences and two to the area of social sciences; the latter had master’s degrees associated with aspects of social policy and interdisciplinary studies on development. The remaining six teachers had undergraduate or postgraduate training related to administration, none of them with studies in pedagogy or education. Teachers’ knowledge of inclusive education.

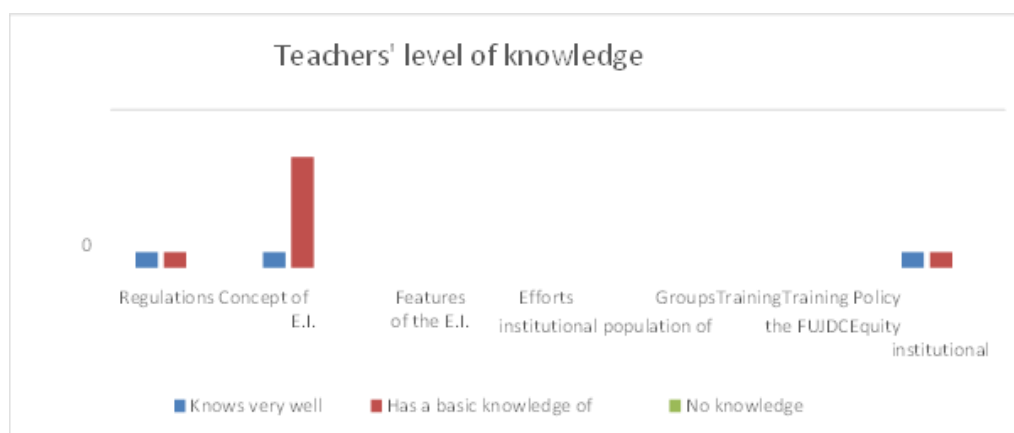


Figure 1: Summary of teachers’ knowledge of inclusive education

Regarding normative aspects in Colombian legislation on education, of the eight teachers, 6, i.e., 75% reported not remembering the name or title of the rules; they know they exist but do not remember any in particular: “I have heard about the processes that we carry in the university, but I do not remember exactly which ones, none comes to my mind at the moment” (Professor 1, from now on P1). Only two teachers approached the legislation: “I am very aware of decree 1421 of 2017 and I am familiar with 1075 of 2015. I know that there is a public policy for the issue of, not inclusive

education as such, but regarding people with disabilities...” (P5). In the same sense, another teacher referred: “there is a great anchor of legislation that advocates and promotes inclusive education. From the degree works and from the institutional practices of Social Work, I have always heard the decree 1421” (P6, 2021). This situation of ignorance of the legislation is also reflected in the research of Palacios (2016), where the educational institutions of the municipality of Medellín indicated that: The laws are all very well, but they are unknown since no training spaces make it possible to internalize them and take them into account in the classroom or the processes promoted by each educational institution. (p. 124).

Regarding the conceptualization and characteristics of inclusive education, all teachers pointed out notions very close and congruent to what the national regulations (Decree 1421, Law 1618, Decree 1330) and international guidelines such as those declared by UNESCO refer to inclusion: “we must always treat all human beings and the students we have as such in the same way” (P3). On the other hand, although another teacher oriented inclusive education as an institutional and administrative exercise: “It is like a process that educational institutions must establish” also within his perception indicates elements of the traditional model: “not only of higher education but any institution that refers to the learning processes of students or people who are linked in the learning with cognitive or physical difficulties” (P4); under this last sentence, Plancarte Cansino (2017) indicated that this was the traditional vision when referring to inclusion linked to health aspects and that currently, it is envisioned from a vision that responds to the diversity and particularity present in the classroom.

Regarding the strategies and mechanisms that the institution has for the construction of inclusive education, most teachers know about the programs and dependencies to support such purposes (University Welfare, the Pedagogical Accompaniment Program; from extension: the CADIS-Disability Support Center and the Listening Center), it should be clarified that the sample took into account a work experience in the same institution of no less than two years. They also considered aspects of infrastructure: “the institution has good access roads in the different branches of the university. Of course, they are not perfect, but at least there is interest and effort on the university’s part in its physical plan” (P2). They even told about the educational material sent to teachers: “They also sent a booklet, where they talked to us about inclusion... Not so much a training but information to be an inclusive teacher” (P8). On the other hand, teachers know the population groups prioritized by the Ministry of National Education: “ethnic groups, indigenous population, Afro-descendants, palenqueros, gypsy or ROM population, victims of the armed conflict, LGTBI population, population with disabilities, immigrant” (P7); although few mentioned the gypsy community or ROM people, this situation was also glimpsed in the work of Palacios, when mentioning that “the Roomy and the Raizales are little known in the teaching profession” (2016, p. 118). Finally, regarding the institutional equity policy, most teachers remember having been socialized in the teacher reinduction days; however, they have not reviewed it in its entirety: “I have heard of an inclusion policy that has been socialized at the beginning of the semester” (P1).

Teachers’ attitudes towards inclusive education

Attitudes towards population groups

The analysis of attitudes was oriented from the cognitive axis, which conceptualizes the attitude as a link of beliefs or feelings that an individual retains about the object of attitude and the data that he/she has about it. Thus, the opinion of the teachers revealed multiple positions with the prioritized population groups: If I have had students with cognitive abilities far from the average of the other students, with reading comprehension problems, or with analysis problems, then I don’t know if they would be part of this population with these disabilities (P3). According to Ainscow et al. (2006), it is necessary to detect the different learning barriers or environmental components that hinder or limit the path to learning opportunities in order to avoid inequalities. Therefore, teacher training is vital to avoid negative comments about students that ultimately prove to be a barrier to access to learning. Although teachers reported giving equal treatment: “Neutral, for me all students, all are equal, without discriminating, without giving them any special treatment” (P6), this statement does not seem to be consistent with the teaching process because, regarding students with some cognitive disability, another teacher said: “What I do is first to know what type of limitation or special ability they have and based on that, I try to make the work more flexible depending on what they need” (P1). Furthermore, another teacher commented that her treatment is “normal with everyone; sometimes you have to be a little patient and be a little more flexible in certain special cases” (P6). Regarding the teachers’ comments, Fandiño and Méndez (2013) relate that the idea is not to offer “special or different support to students, nor to treat them condescendingly because of their condition” but to seek strategies that are reflected in the equitable treatment of everyone regardless of their characteristics or

abilities” (p. 7). On the other hand, from the gender perspective: “Maybe from the LGBTBI community, but not from the rest” as for the treatment, the teacher mentions that it is “Neutral, for me all the students, all are equal, without discriminating, without giving any special treatment to this type of communities” (P4).

Access, permanence and graduation in the institution

However, regarding the opinion of teachers on access, permanence and graduation, the balance was in favor of giving access to all to the institution regardless of their condition: “Each student brings from his universe, from his way of life, the knowledge that enriches the academy” (P5); however, regarding promotion, there are differences in perceptions: As for the population with cognitive disabilities, I would like to have some study on this topic. However, if this person is not guaranteed to have that learning outcome, how are we going to graduate this person, because he/she is going to enter a working world where he/she will most likely not perform. “...we cannot graduate all the people if they do not meet these requirements (P4).

Inclusive attitudes in curriculum planning

Finally, comments on the statement: “maintaining the same objectives for all, but providing different opportunities to access it” from the planning exercise. Some teachers have different perspectives on the curriculum: “We as teachers have a different perspective. We standardize education, single material and it is the same for everyone” (P3). Regarding the above, homogenizing education may be one of the practices carried out by teachers that most damage the inclusive culture since learners require processes according to their context and particular educational needs. In addition, it should be noted that not everyone learns in the same way; everyone has their style, preferences and ways of appropriating knowledge. Another teacher indicated: “I design it for everyone because it is very difficult to know which students I am going to receive” (P2). This reflects weaknesses in the knowledge of tools such as UDL (Universal Design for Learning), which extends learning opportunities for all students, assisting the wide range of abilities, learning styles and preferences in the classroom. However, there were also opposing positions from teachers: We will start working with learning results, and the idea is to provide the tools according to each one’s abilities and learning styles (P7).

Teacher practice in the context of inclusive education

Activity options in the teaching and learning assessment process

In this sense, opinion was equally divided, although most of the participating teachers reported that, in general, they carry out different teaching and evaluation activities throughout the semester: “Yes, I do it in a different way” (P5), however, for the same objective they only give one activity option, that is, the student is not offered a variety of activities to be evaluated for that learning objective. The other half of the respondents report that they give “a single route, for everyone it is the same. The issue of flexibility is only in certain cases, in very specific cases” (P1). Another teacher explained: What I do is like looking for tools that make my classes more dynamic and that allow for diverse learning, particularly the use of social networks and multimedia and technological tools... (P8) In most cases, teachers try to provide different formats for the delivery of activities throughout the academic period; however, although throughout the semester the teacher uses different evaluation mechanisms, for the specific objective to be evaluated, only one delivery option is provided, for example, an essay as the only form of evaluation of that objective, competency or learning outcome. For the next objective, for example, an exposition will be used.

Diversity attention route in the classroom

Among the steps to be taken, the teachers highlighted several points: First: the teacher’s role: “Then, let’s adopt another strategy with that student. If it does not work in any of the ways, I will refer him/her to the institutional academic support plan” (P1). Second: to resort to institutional instances, “If I were to recognize a case like this, they are referred to this department of the university, so that they can do some workshops, some diagnose” (P2). Third: support networks. In that case, a teacher emphasized: First, it would be to put it in terms of a teacher meeting to find out from the colleagues themselves what indications they can give us, and how they have been working with the student. Also, ask for support from Bienestar Universitario in terms of psycho-pedagogy, for an evaluation and for them to give us some tools (P3). Parallel to the testimony, another teacher stressed: From the subject, the teacher is responsible for accompanying and generating a curriculum differentiated from these people. However, it is not only the student’s work in the process; it is like an educational co-responsibility among all... It is a work of communication between several institutions or several

networks, several dependencies that generate this inclusive accompaniment. The family should also be involved (P5).

Finally, another teacher wondered: “How can we avoid having such a personalized class? For one as a teacher, it could generate a kind of wear and tear of a student who does about five and may be neglecting the other” (P4). Although considerable efforts are required to provide quality education, what is important to highlight is that it is not a task that should be carried exclusively on the shoulders of teachers but also involves other responsible actors. However, the role of the teacher is one of the most important, as reflected by another of the interviewees: “there are people who have studied for that, exactly for people with certain disabilities. And now, what does one have to do? In my case, well, learn” (P6).

Teachers’ Perceptions of Institutional Teacher Education

Actions To Generate Academic Processes

Teachers report that the trainings are significant in the gestation of inclusion, however, these should be much more detailed: “Not only in the reinduction, many of us are not teachers... many of us are not pedagogues. So, yes, it is a crucial step, it is a tool, but it has to be linked to others” (P4). In agreement with the above, another teacher emphasizes: “something about how to put into practice what is written there”. In general, teachers perceive that teacher management is vital, but there have not been adequate and pertinent spaces in the institution to achieve the goals set at the institutional level regarding differential teacher training. In addition to this, teachers highlight awareness campaigns and create action routes in which the teacher would have a more active role than simply referring the case to another agency.

Relevant Means To Train Teachers

According to the teachers’ comments, the alternatives are broad and enriching at the time of implementation, should the institution decide to accept these proposals: It could be a diploma course, and from this could come a blog or a Webinar, where teachers can tell our particular cases and how we have carried out the strategies with those cases. And create a network and, at a certain time, hold a meeting where we can share our success stories (P8). Intersemester diploma courses, I think it is a little more personalized, in order to resolve concerns directly... Through the other means I think it is very complicated to get feedback on concerns (P7). When we go to real cases, we humanize the process more because sometimes, the primers give us access to information but also distance us a little bit from reality (P3). Organize a congress, a major event for the socialization of significant experiences (P4) I like the video part a lot... I tend to spend a lot of time on social networks such as Facebook, YouTube, and I am very visual (P3).

Teacher training needs and topics in the institution within the framework of inclusion. Regarding the above, teachers expressed extremely important aspects such as Sign Language, treatment of Raizal communities, Afro-Colombian communities, multicultural communities, teacher training regarding the treatment of inclusive education with our specific groups (P7), including aspects such as how to handle the situation on the issue of not labeling these people... create activities that include them and not exclude them (P2). Practical workshops related to the methodology to be incorporated in the classroom (P1); Conceptual and legal basis, appropriate language, tools and strategies in the classroom, and how to make it flexible according to the characteristics of the student” (P3); A curriculum-based training (P6); there is a substantial absence of technologies (P8). After analyzing the results obtained for teachers’ knowledge, attitudes and practices (KAP), the strengths and weaknesses in these three subcategories of analysis were explained. During the interview, each participant could introspect on his or her status and progress in terms of inclusion, including children and young people and transcending to higher education. It was also possible to generate, from their perspective, alternative solutions for their education and training based on the needs detected. In addition to the contributions of the participants regarding teacher training, training should also be approached from different angles, from research competencies (Cárdenas et al., 2021); from attitude (Hernández and Martínez, 2021), as pointed out by Garzón et al., (2016), these “can be a facilitator or a barrier in the teaching-learning process” (p. 26); from assertive communication (Mendiburu et al., 2022) among other aspects of teacher training that allow facing the challenges that arise from “social processes, culture and its dynamic” (Nieva and Martínez, 2017, p. 14). On the other hand, teachers recognize the advantage that Educational Institutions (EI) have over higher education institutions in terms of the application of regulations related to inclusion: “I believe that primary, elementary and middle school Educational Institutions are perhaps more advanced than Higher Education Institutions. Then we can rely on significant experience” (E5). In short, teacher training is not only related to the areas or

subjects they teach and guide in their educational institutions but should also be based on pedagogical and inclusion aspects and represents “a challenge for the institutions and a way of redefining the concept of inclusion. In this regard, it is necessary to training of a professional to lead diversity-related educational actions from inclusion” (Infante, 2020, p. 296).

4. Conclusion

The development of the research allowed corroborating that, although the institution has achieved important advances in the pursuit of inclusive education, many more efforts are still needed to face the challenges of the day-to-day educational exercise. It was also found that teachers have weaknesses mainly in the cognitive aspect regarding social and educational inclusion, to a greater extent those who belong to the area of economic sciences, since the teachers interviewed who belong to the area of social sciences have greater discernment regarding the topic. On the other hand, the attitude in most cases was positive regarding respect for differences and they recognize that it is their commitment as teachers to guarantee the achievement of learning for all; it is not an easy task and they recognize that they require training. Regarding practices, most teachers present strengths in teaching methodologies but weaknesses in planning, curricular flexibility and evaluation methods. The topics for teacher training derived from this study represent a useful tool to strengthen those weaknesses that the teachers’ reflective and metacognitive exercise arose for the institution to adopt and implement following its plans, programs, calendar, resources and other aspects.

In short, the proposal derived from the study allows the partial contribution to the strategic challenge of “training inclusive teachers” of the institutional Equity, Inclusion and Diversity Policy. Although, for all of the above, it is corroborated how important it is to continue to deepen in terms of educational inclusion at the higher education level, in the sense that such efforts do not remain on paper, in policies, in intentions of Higher Education Institutions, “the problem with these processes is that they are carried out from the administrative area, which implies that other actors such as teachers and students are not involve” (Cruz and Cáceres, 2022, p. 20). Inclusion does not only refer to aspects of accessible infrastructure or inclusive language or students with disabilities but transcends and permeates beyond and concerns the characteristics of the diverse population, which must be guaranteed a quality education according to their particularities. Also, on the road to educational inclusion, an integral and continuous transformation is imperative on the part of each of the actors and levels of the communities and educational system. Generating a culture of inclusion is not developed strictly by some quality requirements to be met. Instead, it represents a commitment to quality and equity from the most common requirements to the most complex and specific that students present, which is achieved through the examination and analysis of the potential and characterization of needs and demands of these so that all barriers to learning are mitigated or can be eliminated and in turn is conducive to collective participation, permanently developing strategies and relevant support.

References:

- Ainscow, M. (2001). *Desarrollo de escuelas inclusivas. Ideas, propuestas y experiencias para mejorar las instituciones escolares*. Madrid: Narcea.
- Bisquerra, R. (2004). *Metodología de la investigación educativa*. Madrid: La Muralla.
- Blanco, R. (2006). La equidad y la inclusión social: uno de los desafíos de la educación y la escuela hoy. *Revista Electrónica Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 4(3), 1-15
- Blanco, R. (2008). Construyendo las bases de la inclusión y la calidad de la educación en la primera infancia. *Revista de Educación*, 347, 33-54.
- Cárdenas Zea, M.P., Sánchez García, E., & Guerra González, C. (2021). La formación de la competencia investigativa mediada por las TIC en el docente universitario. *Revista Universidad y Sociedad*, 13(6), 51-58.
- Crisol, E. (2019). Hacia una educación inclusiva para todos. Nuevas contribuciones. *Profesorado, Revista de Currículum y Formación del Profesorado*, 23(1), 1-9.
- Cruz Colín, L. Q., & Cáceres Mesa, M. L. (2022). Comunidades de aprendizaje para fortalecer la cultura de evaluación durante las acreditaciones de programas educativos. *Revista Universidad y Sociedad*, 14(S1), 20-25.
- Echeita, G. (2006). *Educación para la Inclusión o Educación sin Exclusiones*. Madrid: Narcea.
- Fandiño Ojeda, A. Y., & Méndez Pineda, J. M. (2013). La formación y desarrollo del docente en la UASLP. Retos para lograr una universidad inclusiva. *Revista Iberoamericana De Educación*, 62(1), 1-10. <https://doi.org/10.35362/rie621895>
- Garzón, P. Calvo M. I. y Orgaz, B. (2016). Inclusión educativa. Actitudes y estrategias del profesorado. *Revista Española de Discapacidad*, 4(2): 25-45.
- González-Gil, F., Martín-Pastor, E., Poy, R. & Jenaro, C. (2016). Percepciones del profesorado sobre la inclusión: estudio preliminar. *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 19(3), 11-24.

- Hattie, J. & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112. DOI: 10.3102/003465430298487
- Hernández Ramos, J. P., & Martínez Abad, F. (2021). La importancia de la actitud del docente universitario: validación de una escala para su consideración. *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 24(1). <https://doi.org/10.6018/reifop.414781>
- Infante, M. (2010). Desafíos a la formación docente: inclusión educativa. *Estudios Pedagógicos*, 36(1), 287-297. <https://scielo.conicyt.cl/pdf/estped/v36n1/art16.pdf>
- McMillan, J. H. y Schumacher, S. (2005). *Investigación Educativa*. Madrid: Pearson. Mendiburu Rojas, A. F., Intriago Alcívar, G. C., Carpio Vera, D. A., &
- Oviedo Rodríguez, M. D. (2022). La comunicación asertiva: una reflexión sobre el desempeño docente en estudiantes de la carrera Educación Básica. *Universidad Y Sociedad*, 14(S1), 445-451. Recuperado a partir de <https://rus.ucf.edu.cu/index.php/rus/article/view/2648>
- Nieva Chaves, M. J. A., & Martínez Chacón, D. C. O. (2017). Una nueva mirada sobre la formación docente. *Universidad Y Sociedad*, 8(4), 14-21. Recuperado a partir de <https://rus.ucf.edu.cu/index.php/rus/article/view/449>
- Parra, M., Pérez, Y., Torrejón, M. y Mateos, G. (2010). Asesoramiento educativo para la Formación Docente en la visión de Escuela Inclusiva. *Revista Intercontinental de Psicología y Educación*, 12(1), 77-87.
- Plancarte-Cansino, P. (2017). Inclusión educativa y cultura inclusiva. *Revista Nacional e Internacional de Educación Inclusiva*, 10(2), 213-226.
- Poveda, F.A., Olmedo-Cruz, E., Barajas-Leal, G. y Cabanzo-Carreño, C. (2017). *Metodología de la Investigación y la Gestión Científica*. Editorial Scientometrics E Researching Consulting Group.