Workshop **3**

Title: **Supporting staff to meet current and future challenges around inclusive curriculum design and leadership**

Presenter: **Sarah Wilson-Medhurst**
SWM Consulting

Session Learning Outcomes

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

- Use the provided framework and associated benchmarking tool to interrogate aspects of their current programme(s) or module(s), culture and environment to identify areas of strength and areas for improvement
- Identify some preliminary actions they can initiate to enhance their learning and teaching provision with respect to inclusivity (this may be their own staff development programmes/award-bearing (PGCert/PGCAP etc) provision or other post- or under- graduate provision in any discipline
- Consider how they might use a similar benchmarking and 'calibration' process to support staff engagement and development around inclusive practices

Session Outline

Bias is inherent in each of us, determined from our experiences and circumstances both personal and professional. Being blind to bias results in acceptance of a situation as fact (Kahneman, 2011). The impact of this bias can be seen, in the (for the most part unintended) exclusion and or marginalisation of groups, for example women and BME, in various engineering and computing disciplines, men in primary school teaching (just two examples) and a consequent loss of talent as well as other impacts and unintended consequences.

Linking to work undertaken in engineering and computing (Peters et al, 2016; Wilson-Medhurst and Peters, 2018) this workshop will present a framework to facilitate a discussion on creating an inclusive culture and inclusive pedagogy. A scoring method is used to focus discussions about 'what works', what else could be done and share ideas about next steps in curriculum design and leadership. The aim of the process is to facilitate discussion and 'calibration' of one's practice in order to support colleagues to identify and share good practice(s) as well as opportunities for development and improvement.

Session Activities and Approximate Timings

Introduction: context for the framework and associated benchmarking tool (5 minutes)
Framework and tool: outlining the benchmarking tool and how to use it to benchmark and 'calibrate' practice (5 minutes)
Stage 1: Think - apply selected sub-section of tool to interrogate own practice and identify (preliminary) top 3 priorities for future action (10 minutes)
Stage 2: Pair – discuss findings with another colleague and identify (shared) top three priorities (5 minutes)
Stage 3: Share – Get together with another pair and share your ideas and as a four agree on your top three priorities for action and identify one priority to feedback to the group (10 minutes)
Closing plenary – each group feeds back and closing discussion on the *process* and how it can support staff engagement and development to address curriculum design and leadership challenges around diversity and inclusion (10 minutes)

References

Kahneman D. (2011). *Thinking, Fast and Slow.* Farrar, Straus and Giroux.
Peters, J, Wilson-Medhurst**,** S, Tilley, E, Mitchell, J. (2016) Creating Inclusion in Engineering Education – A New Framework and Check-list. ICL (Interactive Collaborative Learning) 2016 and IGIP International Conference on Engineering Pedagogy, Clayton Hotel, Belfast, UK, September 21-23.
Wilson-Medhurst, S and Peters, J. (2018) *Driving excellence through inclusive teaching and learning.* HEA STEM Conference 2018: Creativity in Teaching, Learning and Student Engagement, Newcastle, Jan 31 – Feb 1.