

Inclusive learning and teaching: Quick advice overview

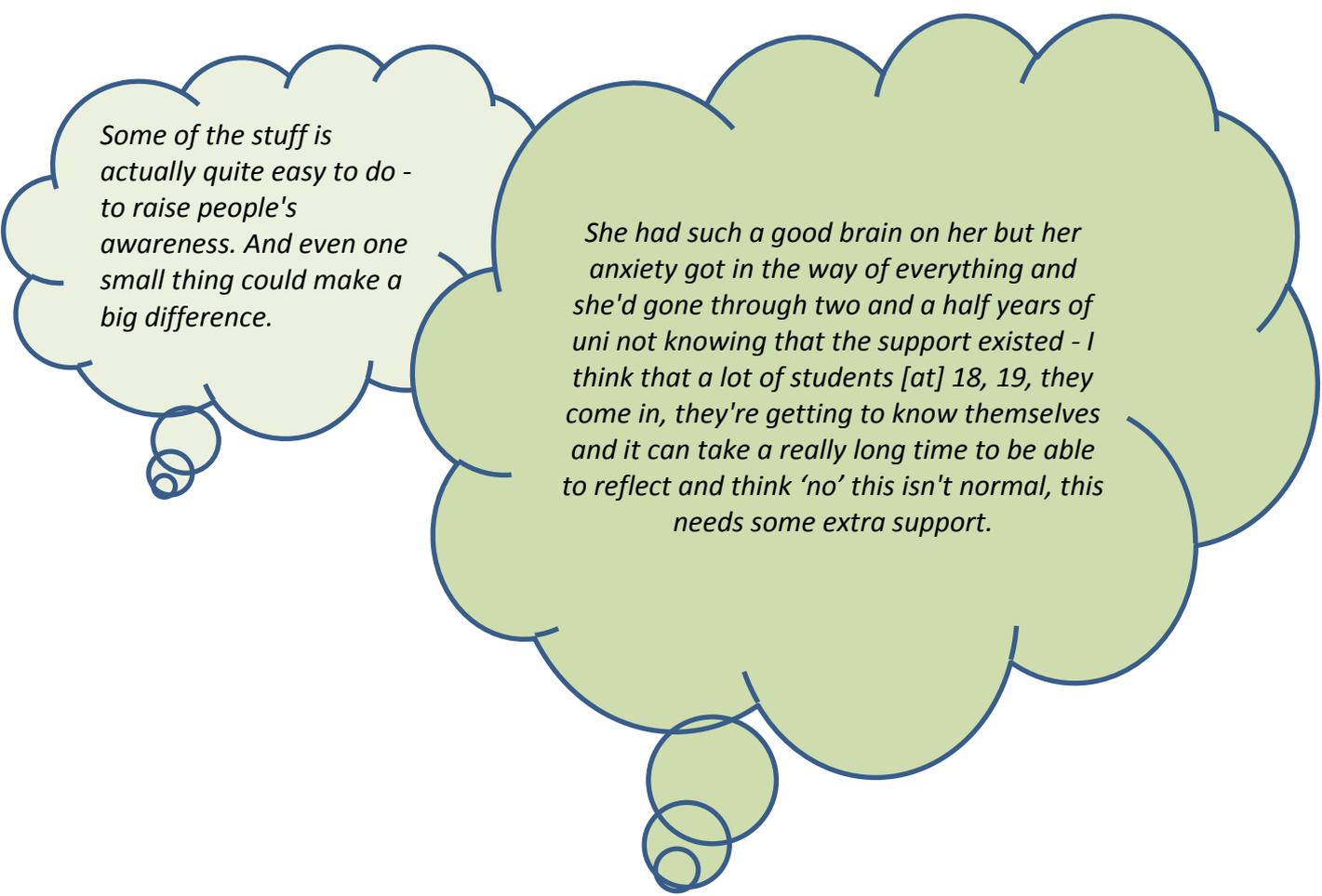


Inclusivity is a journey – it is not about being all things to all people all of the time but about continually reflecting on teaching practice and asking, how can I do better?

What?	How?	Why?
<p>Recognise each student has individual needs whether assessed or not</p>	<p>Familiarise yourself with each cohort and develop a culture in your sessions that values diversity.</p> <p>Invite those who may have requirements to talk about what might be best for them.</p> <p>Utilise your pastoral role: be aware of what support services are available in order to refer students to the right place.</p> <p>If in doubt, ask the experts.</p> <p>Read about specific conditions on the relevant Disability Assist (DAS) web pages.</p> <p>Watch our videos of students talking about their diverse learning needs, abilities, backgrounds and experiences.</p>	<p>Everyone is different: <i>once you have met one person with Asperger's, you have met one person with Asperger's!</i></p> <p>Relates to principles given by QAA quality codes, HEA professional standards, and Plymouth University teaching and learning strategies.</p> <p>Early needs assessment or any other steps taken to reduce levels of anxiety will pay dividends and benefit all students' learning.</p>
<p>If relevant, familiarise yourself with the roles and responsibilities of non-medical helpers (NMH)</p>	<p>Read the information in the NMH reference manual, part three in particular.</p> <p>Sensitively establish expectations, responsibilities, and classroom behaviour with the student and the NMH.</p>	<p>There are frequent misunderstandings: for example, an NMH may attend sessions on the behalf of their student if s/he has regular medical appointments.</p>

What?	How?	Why?
<p>Make resources accessible and consistent</p>	<p>Follow our quick guide on Designing courses and materials.</p> <p>Make course materials available online at least 24 hrs in advance; earlier if possible.</p> <p>Ensure course materials are visually clear, watch a 10 minute video 'Making our documents more accessible' from Anglia Ruskin University.</p> <p>Minimise use of jargon and cultural references; provide a glossary.</p>	<p>This will allow students to process, prepare, and modify into alternative formats that may be more suitable for their needs and personal preferences.</p> <p>Ensures material is universally understood.</p>
<p>Constantly encourage dialogue and interaction</p>	<p>Read our quick guide on Preparing for lectures.</p> <p>Use a variety of teaching strategies, activities, and assignments.</p> <p>Use ice breakers, personal reflection and facilitate other in-class activities and peer-to-peer discussions.</p> <p>For further guidance, read our quick guide on Facilitating group work and the 7 Steps to: Enhancing large group teaching.</p>	<p>Accommodates the needs of more/all students.</p> <p>Helps students to connect with each other; encourages peer discussion and peer support.</p> <p>Helps you to learn about and connect with your students.</p>
<p>Communicate clearly, consistently, and flexibly</p>	<p>Read our quick guide on Communicating with learners.</p> <p>Formulate ground rules with your students on your and their responsibilities.</p> <p>Provide clear guidelines on extent of tutor availability and support, e.g. email response time.</p> <p>Give instructions verbally and visually.</p>	<p>Manage expectations and reduce anxiety, especially amongst learners with low levels of confidence.</p> <p>Allows students to develop a strategy to cope with potentially difficult aspects.</p> <p>Encourages professional attitude.</p>

What?	How?	Why?
<p>Manage group work sensitively and fairly</p>	<p>Read our quick guide on Facilitating group work.</p> <p>Give adequate advance notice of sessions that will involve group work or small group activities.</p> <p>Formally allocate group membership.</p> <p>For further guidance have a look at the 7 Steps to: Using group work in your teaching; Enhancing large group teaching and the Group work pages.</p>	<p>Gives students time for preparation, including a strategy to cope with potentially difficult aspects.</p> <p>Allows for individual strengths and more professional attitude.</p>
<p>Aim to assess inclusively</p>	<p>Read our quick guide on Rethinking assessment.</p> <p>Provide flexibility in how students demonstrate their knowledge and how you assess this by varying assessment type (e.g. presentation, lab report, reflective portfolio); allow choice in assignments (e.g. between topics or students set their own questions).</p> <p>Our Case studies of good practice of inclusivity initiatives across the university might provide inspiration.</p> <p>Prepare and support students in the assessment process by giving clear guidelines, access to marking schemes, assessment specific tutorials; provide opportunities to practise via class tasks or formative assessment. See Assessment pages for further guidance, including 7 Steps to: Inclusive assessment.</p> <p>Check on Unit-e for details of any modified assessment requirements.</p>	<p>To meet inclusivity requirements and allow for individual strengths and different learning styles.</p>
<p>Consider implications of field/practical work</p>	<p>Read our quick guide on Organising field work and practical activities.</p> <p>Provide briefing well in advance. Establish any support requirements.</p> <p>Scroll down to read ‘Placements’ and ‘Fieldwork’ provided on the DAS website.</p>	<p>Allows for time to become familiar with equipment or location.</p> <p>Additional space may be required for a support worker.</p>



Some of the stuff is actually quite easy to do - to raise people's awareness. And even one small thing could make a big difference.

She had such a good brain on her but her anxiety got in the way of everything and she'd gone through two and a half years of uni not knowing that the support existed - I think that a lot of students [at] 18, 19, they come in, they're getting to know themselves and it can take a really long time to be able to reflect and think 'no' this isn't normal, this needs some extra support.

Further information:

<https://www.plymouth.ac.uk/your-university/teaching-and-learning/inclusivity>

<https://www.plymouth.ac.uk/student-life/services/learning-gateway/disability-and-dyslexia>