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Inclusivity in Learning, Teaching and Assessment

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**WORLD
CHANGING
GLASGOW**



Educational Purpose at the University of Glasgow

Our core educational purpose is to develop and support our students through an excellent University experience so that they fulfil their academic potential and contribute in the fullest way possible to culture, society and the economy locally and globally throughout their lives. **We seek to create an inclusive environment** where students develop meaningful relationships with one another and with staff, and through those encounters, create new knowledge, challenge received wisdom, build inter-cultural and leadership capabilities, and develop disciplinary excellence and an appetite for lifelong learning and enquiry. (Learning & Teaching Strategy, 2021-25)

Source: <https://www.gla.ac.uk/myglasgow/learningandteaching/strategy/>

UNESCO (United Nations Educational, Scientific and Cultural Organisation)

“ UNESCO promotes inclusive education systems that remove the barriers limiting the participation and achievement of all learners, respect diverse needs, abilities and characteristics and that eliminate all forms of discrimination in the learning environment.”

Source: <https://en.unesco.org/themes/inclusion-in-education>



Perspectives on Inclusivity in Higher Education

“The **intercultural curriculum creates a space in which learners and teachers cohabit** and where different perspectives are acknowledged, welcomed and learned from. These **spaces for learning in higher education are invaluable** in UK higher education in our times.”

(Source: “How would you create the intercultural curriculum?” Advance HE Thematic Series, <https://www.advance-he.ac.uk/scotland/thematic-series/intercultural-curriculum#how>)

 AdvanceHE

“There is however a **variation in terms of language** used in the responses with those who use phrases like '**anti-racism**' and '**decolonisation**' in addition to the more commonly used terms like **inclusion, diversity and addressing unconscious bias**.”

(Source: “Teaching in a Diverse Scotland” (2021) Scottish Government, <https://www.gov.scot/publications/teaching-diverse-scotland-increasing-retaining-minority-ethnic-teachers-3-years/documents/>)





“... necessitates a shift away from supporting specific student groups through a discrete set of policies or time-bound interventions, towards equity considerations being embedded within all functions of the institution and treated as an ongoing process of quality enhancement.

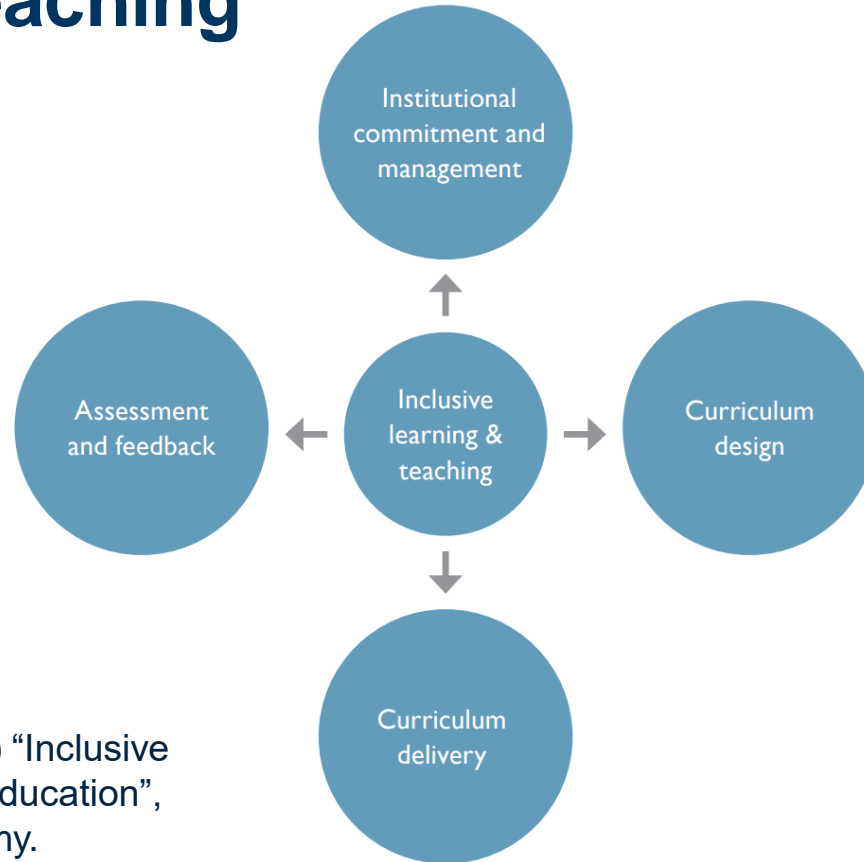
Making a shift of such magnitude requires **cultural and systemic change** at both the policy and practice levels.”

(May and Bridger, 2010, p.6).



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Elements of Inclusive Learning & Teaching



Source: Thomas and May, (2010) "Inclusive learning and teaching in higher education", Higher Education Academy.



Initial ‘Simple’ Actions

- Housing all teaching materials on the virtual learning environment in such a way that students can access them when they are needed, before or after formal teaching.
- Improve the accessibility of all materials provided (even if just with the right sub-headings or an appropriate use of font).
- Ensure reading lists are focussed and up to date
- Allow or facilitate the recording of teaching
- The use of plain English and clear presentation in lectures
- The pre-selection of diverse learning groups
- Diversify the range of learning opportunities, approaches and assessment methods
- Regarding students as learning partners
- The embedding of inclusive practice in recruitment, promotion, performance development review and other staff focussed processes



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Strategy Pillars

Evolving Approach to Student-Centred Active Learning

Transforming curricula and assessment

Students' Professional & Skills Development

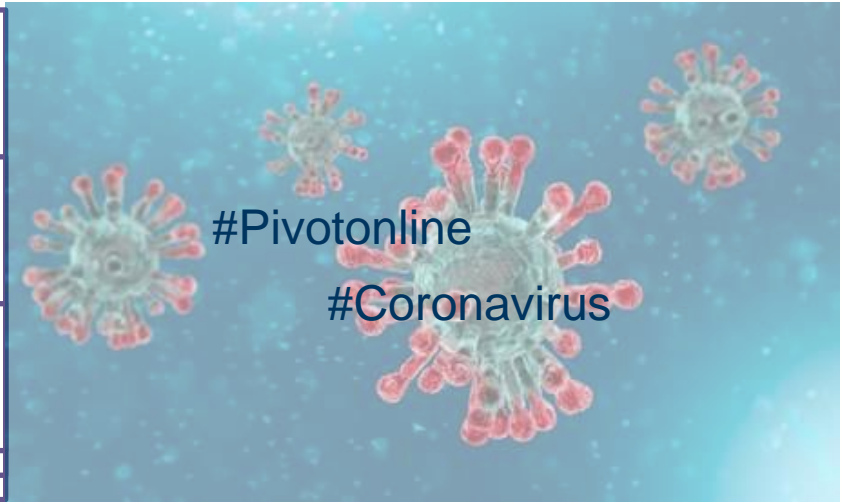


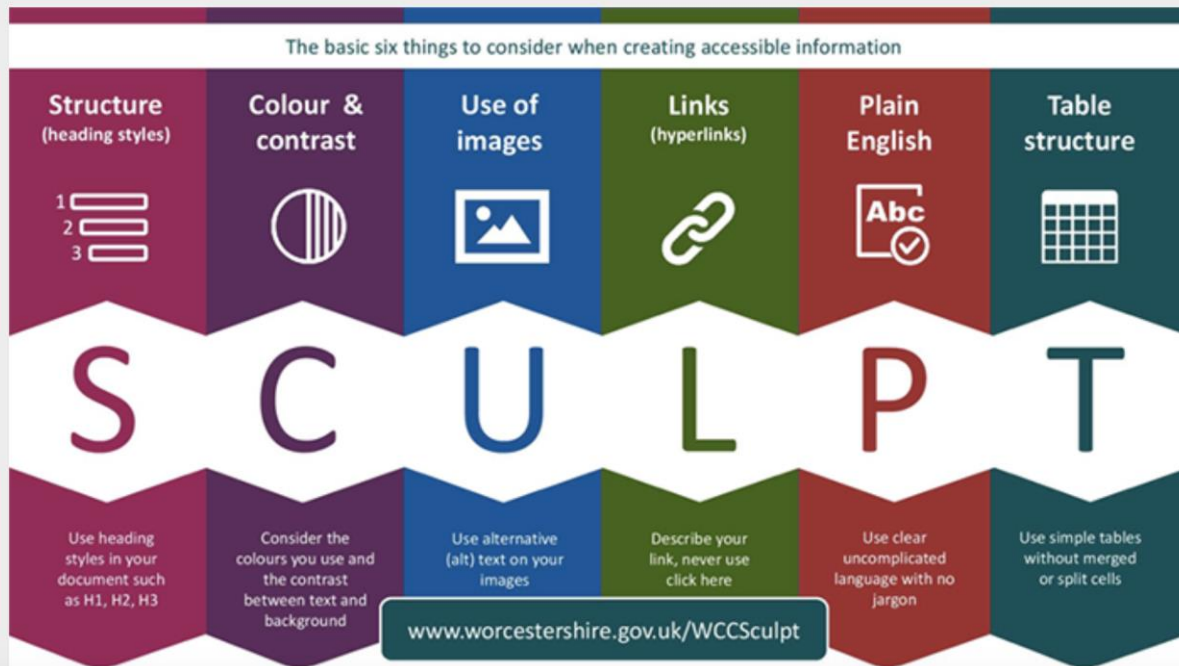
Image source: [theguardian.com](https://www.theguardian.com)

DIGITAL ACCESSIBILITY GUIDANCE

New digital accessibility regulations came into force on September 2018.

This is known as The Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018. This regulation implements the EU directive on the accessibility of the websites and mobile applications of public sector bodies into UK law.

Digital accessibility guidance for students



Getting started

- General content guidelines
- Video and audio accessibility

Accessible documents

- Word
- Powerpoint
- Excel
- PDFs

Why digital accessibility?

- Watch students tell us why this is important (Video)

Source: <https://www.gla.ac.uk/myglasgow/digitalaccessibility/>

Pillar 1: Evolving Approach to Student-Centred Active Learning

Redesigning teaching to support interaction

Maximising, and supporting engagement with, blended learning opportunities

Developing team approaches to design and delivery of teaching

Redesigning formative and summative assessment to connect to real world challenges

Flexibility to support relevant course combinations and multidisciplinary

Easier transition through routes to study



Image source: David Anderson, Information Services

Pillar 2: Transforming Curricula and Assessment

Connecting with real-world challenges

Programmes and assessment that foster creativity and problem solving

Programmatic and inclusive curriculum design and assessment

Work-based learning, employer engagement and student-led practice engagement

Developing students' independent learning and groupworking skills

Enabling relationship building to support wellbeing and retention

ENGINEERING STUDENTS GEAR UP TO DEVELOP CREATIVE APPROACHES TO GLOBAL PROBLEMS

Students from the University of Glasgow's James Watt School of Engineering geared up this week to tackle global challenges during the School's first-ever Creativity Week.

The School's entire second-year cohort of budding engineers – 470 students in total – left classes behind to spend the week in Glasgow's Kelvin Hall, designing new approaches to pressing issues including transport, energy, and sustainability.





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The SRC and our work in this area

- Staff / Student partnership means our work is often mirrored to the University
- Inclusive Education Charter
- SRC Representation pyramid
- Decolonising the Curriculum movement





Student Perspectives on Inclusive Education

- Introducing Decolonising the Curriculum as teaching practise and collective dialogue
- Consideration of tokenism
- Lack of common understanding of what inclusive education means in practice



Future of Inclusive Education from the student population





Specific Initiatives

- Student Staff Partnerships (x60)
- LTDF projects linked to values in the strategy
- URTUC Action Plan
(<https://www.gla.ac.uk/myglasgow/humanresources/equalitydiversity/understandingracism/>)
- Decolonising the curriculum *Community of Practice*
- Inclusive Learning & Teaching theme for L&T Conference 2022 (!)
- New appointments to support curriculum redesign
- Assessment & Feedback Transformation Project
(*Accessible & Inclusive Learning Policy*)



Student-Staff Partnership Schemes



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Thank you.

#UofGWorldChangers



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