

FSE Peer Action Learning (PAL): Inclusive Teaching Practice

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Outline

- Background and aims of FSE PAL: Inclusive Teaching Practice Initiative
- Structure of initiative
- Challenges identified by staff
- Key discussions with students
- Actions taken by staff
- Summary of overall outcomes and next steps

Inclusive Teaching Practice

Increasing diverse student population and need for inclusive teaching approaches



Space, time and support for staff to learn, reflect and make changes

Our aims:

Approach that is inclusive to all staff

Approach that has student voice throughout

Approach that reaches broadly across the Faculty

Tangible changes (even if they are small!)

Peer Action Learning (PAL)

This series: Inclusive Teaching

6 Academic Staff from
FSE

Students from the Library
Student Team

QAA Inclusive Education
Framework

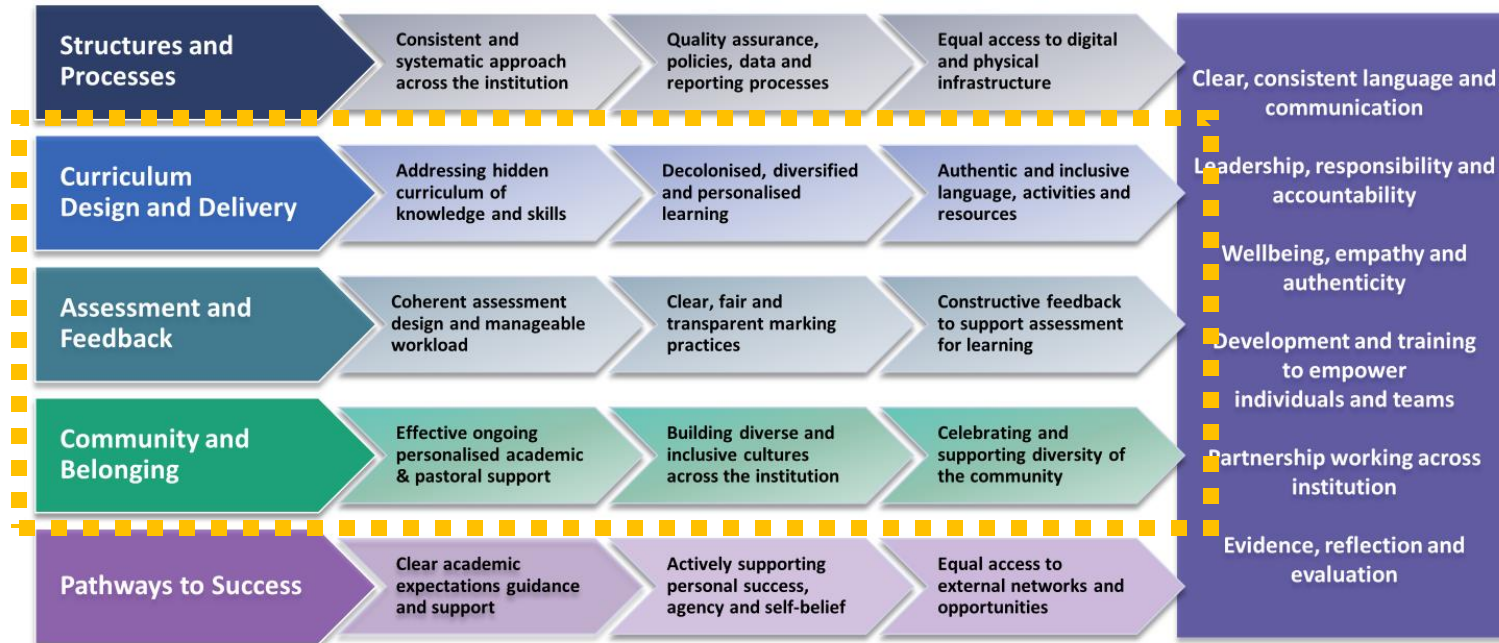
Support from Discipline
Heads of Education

Aimed to enrol 2
Teaching Staff from each
discipline

Total of 18 staff

QAA Inclusive Education Framework

The Inclusive Higher Education Framework



QAA



Developed with



Keele University



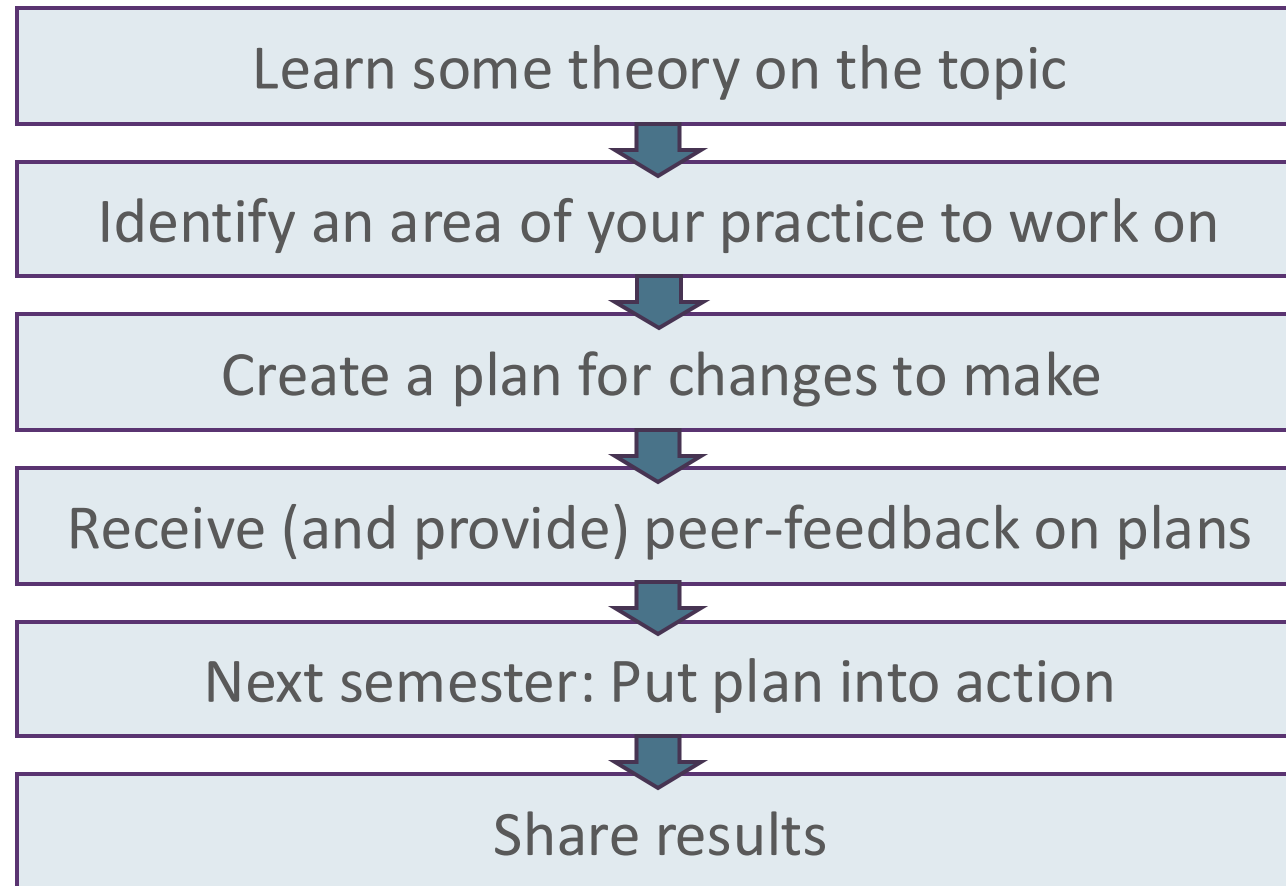
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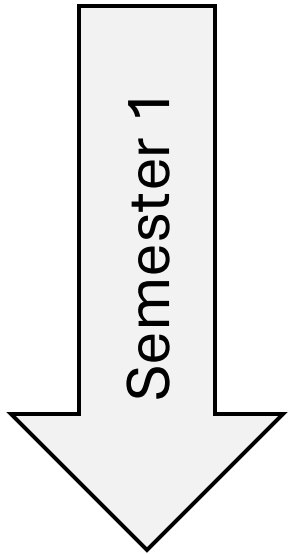
In association with



Peer Action Learning (PAL)



Structure the Initiative



Introduction Workshop

Assessment &
Feedback

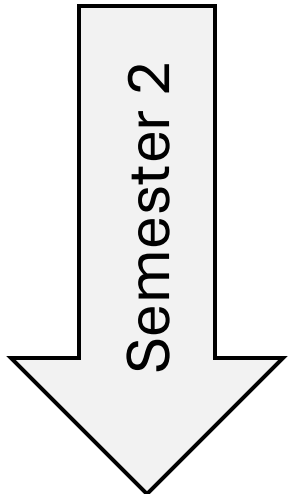
or

Belonging &
Community

or

Curriculum

Action Plan Workshop



Individual staff put
actions into place

Small group informal support

Reflection/ Showcase Workshop

Informed by:

- Sample of student surveys
- Discussions with Student partners
- Wicked Problem Set (UoM T&L Conf. 2024)
- Pedagogical theory
- Institutional toolkits and resources

Recording Outcomes

Name						
Discipline/ Department						
Workshops attended (highlight)	Workshop 1 (intro)	Workshop 2: Assessment & Feedback	Workshop 2: Belonging & Community	Workshop 2: Curriculum	Online drop-in	Workshop 3 (Feedback)
Unit/ Area of focus (for this initiative)						
Brief outline of area of practice identified for improvement						
Planned changes						
Outcomes						
Any other information/feedback						

Recording Outcomes

Name	Dr Martin Simmons					
Discipline/ Department	Civil Engineering					
Workshops attended (highlight)	Workshop 1 (intro)	Workshop 2: Assessment & Feedback	Workshop 2: Belonging & Community	Workshop 2: Curriculum	Online drop-in	Workshop 3 (Feedback)
Unit/ Area of focus (for this initiative)	CIVL20001, CIVL33001 & CIVL20152					
Brief outline of area of practice identified for improvement	<ul style="list-style-type: none"> Supporting Neurodiverse students Supporting students for who English is not their first language 					
Planned changes	<ul style="list-style-type: none"> Complete neurodiversity training provided by ADHD Foundation Add subtitles to lecture Power points Build short breaks into lectures Signpost students towards academic English support sessions Use assistive technology (e.g. Edge/Word/Acrobat. 'read aloud' , Goblin.tools) to support teaching Look at ways to give students a choice in how they complete a learning activity Introduce more opportunities for groupwork, discussion and reflection so that students can process information 					
How will changes be evaluated?	<ul style="list-style-type: none"> Show of hands during lectures Conversations with students in lectures and PASS Mid semester surveys and end of unit evaluation forms SSLC comments from students Peer observation 					
Outcomes	<ul style="list-style-type: none"> Understanding of neurodiversity in education has been improved considerably by undertaking training. Identified a range of tools and techniques to try in my own teaching. All lectures and presentations are now delivered using subtitles. Some other colleagues have seen this and are trying it too. Students seemed to like the short breaks in lectures and I also found that it helped me to re-energise and continue my teaching with renewed enthusiasm! Informed one of my academic advisees about English support sessions (although they chose not to take it up) Encouraged students to explore 'read aloud' functions when completing case-study tasks in lectures. Also informed Individual Project (dissertation) students about Goblin.tools which some used for breaking down tasks. Use of 'inclusive' strategies was noted by a colleague during peer-observation. Still need to work on the last two 'Planned changes' 					
Any other information/feedback	<p>Still awaiting output from unit evaluation forms.</p> <p>With hindsight, I've probably tried to change too much!</p>					

Actions Taken by Staff (that others could pick up)

Use of live subtitles during in-person sessions

Building in short breaks

Opportunities for anonymous feedback directly in the unit (and acting on feedback)

Including more diverse case studies in unit content

Identify and undertake training in relation a specific aspect of inclusive education (e.g. neurodiversity, Universal Design for Learning, decolonising the curriculum)

Intentional approaches to group-work support

Re-writing assessment briefs with hidden curriculum in mind

Re-writing marking rubrics with hidden curriculum in mind

Activities in class to support students in using rubrics

All staff demonstrated reflection on the inclusivity of their current practice

Set up of a discipline specific student focus group with inclusion in mind – linked to departmental T&L team

Mindful online assessment times reducing the need for additional DASS adjustments

Overall Impact of Initiative – Participant Reflections

Recognised the importance of inclusive teaching but felt unsure about how to apply it effectively, lacking a clear framework to guide their efforts:

'It was important, but it didn't feel able to implement it as I didn't have a framework.'

'I did not know where to start as it's such a big topic with many facets'

Increased confidence in inclusive teaching practices, attributed to exposure to frameworks, peer examples, and training:

'Having a better understanding of T&L dynamics and positive feedback from discussions with students have certainly improved my confidence.'

'I feel more aware of evidence-based practice, and concrete ideas that colleagues have tried, which makes me feel more confident'

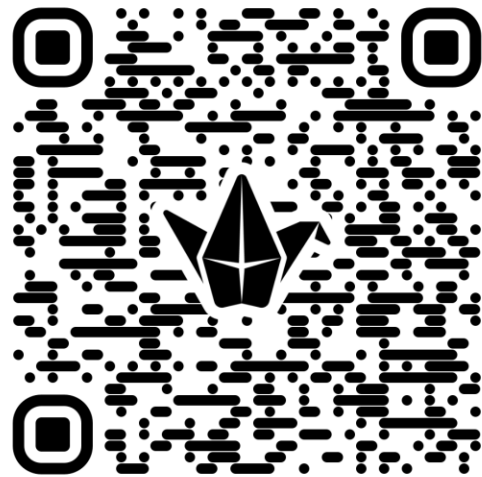
Discussions with peers and student partners extremely valuable:

'Discussing ideas and sharing experiences with peers to gain a better understanding of what we do...and that we are not alone'

'peer lecturers confirmed wide challenges, while engaging with students provided me with a chance to learn about these challenges from a different perspectives and student preference of available solutions.'

Any questions?

Based on what you know about inclusive teaching: what is one small/tangible thing **you** could do next semester?



<https://tinyurl.com/ms4sdwzf>