Educational Development Unit: Inclusive learning and teaching


Apply our framework:

1. **Inclusive educational design**
   Genuinely inclusive teaching and learning begins at the educational design and planning phase.

2. **Preparing students for learning**
   For learning and teaching to be inclusive students need to know what is expected in advance so that they can prepare themselves.

3. **Managing inclusive learning environments**
   Inclusive learning environments enable learners to check their understanding and actively contribute to their own and peers’ learning.

4. **Making assessment and feedback inclusive**
   Inclusive assessment and feedback identifies gaps, supports learning and recognises achievement in a transparent, fair and varied way.

Prompt questions to help you plan for more inclusive teaching and learning:

- How are students supported in learning higher education and disciplinary terminology and the intentions and expectations behind aspects of their programme?
- Does each module incorporate a range of opportunities for student participation? e.g. paired discussion, anonymous participation via mentimeter.
- Does your programme include opportunities for students to engage with peers and staff to learn from others and nurture a sense of belonging?
- Does group work makes use of the diversity of student experience and background available in the cohort?
- Do you include examples, cases studies, references and ideas from a range of social and cultural perspectives?
- Does your programme provide students with opportunity to make sense of concepts from their own cultural perspective?
- Does your programme include content and techniques that enables all students to address problems of interest to them?