UNIVERSITY OF CAMBRIDGE
Cambridge Centre for Teaching and Learning

International Network of Inclusive Practice

Inclusive teaching and learning in higher education: theory and practice

Virtual conference 2021

Monday 21st – Friday 28th June

Opening Address

Professor Deborah Johnson, Pro Vice-Chancellor (Education), London South Bank University.

Keynote Speaker

Dr Jo Rushworth, Associate Professor and National Teaching Fellow, De Montfort University.

Programme

Monday 21st – Friday 25th June 2021

Monday 21st

12.30   Welcome address and introductions

Dr Mike Wray, International Network of Inclusive Practice

Dr Ruth Walker, Cambridge Centre for Teaching and Learning; John Harding, Disability Resource Centre, University of Cambridge; Rensa Gaunt, Disabled Students' Officer, Cambridge SU

1-1.45   Keynote address 1

Professor Deborah Johnston, London South Bank University

1.45-2   Break

2-3.30[1]   Presenter session A

1	2-3.15 Workshop	From awareness to practice: promoting effective approaches to teaching neurodiverse students. *Maria King, Edinburgh Napier University & Annie Bryan, Coventry University.*
2	2-3.15 Workshop	Barriers to teaching and learning: building the inclusive online classroom. *Kirstie Preest, Claire Sewell, & Lynne Meehan, Cambridge University.*

Tuesday 22nd

10.30 -11.45pm   Presenter session B

3	10.30 – 11.30 Discussion Paper	Embedding Inclusive Practice across an Institution. Experiences from Languages, Cultures and Societies, and STEM at the University of Leeds. *Hanem El-Farahaty, Terence Kee, & Jenny Brady, University of Leeds.*

1 – 2.15pm   Presenter session C

4	1 – 2 Discussion paper	Developing an International Resource to Support Lecturer Engagement with Students who have Learning Needs and Disabilities. *Patrick Clark, Sharon Smith Richard Woolley, University of Worcester.*

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[1] Each presenter session will be followed by an additional 15 minutes when the MS Teams link will remain live and will be available for delegates to stay within the virtual session room and discuss issues raised by the workshop and to network.

Wednesday 23rd

10.30 – 11.15   Keynote address 2

Dr Jo Rushworth Associate Professor and National Teaching Fellow, De Montfort University

11.30 – 1   Presenter session D

5	11.30 – 12.30 Discussion paper	Inclusive Practice Partnerships: decolonising in partnership. *Jo Hall & Catherine McConnell, University of Brighton*
6	11.30 – 12.45 Workshop	#HealthyDMU – DeMontfort University's whole university approach to student health and wellbeing. *Caroline Pandya & Leanne Herbert, De Montfort University.*

1.30 – 3   Presenter session E

7	1.30 – 2.45 Workshop	Anxiety and Learning in Higher Education. *Kate Connery and Victoria Mann, Sheffield University*
8	1.30 – 2.45 Workshop	Embedding inclusion throughout every student's journey. University of Westminster. *Dr Claire Robertson & Daniela de Silva, University of Westminster.*

Thursday 24th

1 – 2.15   Presenter session F

9	1 – 2 Discussion paper	Postgraduate Perceptions of Universal Design for Learning (UDL). *Kevin Merry, De Montfort University.*

3.30 – 4.45   Presenter session G

10	3.30 – 4.30 Discussion paper	Cripping Pandemic Learning in Higher Education: Observations From Two Disabled Graduate Students in Canada. *Danielle E. Lorenz University of Alberta & Hannah Sullivan Facknitz, University of British Columbia.*

Friday 25th

12.30 – 2   Presenter session H

11	12.30 – 1.45 Workshop	A recipe for equitability in higher education - fostering inclusion in university teacher educator programmes. *Sarah Rhodes & Theresa Loughlin University of Wolverhampton.*

2.15 - 3   Hot topics discussion groups – networking

3pm   End of conference

Keynote Speaker

Dr Jo V Rushworth

Associate Professor and National Teaching Fellow, De Montfort University

Bringing UDL to life across an institution: principles to pedagogy and post-COVID-19

Universal Design for Learning (UDL) is an inclusive pedagogic framework for designing flexible curricula which allow all learners to master their subject. The three guiding principles of UDL provide multiple ways for learners to engage and feel motivated, to acquire information and to demonstrate their learning. Thus, UDL can create equitable, barrier-free opportunity for diverse learners in the classroom. UDL was first adopted by De Montfort University five years ago and is now one of the three pillars of our learning and teaching strategy. Jo played a key role in the implementation of UDL as a "UDL Champion", in the co-creation of a new Postgraduate Certificate in Teaching and Learning in Higher Education (PGCLTHE) as an exemplar of UDL, and in creating and delivering UDL-based staff training. Jo obtained her National Teaching Fellowship in 2018 for her work on UDL and inclusive approaches to education and staff training. In this talk, she will talk about her experiences of helping to bring UDL to life across an institution, share some examples of staff guidelines and practice for face-to-face and remote teaching, and propose a key role for UDL in reimagining the post-COVID-19 vision for inclusive Higher Education.

Biography

Dr Jo Rushworth is a DMU Teacher Fellow and Senior Lecturer in Biochemistry in the School of Allied Health Sciences. Jo's main research area is Alzheimer's disease, which is the most common form of dementia. Her recent research has focussed on developing a portable biosensor as cheap and easy way of diagnosing Alzheimer's disease sooner. Recently, Jo invented a new biochemical method which she named "midland blotting" in homage to her Leicester roots. During her Wellcome Trust-funded PhD at the University of Leeds, she studied the structural and molecular biology of Alzheimer's disease.

Jo has a diverse research and teaching background, having worked in a microbiology laboratory during a year spent in Paris, a National Gatsby scholarship-funded project looking at gene silencing in the Sainsbury Laboratory in Norwich and various other projects including molecular biology, cloning, protein expression and purification and structure-based drug design in chemistry.

Being a Teacher Fellow, Jo is extremely passionate about teaching and learning. She is currently developing apps and podcasts for learning and revision at University, as well as having a strong interest in international students' learning. Prior to lecturing, Jo was also a secondary school Chemistry teacher and her students won national awards for their A level and GCSE results.

Jo is media trained and has co-written press releases to accompany her recent Alzheimer's disease research, which was published in national and international media, as well as being tweeted by Richard and Judy!

Session 1

From awareness to practice: promoting effective approaches to teaching neurodiverse students.

Maria King, Academic Liaison Librarian & Annie Bryan, Academic Developer, Coventry University.

Overview

This workshop explores ways in which we are enabling academic staff to effectively support neurodiverse students at Coventry University (CU). Having identified a need for more targeted development opportunities in this area, we established a cross-institutional collaboration to design and develop interactive webinars for colleagues involved in teaching.

Aims

The aims of our conference workshop are as follows. Firstly, we will replicate aspects of the CU webinars to enable conference participants to explore the experiences of neurodiverse learners, and practical ways in which staff can effectively support them, via a series of case studies. Secondly, we will explore the impact that our collaboration has had so far, as well as considering next steps to build on this starting point. Finally, we will reflect on our ongoing work at CU to consider how previous participants have changed their teaching and assessment practices in response to the webinars, or intend to do in future.

Background

As a large and fast-growing modern university, CU has a strong focus on teaching excellence and student experience. Our collaboration came about following conversations within CU's recently established Community of Practice (COP) for Inclusive Online Teaching and Learning. This is a group of colleagues who are keen to promote positive change in this area, in line with the social model of disability. Having met via the group, we wanted to provide practical training for our CU colleagues that would embrace the variety inherent within individuals' brains, as reflected the term "neurodiversity". We are well placed to do this due to our complementary job roles. As part of the Academic Development team, Annie facilitates professional development for teaching staff, and has a particular interest in inclusive educational practice. Maria is an Academic Liaison Librarian developing and delivering academic skills teaching, and is also autistic and dyspraxic, so has brought her lived experience to the development of the COP and the webinars.

Session 2

Barriers to teaching and learning: building the inclusive online classroom

Kirstie Preest, Librarian and Fellow, Murray Edwards College

Claire Sewell, Research Support Librarian (Physical sciences), University of Cambridge

Lynne Meehan, Engineering and Technology Librarian, University of Cambridge

Abstract

Moving teaching online has required us to think about inclusivity in a more tailored way. What lessons can we then take back to face to face teaching to make them more inclusive?

This session will look at some of the challenges involved in moving your teaching online and the common barriers that students face in accessing virtual sessions. The session aims to encourage a discussion of equality, diversity and inclusion principles and how this can be applied to the pivot to online teaching.

Session content

- Introduction to moving your teaching online and the need to think broadly about potential barriers to engagement across our student community (15 mins).
- Group discussion – using breakout rooms, participants will be encouraged to think about the potential barriers to online education experienced by one of three student case studies: a male mature student with depression, a female undergraduate student from a Middle Eastern background (exploring implicit bias), a non-binary postgraduate with dyslexia and ME. Participants are asked to identify issues the student will face whilst learning online and critique potential solutions. Breakout room participants will record their discussions on a Padlet board in response to scaffolded prompt questions, given by the breakout room facilitator (20 mins).
- Whole group feedback/discussion - participants will feed back their discussion of potential barriers and solutions to the whole group. Further group discussion aims to identify common themes and clarify achievable solutions for each participants context (25 mins).
- Introduction to universal design and how it can be applied to the development of online teaching to create inclusive online learning (15 mins).

Session 3

Embedding Inclusive Practice across an Institution. Experiences from Languages, Cultures and Societies, and STEM at the University of Leeds.

Hanem El-Farahaty, School Academic Lead for Inclusive Practice, School of Languages, Cultures and Societies

Terence Kee, School Academic Lead for Inclusive Practice, School of Chemistry

Jenny Brady, University of Leeds.

Abstract

The University of Leeds introduced a set of baseline standards for inclusive learning and teaching in 2018, as a framework for embedding change within this large, diverse and complex institution. The need for local champions among the academic community was recognised as a vital element within this cultural shift, and from the start of the 19-20 academic year, 28 School Academic Leads for Inclusive Practice (SALIPs) were appointed across all faculties, coordinated through the Leeds Institute for Teaching Excellence. This session will provide an opportunity to hear from two of those SALIPs, one from the Arts and one from STEM, on the successes and challenges of embedding inclusive teaching within our own disciplinary areas.

Both the School of Languages, Cultures and Societies (LCS) and the School of Chemistry (SoCh) are sizeable schools within the University. LCS hosts a wide variety of European and non-European languages and a large suite of undergraduate and taught postgraduate programmes whereas the SoCh has a slimmer collection of programmes albeit with a range of learning opportunities. We will discuss our roles in supporting staff to meet the baseline standards and to embed inclusive practice in all aspects of learning and teaching across both Schools (e.g raising awareness, promoting resources, and learning opportunities in relation to digital accessibility and consistency of inclusive practice in online delivery and engagement).

We will show how we have worked with key colleagues across both schools and faculties to understand and improve the experiences of students, engaging more closely with them as partners. We will talk about how we have used student voice sessions, surveys, Student Staff Partnership Forums, and intercultural events in order to improve student learning and the overall experience while fostering a sense of belonging for all students. Finally, we will demonstrate examples of good practice and challenges of embedding inclusivity in learning and teaching across both the languages and STEM sectors online during the pandemic.

Session 4

Developing an International Resource to Support Lecturer Engagement with Students who have Learning Needs and Disabilities.

Patrick Clark, Research Associate, University of Worcester
Sharon Smith, Senior Lecturer, University of Worcester
Richard Woolley, Professor of Education and Inclusion, University of Worcester

Abstract

The SCALE Project (Student Centred Adult Learning Engagement in Higher Education) is a three year Erasmus+ funded project, ending in July 2021. Its aim is to develop a toolkit of resources and e-learning course to support lecturers working on degree-level courses to support their students who have learning needs and disabilities. It is led by a team at the University of Worcester, UK, working with partners in Italy, Poland and Spain. The project takes a dual approach to supporting learning through both bespoke provision for students and a Universal Design approach.

Initially the project team consulted with academics in each partner country to identify the kinds of needs they encountered amongst their student population, the areas where they felt additional learning and training would be of benefit to them, and any resources they used at that time. The next stage of the process was to develop a toolkit of high quality resources to support lecturers and those engaged in student support services, involving both the project team and key stakeholders in universities in their evaluation through individual review and focus groups. Subsequently a series of scenario-focussed case studies was developed to explore the areas of need most commonly encountered by the lecturers. Five of these focus on student needs, namely, Autism, ADHD, Mental Health, Physical Needs and Specific Learning Difficulties (SpLD). Five others explore approaches to pedagogy including tutorials and one to one support, reading and research (i.e. study skills), lectures and classroom learning, online learning, and seminars and group work.

In terms of challenges in identifying resources for the project, there is a sense that each partner took a slightly different approach to their collection e.g. focussing on international resources or resources from their own context. It was not always easy to decide what constituted best practice, as the term is relative and is perhaps contextual-specific. Finding open access resources complicated the process, as it was essential that materials would be freely available for use within the project and following its completion.

Key themes emerging from review, questionnaires and focus groups are: understanding the difficulties that students face and how best to support the lecturer in facilitating inclusive learning; the different perspectives of inclusion across partners; what cultural values we need to consider when supporting inclusive practice (e.g. in some contexts there is no expectation that students with learning needs or disabilities will access a university education); the diverse barriers and challenges encountered by both students and lecturers; and the variety of requirements within policy and legislation across partner countries.

The session will comprise of a presentation on the SCALE Project (20 minutes) followed by open discussion and questions (10 minutes). It will explore key learning points form the process of developing a shared understanding of both theory and practice in relation to inclusive learning and teaching in Higher Education. It will identify contextual differences across the partnership and how these were resolved or mitigated. Finally the team will introduce the online course and associated resources.

Session 5

Inclusive Practice Partnerships: decolonising in partnership

Dr Jo Hall – Institutional Lead for Inclusive Practice, Learning and Teaching Hub, University of Brighton

Catherine McConnell – Institutional Lead for Peer Learning and Partnerships, Learning and Teaching Hub, University of Brighton

Abstract

The Inclusive Practice Partnership Scheme is a new initiative at the University of Brighton, which uses partnership working as methodology for decolonising the curriculum. This approach is developed using the thinking of Freire (1970), and is delivered through training workshops for staff and students, who are then guided to work together with a non-hierarchical and inclusive approach to curriculum development and design. This discussion paper reviews the first year of the project, recognising the challenges and highlighting the positives of this new approach to developing an inclusive curriculum. This paper includes consideration of practical examples of inclusive learning and teaching practices used for partnership training and decolonising the curriculum workshops, providing ideas for how these can be applied within other institutional settings.

Session 6

#HealthyDMU – DeMontfort University's whole university approach to student health and wellbeing

Caroline Pandya, Health and Wellbeing Promotions Officer

Leanne Herbert, Welfare Training and Business Development Officer

Abstract

In January 2019 De Montfort University embarked a new project called #HealthyDMU as our whole university approach to health and wellbeing for our students. It is underpinned by the theory that health, wellbeing and academic success are inextricably linked and that all staff can contribute to promoting positive student mental wellbeing.

The project brought together multiple areas of the university, including Welfare, Library and Sports Teams to embed a consistent programme of activities and support for students, with the aim of enhancing their physical and emotional health. The teams who are part of the #HDMU project work with students to develop as independent learners and the associated skills and confidence which stem from these achievements are the greatest contribution which a university can make to the mental wellbeing of society.

The outcomes of the project have been the development of a recognisable brand, a student facing, open access HealthyDMU Hub, a staff facing 'Toolkit' hosted on the university intranet and regular staff awareness training.

All students benefit from enhancing wellbeing to study successfully. Staff members in roles which entail significant student contact, can and should contribute towards creating a mentally inclusive environment by maintaining a general knowledge of the range of facilities which are available, which can contribute towards positive mental wellbeing including societies, volunteering, Sports and Exercise.

Students conceptualise their mental health in different ways and we have the opportunity to create inclusive environments, whether students have a diagnosed mental health condition or not. The HealthyDMU approach and the accompanying resources provide easily accessible ways for staff and students to seek activities and support in a timely way. Unless they are employed in a mental health specific role, no member of staff is expected to have specialist knowledge of mental health and providing a supportive and inclusive approach in relation to mental health requires members of staff to be mindful of and maintain appropriate professional boundaries.

Two years on, we are able to analyse and reflect on the ever developing #HDMU resources and training and share these with you.

Our proposed 75-minute workshop is an opportunity to share:

- The underlying principles of the project,
- Our experiences of launching and maintaining the work of HealthyDMU whilst providing an opportunity for participants to apply our approach to their work for the benefit of their students.
- A discussion about the challenges we have faced embedding wellbeing into the curriculum.
- How staff may be in a position to influence how inclusive an activity is.
- Promote awareness around issues such as anxiety, concentration difficulties, and memory which can act as potential barriers for many people, and factoring this in to the way activities are structured.

Universal Design for Learning is a good example of putting such principles into practice, and helps establish the university as one which promotes inclusion, and as a preventative factor in relation to poor mental wellbeing. The

work that academics do in this area can have a major positive impact on student wellbeing, without requiring specialist knowledge.

Session 7

Anxiety and Learning in Higher Education

Kate Connery and Victoria Mann, University of Sheffield

Abstract

Anxiety can have a huge impact and a student's academic journey. It can influence their experience at university, their success, and even the modules and degrees that students embark upon. This session will bring together current research and teachers' experiences to consider the purpose of anxiety, causes of anxiety, the impact of anxiety on learning and, finally, strategies to address anxiety.

Key outcomes:

To understanding the causes of anxiety in students and to consider strategies to address anxiety.

Learning activities:

A mixture of presenter led, breakout discussions, reflections, and case studies.

What will delegates get out of this session?

Delegates will gain an understanding of the causes and impact of anxiety on learning in a higher education setting, and will develop strategies to support students with anxiety.

Session 8

Embedding inclusion throughout every student's journey

Dr Claire Robertson – Senior Lecturer | Disability Tutor, College of Liberal Arts & Science, University of Westminster

Daniela de Silva – SpLD Adviser | Academic Professional Development Fellow, University of Westminster

Abstract

Inclusive learning and teaching principles aim to engage students in learning that is meaningful, relevant and accessible to all. All definitions of 'diversity' emphasise variability in needs, and while universal design for learning (UDL) protocols recognise that every student has their own needs (which vary for a plethora of reasons), their intention is consistently to ensure flexibility, collaboration and equity for all and to ensure a composite student experience which enriches lives and learning (Hockings, 2010). Adjustment and inclusion frameworks translate using the social model of disability, removing barriers to increase accessibility for students. As highlighted by Crow (1992) however, this can limit attainment of UDL intentions, preventing learning that could be gained by reflecting on individual needs. When faced with needs of a student with a complex overlap of protected (e.g., disability, race, gender, BAME, LBTQ etc.) and other characteristics (e.g., lower socio-economic status, mature students, commuter student etc.), this is clearly recognised.

Reflecting on an ambition to ensure "learning has no limits" (as outlined by CAST, 2018), this workshop presents three complex case studies. Each presents real experiences of a student at the University of Westminster and explores whether inclusive protocols go far enough.

The first case is a mature, commuter, white male student who works full time (concurrent to his studies) to meet his mortgage payments. The second is a hearing impaired 'direct entry' student who joined her course within the second year of her (three year) programme. The third is a BAME neurodiverse (dyslexic and ADHD student) with a diagnosed mental health condition. Within the session, one profile will be used to introduce the circumstances faced, approaches utilised to manage individual needs and opportunities missed (captured using student feedback). The remaining two cases will be considered in interactive discussions (captured on https://jamboard.google.com/ to enable all members of each group to see records of their discussions in real time). The workshop will aim to investigate how inclusive frameworks (including reference to teaching, learning, assessment and student support) worked for each student. Through an interactive exploration of the challenges each student faced, it aims to identify where gaps presented and how these impacted the student experience. Throughout, attendees will be invited to deliberate on presented material and to offer suggestions for how inclusive approaches can be further developed and embedded in university strategies to benefit students with complex profiles.

Integrating feedback from the students described within each case study, this workshop will aim to emphasise the necessity for an inclusive approach to learning and teaching to be viewed as a continuum which institutions should continue to review, adjust and improve reflective of experience and the (increasing) diversity of their student population.

References:

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Crow L. (1992) Renewing the social model of disability. Roaring Girl Productions. Accessed from: http://www.roaring-girl.com/work/renewing-the-social-model-of-disability/ (10th February 2021).

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Session 9

Postgraduate Perceptions of Universal Design for Learning (UDL)

Dr Kevin L. Merry, Head of Academic Professional Development, People and Organisational Development, De Montfort University, Leicester

Abstract

This paper will report on and discuss the findings of a pilot study investigating the impact of a new UDL course design methodology known as CUTLAS (Creating Universal Teaching Learning and Assessment Strategies). CUTLAS was used to create De Montfort University's (DMU's) Postgraduate Certificate in Learning and Teaching in Higher Education (PGCLTHE).

Specifically, the aim of the study was to uncover the extent to which students on the PGCLTHE encountered learning, teaching and assessment practices reflecting the UDL principles. A secondary aim was to assess how important they perceived learning, teaching and assessment practices reflecting UDL to be in relation to supporting their learning.

Participants were 51 staff enrolled on the PGCLTHE at DMU. The extent to which participants on the PGCLTHE encountered UDL learning, teaching and assessment practices, and the extent to which they perceived those practices as being important in supporting their learning on the course were assessed using the UDL student perception survey (Kennette et al., 2019). The survey consists of two main dimensions; 1) the extent to which respondents have experienced learning and teaching practices reflective of UDL on their course and; 2) the extent to which respondents perceive those learning and teaching practices to be important in supporting their learning. Each dimension consists of 36 items. The 36 items were adapted from the list of Centre for Applied Special Technology (CAST) (2011) UDL checkpoints for each of the UDL principles. Responses to each dimension are made according to a five-point Likert scale (1 – 5).

Results revealed that 29 of the 36 items in Dimension 2 received a mean score >3.5, meaning that they were considered "very useful" or "extremely useful" for learning. For each of the 29 items considered "very" or "extremely" useful for learning, student perception was that they occurred "often" or "always" on the PGCLTHE programme. In addition, the programme received a 100% satisfaction score from participants in the course feedback survey. Hence, CUTLAS has proven to be highly effective in embedding UDL into the course design process with demonstrable perceived benefits for student learning.

The paper will discuss the origins of CUTLAS, the rationale for its creation, its operational processes and how it was used to create the PGCLTHE and its subsequent success in relation to supporting student learning. The paper reflects the theme of the conference because CUTLAS will be discussed from its theoretical underpinning, a hybrid of UDL principles, Constructive Alignment and Learning for Mastery, through to its operation and practical application. Hence it epitomises the conference theme - *Inclusive teaching and learning in higher education: theory and practice*. It also reflects an expansion of the idea of *cross institutional approaches which utilise theoretical underpinnings to develop practice,* since CUTLAS is now an embedded part of the process of designing, validating and creating new courses at DMU, and as such has served to develop UDL capability in teaching staff.

Session 10

Cripping Pandemic Learning in Higher Education: Observations From Two Disabled Graduate Students in Canada.

Danielle E. Lorenz (Co-presenter): PhD candidate in the Department of Educational Policy Studies at the University of Alberta.

Hannah Sullivan Facknitz (Co-presenter): MA student in the Department of History at the University of British Columbia

Abstract

As disabled women graduate students we were uniquely positioned as both educators and students to anticipate the ways *pandemic learning*—what we have termed the crisis teaching employed by post-secondary instructors as a result of the COVID-19 pandemic—would manifest inequity during the Fall 2020 academic term. The current ongoing COVID-19 pandemic has amplified the structural inequities that exist in higher education classrooms, and this is particularly evident for disabled students (e.g., Packham et al., 2020). In an effort to ameliorate these inequities, we created online collaborative open education resources that compiled strategies, tools, and research on accessible pandemic learning. Although our work focuses on how disabled learners have been mostly forgotten or erased by an assumption that distance learning is automatically more accessible, we also describe how pandemic learning has threatened the already tenuous viability of disabled success in higher education. In creating these resources, we have stressed the importance of Universal Design for Learning (UDL) during pandemic learning, while also pointing to the fact that UDL has always been important in higher education classrooms.

Our own participation in higher education prior to the pandemic dealt with academic ableism, which is the prejudicial, discriminatory, and/or stereotypical treatment of disabled people within academia (Dolmage, 2017; Hannam-Swain, 2018; Koren & Evans-El, 2020). We believe, based on our experiences in academia so far, that when disabled students receive adequate accommodations and the right support, they/we have the capacity to succeed not only at the undergraduate level, but also in graduate programs. What's more, disabled students are uniquely situated to advance scholarship and research while enrolled in advanced degree programs; we are of the opinion that the collection of resources we developed, called Cripping Pandemic Learning in Higher Education, is both an example and testament of this.

In what follows, we stress the necessity of all higher education instructors applying UDL principles and crip pedagogy in their courses, while pointing to how we can carry over these pandemic lessons into post-pandemic learning environments. Using duoethnography (Norris, 2012; Norris & Sawyer, 2012; Olt & Teman, 2018) as a means to reflect on our work, this paper investigates the interconnected forces that link (a) our own observations and thoughts around being disabled learners; (b) the way(s) we have realized inclusive pedagogical praxis in post-secondary learning environments; and (c) why it is crucial for disabled students to receive sufficient support from their instructors during what can only be characterized as a time of stress, chaos, and uncertainty for everyone.

Session 11

A recipe for equitability in higher education - fostering inclusion in university teacher educator programmes

Sarah Rhodes, Senior Lecturer Learning and Teaching, Post Compulsory Education, University of Wolverhampton

Theresa Loughlin, Head of Lifelong Learning Partnerships, Post Compulsory Education, University of Wolverhampton

Abstract

The value and importance of fostering inclusion in education, specifically higher education, is at the heart of ITE provision (Coffield et al., 2008). However, the design of the curriculum often isolates inclusion learning and teaching as discrete sessions or modules (Forlin, 2010; Symeonidou, 2017) rather than as an integral thread throughout the course. Into baking? Think of inclusion like the 'sticky sugary syrup' continually found throughout a lemon drizzle cake! Therefore a key area of development for programme revalidation has been to reframe inclusion in ITE learning and teaching within a social justice framework with LO's such as 'examine your own attitudes, beliefs and values in relation to education for all' and 'reflect on how these may impact on your teaching and learning practices'.

Working within course and module teams for PCE and the PG Cert Academic Practice has provided experiences of a range of inclusion offerings for student teachers: individual sessions, modules, reflective activities and assessments based on lived experiences. Student feedback has focused on wanting to 'know' how to respond to diverse student needs. Practically, this is possible with real life case studies and scenarios yet the skills, attitudes and attributes to respond to a range of needs (often complex) are far more challenging and less well developed in the student teachers enrolled on these courses. The opportunities for reflective practice and reflexivity in our curriculum, specifically related to inclusion, are needed more than ever in our continuously changing and diverse student cohorts (Sharma, 2010; Ashwin et al., 2015).

This narrative clearly resonates with principles set out in Chapter B4 of the QAA Code of Practice, guidance from Advance HE on Equality, Diversity and Inclusion and with the global social justice movement across all levels of education (Adams and Bell, 2016). It also aligns with the Office for Students (OfS) 2018-19 Office for Fair Access (OFFA) access agreements, which have then evolved into the OfS 2019-20 access and participation plans and the longer five-year requirements 2020-21 to 2024-25 in measuring the implementation of the access and participation plans.

Our purpose as teacher educators is to remodel curriculum and provide opportunities where new student teachers can explore their own attitudes, values and beliefs, which will evidently inform any impact their reflections will have on the student cohorts they inevitably teach.

Workshop aims

Reflecting on the learning experiences of embedding the concept of social justice into ITE provision at the University of Wolverhampton, participants will be encouraged to discuss how they can meet the challenge of 'inclusive practice' within their own institutions to enable all students to access content, participate fully and demonstrate their knowledge and strengths.

References

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The Network was set up to act as a forum for the development of inclusive teaching, learning and assessment in higher education.

We believe that excellent support for disabled students should be embedded within all organisational aspects of higher education providers. In particular, we are focussed on supporting delivery within academic departments but welcome staff from across higher education.

Formed in 2016 the network has organised 3 national conferences and has 20 subscribing organisations. Whilst we are based in the UK our mission is to promote inclusive practice internationally and to this end will are pleased to be organising this our first international event.

We define inclusive teaching as the facilitation of learning through pedagogy which allows for the differences between all learners. It is based on an assumption that when we educate, we aim to assist all learners to achieve to the best of their abilities and without the methods of teaching delivery acting as an impediment to learning.

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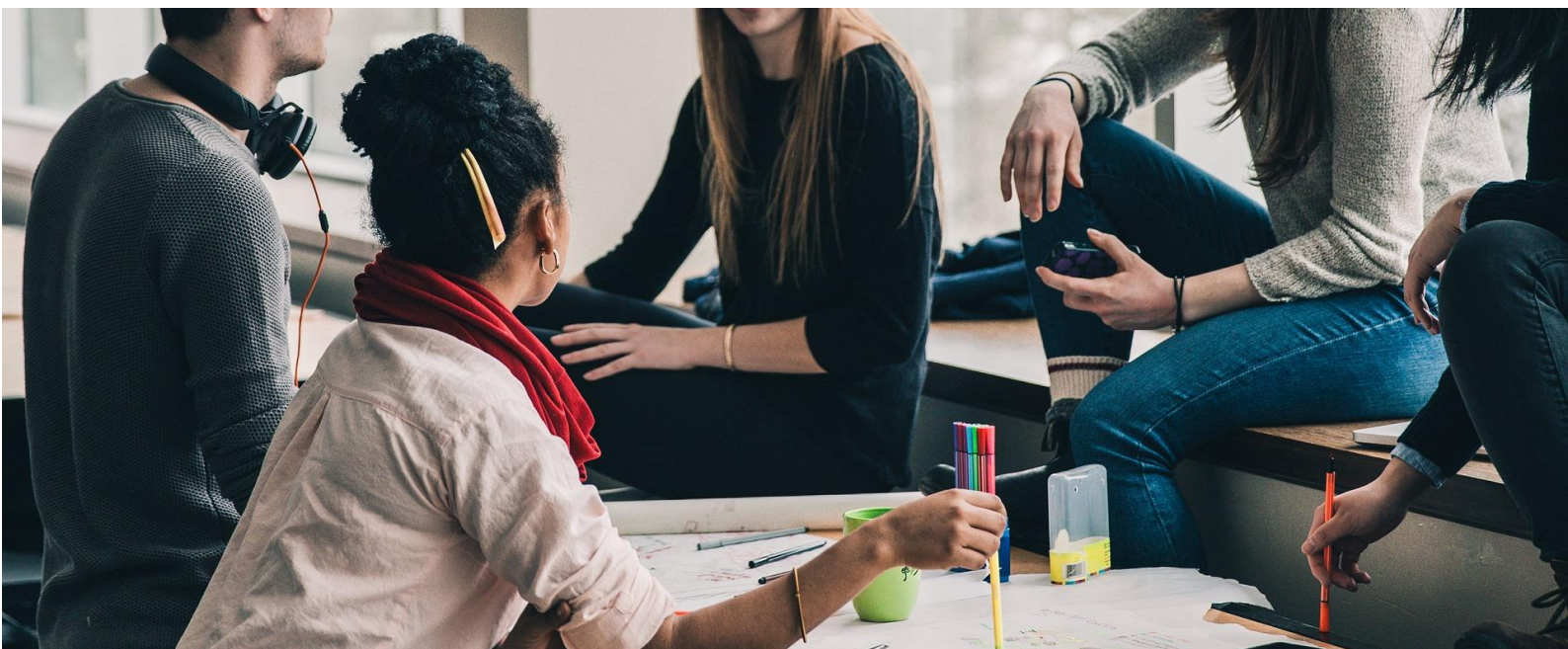Cambridge Centre for
Teaching and Learning
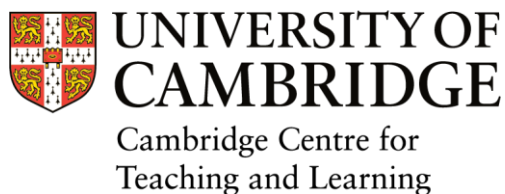
The Cambridge Centre for Teaching and Learning (CCTL) supports educators, encourages innovation and provides a focus for enhancing education at Cambridge. It has teams specialising in educational development and in researcher development.

Our educational development work aims to provide a sustained focus on complex educational priorities, help develop an evidence base for both designing and evaluating enhancement activities, and engage with Departments and Colleges to identify opportunities to enhance teaching, learning and assessment. We aim to support the professional education and development of those who teach / support the learning of Cambridge students.

As we adapt to teaching and learning during this time, CCTL has developed introductory guides to Teaching in 2020-21. You can hear about new developments through our Teaching and Learning Newsletter, and by joining the teaching, learning & assessment conversation on Yammer.

Disability Resource Centre DRC
University of Cambridge

The Disability Resource Centre provides a confidential and accessible service for disabled students and those staff supporting them.

The objectives of the DRC are to:

- Provide advice & guidance for prospective & current disabled students to enable them to access a wide range of services, and to identify and remove barriers to equitable learning opportunities
- Develop & implement support programmes for disabled students to ensure equal opportunity, access, & attainment allowing disabled students to achieve to the best of their abilities
- Provide advice, guidance, and training for University and College staff in meeting the institution's duties to disabled students within the context of disability equality legislation
- Developing and communicating policy, processes and guidance in relation to disabled students, accessibility, inclusive teaching and learning and universal design for learning

Website: https://www.disability.admin.cam.ac.uk/