# **Inclusive curriculum exemplar: Annotated documents and other simple things, Dr Mary Dracup and Dr Tanya King**

[Start transcript]

**[Mary]**

Hi I’m Mary Dracup. This video demonstrates a couple of simple but really effective things that Tanya King has done in one of her anthropology units to make her students’ learning experience more inclusive.

First she prepared a video annotation of her unit guide, then she made a video annotating a reading, with a quiz; and then she prepared annotated readings of all her readings in both PDF and Word form.

The first thing Tanya did was prepare an annotated version of the unit guide, using video. She used the app ‘Explain everything’ to record voiceover while she walked students through the main things in the unit guide.

[Excerpts from video annotated unit guide]

**[Tanya]**

Hi everyone, my name’s Tanya King and I’ll be your unit chair for this trimester in 10 Billion People: Environmental Anthropology … So whereas traditionally we’ve had a majority of students coming from a Bachelor of Arts, increasingly we’ve got—I mean here we go—quite a few people from Bachelor of Zoology. Now pause when you’re ready and have a read of the introduction to the unit as a whole because it does sort of capture that intersection of theory and policy, practical policy implementation. But we’re sort of taking it back to a more Western experience I suppose in Week 7, or an experience that you might be more familiar with. The presentation is in two parts for both on- and off-campus students. There’ll be a component where you’ll be asked to hand in roughly 500 words—a page of dot points—you’ll be happy to know. It’s a bit of a cracker actually, I really like it. Start thinking about the kind of question, which question you’d like to answer.

**[Mary]**

Here’s Tanya explaining the rationale behind her video-annotated reading at a showcase.

**[Tanya]**

Students didn’t necessarily understand the readings, didn’t necessarily know the words to use, and that was a real barrier for them to participate. Particularly if they’re coming from low socioeconomic backgrounds, they might not necessarily have the confidence to sort of have a crack at some of these ideas that are sort of really complex for them. And so they need an enhanced level of confidence, I think, to enable them to participate more fully in class.

[Excerpts from video annotated reading]

Hi, in this short instructional video, I’m going to help you to read an anthropology article. The article we’re going to be looking at is quite a famous one by Peter Metcalf, called 'Death be not strange'. In this article he discusses the mortuary rituals of the Berawan in Malaysian Borneo. He did fieldwork in the early '70s and one of the things he found was that… Next you should look to the introduction; now this really sets the scene for the paper. It might give you an overview of the literature that’s come before, or a straight introduction to the case study itself. Now I’d like to point out something down here in the second paragraph: the use of the word 'first', 'second'—when you start seeing authors listing things like this they’re often outlining or stepping through their argument, or at least stepping through something really important. Something else authors tend to do when they’re in the introductory parts of their paper is identify the literature which they’re opposing, or building upon, or contrasting their argument with. Here you’ll see Metcalf goes into a bit of detail on the old scholar James Frazer. Now he makes a point to differentiate himself from Frazer. So remember to keep both of these in mind, both when you’re reading anthropology articles and when you’re writing anthropology essays.

**[Mary]**

Tanya added a quiz so students could check their understanding of the most important points of the annotated reading.

**[Tanya]**

[Speaking about the quiz]

Then we have asked them to do a quiz on that resource as well, and in future years we’ll have an assessment item. They’ll follow up with an assessment item as well.

**[Mary]**

Tanya also prepared text-based annotations of all her readings.

**[Tanya]**

[Speaking about an annotated PDF]

So you can see the little break-out bubbles there, students click on those and they can see the annotations. The annotations are also provided in a Word document, which is probably easier to see.

[Speaking about an annotated Word document]

You can see there’s a mixture of numbered annotations as well as questions that pop up throughout the reading. So the idea is to kind of get students to not be so completely freaked out by an enormous wall of text, or a 20-page article, because they can see that there are like explanatory notes within the text. Their attention is really explicitly drawn to the key points in the text that, you know, the arguments are underlined and highlighted, it’s just kind of less frightening.

**[Mary]**

So here are the success rates, or numbers of students who passed the unit, in 2014 and after Tanya made the changes in 2015. You can see that the overall success rates increased by nearly 20%. And the Cloud students’ success rates increased by more than 30%. In addition, the success rates for all of what we call the equity groups increased as well, quite significantly.

The grade distribution was also quite different. Here we have in yellow the 2014 results and in orange the 2015 results, and you can see that there were many more HDs and Ds in 2015 than before, and also the unit performed better than the faculty averages and the university averages over the same period.

[End transcript]