

Book review: Rossi, V. (2023) *Inclusive learning design in higher education: a practical guide to creating equitable learning experiences*. Abingdon: Routledge

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I have never reviewed a book quite like this one! Having edited many books and mentored others on how to do it well, had Virna asked my advice before she started this book, I would have argued against it, suggesting it would be an almost impossible task to bring it all together. However, I have to say she has done so triumphantly.

A highly original feature of this book is the sheer range of contributors, with inputs from over 80 worldwide experts who build on their own practice to offer invaluable insights and advice to readers who want to make their own learning design more inclusive. With so many books of this kind drawing only on the experience of a handful of nations, this is highly refreshing.

The book's scope is substantial, and its scholarship is extensive, but at heart this is a very practical book which will help colleagues to be better informed, enabling them to get down to designing and implementing good learning experiences with genuine enthusiasm and interest.

I love the premise on which this collection of diverse ideas and suggestions is written – that good teaching *is* inclusive teaching, not an add-on or separate in any way. Covering the whole range of learning design from values, set up, learning content and assessment through to evaluation, the reader is drawn to consider, at an individual level, how inclusivity values expressed throughout this book can be brought into our own work. These values she demonstrates via an acronym: learning design at every stage should be driven

through being Intentionally equitable, Nurturing, Co-created, Liberated, User-friendly, Socially-responsible, Integrative, Values-based and Ecological.

A particularly useful aspect is that each section contains a sound scholarly overview of the issues, together with fascinating and wide-ranging global examples, regular inclusivity notes and helpful prompts which ask us as readers to activate our inner dialogues. Lively illustrations, tables and diagrams bring the book to life and help make complex and challenging matters accessible.

Looking particularly at the area in which I am most interested, assessment, I have learnt a great deal from the broad perspectives and advice in this text, and it has made me think hard about some of my pre-existing preconceptions. What more could we ask of a book? This is not the kind of volume you would read in a single sitting (at least, I did not), but it is an invaluable resource to which I will keep returning, and I commend fellow readers to do the same.

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