

What inclusive ethics and equity in education mean to us personally as educators and how we are living this value in our practice

Objective, Perspective and Significance

The school/university closure resulting from the COVID-19 pandemic has disrupted the learning of a whole generation of students, in particular, the resource poor sections of them. The existing inequities in education has been complicated further by digital divide with the shift to total online teaching during the pandemic (Stanistreet, Elfert & Atchoarena, 2021). However, by bringing concerns of equity and inclusive ethics to the forefront, the pandemic is beckoning us to take stock of the profound dysfunction at the heart of our socio-economic and educational organization and challenge the status quo. Educationally, we have the choice to turn this disruptive moment into an opportunity (Roy,2020), to build back a more equitable society by providing inclusive attention to the hitherto marginalised and socioeconomically vulnerable sections of students (Author, In press).

This symposium explores what inclusive ethics and equity in education means to each of us personally as educators and how we are living this value in our practice. We need to question our understanding of ourselves to become conscious of the “living contradiction” inherent in the “I” that we examine, the gaps that emerge between the values (goals) we hold and the experience of its “negation” in our practice (Whitehead, 1989). The shift in view that we achieve from this reflexive approach to understanding (e.g., Whitehead and McNiff, 2006) has the potential to serve as a springboard for the social reconstruction of an educational practice that is ethically responsive and inclusive. Moving beyond the status quo requires us to research into what repurposing and redesigning education means in practice. The participants will each present their sense-making of teaching to equity in virtual environment and how their renewed practice aligns with the vision they hold as educators for the creation of a more equitable society. They examine what impact the shift to online remote mode has had on the development of their agency as educators, the freedom to act in a way that helps them get closer to the ethical values they hold as professionals.

Session Structure:

The first presentation is about offering marginalized Language for Special Purposes (LSP) teachers a course in scientific research to support them in improving their teaching and career. The second presentation is a study of strategies developed to humanize online teaching and to achieve coherence between precept and practice in terms of pedagogy and equity. The third presentation is about living the principles of inclusive ethics and equity in practice that spans journal work, course work, evaluation research and interactions. The final presentation examines the implications for promoting inclusive ethical and equitable educational systems in an informal online initiative engaging rural based socioeconomically disadvantaged students.

Keywords: virtual environments, equity, ethical values, personal meaning, grassroots initiatives

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