

Engaging students to embed equality and diversity in the curriculum

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The Project and Framework



1. What is embedding equality and diversity in the curriculum?
2. What is the framework for embedding equality and diversity in the curriculum?
3. How can we use it?
4. How can we involve students?



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Embedding Equality and Diversity in the Curriculum



- Funded by the Scottish Funding Council.
- Works with universities through:
 - engagement and consultancy,
 - the commissioning of research,
 - the production of frameworks and toolkits, and
 - the curating of resources.



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The HEA EEDC Framework

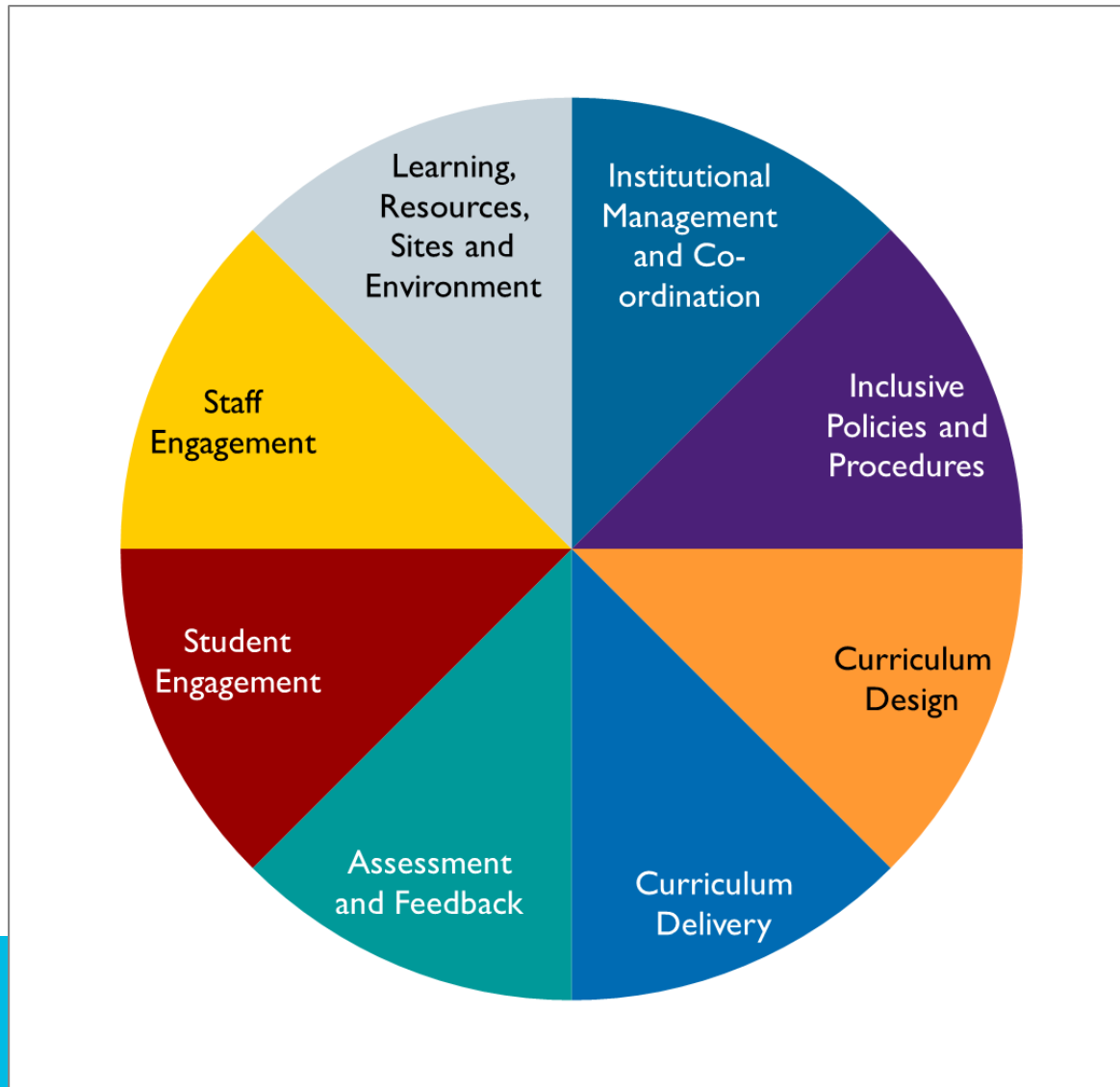


Table 1: Levels of Achievement

Overall judgement	Rating	Further details
Fully achieved	8	Yes this is externally recognised or validated
	7	Yes this is fully achieved and evaluation of impact is routinely sought and acted upon
	6	Yes but evaluation of impact has yet to be fully implemented
Partially achieved	5	Yes but work is in progress to extend responsibility to a wider group of staff, students, programmes or sites
	4	Yes but work is in progress engaging a limited number of staff, students, programmes or sites
Working towards	3	No but comprehensive plans are in place
	2	No but draft plans are in place
	1	No but there is awareness of the need for change
Not started	0	Not considered
	N/A	Not relevant

The Theory

Belonging

Engagement

Potential

Self Reflection

Understanding

Exposure

Interaction



- Belonging and Engagement
- Facilitating potential



Creating Inclusivity: creating learning experiences which provide all students, regardless of their background, with the opportunity to fulfill their own learning potential and support other students who may wish to learn from them.



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- Understanding and Exposure
- Interaction
- Self reflection



Embedding Diversity Inclusivity: creating learning experiences which include considerations of cultural diversity through curriculum content, assessment design and pedagogical practices.



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A STUDENT ENGAGEMENT FRAMEWORK FOR SCOTLAND



A Student Engagement Framework for Scotland

There are five key elements:

1. Students feeling part of a supportive institution.
2. Students engaging in their own learning.
- 3. Students working with their institution in shaping the direction of learning.**
- 4. Formal mechanisms for quality and governance.**
5. Influencing the student experience at national level.

The use of the term 'learning' throughout the framework can apply to learning, teaching and assessment.



A Student Engagement Framework for Scotland

There are six features of effective student engagement:

1. A culture of engagement.
2. Students as partners.
- 3. Responding to diversity.**
4. Valuing the student contribution.
5. Focus on enhancement and change.
6. Appropriate resources and support.

How much engagement?



A. Tutors control decision-making.

B. Students have some choice and influence.

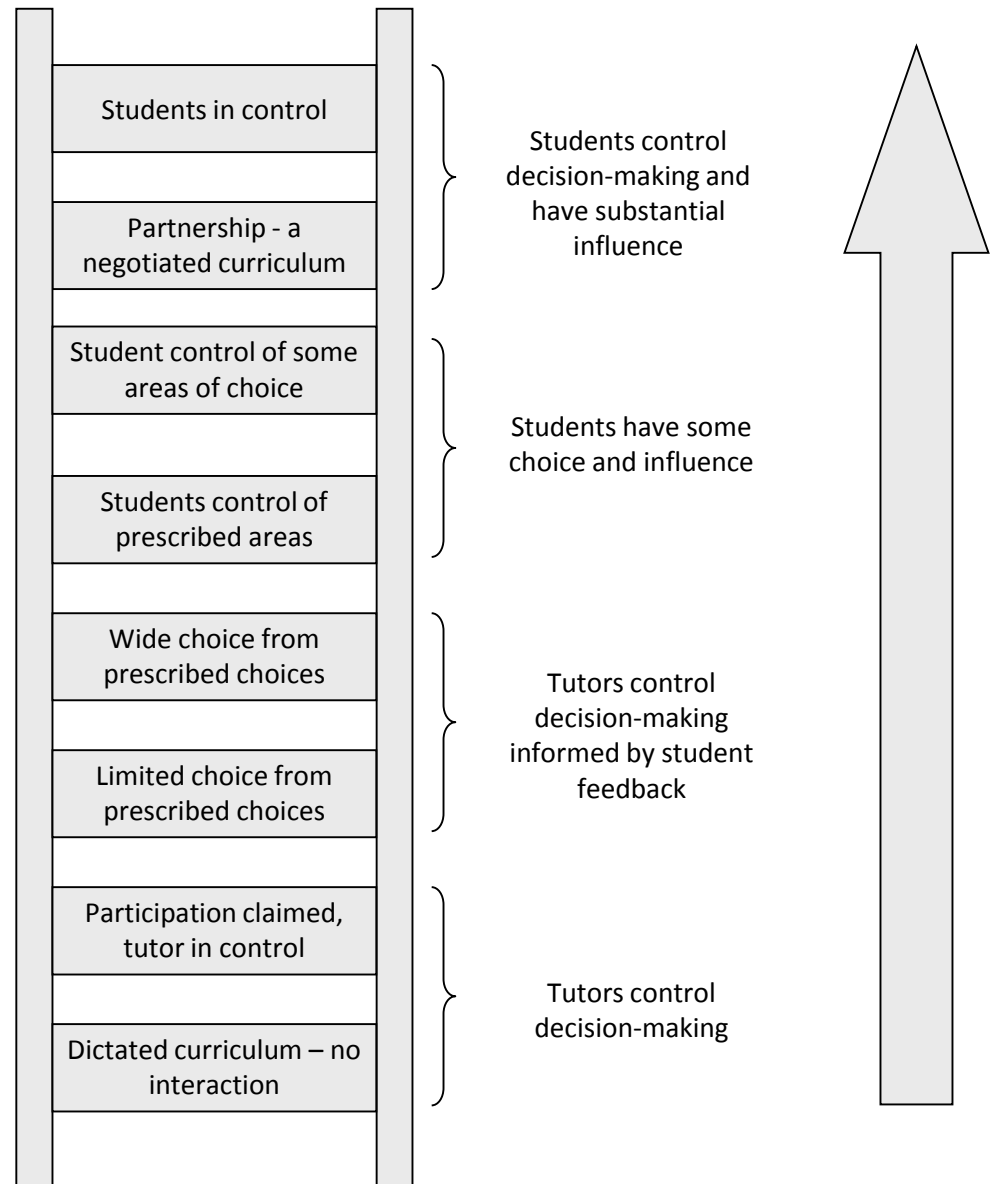
D. Students control decision-making and have substantial influence.

C. Tutors control decision-making informed by student feedback.



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Ladder of Student Participation in Curriculum Design



Cook-Sather, A., Bovill, C. and Felton, J. "Engaging Students as Partners in Learning and Teaching" p214, Jossey-Bass, 2014



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Gender Studies at Edinburgh University

Background

- Student backing for enhanced Gender Studies provision.
- Looking at the situation, the main gap was within the Pre-Honours domain – while students could take Honours courses, no ‘options’.
- Task group of 15-20 academics, students and sabbaticals collaborated to try and put in place a new Gender Studies Pre-Honours course.
- Focus was on attracting students outside the bubble of students who may already take the course – hence student involvement in creation was important.

Implementation



- We gathered together a cross-university group of 20 academics and interested support bodies – and helped start design courses.
- We reached out to other Gender Studies Centres around the country about their provision.
- We won funding to hire an academic within the University to implement:
 - Cross-University student and staff created Gender Course for 2016/2017.
 - Develop our Gender Studies network beyond our working group, with long-term funding.
- Academic was hired specifically with above in job description.
- School involved will also run new “research”-themed course for Honours UG students – concentrating specially on the students creating resources for the Pre-Honours Intro to Gender Course.

Next Steps

- Coordination and Development of the course – ensuring that it remains student-led
- Outreach into the campus making sure students KNOW about the course – it will need good enrolment!
- Gradually building on the network
- Providing more opportunities for course-creation generally

What can we take from this?



- Get enough interest in enough areas of the University, and a radical idea becomes normal.
- There *is* traction for student-owned academia – however, important to pitch very clearly what students bring to the table (for example - making course accessible to other students).
- Clear pressure needed to sustain the project – if not, they can just wait for one student rep to leave!

Curriculum?

- Curriculum content
 - What is taught? Consider syllabus material (e.g. texts, theories, laboratory experiments).
- Curriculum delivery
 - How is it taught? Consider mode of teaching (lecture, seminar, group-work, peer-learning), minutiae of teaching (what images are used to accompany teaching? What language is used?)
- Assessment and feedback
 - What is the content of the assessment? What type of assessment is it? How far is choice built in? How far is co-creation built in? What type of feedback is given? In what way (e.g. is it oral, written, group?)



Activity

Come up with an example each of inclusivity and diversity inclusivity.

- curriculum content.
- curriculum delivery.
- assessment and feedback.



Activity continued...



Using the student engagement framework, what mechanisms do you have in place that you can use to involve students?



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Question



What might you need to do to get academics on board?



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