

INPLASY

INPLASY202570121

doi: 10.37766/inplasy2025.7.0121

Received: 30 July 2025

Published: 30 July 2025

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The interface between inclusion and creativity: a qualitative scoping systematic review of practices developed in High School

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ADMINISTRATIVE INFORMATION

Support - FAPESC N.º 20/2024.

Review Stage at time of this submission - This protocol is being registered retrospectively. These review has been completed but not published.

Conflicts of interest - None declared.

INPLASY registration number: INPLASY202570121

Amendments - This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 30 July 2025 and was last updated on 30 July 2025.

INTRODUCTION

Review question / Objective This research aims to analyze inclusive pedagogical practices that favor creativity in the High School context.

This study prioritizes an approximation between creativity and inclusion through a Qualitative Scoping Systematic Review proposal, aiming to analyze inclusive pedagogical practices that promote creativity in the high school context. To achieve this objective, three research questions were formulated: (I) What inclusion strategies have been proposed for high school? (II) Do these strategies enhance creativity? (III) What correlations can be identified between the proven productions?

Background The paradigmatic change in the educational field has been the focus of studies that

discuss education worldwide (Morin, 2015, 2018). The need for urgent changes in the education area, especially observed since the pandemic caused by SARS-CoV-2 (Severe Acute Respiratory Syndrome Coronavirus 2), besides the constant natural disasters and the conflicts and wars around the world, has shown that it is nonsense to work in educational contexts without questioning what is studied, bringing the curricular content study closer to real local and global demands and, mainly, to the real needs of students.

Rationale The concept of inclusive education is one of those proposals that has been consolidating itself as a legal right over the last few years, driven especially by global movements that have their origin in discussions about Human Rights. This is a paradigm committed to ensuring that all students, including those with disabilities, global developmental disorders, and high abilities/

giftedness, have access to regular school and the possibility of remaining in it, favoring their learning and development (Pletsch, 2020).

An inclusive school is a space of welcome and inclusion for all these students, as well as for those with some special condition – temporary or permanent illness, victims of abuse, war refugees, or those in other vulnerable conditions, such as occurred with some of the immigrants who move between countries seeking better living conditions that are not viable in their home countries. And, although the school being one of the fundamental spaces for inclusion, there are many different scenarios and contexts that can favor the development of inclusive practices, such as hospitals and museums.

Specifically, in the school context, it is necessary to ensure that educators transpose public policies into inclusive practices for every student, contributing to the consolidation of inclusion as a legal right. In this sense, different studies indicated that inclusive practices, in addition to inclusion itself, are the basis for experiencing an inclusive culture (Valdés, 2023). These inclusive practices are essential elements for student development, mostly when teachers use multiple methodological approaches that can value differences (Mantoan, 2015).

Despite the recognition of different possibilities for inclusive practices, not all of them guarantee effective learning, resulting in frequent school failures and even the mischaracterization of inclusion (Sassaki, 2023). Therefore, it is understood that, besides being in a school committed to inclusive practices, students must be truly inserted in that context, experiencing and developing themselves by means of the different practices that are offered in that environment (Mantoan, 2021).

METHODS

Strategy of data synthesis A preliminary bibliometric mapping conducted with VOSviewer visualized term co-occurrence, providing an evidence-based framework for thematic categorization;

Subsequently, the extracted text segments were organized into thematic categories encompassing (i) inclusive pedagogical practices, (ii) creative pedagogical practices, and (iii) interfaces between inclusion and creativity, in order to explore patterns and divergences.

The four reviewers who conducted the data extraction collaboratively synthesized the findings. Given the qualitative nature of the review and the small corpus (25 studies), the need for interactive discussion during theme development allowed for

the examination of subjective aspects, which were addressed through documented consensus meetings.

If the review team arrives at divergent interpretations when grouping codes or formulating categories, the point of disagreement is discussed, each member presents their rationale, and a collective consensus is reached.

Eligibility criteria Type of Articles: Empirical articles and case studies. Publication Criteria: Publication period: between 2008 and 2025. Written in English, Portuguese, or Spanish. Theme/ Keywords: Inclusive education or pedagogy; school or hospital teaching; teaching; creativity. And regarding the context: Link with High School (15 to 18 years old); School and Hospital Context.

Source of evidence screening and selection To identify the most relevant articles on the topic of this review, a search was conducted in seven databases: Web of Science, Core Collection, Current Contents Connect, Scielo Citation Index, KCI – Korean Journal Database, Medline, Biosis Citation index, and Biosis Previews, where 369 articles were initially found. These were imported into Rayyan, the software chosen by the team to screen the references.

We managed screening with Rayyan, using dual independent reviewers and blinding enabled in the calibration rounds. After deduplication, the database contained 368 records. We conducted a pilot calibration on 10% (35/368) of titles/abstracts on 14 April 2025 with all team members; as consensus was not achieved, a second calibration round was performed on 18 April 2025, after which consensus procedures were agreed.

Subsequently, two reviewers independently screened all titles/abstracts in Rayyan, with disagreements resolved by discussion. This stage led to the exclusion of 284 records, leaving 84 for retrieval. Eight records were excluded because the full text could not be retrieved through institutional subscriptions or open repositories, resulting in 76 full texts assessed. Following full-text screening against the predefined eligibility criteria, 51 studies were excluded, yielding 25 studies included for charting and synthesis.

The overall process and counts are summarized in a PRISMA 2020 flow diagram, documenting identification, screening, eligibility, and inclusion. Screening decisions were recorded in Rayyan, and an audit trail of consensus resolutions was maintained.

Data management We will manage data in three layers: (1) identification/screening, (2) extraction (data charting), and (3) synthesis. Search records

and screening decisions will be maintained in Rayyan (with .csv/.xlsx exports and decision logs), while full references and PDFs will be stored in Zotero (.bib/.ris). The master repository will be Google Drive (folders for search, screening, extraction, and synthesis). Access will be restricted to the team during the study; public sharing of derived datasets (extraction spreadsheets, the codebook, PRISMA diagram, and VOSviewer-generated datasets, such as term co-occurrence matrices, network/map files, and parameter logs) will occur upon study completion. We will not collect personal data; we will work exclusively with published information (LGPD-compliant). Minimum retention: 5 years after publication.

Reporting results / Analysis of the evidence The results were reported in accordance with PRISMA-ScR. Study selection was documented using a PRISMA 2020 flow diagram. Data were presented in a table containing the main characteristics of the studies (country, research objectives, definitions adopted for inclusion and creativity, and the inclusive and creative practices implemented).

To contextualize the corpus, we included bibliometric visuals generated with VOSviewer (term co-occurrence maps), used in a strictly descriptive manner.

The evidence was synthesized through a qualitative narrative synthesis. We conducted a constant comparative analysis to generate: (a) practice typologies; (b) plausible mechanisms linking practice features to creativity-related outcomes under inclusion aims; and (c) contextual contingencies (e.g., mainstream vs specialized school settings; regional patterns).

Presentation of the results Regarding the selection process, with a time (between 2008 and 2025), 368 articles were identified, of which 25 were chosen for this study. We presented the main analytical categories that were the focus of analysis in the 25 selected articles, containing the names of the authors, the home country, the purpose of the studies, the inclusive practices presented, and the evidence of the interface between inclusion and creativity, facilitating the understanding of the scope and contributions of the selected studies, in addition to allowing an insight into the approaches, gaps, and trends of the researched ones (We were presented these results in the proposal manuscript in Table 1).

The obtained results allowed three views of analysis: network visualization, the density of the researched themes, and the publication period of the 25 articles.

The results show that schools and other environments help to produce various practices,

filled with creative suggestions, developed by teachers who accept diversity and are committed to social justice. It is concluded that the teacher's role is crucial in the relationship between inclusion and creativity. In times of adversity, limited resources, and a lack of support, curriculum flexibility, empathy, and the recognition of students' rights are essential to ensure equity in education.

Language restriction The choice of productions in Spanish, English and Portuguese may have resulted in the loss of information from other sources, constituting a limiting factor in the research. The option for productions.

Country(ies) involved Brazil - Universidade do Alto Vale do Rio do Peixe - UNIARP.

Keywords High School; inclusion; creativity.

Dissemination plans We will apply the qualitative scoping systematic review manuscript in a scientific review.

Contributions of each author

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