

Embedding inclusive curriculum: Working from the ground up

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Deakin context (2009/10)

- **National policy agenda** to widen participation post-Bradley review
- Emerging international **literature** around inclusive teaching/curriculum
- **HEPPP funding** started 2010
- Increased adoption of **technology**-enabled delivery methods
- **Institutional gap** in thinking and practice: no dedicated area with interest in or responsibility for inclusive approaches to teaching and learning – course enhancement the priority



Evolution of inclusive curriculum and capacity building initiatives

- **Initial approach (2011-2013):** HEPPP-funding for 4 separate 3-year projects:
 - Embedding of digital literacy (Library)
 - Embedding of academic skills (Student Life)
 - Embedding of career preparation (Student Life)
 - Embedding of Universal Design for Learning principles (Equity & Diversity)
- **HEPPP program consolidation in late 2013:** Integration into one inclusive curriculum and capacity building project



2014-17 ICCB project features

- **Annual funding** model
- **Central management** of diverse projects across the university by E&D
- **Faculty-chosen collaborative projects** to address specific inclusive learning/teaching issues, involving academic and professional staff
- **Capacity building of staff** through collaboration, ongoing PD around UDL principles, embedding and scaffolding academic skills/literacies, career development
- **UDL** pedagogical framework (origins in disability practice)
- **Participatory action research** design



Underpinning theories

Inclusive curriculum:

Crozier & Reay (2008)

Hockings (2010)

Thomas & May (2010)

Higher Education Academy
(2011)

Tinto (2008)

Transition pedagogy:

Kift & Nelson 2009

Teaching LSES students:

Devlin et al. (2012)

Academic literacies:

Lea & Street 2006

Universal Design for Learning (CAST)

Authentic learning:

Herrington et al. 2010

Constructive alignment:

Biggs & Tang 2011



ICCB projects 2014-17

- Inclusive teaching website/PD resource (EDU)
- Embedding academic literacies in curriculum, strategic assessment (BComm + others)
- Embedding digital literacies in curriculum, authentic learning, synchronous blended mode (BComm)
- Embedding career readiness in curriculum (BComm)
- Supporting numeracy development in context (BComm)
- Cultural inclusivity PD (BComm)
- Feedback and feed forward (BComm)
- Web resources, exemplars to support academic literacies (Student Academic & Peer Support)
- Institute of Koorie Education curriculum renewal
- Hype-based modules to develop digital literacy in context (Library)
- Smart Sparrow adaptive mastery learning modules to develop digital literacy in context (Library)
- Online role playing platform to develop digital literacy in context (Library)
- 'Getting Started' online digital literacy videos (Library)
- Inclusive feedback (Health)
- Benchmarking the experience of sessional staff (Health)
- International desktop audit of inclusive curriculum policies, PD approaches
- Inclusive teaching capacity building website/PD resource (Health)
- Course hub sites (Science, Engineering & Built Env.)
- 'Start Anytime' WIL units (SEBE)
- Inclusive teaching PD workshops (SEBE)
- UDL audit of target units (Arts-Education)
- UDL PD for sessional staff (Arts-Education)
- Redesign 'Intro to uni' foundation unit to UDL principles (Arts-Education)
- Embedding simple inclusive curriculum techniques in target units (Arts-Education)

Inclusive Curriculum Capacity Building website:

<https://blogs.deakin.edu.au/iccb/>





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Deakin Inclusive Teaching Toolkit

'Inclusive education is everybody's business'

[Roger Slee \(2011\)](#)

This toolkit has been designed to support your inclusive teaching practice. The ICCB team, from Deakin's Equity and Diversity division, have developed and sourced materials, resources and practical strategies that you can implement immediately into your approaches to teaching and learning.

CASE STUDY

Embedding digital and academic literacies in the Bachelor of Commerce

Pre-2014: Library, Student Academic & Peer Support (SAPS), Careers working separately, in individual BComm units

2014: EDU brings Library, SAPS, Careers together as ICCB partners collaborating to work with receptive unit chairs, in target units

2015: BComm course review:

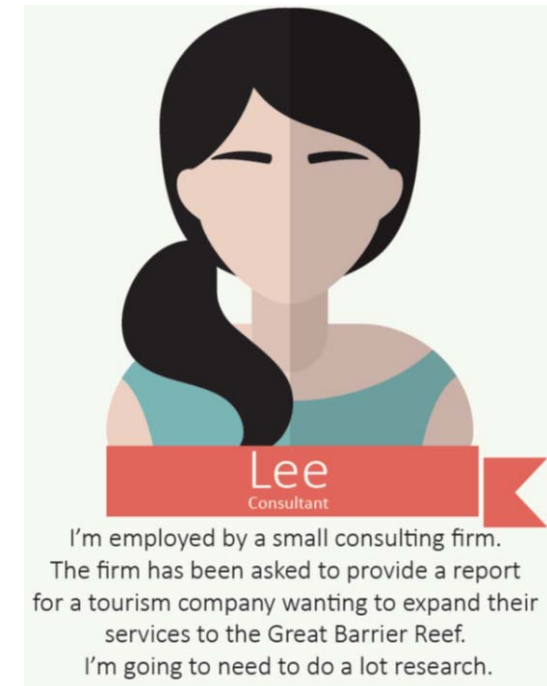
- Faculty identifies poor career-readiness of students, low authenticity, motivation issues, non-achievement of Deakin graduate learning outcomes (accreditation issues)
- Course restructure, new unit chairs, new curriculum, new majors to simplify streams
- ICCB partners involved to help embed literacies in all 1st year units, career readiness throughout the course



CASE STUDY

Marketing 101: Embedding digital literacies

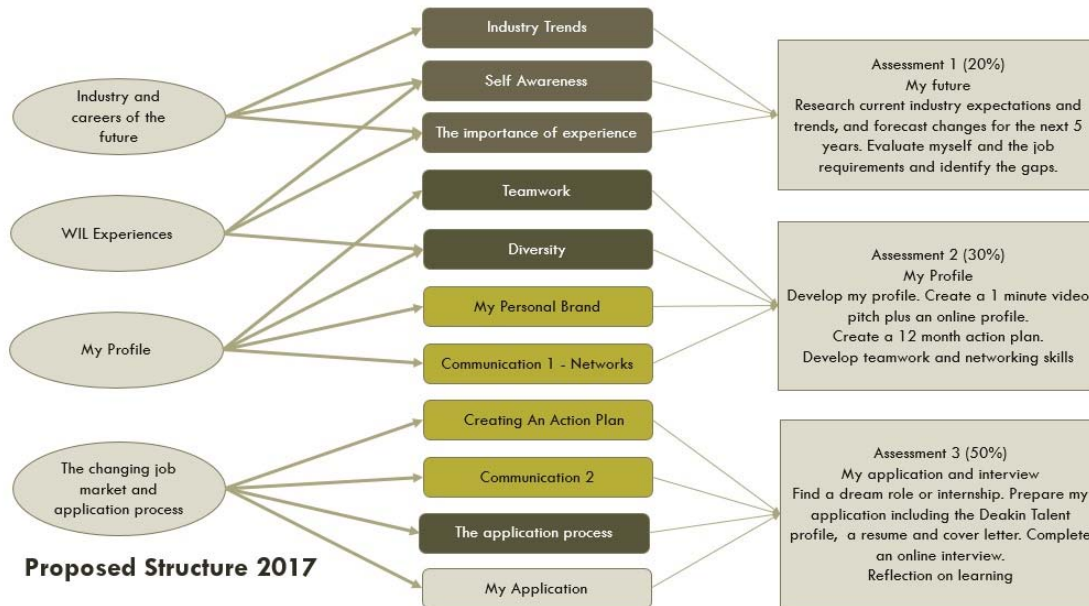
- Historically low success rates, high numbers of LSES students
- Unit chair 'early adopter' of embedding digital literacies
- **2016:** Key literacies focus distributed among core units
- Library collaborated to embed digital literacy module hurdle req.
- Many other improvements to demystify uni culture, scaffold assessments, increase flexibility (UDL)
- Team teaching, 12 hours staff meetings/PD
- Outcomes:
 - LSES student success rates improving 3% each trimester
 - Higher grades in digital literacy assessment
 - Focus group comments: they see the relevance of marketing now, appreciate the authenticity and support.
- Ongoing reviews and improvements, publication forthcoming



Digital literacy module:
authentic, activity based, linked
to assessment

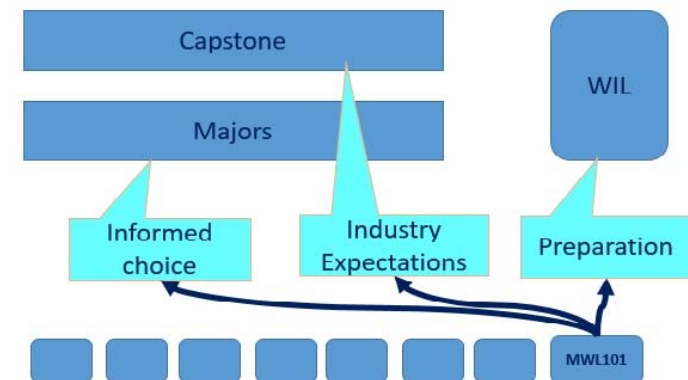
CASE STUDY

'Personal insight' 1st year core unit in employability



- **2014:** Career readiness identified as a key issue, literature review, staff + student interviews
- **2015:** Careers team collaborated to create generic career readiness modules, embedded in 3 units
- **2016:** BComm review: 'Personal insight', core 1st year unit

- **T2 2016:** Review to improve pedagogy, inclusivity
- **2017:** Further improvements to marking, assessment, communication
- Embedding career readiness assessments in 2nd year, 3rd year
- **Outcomes (T2, 2016):**
 - Mean unit mark up 4-6%
 - Students more aware of their skills, direction, gaps



Lessons learnt from the ground-up approach: enablers

- Small projects, agile project management
- Neutral central management, empowered partners
- Genuine enthusiasm and buy-in from key champions
- Integration into major course review processes



Lessons learnt from the ground-up approach: barriers

- Limited executive and policy level support
- Working from the periphery and through influence
- Reliance on committed individuals
- Restrictions of short-term funding
- Low level evaluation requirements



Transformational change?

- ✓ Collaborative leadership
- ✓ Flexible vision
- ✓ Faculty and staff development
- ✓ Visible action
- X Senior administrative support

Not transformational but isolated change:
deep but not pervasive (Eckel & Kezar, 2003)



QUESTIONS & COMMENTS

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