

Quick Start Guide to Inclusive Teaching Practice

Teaching inclusively means thinking about how the diversity of our students can enhance your curriculum and teaching practices. Even if you just make one or two changes at first this will be hugely beneficial and you can build on these incrementally. Here are some tips for getting started.

Tips for Creating Inclusive Reading/Resource Lists

- Consider how diverse your reading/resource lists are. Do they include works from non-Western perspectives, disabled people, women, LGBT+ and BME authors? As a pre-class activity, you could ask your students to find a resource or example to share that provides a different perspective on the topic.
- How accessible are the materials you recommend? Print-based resources can be challenging for some students so provide both print and modifiable online options where possible. Remember the library can provide accessible scanned copies (within copyright limits).
- Signposting within reading lists can really help. Do your lists make it clear whether students need to read a chapter or the whole book? Do you identify weekly reading and if so, is there an online copy? Do you provide prompt questions to help guide students' preparation?

Tips for Curriculum Design

- Rather than thinking about 'catering to diverse needs', think about whether your curriculum and/or teaching methods present barriers to learning. The most useful way of doing this is to ask questions about the curriculum and your teaching methods. For example:
 - Do you rely on teaching methods that are likely to engage a particular type of learner more than others?
 - Does your content rely on culturally-specific background knowledge?
 - Are there threshold concepts that need clear and well timed introductions?
- Think about how learners with protected characteristics or disabilities can enhance the curriculum. What can they teach you about inclusion? For example, involve students in generating their own learning resources such as quiz questions and answers or curating and evaluating multimedia content such as videos, TEDtalks, Wikipedia as well as academic resources that reflect different viewpoints.
- Ask your students to help build knowledge by creating a module glossary in a wiki. This can make subject specific language more accessible and also help you to see where students from different backgrounds find academic language difficult.
- Think about whether your assessment methods favour one type of learner over another and if so how can you diversify assessment to better support diverse students and reduce the need for adjustments (which can have the effect of singling out those students who use them).

Tips for Inclusive Learning Development

LSBU students come from many different educational backgrounds. Including some of the following activities will help all students to develop their academic practices.

- Include short writing exercises in seminars every week. These can help consolidate concepts as well as help develop student confidence. If students peer review their work, they don't need to take up extra marking time.
 - Eg. paragraph exercises based on a difficult concept
- Make sure you 'have the conversation' with your students about critical thinking. Critical thinking has different meanings in different contexts eg literature reviews and methodology sections focus on different critical skills. Discussing what you mean with your students will help make this clear.
- Don't assume your students have the same understanding of an assignment brief as you do. Analysing the question as a class activity or including a marking exercise using the criteria can help with student engagement and confidence.
- Look at your assessments and identify what academic practices the students need in order to be successful. Include class exercises across the semester, starting with the basics and building on them to help your students gain practice and confidence.
 - Eg. at level 4, start students reading and answering questions that critique simple journal extracts then move on to more complex texts.