

Inclusive Teaching Practices

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Inclusive Teaching Practices

Learning Outcomes:

- Understanding of what we mean by 'inclusive teaching'
- Understanding of the Student Support Service at CULC
- Distinction between reasonable adjustments and inclusive teaching
- Understanding the challenges faced by disabled students
- Practical inclusive teaching methods and how you can implement these in the learning environment

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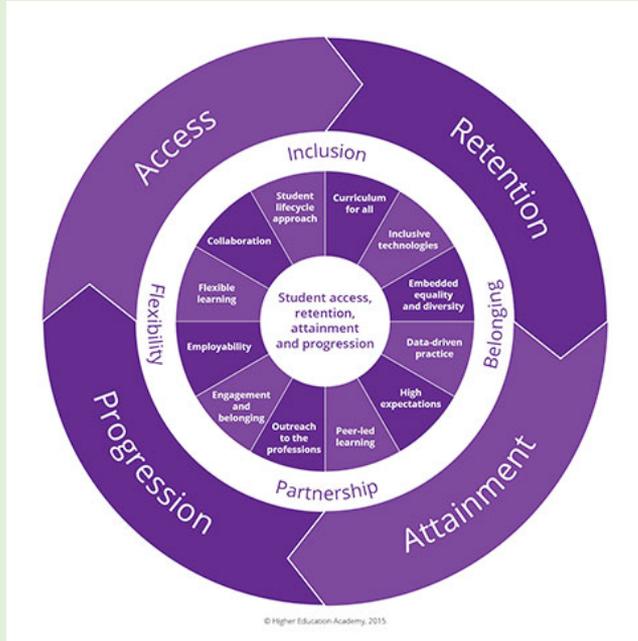
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What is inclusive teaching?



“Inclusive learning and teaching recognises all students’ entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences.”

HEA Framework for Student Access, Retention, Attainment & Progression

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Student Support Service – What do we do?

- Team is made up of Student Support Manager, Counsellor, Academic Skills Tutor and Mental Health Mentor.
- Provides emotional support and advice on how to manage difficulties affecting studies.
- Disability support and reasonable adjustments, advice on applying for DSA.
- Makes referrals to external organisations where necessary.
- Safeguarding responsibility.
- Advise other staff members who are supporting students.
- When to refer: students at risk of harm to themselves or others, disabled students requiring reasonable adjustments, pregnant students, students who have disclosed rape or serious sexual assault, students who have disclosed details of circumstances where a child or vulnerable adult is/could be at risk of harm (for example domestic abuse where children involved), concerns relating to Prevent responsibility.



5 Ways to Wellbeing

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Disability and The Law

It's against the law for a school or other education provider to treat disabled students unfavourably. This includes:

- direct discrimination, for example refusing admission to a student because of disability
- indirect discrimination, for example only providing application forms in one format that may not be accessible
- discrimination arising from a disability, for example a disabled pupil is prevented from going outside at break time because it takes too long to get there
- harassment, for example a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating
- victimisation, for example suspending a disabled student because they've complained about harassment

Reasonable adjustments

- **An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include providing extra support and aids (like specialist teachers or equipment).**

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Supporting Disabled Students Best Practice Guidance

“Disabled students should arrive at university confident that any barriers to their learning have been identified, understood and appropriate steps taken to reduce their impact. **The learning environment should be as inclusive as possible, so that the need for individual interventions is the exception, not the rule.** Institutions should engage in a continual improvement cycle that develops inclusive practice, with the aim of reducing the number of individual interventions required.”

OIA Good Practice Framework

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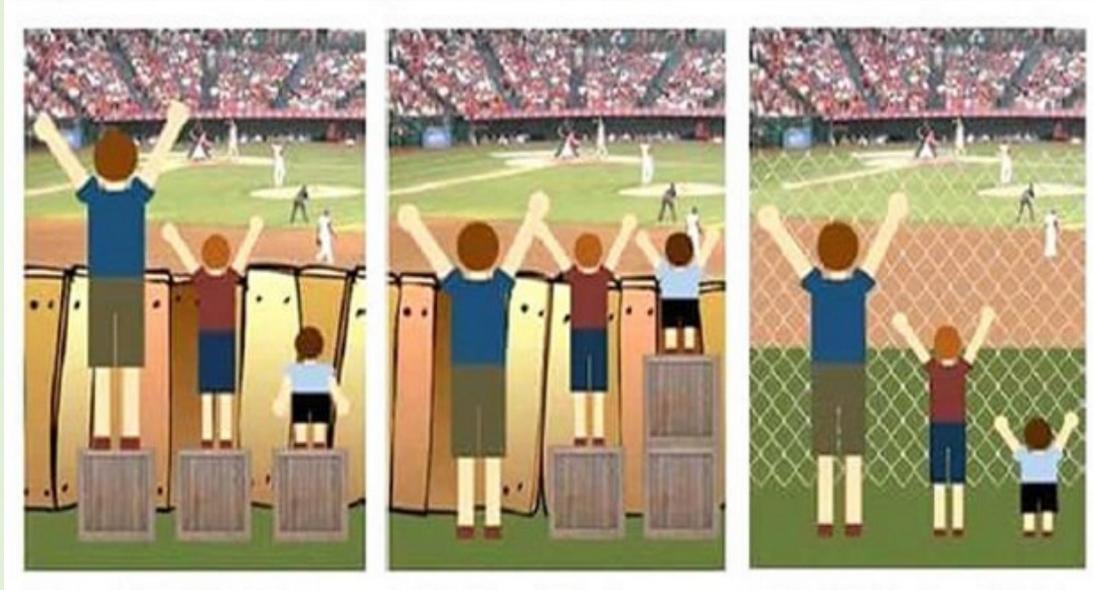
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Equality Vs Equity Vs Inclusivity



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Activity 1 – Challenges Faced by Disabled Students in the Learning Environment

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- Difficulties with activities requiring them to acquire information to complete tasks, assignments and participating in group discussions.
- Difficulty focusing on reading large quantities of text.
- Poor note taking and writing skills.
- Poor time management and organisation may mean they feel overwhelmed with workload and may find it challenging to switch between multiple tasks.
- Perfectionist tendencies.

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AD(H)D – Attention Deficit (Hyperactivity) Disorder

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- More susceptible to stress and anxiety, particularly relating to change, eg changes to timetabling.
- Self directed learning and group discussions can be challenging, requiring particular support with some aspects of teaching and learning.
- Can find processing verbal information difficult and may need printed slides or notes during lectures.
- Difficulty note taking and identifying salient points.
- Difficulty managing attendance and organising workload.

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Autistic Spectrum Disorder (ASD)

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- Self directed learning and group discussions can be challenging, requiring particular support with some aspects of teaching and learning.
- Can find processing verbal information difficult and may need printed slides or notes during lectures.
- Difficulty note taking and identifying salient points.
- Difficulty managing attendance and organising workload.

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- Slower reading.
- Visual stress, difficulty retaining, understanding and summarising what they've read.
- Impaired vocabulary, which can lead to impaired comprehension.
- Difficulty with written work – poorly constructed sentences, slow handwriting interfering with ability to communicate thoughts effectively.
- Difficulty planning and structuring written work.
- Difficulty relating theory to practice.
- Difficulty editing and proof reading work.

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Dyslexia

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- Difficulties with manual and practical work, eg using keyboards, mice, protractors and compasses, handwriting, presentation etc.
- Poor attention span and short term memory – easily distracted by noise and bright lights.
- Slow retrieval of information making class discussions in class challenging, exacerbated by stress.
- Difficulties with written expression, spelling, punctuation, sentence structure and proof reading.
- Trouble keeping place whilst reading and writing, poor relocating when switching between materials.
- Difficulty finding and pronouncing new words.
- May speak indistinctly and interrupt inappropriately, difficulty learning second languages.
- May reverse and mistype numbers, signs and decimal points – frequent mistakes.
- Struggle with spatial awareness – eg when drawing shapes, graphs etc.
- Slow to complete work.

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Dyspraxia

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- Difficulty hearing what's going on in lectures and seminars, meaning these students can fall behind.
- Inhibited ability to assimilate new vocabulary and forms of expression.
- Auditory memory less useful than for other students, inhibiting ability to recall information.
- Lack of 'inner voice' when reading negatively impacts reading fluency. Can take longer to read, understand and retain written information.
- Slower language acquisition, can appear that student's written work lacks depth and maturity.

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Hearing Impairments

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- Difficulty concentrating in class.
- Apprehensive about presentations and public speaking.
- Some medications can cause issues with memory and affect.
- Attendance, punctuality and general behaviour can be inconsistent.
- Difficult to engage fully with studies whilst emotionally preoccupied.
- Difficulty with time keeping and meeting deadlines.
- Lack self esteem and confidence in their abilities.
- Difficulties working in groups.
- Panic attacks if exposed to anxiety inducing environment.
- Side effects of medication can make it difficult for students to attend and/or engage.

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Mental Health Difficulties

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- Attendance, punctuality and general behaviour can be inconsistent.
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- Perceptual difficulties, such as seeing, hearing or processing and retaining information.
- Difficulty communicating with speech, eg students with a stammer, neurological impairments etc.
- Potential of students with communication difficulties is often unrecognised.
- Students with short term memory issues have difficulty processing and remembering instructions.
- Students with long term memory issues have difficulty in exams because they have difficulties in revising and retaining all necessary information.
- May need someone to take notes, assist with practical work, carry or open books or write assignments on their behalf.
- Difficulty articulating thoughts verbally (dysphasia) or physically producing speech due to injury or medical condition, eg stroke, cerebral palsy etc.
- Poor concentration or fatigue due to pain, medication or sleep disturbances.

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- May find workload more time consuming.
- May need longer to read printed material and may need special software.
- May suffer with reading fatigue and eye strain.
- Difficulty finding books in the library without assistance.
- Takes longer to make notes – may not be able to see PowerPoint slides or board work.
- May be delays in starting written work due to additional time taken to read.
- Diagrams and new vocabulary may be problematic without an oral description or additional clarification is given.
- Can take longer to proof-read written work and put bibliography together.
- Difficulty with presentations without additional help.
- Difficulty with face-to-face communication if unable to read facial expressions and body language.

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Activity 2: Case Studies

- What practices can we adopt to ensure these students can access teaching effectively?
 - i) Moodle
 - ii) In the classroom
 - iii) Outside the classroom
- Who else might benefit from these practices?
- Do you anticipate any limitations to adopting these practices?

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Example Case Study

Michonne is a first year undergraduate studying BA Global Business Management. She has dyslexia and sometimes finds it difficult to keep up in class, as it takes her longer to process information. This is particularly hard if she is unfamiliar with the content and vocabulary. This affects the quality of her notes, which impacts her ability to revise when it comes to exams.

In addition to her dyslexia, Michonne deals with social anxiety. The classroom can be particularly difficult for her as she doesn't always know when it's appropriate to ask questions and she often feels anxious if she sits with her back to the door.



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In addition to her dyslexia, Michonne deals with social anxiety. The classroom can be particularly difficult for her as she doesn't always know when it's appropriate to ask questions and she often feels anxious if she sits with her back to the door.

- Uploading slides to Moodle prior to lecture would give Michonne an opportunity to familiarise herself with the content and new vocabulary, enabling her to engage more effectively in class.
- Ensuring that lecture slides are presented clearly and are easy to read.
- Recording lectures using Echo360 so she can rewatch afterwards and take further notes to aid with her revision. Failing this, allowing her to use her phone or other device to record audio of the lecture.
- Making clear at the start of each lecture when students can ask questions and how to do so.
- Allowing students to sit where they feel most comfortable within the classroom.

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Case Study 1

Glenn is a second year student on the BA International Finance & Accounting course. Glenn is very keen to learn, but often finds himself unable to concentrate and stay on task in class, especially during long teaching sessions. When given group projects to complete he struggles to know where to start, which can cause him to feel overwhelmed at times.

He was recently told he has ADHD.



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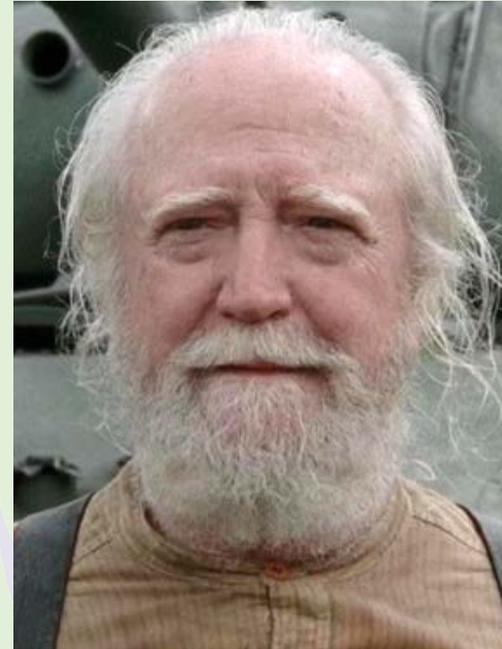
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Case Study 2

Hershel is an MSc Global Finance student who has been deaf from an early age. He usually has to rely on lip reading to understand others when they're speaking, which can become difficult during class discussions if he isn't facing the person who is speaking, or multiple people speak at once. In addition to challenges with communication, he also finds it hard to process written information as he lacks the 'inner voice' that people tend to use when reading, enabling them to retain information.



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Case Study 3

Rosita is an MBA International Fashion Management Student from South America who speaks English as a second language. She recently completed the PSE course, which she passed with the minimum score. This sometimes presents difficulties as she takes longer to process information that isn't in her native language. Additionally, she has ASD and becomes easily stressed/anxious in unanticipated situations, sometimes becoming avoidant. She also finds it difficult to identify key points when reading, which leads to challenges when it comes to revision and writing assignments.



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Classroom Rules

- Allow students to choose their own seats
- Rest breaks within longer lectures/seminars.
- Allow students to use recording devices such as Dictaphones, smartphones etc, where necessary.
- Lectures to be recorded so students can watch back as a study resource – Echo360.
- Ensure teaching sessions begin and end on time – early notification of any changes to arrangements
- Clear guidance on when and how to ask questions during teaching session.
- Ensure adequate light on your face – don't stand with your back to a window.
- Horse shoe seating arrangements for group discussions so everyone can see each other.
- Repeat questions asked by students.
- Students to say name before speaking.
- Notify students of field trips well in advance so they can plan.

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Teaching Delivery

- Multi sensory approach to teaching.
- Lectures to be clearly structured with regular recapping.
- Tasks to be chunked into smaller, more manageable steps.
- Activity instructions to be simple and clear, provided both verbally and visually.
- Avoid use of metaphors, which could be taken literally.
- Large and clear text – avoid slides with small print and excessive text.
- Slides should be presented clearly and avoid clashing colours.
- Visually highlight important information.
- Repeat and summarise main points of lecture.
- When organising group work/presentations, be sympathetic to students who struggle with this.
- Simple ways of conveying information other than diagrams, graphs, charts etc.

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Outside of Classroom

- Lecture slides to be uploaded prior to teaching, enabling students to familiarise themselves with the topic and printout handouts if necessary.
- When giving feedback tell students what to do differently rather than just what's wrong
- Suggested reading for independent research.
- Offer existing assignments as examples to students.
- Assignment checklists.

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Final Activity

What 3 things could you do different in your own teaching practice to ensure it's more inclusive?

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Further reading

- [OIA Good Practice Framework: Supporting disabled students](#)
- [HEA Framework for student access, retention, attainment and progression in higher education](#)
- [UCL Inclusive Teaching Toolkit](#)
- [Equality Challenge Unit: The social affirmative models in higher education](#)
- [Jisc: Enhancing staff support for learners with disabilities](#)
- [Think Inclusive: The biggest barriers to inclusive education \(US\)](#)

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