Title: **Operationalising Inclusive Teaching: How do we turn goodwill into meaningful and lasting good practice?**

Presenter: **Ivan Newman, Ben Watson**
Royal Agricultural University, University of Kent

Session Learning Outcomes

By the end of this session, delegates will be able to:

1. Compare their own institution to others regarding progress towards inclusive teaching using the latest evidenced-based research in 3 key areas.
2. Enable delegates to contribute to their own institutional approaches to inclusive teaching by understanding common issues encountered across the sector in operationalising inclusive teaching (Newman & Conway, 2016) including the need to move from reactive individualised to institutionalised anticipatory support (Newman, et al., 2018).
3. Assess how combinations of policy, soft skills and technology can help progress an inclusive teaching agenda in real-world situations and identify opportunities to embed these in their own institutions (Kent University, 2017); (Kent University, 2018).
4. Identify potential solutions to barriers to inclusive teaching encountered at their own institutions.
5. Use their experience of a technologies used in the session to enhance engagement (OMBEA, 2018) and to provide greater accessibility (Closed Captioning) to act as examples for them to describe to their institutional colleagues that operationalising elements of inclusive teaching need not be difficult.

Session Outline

The session will:
1. Present findings of research, conducted in 2018 through Freedom of Information Requests into inclusive teaching at 133 English HEPs.
2. Present key issues identified in operationalising inclusive teaching such as definitional clarity, content and quantity of academic staff training, and validation criteria for courses/programmes.
3. Present case study 'vignettes', based on one HEP's experience, to illustrate how combinations of policy, technology and soft-skills helped towards operationalising inclusive teaching.
4. Provide delegates with a range of problem solving techniques to help dismantle barriers to inclusive teaching.

5. Allow delegates to work identifying ways to remove barriers to inclusive teaching that they have experienced at their own institutions.
6. **Use an audience participation app in a live environment to show how and give delegates experience of a technology which can boost engagement and collection of data in mainstream teaching.
7. **Use closed captioning and video capture to demonstrate an inclusive teaching technique.
8. Provide delegates with a URL post-conference giving access to the video and session transcript to allow them to reflect on the session, the barriers identified and potential solutions discussed.

**Use of the participation app and closed captioning will depend on the quality of the hotel's WiFi.

Session Activities and Approximate Timings

Part 1: Introduction and research findings: Assessing progress towards inclusive teaching at over 130 English HEPs. 20 minutes.
Part 2: Case study vignettes: Based on the research findings, illustrative examples presented of barriers towards operationalising inclusive teaching faced by one institution, and ways these were removed or mitigated. 20 minutes.
Part 3a: Interactive Workshop briefing: Description of how the workshop element works and operation of the audience participation app. 10 minutes.
Part 3b: Interactive Workshop: Delegates work in pairs to find potential solutions to a barrier to operationalising inclusive teaching they face at their institutions. The existence and extent of the barriers and potential solutions are identified for the whole cohort using audience participation software to create an interactive experience of the 'wisdom of the room'. 30 minutes.
Part 4: Conclusion, close: 10 minutes.

References

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