

Educators' Perspectives on Promoting Inclusivity and Cultural Diversity in E-Learning

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Abstract

In the digital era, educators play a pivotal role in promoting inclusive and culturally diverse elearning environments. Raising cultural awareness and advocating for social justice shapes the new generation of students, equipping them with empathy, respect, and a sense of responsibility towards diverse perspectives within society. The aim of this study was to explore the perspectives and experiences of educators working in higher education on inclusivity and cultural diversity in e-learning. A qualitative interpretative description was employed as the primary research approach. Data were collected through semi-structured interviews within three focus groups, comprising 12 teachers with well-established online teaching experience in higher education. Thematic analysis was conducted using the computer software program NVivo ver. 1.7.1. The findings revealed four key themes: (1) understanding the concept of cultural diversity in the e-learning environment; (2) developing self-awareness of students; (3) effective communication and facilitation of social interaction; and (4) challenges associated with cultural diversity approaches in e-learning. The study highlights the significance of fostering an inclusive online community in supporting cultural diversity. These not only contributes significantly to the development of cultural competence but also facilitates equitable education. Ultimately, these efforts contribute to the personal and professional growth of both students and educators.

Keywords: communication, cultural awareness, culturally responsive teaching, online education, social equality