# Students’ Perceptions of Inclusive Learning Activities

[Start transcript]

**[Ben]**

I think some of the best resources possible are lecture PowerPoints that frame what the lecturer is telling you at the time they’re saying it. Especially for a law subject you often need the exact quote or the exact reference for the case and things like that. It’s really helpful, I find them personally really helpful and then on the subjects I haven’t had them, I’ve found it a lot harder to compile my own notes because it’s a lot harder to signpost what the lecturer has been talking about. I suppose cloud resources, especially the discussion boards are really helpful especially come assignment time. There’s a lot of questions asked and answered that can really point me personally and everyone in the right direction.

I think tutes are, I only have 16 maybe, contact hours a week; to not go to a tute is kind of silly to me. It’s such a necessary part of the process. Especially for a law course because you have to ask really extrinsic and less tangible questions. Whereas in a commerce unit, if it’s, there is a definite answer, the numbers equal ‘x’, it’s not as important but certainly if you’re struggling with a concept, it’s super important. I can’t say I’ve ever attended a pass subject, a pass class or anything like that because I tend to use my own group of friends and other people in my course to work through those issues rather than pass classes.

**[Chris]**

I mean there’s so many ways of different learning now. I’ve definitely found taking a hands on approach, doing theory first, okay, so obviously, I think they’re called seminars now, no no sorry, they’re called classes now, classes. Now and then we have the seminars, and I think if you, in the classes, get the theory out there for an hour or so and then I think, as soon as you can get in to the practical side of it in a seminar. I think that’s one of the most valuable ways of doing it. So, a lot of role play or doing practical things in terms of using equipment or doing assessments yourself. I found that pretty valuable. We do a lot of group assignments. So group assignments are a fifty-fifty I think. In a way they’re so beneficial because it’s a collaboration of different people and different ways of learning and we learn from day one that there’s different ways of learning. That was the first thing we learnt in the first class when we sat down and I think that’s a really important skill, to be able to understand other people. I think that’s [a] more important skill not just for uni but for any situation. So, coming back to, in terms of the group, using group dynamics, it’s really important to have that understanding but relating that back to O.T., obviously people have different views as well. So, it's kind of always working through those problems and trying to get a great result from the group assignments.

Other things, ways of learning, are obviously just the general assignments. I think me personally, I find essays and stuff like that or reports, through second year, first year was more about essays and getting the base theory. Second year’s been a lot more about actually doing reports, so more of a, I guess again it’s almost the practical side of writing assignments is actually making them match towards clients, whether they be made up or real. Doing, conducting interviews, so it’s kind of like emerging in to the practical side of, you do it, you go and do an assessment or an interview and then you take that and do a report and that’s where you get your mark from. I think that interview part of it was really more valuable than actually doing the assignment sometimes. I think that’s a good thing too, it breaks it up, it’s not so, you know, the same old, trudging through the books, I think the best part has definitely been the practical side.

**[Emma]**

The really good ones are based very firmly in the real world. So, whether we’re doing actual tasks that will be required of us when we’re in our professional careers afterwards so, planning lessons, planning units, discussing assessment and how to best assess a student. I think that, yeah I think a lot of the time, the really good activities in class allow for the fact that we’re all really time poor. So, some people are better at reading slabs of texts than others and some people will read it and have the knowledge and they’ll come to class and they’ll be able to actively take part in a conversation and those people are always the same three or four people in a class and I think that, that can sometimes be a bit of a trap, in that some people might not be either able to do the readings, they might not be the type of person that is able to sit down and do a task like that, or they may not have the time to do it or the dreaded part-time job might be getting in the way or any of that stuff. Typical uni student life, juggling a full-time job and full-time study.

So, I think that when we look at class activities that are really effective, for me it’s discussion. I really, really need to talk about what I’m learning. I can read it and I can regurgitate it but I can’t put it into practice until someone talks to me about it. Yeah, and I need to see it modelled a lot of the time and what I mean by that is, that’s me being an education graduate, so sorry! So modelling, modelling tasks for me is really good that helps a lot. So if someone can show me what I’m supposed to be doing, what it looks like when it’s really successful, some of the traps and stuff like that, that’s really good. So when we’ve done stuff in Science for example, which is really quite abstract from what I really like to do, it was really good to have.., and Maths as well, I’m terrible at Maths. So in Maths I think one of my best teachers actually stepped through the whole process with us and took a lot of time to do that and really appreciated that, even though she was from SEBE she was really considerate of the fact that she was with a group of education students who might not necessarily be in it for the Math. So, yeah just appreciating that there are different levels of expertise in the room. Varying levels of commitment and I guess don’t judge people on whether or not they’re doing the work outside of class because sometimes there is a lot more going on outside of that than just not having done the work.

I think activities should definitely take off from the homework requirements, whatever, ‘Have you done the readings?’ ‘Yes. Okay, here’s what we’re going to do.’ But you have to appreciate that that’s not going to work for everybody. I think with some classes, there is a lot of reading. I think, I don’t know what the margin or the percentage is, but I think that I don’t meet very many students who are part time. Most of us seem to be, from my point of view, full-time students. So there are 3 other subjects that are competing for our attention as well as the one that we’re currently in. So when we’re provided with a reading load that is just enormous and incredibly daunting, you know something always suffers and if it’s not the subject that’s got the large reading load that’s going to suffer, then it’s other subjects. So, I think that you need to be considerate of how much is actually being undertaken outside of class and how much is being undertaken in the tutorials, or during the lectures or the seminars or whatever you do.

A lot of the time they’re published specifically for our classes, which is really good and a lot of the time I’ve found that the textbooks that I’ve been getting I’ve been using later on so that’s been great, but I think that it seems that we’re only ever being provided with written resources. Some of them come with subscriptions for online stuff and that’s really lovely but they’re never really, I’ve never seen them integrated into the course work. So, again we’re going back to just that one idea that people are supposed to just be able to comprehend something by reading it, and understand it and then put it into practice and I think that can be a bit of a trap sometimes for some people, for me sometimes too.

iLectures are amazing. Echo is the best thing that’s ever happened and not just for students that choose not to turn up to lectures. Like I’m sure, you know, I think that that’s probably the general regard to Echo, is that it exists for people who don’t roll up to class. I can say from personal experience that it’s a great revision tool. My notes can only take me so far. We’ve got 50 minutes for lectures and usually we’re not getting through everything that we need to get through anyway. So, I’m very rarely able to keep up with what’s being talked about, so it’s really good to be able to go back and listen to them again.

So, you know, I think everyone should be given access to them. Some of my classes everyone has access to Echo, other times it’s only the off campus cohort that have access to it, because they are not on campus so they can’t attend. Yeah and I think that lends to that whole idea that there are some students that just don’t turn up to lectures out of choice and I’m sure there is but, yeah I definitely make use of Echo at the end of the year and around assessment times as well. I’ll go back and look at the specific week that might have some of those outcomes actually linked to the topic of the lecture and I’ll go and listen to it again.

And videos on iCloud as well are great. I think a lot of my really fantastic and supportive unit chairs put, you know, just tuning in stuff for us before we get into tutes or before we start the week so whether it’s really terrible pop culture references to the books that I’m studying or, I really enjoyed listening to Kate Bush this year because I was studying Wuthering Heights. So one of my unit chairs put a Kate Bush video up for us and it just sort of broke the ice on what can be an intimidating text to read and I think we all sort of came to class having, you know,

a bit of levity and a bit of positivity about what was to come. So I think the cloud’s used really well as a starting off point for what is to come for the week, not just to support what is going on during the week. So not just as a publishing tool but as a communication which has been really cool. I’ve seen that done really well.

Quite recently this year I’ve used iCloud for portfolios and I hadn’t done that before that and that was really interesting. So actually uploading weekly reflections on what we’d been doing and sharing them within the discussions and having that online community discussion about things because there may not have been sufficient time for it in tutorials. That was a really good resource, especially to go back to as well again, for assessments and stuff like that. So it was good.

[End transcript]