

Inclusivity: Re-thinking the Narrative

Delivering Inclusivity through Transparency, Efficiency and Flexibility

Inclusive teaching is not about lowering standards; instead it is about ensuring our students can work in a way that enables them to fulfil their academic potential by enabling them to work effectively in a way that is **Transparent**, **Efficient** and **Flexible**.



Problematising Inclusion

The term inclusion can be difficult to define and measure (Neely-Barnes and Elswick, 2016: 145), which can result in a lack of clarity regarding how to implement meaningful practical changes.

Whilst the motivation behind inclusive teaching is positive, in reality this can be problematic and daunting when teaching a large cohort of students with potentially very different needs. This is largely due to the fact that the dominant narrative on inclusion focuses on notions of 'individual difference'. Therefore, the challenge for higher education, is to move beyond labels, which seek to categorise individual difference.



Difference



Patterns beyond labels

Patterns Beyond Labels

Many students from traditionally marginalised groups will face similar challenges in the context of learning in Higher Education. It is also important to note that these students do not experience distinctly different challenges than those of the wider student cohort. Rather, they often experience a more exaggerated version of the difficulties that all students face. Therefore, if we tailor our teaching and learning to meet the needs of this particular cohort, then all students will benefit. This becomes possible when we identify patterns in difficulty across three key areas of inclusion: **Physical**, **Cultural**, and **Cognitive**.



Physical Inclusion

refers to the learning environment and access to learning.

Ramp access to buildings
Recording Lectures



Cultural Inclusion

refers to the content we teach and the examples we use.

Having examples that are relevant to your students
Decolonising curricula



Cognitive Inclusion

refers to how students assimilate, process, recall and synthesise the knowledge we impart.

Breaking up lectures with interactive activities
Mapping out steps in processes