

Inclusive Education

Inclusive Education: Leveraging Diversity in the Classroom

26 July 2018 | 9.00am – 12.00pm

Synopsis

Student cohorts at NUS are likely to become more diverse in terms of motivation, engagement, capabilities, and socio-demographic lines given the recent changes within the CET space, not least the L3 initiative. This workshop is designed to examine how we might understand, develop and implement an inclusive approach to teaching.

In this session, we consider the various dimensions of student differences and their implications for teaching and learning. We will explore evidence-informed models to consider why inclusive education is important, why it is hard and how we as teachers can help create an inclusive learning environment. The goal is to engage all students and learn across this diversity, thereby maximising learning for both individual students and the learning community as a whole.

Intended Learning Outcomes

By the end of the workshop, participants should be able to:

- identify factors that influence teaching and learning in a diverse classroom; and,
- explore various evidence-informed approaches to help create supportive learning environments and teach in more inclusive ways.

Intentional Course Design for a Diverse Student Population

10 August 2018 | 9.00am – 12.00pm

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Synopsis

In this workshop, we will explore inclusive teaching principles and strategies that can be applied to the course design process. We will engage in several exercises that push us as teachers to think critically about ways we can revise teaching and learning activities (TLAs) as well as assessment tasks (ATs) to effectively engage a diverse student population.

Intended Learning Outcomes

By the end of the workshop, participants should be able to:

- recognise the features of an inclusive course design process;
- identify appropriate strategies to design teaching and learning activities and assessment tasks which engage students with diverse backgrounds; and,

- adopt an evidence-based approach towards designing and developing a module for a diverse student population.

Assessment Strategies for Inclusive Education

14 August 2018 | 9.00am – 12.00pm

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Synopsis

Assessment is a major driver for learning and a key part of the student learning experience. This workshop considers the impact of placing inclusivity at the heart of the assessment design and how we can assess student work in a differentiated classroom. Inclusive assessment refers to the “design and use of fair and effective assessment methods and practices that enable all students to demonstrate to their full potential what they know, understand and can do” (Hockings, 2010).

This workshop is designed to help in devising alternative and inclusive assessment strategies that can enable all students—regardless of student differences—to be evaluated fairly and consistently in a differentiated classroom, and are also aligned with programme and module learning outcomes.

Intended Learning Outcomes

By the end of the workshop, participants should be able to:

- explore principles of good inclusive assessment design; and,
- critically consider inclusive assessment strategies to engage students in learning.

Enabling an Inclusive Learning Environment Using Technology

24 August 2018 | 9.00am – 12.00pm

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Synopsis

An inclusive learning environment supported by technology can create optimal conditions for accommodating the changing needs of a diverse student population. What needs to be considered when planning for technology use? How can we meet the needs of diverse learners with technology? These types of questions need to be answered before we can support inclusive practices in education.

This workshop will enable you to critically examine the affordances of technologies using the universal design for learning (UDL) principles. We will learn how technological choices can affect the learning of today’s diverse student populations, and be able to refine teaching strategies and learning processes, and to be more inclusive in your teaching.

Intended Learning Outcomes

By the end of the workshop, participants should be able to:

- recognise how technological choices can affect the learning of diverse learners; and,
- examine the affordances of technologies using the universal design for learning (UDL) principles.