

Inclusive teaching quiz: individual activity

Collection: Inclusive teaching

Resource: Students, comments, conditions

Approximate duration

40 minutes

Learning outcomes

To sharpen one's awareness that there is no simple correlation between student 'conditions' (such as disability) and those aspects of teaching that students find problematic; and thus to appreciate the importance both of teaching inclusively and of dealing with students as individuals.

Introduction

There is nothing like comments from one's own students for forcing one to look afresh at teaching strategies. This activity aims to come a close second to that by presenting you with quotations from a range of student respondents to a survey of disabled students of English Literature, English Language and Creative Writing undertaken for the English Subject Centre's report, *Staying the Course* (<http://www.english.heacademy.ac.uk/explore/resources/access/practice.php>).

The activity

This activity is based on a quiz within the Moodle virtual learning environment. If you would rather answer the quiz in hard copy form, you can download the same two multiple-quotation questions as a Word file designed for use as a card-sort in the group activity [Inclusive teaching card sort](#) (see the *inclusive teaching* collection in HumBox). If



1 | This resource is part of a set of professional development resources for Higher Education English (including English Literature, English Language & Creative Writing) called 'The Pool'. The resources were developed by the English Subject Centre in 2011 as part of a JISC/HEA Open Educational Resources (OER) Project.

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you select this latter option, make sure you don't look at the answers on the last page before answering the quiz!

1. Open the [quiz on inclusive teaching](#) (see instructions below for access). Full instructions will appear with the quiz.
2. As you select each answer to the two multiple-quotation questions, make a note of why you are choosing that answer (even if it's just a random guess!)
3. If you get any of the answers wrong, can you work out why you are wrong? Can you spot why the condition in question might link up to the quotation?
4. Write down any thoughts you have about ways in which adapting your teaching practice might make things easier for some of these students. Some of the other activities in the [Inclusive Teaching \(http://humbox.ac.uk/2995/\)](http://humbox.ac.uk/2995/) collection should help you with this.

To access the Quiz you will need to create an account on 'Virtue' – The Moodle environment connected to the Pool.

- a. Navigate to the Virtue home page on: www.english.heacademy.ac.uk/virtue
- b. Select 'create new account' in the left-hand login panel.
- c. Create your user account (note your user name and password!)
- d. Confirm your registration by clicking the URL in the authenticating email you will receive.
- e. This will take you to the Virtue site/Return to the home page www.english.heacademy.ac.uk/virtue where you select 'The Pool' from the list of current courses.
- f. When prompted for an enrolment key for the course, enter: **poolmaster**, and select 'enrol me on this course.'
- g. Select the Inclusion quiz from the Inclusive section of 'The Pool'.

Links & References

- [Inclusive Teaching](#). English Subject Centre seed guide. A short guide to how to teach in the most helpful way possible for the largest possible number of undergraduates. This guide includes some of the quotations used in the quiz.



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- [Staying the Course: The Experiences of Disabled Students of English and Creative Writing](#). The English Subject Centre report which formed the basis for the seed guide and is the original source for all the quotations used in the quiz.
- [Small Group Teaching: A Good Practice Guide](#). An English Subject Centre Report.
- [Making your teaching inclusive](#). An excellent site based at the Open University.

Relationship to the Professional Standards Framework

- **Core Knowledge 2:** Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
- **Professional Values 1:** Respect for individual learners
- **Professional Values 3:** Commitment to the development of learning communities
- **Professional Values 4:** Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity

More information about the Professional Standards Framework can be obtained from the summary factsheet in the *Subject & Pedagogy* collection in HumBox.

<http://humbox.ac.uk/2731/>

Resources in the inclusive teaching Collection

- Inclusive teaching: introduction to the collection
- Imaginary students: resource overview
 - Imaginary students: individual activity
 - Imaginary students: group activity
- Inclusive lectures: resource overview
 - Making lectures inclusive: individual activity
 - Making lectures inclusive: group activity
- Inclusive seminars: resource overview
 - Making seminars inclusive: individual activity
 - Making seminars inclusive: group activity
- Inaccessible documents: resource overview
 - Making 'PowerPoint' more accessible: individual activity



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- Making 'PowerPoint' more accessible: group activity
 - Making 'Word' documents accessible: individual activity
 - Making 'Word' documents accessible: group activity
- Students, comments, conditions: resource overview
 - **Inclusive teaching quiz: individual activity (*you are here)**
 - Inclusive teaching card sort: group activity
- Departmental audit: resource overview
 - How inclusive is your department?: individual activity



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