

The Inclusive Learning Series

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What is The Inclusive Learning Series?

A series of resources hosted on the HILTN website

Funded by Higher education Participation and Partnerships Program (HEPPP)

Aims to inform and enable inclusive teaching and learning

Digital resources are based on research previously undertaken at Deakin

Resources include case studies, video interviews, statistics, learning design



Theme 1 - Respect

A close-up photograph of two hands, one with darker skin and one with lighter skin, clasped together in a firm grip. The hands are positioned diagonally across the frame, with the fingers interlaced. The lighting is soft, highlighting the texture of the skin and the strength of the grip. The background is a blurred, warm-toned surface.

RESPECT

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Theme 1 - Respect

- Know and respect your students
- Understand that LSES students are time poor
- Embrace LSES student diversity
- Strong communication
- Enable their contributions to class knowledge



Theme 2 - Flexibility

A thick, coiled rope, likely made of natural fibers, is shown in a close-up, low-angle shot. The rope is coiled in a series of concentric loops, creating a textured, spiral pattern. It rests on a dark, weathered wooden surface with visible grain and some moisture or oil. The lighting is dramatic, highlighting the texture of the rope and the wood.

FLEXIBILITY

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Theme 2- Flexibility

- Offer choice of assessment to students - academic standards do not have to be compromised
- Offer variety in teaching and learning styles/approaches
- “Flexibility is a key factor in effectively catering to the learning needs of diverse student cohorts (Yorke and Thomas 2003)”

Theme 3 - Clarity

CLARITY

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Theme 3 - Clarity

- Explain assessment requirements in accessible language
- Demystify student misconceptions
- Current academic language may exclude students from LSES backgrounds

Repurposed Digital Resource Examples

Student Perspectives on Inclusive Assessment

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Marcus, Deakin University student

'What really helps sometimes is when lecturers put up examples of ... the type of work that they're looking for ... That actually helps, because then you can see how other students have responded, have cottoned on to what they want. And the way the assignment's set out is similar ... so you have actually got a bit of a template to follow ...' (Devlin 2011).

'What helps as well is they've given you a bit of an outline, a little bit more guidance on what they want from your assignment as in, 'These are the things, the headers that we'd like you to cover', so you've got a little bit more idea of where their heads are at and what they're looking for. Otherwise you feel like you're guessing a lot, trying to work it out for yourself what you think they're asking you for' (Devlin 2011).

Case Study: providing guidance and examples



Kala Anderson, Lecturer in Disability and Inclusion, School of Health & Social Development, Faculty of Health

HDS106: Reflections on Inclusive Teaching Practice, by both the lecturer and students on Week 8, Assessment task 2: Educational Inclusion Scenario (Essay, 1500 words).

HDS106 is a first year unit in the Bachelor of Health Science program. It covers the broad topic of disability and social inclusion, across a wide range of ages and life domains. The unit is core to students in the Disability major pathway, and also is chosen as an elective by many OT, nursing, social work, education, psychology and health science students, as well as occasional students from other faculties such as architecture or engineering. There are many students who choose this unit as third years, to fill up missing credit points. As a result, we have students with a diverse range of language backgrounds, learning motivations, and academic competencies.

The document below details the feedback between the lecturer

and students and consequent changes to the design of the assessment task.

Case Study



Dr Petra Brown, Unit Chair, AIX160 Introduction to University Study, Faculty of Arts and Education

Assessment tasks are supported with either a table to complete in parts or step-by-step processes. Students are encouraged to share plans and drafts of assignments in seminars, via the online discussion board, or off-campus privately with the unit chair, prior to submission.

- Assessments are scaffolded in the study guide at appropriate intervals with more explicit discussion on key ideas required for assignments.

- An annotated example assignment 75–85% range is provided for students.

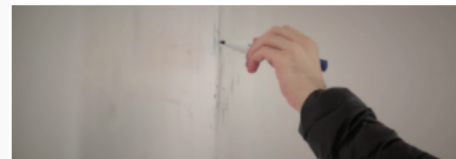
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Rubrics can be used to clearly inform students what the markers are looking for. Rubric writing is a particular skill, and the best rubrics tell students exactly what a good, average and poor example of each criterion looks like.

Carnegie Mellon University provides detailed information and Examples of Rubrics for particular subject areas:

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The importance of accessible language

Language and Learning Adviser thoughts



John, Language and Learning Advisor

'Writing clear assessment tasks is very important. The format of the answer should be clearly specified—essay, essay with headings allowed, formal report, less formal report with headings but not numbered etc. Students often worry about the level of formality required. It should be specified or at least discussed in class whether the first person "I" is acceptable or not. Some students new to Australia have never done any reflective writing as an academic requirement. Guidance on the type of language expected for this is helpful'.

Writing in plain English will give all students the opportunity to demonstrate their knowledge and understanding in relation to the aims of the course.

Clear instructions in accessible language give students the opportunity to demonstrate their knowledge and understanding rather than their ability to understand complex questions.

Theme 4 - Scaffolding



SCAFFOLDING

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Theme 4 - Scaffolding

- Taking a step by step approach to teaching
- Build on students' prior learning experiences
- Equip students with the tools they need to succeed

Theme 4 - Availability




AVAILABILITY

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Theme 4 - Availability

- Be available and approachable for students
- Make time for students
- Guide students to improve their performance
- Facilitate student success



*“ If you haven’t got time
for them, you’ve got
problems “*

Theme 6 - Reflection


A man in profile, looking out at a sunset over mountains. The scene is bathed in warm, golden light from the setting sun, creating a contemplative atmosphere. The man's face is partially in shadow, and the background shows silhouettes of mountains and a body of water.

REFLECTION

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Theme 6 - Reflection

- Reflection can raise important questions about teaching practice
- Take time during, and after teaching periods, to reflect on your curriculum
- Think about what works and learn from your experiences
- Peer review is an effective method of reflection



***'Inclusive
education is
everybody's
business'***
(Slee 2011)

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NETWORK

References

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