

# Inclusive teaching and learning

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## General

- Liaise with colleagues so students receive clear, consistent messages about course requirements.
- Explicitly teach students what they need to know, e.g. how to critically reflect, how to write a report, how to give a presentation.
- Encourage students to evaluate which study strategies work best for them and try out new ones.
- Find out about different disabilities and needs.
- Provide templates and model answers, especially in the first year, so students understand what is required.
- Elicit the experiences and ideas of all students.
- Encourage students to use assistive technology – software, tools and apps. (See <http://inclusive.fxplus.ac.uk/tools-and-apps>.)
- Promote multi-sensory learning through different activities: e.g. images, video, audio, hands-on activities, discussion, quizzes, tests, group work, presentations etc.

## Lectures

- Upload slides (and any preparatory tasks or reading) at least 24 hours beforehand.
- Face the students when speaking.
- Allow students to record lectures for personal use.
- Signpost lectures by providing an overview, recapping and flagging up important points.
- Explain jargon, terms, symbols and acronyms and write up on board or provide a glossary.
- Encourage and allow time for questions.
- Repeat questions before answering (so all can hear).
- Vary pace and focus: include interactive activities, e.g. discussions and quizzes.
- Use concrete examples to aid understanding of abstract information.
- Use clear language and avoid slang, jargon, idioms etc.

## Lecture slides

- Use a sans serif font (e.g. Arial, Verdana, Calibri) of at least 24 - 26 points.
- Avoid text over diagrams.
- Avoid clashing colour combinations (e.g. red/green).
- Limit points on a slide: 3 – 6 (depending on complexity).

## Tutorials

- Make information available to students about when and how to contact you.
- Encourage students to disclose specific needs.
- Encourage students to record tutorials or make clear notes to refer back to.
- Respect confidentiality.
- Know how to refer on to other sources of support. (If in doubt, email [compass@fxplus.ac.uk](mailto:compass@fxplus.ac.uk).)

## Group work and seminars

- Be aware of which students may feel more stress and anxiety when reading aloud, responding, presenting etc.
- Provide access to instructions and resources in advance to allow preparation.
- Be aware of students who need extra processing time.
- Intervene if group members are not learning well.

## Student presentations

- Be aware which students cannot quickly respond to questions: write questions down and allow them to respond later.
- Make sure students understand what is being assessed: content, presentation skills or both.
- Work with students who suffer from extreme presentation anxiety to find ways round this, e.g. presenting to a smaller group or videoing themselves.

## Student reading and research

- Be explicit about the referencing system used on the course and where students can find guidance on this, e.g. <http://studyhub.fxplus.ac.uk/referencing>.
- Indicate to students which texts are compulsory, preferable or optional and give page ranges or chapters.
- Make sure the resources are available in the library or online. Consider using Talis for creating and updating resource lists: <http://library.fxplus.ac.uk/library/how/search/resource-lists>
- With first years, guide their reading by providing specific questions or tasks to perform.

## Hand-outs

- Make sure text is well spaced out and left-aligned.
- Use headings to aid comprehension and navigation.
- Use a sans serif font of at least 12 points (or e-versions which can be customised).
- Consider printing any hand-outs on off-white paper to minimise visual stress.
- Use images if they aid comprehension.
- Consider readability and how texts will be managed by text reading software.

## Feedback and assessment

- Explicitly teach students what they will be assessed on (and provide clear marking criteria).
- Give constructive feedback which balances positives with areas for improvement.
- Give feedback with enough time for students to act on it before a deadline.
- Back up verbal feedback in writing (ideally word processed).
- Mark for content and ideas and do not overly penalise for errors in spelling, punctuation and grammar (unless explicitly being tested).
- Offer a range of assessment methods, e.g. MCQs, presentations, self/peer assessment, audio/video, mind maps, reflective journals etc.

## More information

- <http://inclusive.fxplus.ac.uk/inclusive-guides>

[inclusive@fxplus.ac.uk](mailto:inclusive@fxplus.ac.uk)