Pedagogical Ethnography and Educational Inclusion Among University Students

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ABSTRACT:

Educational inclusion is a major concern in today's higher education system, due to the growing representation of diverse students in institutions. The primary objective of this study was to analyze pedagogical ethnography and educational inclusion among college students based on perceptions of inclusive teaching practices. Methodologically, the study was quantitative and descriptive in nature, employing a non-experimental design. The results showed an 87.7% favorable perception, demonstrating that instructors integrate students' sociocultural experiences into the educational process. This finding aligns with the sociocultural approach to learning, where context is a fundamental pillar for knowledge construction. In conclusion, the study provided insight into university students' perceptions of pedagogical ethnography and educational inclusion, suggesting that.

Keywords: AI-driven marketing; digital real estate; Bangalore; residential housing; market dynamics.

Introduction

Educational inclusion in education is a major concern for higher education today, due to the increasing representation of diverse students in institutions. In this context, universities must promote an equitable learning experience for students, so that they can participate, contribute to learning, respect and value differences. In this sense, inclusion goes beyond access to education, and involves creating an environment for the retention, learning, and development of learning for all students, according to their needs, regardless of their social, cultural, economic, or academic characteristics (Clavijo et al. 2024; United Nations Educational, Scientific and Cultural Organization, 2025).

Likewise, pedagogical ethnography has been developed as a pertinent approach where learning dynamics are developed within the classroom. Thus, it is possible to understand the ways in which educational practice conditions the construction of inclusive spaces and the ability of students to participate. In addition, it fosters an appreciation of the meanings that educational participants attribute to learning and teaching practices, and broadens our understanding of educational practice (Soicher et al. 2024; Svendby, 2024). In this sense, teaching practices at the university level contribute directly to promoting educational inclusion. These include respect for multiculturalism, learning diversity, changing the approach to teaching, engaging students in teaching, and addressing learning needs, which are all significant aspects of providing quality education.

However, gaps persist in terms of how diversity should be addressed and inclusive policies analyzed, so the research arises from the need to identify students' perceptions of these experiences in the university environment. Through this research, we seek to analyze the interrelationship between pedagogical ethnography and educational inclusion, focusing on the opinions that university students have about the teaching practices developed in the classroom (Carballo & Cotán, 2024). The research is quantitative, descriptive and aims to analyze pedagogical ethnography and

educational inclusion in university students based on the perception of inclusive teaching practices.

Therefore, this research is relevant because it analyzes the perspectives of university students regarding teaching practices related to educational inclusion. Knowledge of these perceptions can be used to recognize the strengths and weaknesses found in teaching and learning methodologies that lead to the higher education context. Similarly, the findings can contribute to educational institutions in decision-making to improve policies and efforts in the formation of an inclusive culture in higher education.

It also contributes to scientific knowledge on how pedagogical ethnography and educational inclusion become increasingly relevant areas of contemporary research in higher education. In addition, it is relevant for educators, researchers, and officials in academic institutions who focus on contributing to the sustainable development goals to improve the quality of education and implement policies or practices that support learning and inclusion, engage diversity, and promote the well-being of all students. Finally, socially, this research encourages reflection on the need to build fairer, more democratic and accessible educational spaces for all students.

1.Theoretical foundations

Pedagogical ethnography is an analytical approach to education that offers insights into the relationship between the educational context, the learners who learn, and the knowledge that flows through it. This orientation considers learning contexts as social and cultural sites to shape experiences that impact student development. In recent years, ethnography has emerged as a topical approach within education as a means of gaining insights into phenomena in higher education institutions and, in particular, the context as it pertains to diversity and inclusion (Pink et al., 2022).

So, as we strive to ensure the integration of all in higher education for students with an ever-larger, economically and academically diverse student body, this can be seen today as a challenge for higher education. Such a situation has led to the need for different approaches in relation to equal opportunities and the recognition of a variety of student differences within the university environment.

Within this framework, educational inclusion allows for student participation and the removal of barriers to participation for all students, thereby improving overall academic achievement, retention, and educational success. In addition, the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2023), mentions that inclusion implies a realignment of educational cultures, policies, and practices to integrate the needs of all students. Demonstrating not only inclusion at the institutional level, but also that educators implement policies, in terms of practices that teachers create in the classroom.

Teachers contribute to the development of learning contexts that value participation, respect, and appreciation for diversity. Therefore, some of the important strategies are to modify the way we teach, create alternative resources, encourage teamwork and recognize individual differences as assets for the learning process. These steps promote the formation of a sense of belonging and active participation of students in university life (Carballo & Cotán, 2024). In this sense, they also support the development of relationships based on mutual respect and democratic coexistence in educational spaces.

Svendby (2024) points out that the development of inclusive learning environments in schools requires teachers to develop competencies specifically focused on understanding and valuing the diversity that exists in classrooms so that

learning experiences for all can be meaningful experiences. Therefore, educational inclusion in sociological terms allows us to conceptualize it in terms of a social process that aligns with a movement towards the goal that seeks to promote equity and justice in knowledge and education.

Thus, this area of research studies how social, cultural, and economic factors impact educational opportunities and students' engagement with educational institutions. Thus, education from the sociological perspective offers concepts that can address some of the inequalities in education systems and address strategies that are required to shape an education that is participatory and democratic. Current research attests that higher education organizations have an obligation to create conditions that allow for the participation of all students in their work, regardless of their diversity and background (UNESCO, 2024).

The quality of student inclusion in a university is assessed through the student perception index. Through this, you have a way to see exactly how students value teaching principles and learning experiences in their academic lives. Recent findings in scientific research show that students frequently associate educational inclusion with respect for diversity, active participation, equal opportunities, and teacher support during learning.

Therefore, the analysis of student perception is a comprehensive means of understanding how pedagogical practices are developed in inclusive spaces in higher education. Thus, this notion of pedagogical ethnography and the themes of educational inclusion contribute to an overview of the experiences that emerge from university environments. In this way, the interaction of educational actors and the experimentation of students in practices can discover factors that link the construction of environments that work towards inclusivity. Educational research, therefore, assumes a central role in the production of knowledge that helps to strengthen training processes that promote equity, participation and recognition of diversity in higher education.

2.Methodology

The study is based on a quantitative approach that facilitates the collection and analysis of numerical data focused on the description and understanding of educational phenomena by measuring variables. Such an approach, as Hernández-Sampieri and Mendoza (2018) mention, is based on a systematic process to obtain objective data and data analysis, and seeks to produce findings that are verifiable. In addition, it was characterized as a descriptive study, which specifically aimed to analyze the perceptions of university students related to pedagogical ethnography and educational inclusion as applied in the teaching-learning context.

The descriptive study focuses on describing the properties, characteristics, and profiles of the phenomenon, group, or situation under investigation, revealing a detailed vision of the reality studied (Hernández-Sampieri & Mendoza, 2018). The research design was cross-sectional, not experimental. It was classified as non-experimental since the participants were not deliberately manipulated by the researchers, but observed as they are in reality. Similarly, it was cross-sectional as the data were collected at a single point in time, thus providing an understanding of the participants' perceptions of the phenomenon studied with respect to the time period of application of the instrument.

The population was made up of university students who participated in the study. Since all available participants participated during the information collection period, the sample would match the non-probabilistic convenience sample. Thus, this sampling is the method used to select participants to work on the research due to its accessibility and availability. It was made up of 103 students, 90 female and 13 male. The survey method, which has been considered one of the most widely used for educational research, was used to collect data on the opinions, perceptions and experiences of the participants.

The instrument consisted of a structured questionnaire of 14 closed items with a 5-point Likert response: Never, Almost never,

Sometimes, Almost always and Always. These items were designed to assess aspects related to consideration of student experiences, recognition of learning needs, participation, respect for diversity, academic support, and inclusive teaching practices. The validity of the tool was evaluated through expert judgment, an approach that allowed us to observe the relevance, clarity, coherence and significance of each item in the context of the research objectives.

The questionnaire was reviewed by experts in education and research and recommendations were made and included before its final implementation. The reliability or internal consistency of the instrument was determined with Cronbach's alpha coefficient of 0.98. Hernández-Sampieri and Mendoza (2018) explain that reliability is considered acceptable when values are equal to or greater than 0.70. All recorded data were organized and analysed after using SPSS statistical software. Finally, frequencies and percentages were calculated for each item of the questionnaire to establish students' perceptions of pedagogical ethnography and educational inclusion.

3.Results

Based on the objective of the study to analyze the perceptions of university students about pedagogical ethnography and educational inclusion, a structured questionnaire was applied to 103 participants. The results are presented through frequencies and percentages, organized into dimensions and indicators that allow describing the pedagogical practices perceived by students within their training process.

Table 1: Pedagogical ethnography dimension and contextualization of learning

Items	Never f (%)	Almost never f (%)	Sometimes f (%)	Almost always f (%)	Always f (%)
The teacher takes into account the experiences and opinions of the students during the class.	1 (1,0)	1 (1,0)	10 (9,7)	29 (28,2)	62 (60,2)
The teacher relates the contents to the reality or community of the students.	1 (1,0)	2 (1,9)	9 (8,7)	26 (25,2)	65 (63,1)
The teacher shows interest in knowing the characteristics and needs of the students.	0 (0,0)	1 (1,0)	13 (12,6)	25 (24,3)	64 (62,1)

The results show that 60.2% of students said that the teacher always considers students' experiences and opinions in classroom development, and 28.2% of students found that such practice

almost always occurs. Similarly, only 2.0% say it never, or almost never, happens. In terms of content context, 63.1% of participants say subjects are always contextualized with students' reality or community, while about 25.2% say they almost always are. In contrast, only 2.9% indicated that this rarely occurs. In this sense, when asked about the knowledge of the characteristics and needs of students, 62.1% responded that this action is always carried out, and 24.3% said that it almost always happens. But 12.6% said it only happens sometimes. Overall, the results indicate a favorable perception that elements of pedagogical ethnography were incorporated into the classroom with percentages in all assessment indicators more than 86% in the categories of "Almost always" and "Always" in terms of the indicator categories.

Table 2: Dimension attention to learning needs

Items	Never f (%)	Almost never f (%)	Sometimes f (%)	Almost always f (%)	Always f (%)
The teacher observes learning difficulties to help improve.	0 (0,0)	4 (3,9)	12 (11,7)	34 (33,0)	53 (51,5)
The teacher adapts his explanations when some students do not understand.	1 (1,0)	2 (1,9)	13 (12,6)	32 (31,1)	55 (53,4)
The teacher provides support when a student has difficulty learning.	2 (1,9)	1 (1,0)	10 (9,7)	30 (29,1)	60 (58,3)

The results indicate that 51.5% of students believe that the teacher always identifies learning difficulties in order to implement support, and 33.0% said that this almost always happens. 11.7% said this action happens sometimes. For the adaptation of the explanations, 53.4% of the participants indicated that this practice is always performed and 31.1% stated that it almost always happens. 12.6% said it only happens sometimes. In the area of support provided to students with learning difficulties, 58.3% responded that they always have support from the teacher and 29.1% said that they almost always. From the findings, it can be observed in general that those actions that involve looking for problems, changing methods and providing academic support are highly favorable in terms of perception: the percentages in positive categories exceed 84%.

Table 3: Participation and educational inclusion dimension

Items	Never f (%)	Almost never f (%)	Sometimes f (%)	Almost always f (%)	Always f (%)
The teacher promotes the participation of all students.	0 (0,0)	3 (2,9)	8 (7,8)	28 (27,2)	64 (62,1)
The teacher allows ideas to be expressed freely in the classroom.	0 (0,0)	3 (2,9)	7 (6,8)	27 (26,2)	66 (64,1)
The teacher carries out activities where everyone can participate without exclusion.	0 (0,0)	4 (3,9)	7 (6,8)	25 (24,3)	67 (65,0)
The teacher motivates those who participate little in class.	1 (1,0)	3 (2,9)	11 (10,7)	26 (25,2)	62 (60,2)

According to the results, 62.1% of students believe that teachers always promote the participation of all members of the classroom, and 27.2% stated that this almost always happens. Similarly, 64.1% reported that they can always freely express their ideas and opinions during academic activities, while 26.2% said that this situation almost always occurs. Regarding inclusive activities, 65.0% stated that teachers always develop actions in which all students can participate, and 24.3% pointed out that this almost always happens. On the other hand, 60.2% indicated that teachers always motivate those who participate little in class, while 25.2% stated that this almost always happens. Finally, the results indicate a positive perception of educational participation and inclusion, with percentages exceeding 85% in the categories of "Almost always" and "Always" in all the indicators analyzed.

Table 4: Dimension of respect for diversity and inclusive coexistence

Items	Never f (%)	Almost never f (%)	Sometimes f (%)	Almost always f (%)	Always f (%)
The teacher fosters respect among students.	0 (0,0)	3 (2,9)	9 (8,7)	23 (22,3)	68 (66,0)
The teacher respects the differences between students.	2 (1,9)	2 (1,9)	6 (5,8)	23 (22,3)	70 (68,0)
The teacher creates an environment of respect and inclusion within the classroom.	2 (1,9)	0 (0,0)	8 (7,8)	21 (20,4)	72 (69,9)

The data show that 66.0% of students believe that the teacher always promotes respect among classmates and 22.3% indicated that this practice almost always occurs. Regarding respect for individual differences, 68.0% stated that this action is always evident in the classroom, while 22.3% indicated that it almost always happens. Likewise, 69.9% of the participants indicated that teachers always create an environment of respect and inclusion, constituting the highest percentage in this dimension. The results obtained reflect a highly favorable perception regarding respect for diversity and inclusive coexistence, with percentages close to 90% in the positive categories.

Table 5: Dimension inclusive pedagogical strategies

Items	Never f (%)	Almost never f (%)	Sometimes f (%)	Almost always f (%)	Always f (%)
The teacher uses different strategies so that everyone understands the contents.	0 (0,0)	5 (4,9)	8 (7,8)	28 (27,2)	62 (60,2)
The teacher promotes group work so that students collaborate with each other.	0 (0,0)	0 (0,0)	8 (7,8)	28 (27,2)	67 (65,0)

However, when it comes to inclusive pedagogical strategies, 60.2% of students responded that teachers always implement different techniques for a better understanding of the content, and 27.2% said that this almost always happens. Regarding collaborative work, 65.0% of them stated that teachers always promote group activities aimed at cooperation between peers and 27.2% indicated that group activities almost always occur.

Finally, this dimension is favorable from the point of view of the students, which indicates that the pedagogical strategies implemented in this dimension stimulate participation, collaboration and learning for all classroom participants. To summarize the findings of the study, students are perceived to have positive attitudes towards pedagogical ethnography and inclusion in educational practice. For this reason, the highest percentages are in the category of "Always", "Almost always", which shows that respondents perceive the frequent presence of actions aimed at contextualizing the learning process, responding to educational needs, actively participating, respecting differences, and implementing inclusive pedagogical strategies in a university environment.

4.Analysis and discussion of the results

The synthesis matrix of findings presented here allows the systematic integration of the most relevant results achieved through multiple dimensions addressed in the study. This knowledge is organised according to the main axes of inclusive educational practice, namely pedagogical ethnography and contextualisation, attention to learning needs, educational participation and inclusion, respect for diversity and inclusive coexistence, as well as the pedagogical strategies used in the classroom.

Table 6: Synthesis of research findings

Dimension	Main finding	% favorable (Almost always and Always)	Interpretation
Pedagogical ethnography and contextualization	Teachers consider students' experiences and contexts.	87,7%	There is an orientation towards contextualized and student-centered practices.
Attention to learning needs	Difficulties are identified and academic support is provided.	85,5%	Attention to diversity is evident, although with opportunities for strengthening.
Educational participation and inclusion	The participation of all students is encouraged.	88,6%	A culture of participation and integration predominates.
Respect for diversity and inclusive coexistence	Respect and appreciation of differences are encouraged.	89,7%	Favorable environments for educational inclusion are perceived.
Inclusive pedagogical strategies	Diverse methodologies and collaborative work are used.	89,8%	The strategies used favor inclusive learning.

The results of the dimension of pedagogical ethnography and contextualization of learning

show an 87.7% favorable perception, which shows that teachers integrate students' sociocultural experiences into the educational process. This finding is linked to the sociocultural approach to learning, where the context is a fundamental axis for the construction of knowledge. In Latin America, recent studies indicate that curricular contextualization improves educational relevance and reduces learning gaps. Bravo et al., (2022) show that contextualized pedagogical practices strengthen meaningful understanding in basic education students.

In relation to attention to learning needs (85.5%), the results reflect that teachers identify difficulties and provide academic support, although there are still challenges. This coincides with what De la Cruz-Pantoja et al., (2022) have argued, arguing that educational inclusion in Latin America depends on the system's ability to eliminate pedagogical and structural barriers. Likewise, Estigarribia et al., (2025) point out that attention to diversity requires continuous teacher training and reasonable adjustments in the classroom. Likewise, with respect to educational participation and inclusion (88.6%), it is evident that students have spaces for active participation. This result is related to Vásquez (2024), who states that student participation is a key indicator of inclusive quality in Latin American higher education. In addition, research in Brazil and Chile highlights that active participation improves academic performance and student motivation.

Regarding respect for diversity and inclusive coexistence (89.7%), the results show a positive school climate. This finding coincides with López, Cornejo, and Parra (2023), who found that school coexistence improves significantly when there are institutional policies of inclusion and respect for cultural diversity. Likewise, UNESCO (2021) emphasizes that inclusive education systems promote discrimination-free environments. Finally, the dimension of inclusive pedagogical strategies (89.8%) evidences the use of active and diversified methodologies. This result is linked to Universal Design for Learning (UDL), widely adopted in Latin America. According to Calvo. (2022), the application of UDL increases equity in learning by diversifying methods, materials, and forms of assessment

Final conclusions or considerations

The present study offered a vision of the perception of university students towards pedagogical ethnography and educational inclusion, which suggests that both are fundamental factors for the development of teaching-learning processes in the current context. Practically, the results offer useful insights into the abilities of teachers and universities to identify strengths in the contextualization of learning, and the facilitation of student participation and inclusion, a consideration of diversity, and an incorporation of inclusive pedagogical methods.

These results could be used as a basis for the design of teacher training programmes, as well as pedagogical support systems and institutional activities aimed at establishing an inclusive educational culture. With respect to the established objectives, it is assumed that these were sufficiently met, since it is possible to investigate the opinions of students on pedagogical ethnography practices and educational inclusion practices. Based on the results presented, favorable patterns were found in all aspects of the dimensions in which teacher behaviors were observed aimed at supporting the recognition of diversity and developing inclusive learning contexts.

However, viewed critically and reflectively, it is fair to recognize that this is research based on learner perception and cross-sectional findings, so the results are not necessarily indicative of a particular problem and do not allow for the formation of a theory or the observation of changes over time. Likewise, the results emphasize the importance of continuing to develop individual attention to learning needs, a factor that, although evaluated relatively strongly, had slightly lower percentage levels in relation to other dimensions.

In that sense, it is particularly relevant to advocate for educators' professional learning for academic support strategies through academic support planning, pedagogical adaptations, and sensitivity

to diversity, providing more opportunities for students to learn. The future is suggested as an alternative for research using mixed methods, such as combining quantitative information, interviews, focus groups, and classroom observation, towards a deeper understanding of learning experiences. It would also be important to add the perspective of teachers and academia to compare ideas and develop a deeper understanding of the phenomenon we are studying.

It is also imperative to recommend that researchers examine whether there are disparities or differences between universities or in fields of professional preparation to explore the conditions that are conducive, as well as restrictive, towards the application of inclusive practices. Last but not least, as a general matter, it is suggested that institutional policies with the purpose of educational inclusion be reinforced by establishing contextualized teaching methods, training teachers in the practice of inclusive education, and providing the means for the active participation of all students. Through these actions, more equitable educational environments will be favored, respectful of diversity and committed to quality higher education for all.

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