Inclusive Teaching FAQs for staff

1. Remind me again, why do we have to make these changes?

Support for students with specific learning difficulties will no longer be possible through Disabled Students Allowances (DSA) due to reduction in government funding. The duties to support these students will fall to the University. The best way to do this is to take an inclusive approach. Inclusive teaching benefits all students. It reduces the need for students to disclose a disability and it benefits all learning styles. This will maximise student attainment. Without the move towards an inclusive approach, student retention may be jeopardised and the University may fall below its legal duties leaving itself exposed to litigation.

2. Does this mean additional preparation for lectures?

Most of what you are asked to do in the inclusive teaching framework, you will already do for individual students or you do it anyway as good practice for all students so little will change.

As you already prepare your handouts and your presentation slides there will be no extra work. You will need to post them to Blackboard, as most academic staff do already. However the real change is that you are required to do this 24 hours before each taught class (which you may do already anyway).

The advantage is that students who need the handout in different format can arrange to do this for themselves. Also some students choose to print off the presentation slides so they can use them as a framework for their note taking. This helps them be more organised and means they spend less time worrying about copying the information and more time listening and taking notes of what is said or discussed.

3. Would I have to have additional meetings with students?

A reasonable amount of tutorial time should be available to support student’s learning and should be negotiated between lecturer and student. This could sometimes take place at the end of a lecture or via email. A suggested amount of time may be around 4 to 8, 10 minute sessions per semester for example.
4. How might this change how I plan ahead for my sessions?

There probably don’t need to be any major changes. You will just have to have your handouts and presentations ready 24 hours beforehand. Also if there is anything you give out which might contain answers, which you don’t want students to know in advance, then you will want to post a version of the handout without the answers in advance and the version with answers after the session.

5. When do I need to start planning for this change?

The sooner you start to think about how to achieve the change for yourself and your programme the easier it will be. However there is a phased implementation plan.

6. What is the timeline?

Your Head of School will be able to tell you when the inclusive teaching framework will be rolled out to your school. However the changes to DSA are being phased in for September 2015 and will be fully in place for September 2016. So by the beginning of the 2016/17 academic year all programmes will be required to deliver the adjustments in the inclusive teaching framework as a minimum.

7. Will it mean students don’t bother coming to my lecture?

There is research that shows that providing handouts and presentation slides in advance does not affect attendance at lectures (Bab and Ross, 2009). Indeed it can help students prepare for what will take place in taught sessions. As a result they are more engaged in the topic under discussion and their learning can be more effective as they are building on information they already are aware of.

One academic from another university commented:

‘We have done this [all lecture notes are posted on line in advance] for some years now, it's part of our teaching policy. We haven’t noticed any decrease in lecture attendance but what I have noticed is less note taking by students and more attention / questioning.’

Something to bear in mind is that if a student just wanted the notes (and did not want to attend) then they could just access the notes after the lecture anyway either as posted on Blackboard by the tutor or from a fellow student.
8. I am concerned about students recording my lectures and inappropriately sharing the information. What will stop them doing this?

There is university guidance on recording taught sessions which makes clear that print, recording and electronic publications and unpublished work in any format is copyright and that transmitting this information is illegal. The guidance is available on the university web site.

9. Who will advise and guide me with this?

Please choose the relevant entry from the list of further help and support below.

If you have any further questions please refer to the following services:

- For disability support related queries
  Disability & Learner Support, Student Life disability@salford.ac.uk

- For queries about accessible design
  The Digital Skills Team hr-digitalskills@salford.ac.uk
  How to make resources accessible, Jisc guidance TechDis

- For queries about the roll out of the project and specific timescales for your programme
  Your Head of School

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