CHARM-EU

CHallenge-driven
Accessible
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# Inclusivity tips for CHARM-EU educators

ACKNOWLEDGEMENT OF THE DIVERSITY OF STUDENTS

Understanding the diversity of students, their backgrounds, own lived experiences and access needs.

Students in the 21st century university campus come from many different backgrounds and circumstances: ethnicity; religion or belief; gender identity; sexual orientation; with children / caring responsibilities; disability; chronic illness; mental health and well-being; low-income/socio-economic background; with work responsibilities; mature students; or coming back to education after a long break, etc. To get the most out of the CHARM-EU Master's, many students may benefit from accommodations or other considerations during the course of your module.

Question

1.Do you consider the various needs of students in your teaching & learning environment?

got it? check it!
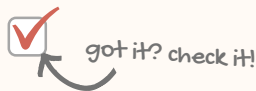
Actions

Review students' needs assessment reports (if applicable to your institution). ☐

Invite students to let you know in confidence (privately) about their access & participation needs. ☐

Reassure students that it is ok to express their needs & that their needs are not a burden. ☐

INCLUSIVE COURSE ENVIRONMENT

In an inclusive environment, the unique lived experiences of each individual are recognised, respected and embraced, and everyone feels accepted as an intrinsic and valued part of the team, with valuable contributions to offer.

Question

2. What measures are you putting in place to create an inclusive environment where diversity is acknowledged, respected, and accepted, and each individual feels a sense of belonging?

Action

Share your inclusivity statement at the beginning of the course/module (in handbook and in introductory lecture). ☐

LEARNING OPPORTUNITIES

Question

3. Have you anticipated different learning preferences, abilities, and needs?

Some students flourish individually, others in small group work; some are comfortable engaging verbally, others are better in text form (e.g. students with English as an Additional Language, [EAL])

Different working methods avoid the emergence of 'single leaders' and provide more space for different contributions.

Actions

Use a range of teaching & learning formats and activities (discussions, chat box, group work during a session). ☐

Offer the same teaching point in 2 or 3 different formats. ☐

Encourage both active and more passive participation (in group work vs. lecture) where possible. ☐

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Question

4. Have you allowed students an element of choice in how they learn?

Offering choice to students fosters ownership, independence and creativity. It increases students' connectedness to their learning.

Action

There are a lot of ways to integrate choice into teaching and e-learning: peer-to-peer teaching, learning by doing, group-work, online work, self-work, ...

Question

5. Are the course expectations clear for students?

Students will likely come from different educational backgrounds, cultures and traditions. Understanding what you expect from them helps them meet those expectations.

Actions

Use module study guides to convey key information about learning outcomes, structure of sessions and rubric.

Clearly communicate your expectations in terms of attendance, engagement and assessment, as well as class etiquette (the 'hidden curriculum').

DIVERSITY OF MATERIALS

Diverse representation enriches student understanding and avoids affirming stereotypical ideas (around gender/global youth).

Question

6. How do you ensure diverse representation in content and authors and perspectives/approaches of different nationalities, races, religious backgrounds, own lived experiences etc?

Action

Review your reading list for diversity authors - representation of gender, world regions, ethnic, etc.

DIVERSITY OF ACADEMIC STAFF, LECTURERS, EXTERNAL STAKEHOLDERS

Everyone that the students engage with during their course can represent important role models.

Question

7. How do you ensure variety of perspectives & representation among the academic staff, external stakeholders, role models, etc., that the students engage with?

Action

Engage a diverse range of speakers, experts, etc; different nationalities, races, religious backgrounds, etc. Consider including non-traditional or stereotypical role models.

USER-FRIENDLY & ACCESSIBLE MATERIALS

Question

8. Are your course materials accessible, and designed to support students' different learning abilities and preferred strategies?

Actions

got it? check it!
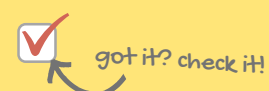
Inclusivity tips for CHARM-EU educators

The font, font size and contrast with background can make a massive difference to the readability of your material.	Use a sans-serif font like Arial. Ensure high contrast by using a plain background. For handouts/written materials, use min. 12font; for Powerpoint, min. 24. ☐
Subtitles support engagement of deaf students, those with EAL, neurodiverse students, as well as many other students!	Turn on subtitles/transcripts (if you require support on these matters, the WP6 Inclusivity team is here to help). ☐
Making recordings of lectures available to students after a session allows them to catch up if they've missed the lecture or not understood a particular element and wish to listen back.	Record your sessions or make lecture slides available to students. ☐
Many PDFs are inaccessible to students (e.g. vision impaired) who are using screen-readers.	Make sure that materials are in accessible format, or ask student if they are having trouble. If so, provide alternative solutions to access & interact with the material. ☐

DIVERSITY OF EVALUATION/ASSESSMENT

Question	Actions
9. Do you provide a variety of assessment options? *Students have different strengths - offering them different ways to demonstrate their learning ensures you are providing equal opportunity to all.*	Try to avoid a single form of assessment. Instead of the traditional essay or exam, consider offering students the choice of a portfolio, poster, video, clip, blog, podcast, oral presentation, team project, etc. ☐

Question	Action
10. Do you include student feedback as part of your module? *Student feedback is a key way to know if your course is truly inclusive or if there are other ways to support students.*	In addition to at the end of the module, consider including a regular check in with students about the extent to which inclusion is being achieved. Create a space for reflection and action based on student feedback. ☐

PROFESSIONAL DEVELOPMENT

Being inclusive is an ongoing practice, and different considerations are required in different settings and contexts.

Question	Action
11. Are you continuously developing your competences to support learning of diverse students?	Participate where you can in professional development activities in equality/equity, diversity and inclusion and how to be inclusive by design in your teaching and learning activities. ☐

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