

Book Recommendations

Kelly, A. M.; Padden, L. & Fleming, B. (Eds.) (2023). *Making Inclusive Higher Education a Reality. Creating a University for All*. Routledge, ISBN 9781032182599, 258 pages.

To open with the editors' concluding statement, "*have courage and expect imperfection*" (p.217), it can be said that the book *Making Inclusive Higher Education a Reality: Creating a University for All*, edited by Anna M. Kelly, Lisa Padden and Bairbre Fleming, is not about presenting one perfect solution for the creation of a university that is inclusive, but rather about the way towards this goal. More precisely, the need for continuous development, revision and adoption of structures and processes at Higher Education Institutions (HEIs) to make university environments viable for everyone and on all levels. This work is a rich collection of publications combining case studies, practical examples and analyses by a variety of international academics and experts, aiming to answer the question of how to successfully implement a whole-institution approach to inclusion by engaging the entire university community.

The 'University for All', defined as an "*institution to which all students feel they belong*" (p. 2), requires, according to the authors, a holistic understanding and should be firmly anchored in the fundamental understanding of the university community, and not just treated as an 'add-on' or even a niche topic. In this regard, and as terms such as equality, access, inclusion or diversity are often used synonymously, the term 'access' is used throughout the book, meaning the inclusion and participation of groups that are typically under-represented in Higher Education regarding age, gender, socio-economic status, disability, race and ethnicity or sexual orientation.

With 'The University for All' approach from the University College Dublin (UCD), Kelly, Padden and Fleming present a whole institution approach together with a toolkit based on four pillars: 1. Programme & Curriculum Design, Teaching & Learning, 2. Student Support and Services, 3. Physical Campus & the Built Environment and 4. Information Technology Systems & Infrastructure. These are well illustrated using practical examples from the disciplines of Arts and Humanities, Social Sciences and Engineering. What stands out about the 'University for All' approach is the way in which students are involved in its implementation. Described as key players in their role as "*access leaders*" (p. 6), they are actively included in the process of creating an inclusive university environment: Next to functioning as ambassadors and representing the student voice at e.g. university committees, they are part of the development team of an introductory module as well as participating in the 'University for All Roadshow', where the student role in an inclusive Higher Education is core topic of the talk.

This initial Irish example, along with different international viewpoints from Morocco, the United Kingdom, Belgium, the United States and Canada shed light on approaches such as Universal Design for Learning (UDL) and the accessibility of Information and Communication Technologies and how these can be embedded successfully into teaching and learning. Overall, this book is essential reading for anyone who wants to develop a deeper understanding of a whole-institution approach in which inclusion is valued and lived by all actors.

Irina Haury

Czerniewicz, L. & Cronin, C. (Eds.) (2023). *Higher Education for Good. Teaching and Learning Futures*. Open Book Publishers. ISBN 9781805111290, 658 pages.

In a climate marked by rapid digital transformation, equity and uncertainty, *Higher Education for Good. Teaching and Learning Futures* edited by Laura Czerniewicz and Catherine Cronin, is an essential and thought-provoking contribution to contemporary discussions about the role of higher education. The book title suggests a reflective exploration of higher education's future, a future that foregrounds accountability, care, and the public good while challenging collectivist approaches. Readers are invited to imagine how approaches to teaching and learning can be reimagined in ways that are future-oriented, socially receptive, and principled, with inspiration coming not least from poetry sequences and other artistic elements included.

The five sections of the book provide a critical lens for understanding how teaching and learning shape institutional practices and priorities, operational conditions, and power dynamics. A recurring theme is the conceptualisation of education as a social and public good, thus challenging the positioning of learners as consumers of their education. The book accentuates collective participation between learners and educators, responsibility and social justice. This makes teaching and learning more meaningful and transformative. In this instance, teaching and learning are not viewed passively but as ethical practices that influence who is included. This framing is important as often access alone is not enough, to guarantee an inclusive environment and success in higher education, particularly for learners coming from contexts with persistent economic and social disparities.

The book demonstrates a commitment to inclusion and accessibility, with various scholars highlighting how learner groups may be marginalised by curricula, institutional practices and digital platforms due to limited resources. What also stands out about each of the chapters in the book is the acknowledgement of the uneven realities of higher education across the globe. Essentially, this means that despite universal best

practices, the way higher education is organised can impede learners' success. From a broader perspective, this suggests a call for more socially responsive and Universal Design for Learning pedagogical approaches.

Overall, *Higher Education for Good. Teaching and Learning Futures* as highlighted in the prefix (p.31), extends "new ways of reflecting about higher education, their missions and values and how to put it into practice concrete initiatives in specifics to deal with challenges of the current world". This is exemplified all throughout the book; however, the last chapter by Macgilchrist and Costello (p. 446) stands out for its use of futures research in presenting a potential learning curriculum aimed at assisting academics and learners to imagine futures in higher education that are more fair and just, rather than simply accepting the present system with all its inequities. The authors argue that re-imaging assists people to react better in the present through critical reflection, which is echoed by Makoe in Chapter 12 (p.313), highlighting that the visioning process assists in creating a 'common good', an "... *image of a desirable future that is equitable and just*". This critical reflection is considered a panacea for collaborative direction that not only guides teaching and learning but also help shape policy, promote inclusion and fairness, encourage innovation with intention and most importantly prepare higher education for uncertainties.

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