

UOW College



Creating an Inclusive Curriculum for all our Students

Pranit Anand & Didi Kello

Who are we?



Pranit Anand, Learning & Development Manager

- *Former international student*
 - Vice-Chancellor's Award for services to the International Student Community
- *Worked and taught in different countries*
- *Research interests in cultural inclusivity*
 - Publications:
 - Incorporating Graduate Qualities by Addressing the Diversity of the Students in a First Session Pre-university Course
 - Asian Learners in Australian Classrooms
 - Involvement in extra-curricular activities facilitated by former students encourages intercultural communication, sustains student engagement and promotes positive academic outcomes

Didi Kello, ELICOS Program Manager

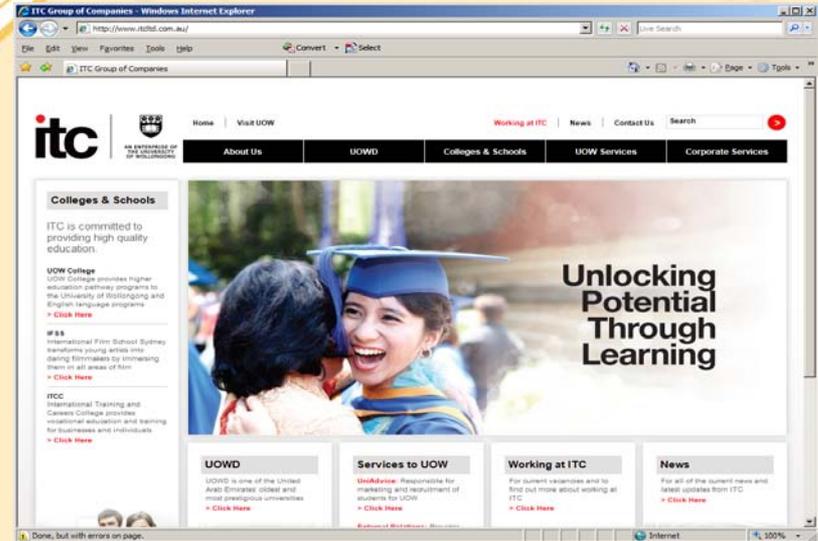
- 15 years ELICOS industry
- Japan – Ministry of Education
- Japan tsunami relief
- Leukaemia foundation
- Trophy collection

Where are we from?



UOW College: Pathway to university

- Foundation studies and Diploma programs
- English Language programs



Unlocking Potential Through Learning

Other ITC colleges:

- International Training & Careers College: Vocational & Professional Development Courses
- International Film School Sydney (IFSS)

Where is Wollongong?

UOW College



UOW rated a five-star performer on international stage

Rated top 2% in the world

www.uowcollege.edu.au

Introduction



- **Why are we here?**
 - Widening participation – low SES
 - International recruitment – cultural differences
 - Equality and equity - age, disability, gender, race, religion and sexual orientation
 - “In response to the reshaping of higher education, there is a need for institutions to fully embrace inclusive learning and teaching practices to accommodate the needs of all students” (Budge, 2010)
- **What are we going to do?**
 - Some interactive activities
 - Have a look at what others have done
 - Explore what we can do in our curriculum
 - Share ideas with each other



What should you have in your folders?

- Presentation slides
- Sticky notes
- Developing an Inclusive Curriculum for All Students, Mick Healey, Literature Review
- The diversification of Australian higher education: Is the academy prepared for the challenge?
- Questionnaire on Internationalisation of the Curriculum

Let's relate

UOW College



Talk to your neighbour

When was the last time you found yourself in the minority at a social or educational event? And how did you feel about it?

Curriculum?



“The changes needed to sustain the expanded and diversified student cohort require a sophisticated **whole-of-organisation approach and response**, and not just change at the individual academic level.” (Budge 2010)

- Subject outlines
- Teaching and learning activities
- Outside class engagement
- Support programs
- Policies & Procedures

Inclusivity



Part of the diversification of the Australian higher education agenda:

- Dawkins reforms (late 1980s).
- Bradley Report recommendations (2008).
 - National target of at least 40 per cent of 25-to-34 year-olds having attained a qualification at bachelor by 2020 level or above
 - National target that, by 2020, 20 per cent of higher education enrolments at undergraduate level are people from low socioeconomic status backgrounds
 - Increase the funding for the access and participation of under-represented groups of students to a level equivalent to 4 per cent of the total grants for teaching

Large number of International students from non-Western nations

- Over 25% of all enrolled students in Australian higher education institutions are International students (Marginson 2009)

Inclusivity @ UOW College

UOW College



Includes whole of institution approach. All our policies & procedures are aligned with the support and teaching & learning programs to make inclusivity a key enabler of all our programs:

- UOW College Graduate Qualities
- Teaching & Learning Plan
- Learning & Development Plan
- Regular training opportunities
 - Awareness sessions about different cultural groups
- Support programs:
 - Early intervention
 - Mentoring
- Outside class engagement
 - Lunch time sports
 - Free cooking classes
 - Jewellery making & other activities



External references:

<http://www.flinders.edu.au/cdip/>

<http://www.ioc.net.au/main/course/view.php?id=2>



Inclusivity principles

Introductions:

- Let students know you and let them tell you about themselves
- Establish appropriate modes of address
- Communicate the importance of diversity in your class
- Use online learning tools to provide opportunities for student-student & student-teacher interactions

Create a safe learning environment for all:

- Mutual respect
- Manage classroom 'incivilities'
- Establish inclusive ground rules that safeguard against racism and harassment

Appreciate the challenges & adjustment:

- 'Culture shock'
- English as a second language
- Respectful verbal & non-verbal communication
- Appropriate colours/visuals when using presentations
- Alternate means of accessing materials



Inclusivity principles

Treat diversity positively:

- Avoid over generalising
- Structure groups and group work thoughtfully
- Plan opportunities for students to contribute input related to own culture

Establish clear expectations in the classroom:

- Academic expectations & standards
- Australian education context and expectations
- Explain the topic, objectives, session type and type of student participation expected
- Model appropriate referencing and citing style

Designing culturally inclusive curriculum



In groups:

Discuss some things that you can do to make your courses more inclusive.
Identify three things that you can do to make your classes more inclusive.
Write these down on the sticky notes.

Then stick each one on the whiteboard under the headings of: Easy, Difficult, Will Require Significant Resources.

Reference:

*Questionnaire on Internationalisation of the Curriculum
Developing an inclusive Curriculum for All Students page 14*

Inclusivity

UOW College

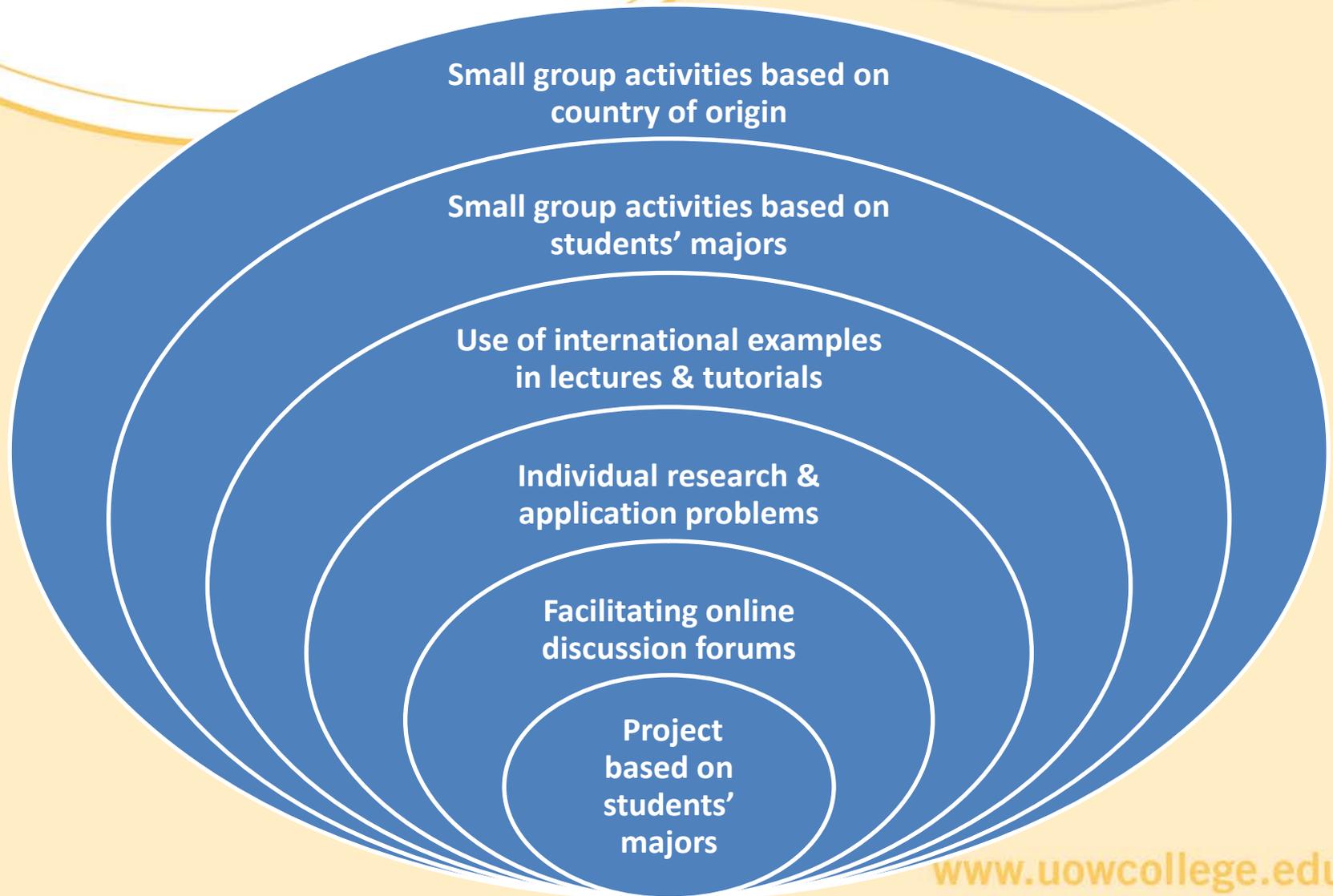


Couple of videos worth looking at:

http://www.fyecd2009.gut.edu.au/resources/fyecd2009_movie.jsp

www.cshe.unimelb.edu.au/research/projectsites/enhancing_interact.html

An example an inclusive class



Conclusion

UOW College



Being inclusive does not require us to do different things but doing what we normally do differently

Questions?

pranit@uow.edu.au

didi@uow.edu.au