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Inclusive Teaching - a route towards connected and innovative learning experience

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What is inclusive teaching?

A. Innovative teaching which promotes the best in each student, it is interactive and good fun.

B. Connected teaching which promotes interdisciplinary research and entrepreneurship.

- C. Teaching which ensures different students' learning needs and preferences are met regardless of background, learning style or abilities.

- D. Teaching which protects the diverse student body and creates a supportive environment.

Inclusive learning and **teaching** in higher **education** refers to the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all. (HEA Academy)

Involve me and I learn!

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❖ Richer student experience

❖ Students better equipped with transferable skills

❖ Deeper engagement with learning regardless of background, experience or protected characteristic (gender, race, socio-economic background) religion, belief or no belief, sexuality, disability, B&EM).
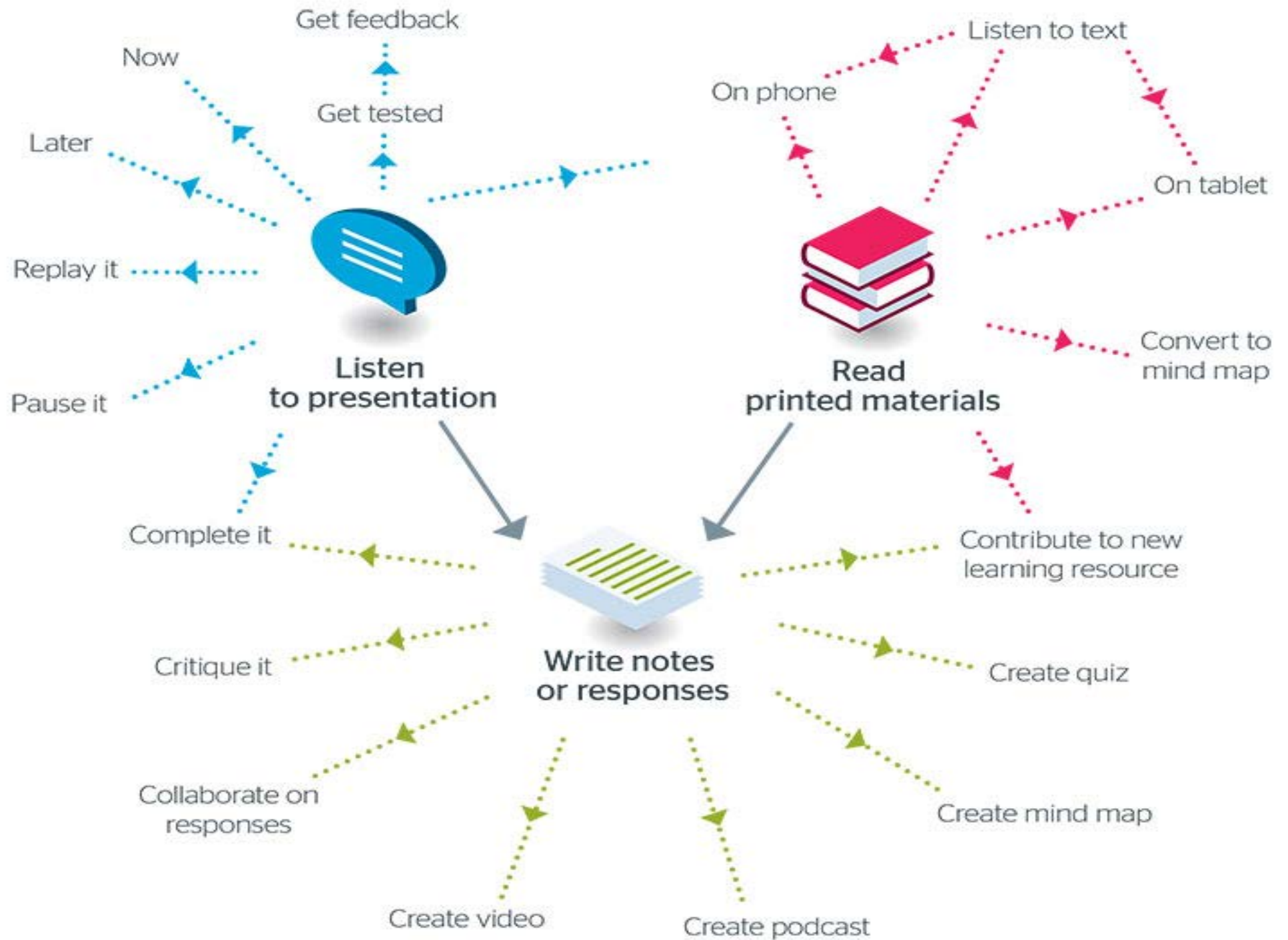
Course Design -Checklist

- Inclusivity principles are embedded at course validation and review stages (teaching, labs, placements, alternative/inclusive assessment and feedback).

- Student voice in course design crucial!

Inclusivity is a journey!

All of us do not have equal talent, but all of us should have an equal opportunity to develop those talents.

References:

Brown, S. and Glasner, A. (2003). Assessment Matters in Higher Education: Choosing and Using Diverse Approaches. Third edition. Buckingham: Society for Research into Higher Education and Open University Press.

Craddock, D. & Mathias,B, H. (2009). Assessment options in higher education. Assessment & Evaluation in Higher Education, 34 (2), 127-140.

Francis, R. A. (2008). An investigation into the receptivity of undergraduate students to assessment empowerment. Assessment & Evaluation in Higher Education 33 (5), 547-557.

Hockings, C., Cooke, S., and Bowl, M. (2010) Learning and teaching in two universities within the context of increasing student diversity: complexity, contradictions and challenges. *in* David, M. (ed.) *Improving learning by widening participation.* London: Routledge.

Mahony, J., Thomas, L. and Payens, J. (eds) (2013) Building inclusivity: engagement, community and belonging in the classroom – interviews with Rowena Arshad, Vicky Gunn, Ann-Marie Houghton and Bob Matthew.
https://www.heacademy.ac.uk/sites/default/files/building_inclusivity_introduction_8.pdf

Ward, C. (2009) DIY Toolkit for Alternative & Inclusive Assessment Practice Centre for Academic Development and Quality, Nottingham Trent University.

Inclusive Teaching and Learning in Higher Education as a route to excellence.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/587221/Inclusive_Teaching_and_Learning_in_Higher_Education_as_a_route_to-excellence.pdf

King's College London

http://www.kcl.ac.uk/study/learningteaching/kli/index.aspx

Plymouth University

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

Association for Higher Education Access and Disability

https://www.ahead.ie/inclusiveteaching

Trinity College Dublin –TIC project

https://www.tcd.ie/CAPSL/TIC/

Inclusive Education Tool Kit

http://www.tictool.ie

'The Dynamic Curriculum: Shared Experiences of On-going Curricular Change in Higher Education', which includes a chapter on the Trinity Inclusive Curriculum (TIC) strategy.

https://www.tcd.ie/CAPSL/TIC/assets/pdf/Dynamic_Curriculum_shared_experiences_of.pdf