



THE LIBRARY'S INCLUSIVE TEACHING TOOLKIT

EVENT PROGRAM

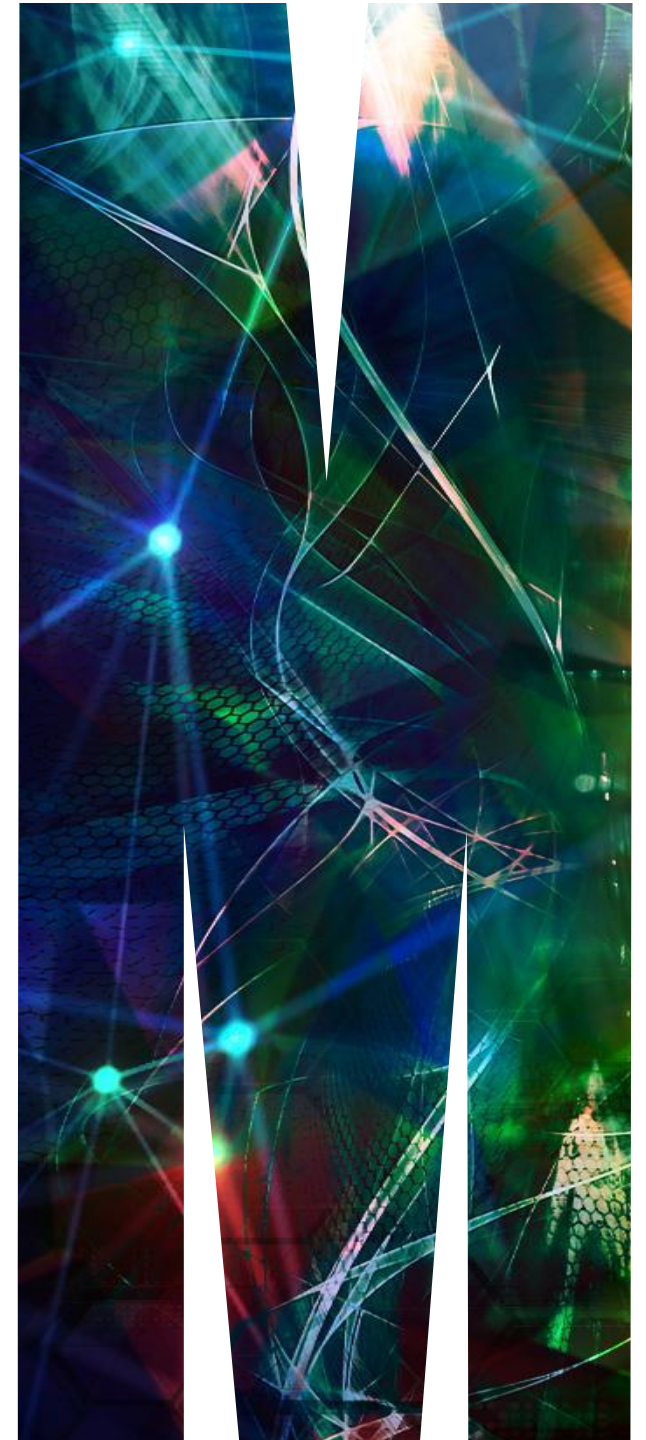
- **Welcome and Acknowledgement of Traditional Owners:** Lisa Smith
- **Keynote:** Associate Professor Kirsten McLean
- **Introducing the toolkit:** Dr Lenise Prater and Susannah Phillips
- **Panel discussion:**
 - Kate Duyvestyn (Access Monash)
 - Associate Professor Kirsten McLean (Diverse Genders and Sexualities Subcommittee)
 - Thomas Perry (Disability Support Services)
 - Jamil Tye (Yulendj)
- **Morning tea**

Inclusive education in the university environment

Associate Professor Kirsten McLean

Diversity and Inclusion Week

31 August 2018



What does inclusive education include?

- Content and curricula
- Learning space / environment (including online)
- Activities and assessment
- One-on-one exchanges
- Group collaborations
- Learning resources and facilities (libraries, etc)

- Governance and infrastructure (student services, etc)
- Campus community (facilities, clubs, retail etc)
- Ancillary services (counselling, doctors, etc)
- Personnel (role models, mentors, supporters etc)
- Everyday language.

Why is inclusive education important?

Universities play a critical role in young people's development into adulthood

Young people are at a crucial age where they are exploring their own self-identity, which may include diverse identities

We want our students to develop global literacy and understand the world as more than Western and white

However, students from diverse backgrounds often experience discrimination and exclusion at university which has knock-on effects for their learning and overall university experience.

What students say about exclusion

Negative experiences included overt discrimination (such as misogyny, homophobia or jokes about difference), misgendering, refusing to acknowledge diversity, and refusal to adapt teaching when asked.

- *[The] lecturer told us we weren't allowed to use laptops and refused to read large chunks of text even when asked by students including those with disabilities.*
- *I have teachers who constantly misgender me and it makes me disengage in the content and incredibly uncomfortable.*

Consequences of exclusion

Stress from discrimination and exclusion impacts all facets of students' learning experience – inside and outside the classroom:

Personal: low self-esteem, loss of motivation, anxiety and depression

Academic: disengagement, poor academic outcomes, absences, and in some cases, dropping out altogether



- *The bad stuff made it difficult for me to attend classes or engage with content because I was waiting for the next slur/offensive comment to be dropped. I also felt isolated and alienated in units where all teaching staff and readings and content were about white men ... due to the lack of representation I didn't feel women had a place in these areas.*

What students say about inclusion

Positive experiences ranged from simple acts through to conscious attempts to make teaching more inclusive:

- *One of my lecturers recently stopped the class in a discussion about homelessness. The class was largely speaking in terms of stereotypes and assumptions. She reminded us that we don't know what everyone in the class has experienced and that we shouldn't be making assumptions about people's backgrounds.*
- *My tutor signs his emails with an acknowledgement of the traditional Indigenous owners of the land.*
- *My tutor emailed my tutorial class and included statistics about men talking more in class, and urged everyone to take others into account when speaking to make sure that no one is dominating the conversation.*

Impacts of inclusion



- *When teaching staff made an effort to include me or others, I felt elated because someone actually took the time to care. It made the university a more welcoming and positive environment and energised me to attend classes and do my work. The inclusive units / units with most inclusive teaching staff are the ones I engaged with the most.*
- *When teachers are inclusive I feel so much more comfortable contributing and feel like university is a safe place to learn.*

- Talking to you made me able to tell other people. I have come a really long way since then, I am quite open about my sexuality now. I've told my parents and everything. [...] I think that I probably would have gone a lot longer without being true to myself had I not taken your subject. ... I wanted to make sure you knew what an effect you have had on me and I thank you immensely for it (unsolicited email to KM, 2012).
- I've had, I think, probably about two lecturers, slash, tutors that I've had that identify as non-heterosexual and both of them have been amazing. Being very confident and supportive ... it's been very empowering to watch people that are so sure of themselves and so confident of themselves and ... helping people and that kind of stuff ... as a non-heterosexual person and being proud of it. (Sarah, cisgender woman, bisexual) (cited in Roffee & Waling, 2018, p.7)



A final note

Inclusive learning environments lead to better educational outcomes for students:

- 'students cannot learn optimally if they feel isolated or excluded' (Grace and Gravestock, 2009: 39)
- in order to successfully engage at university, students need to feel like they belong (Vardi, 2013: 3)

Inclusive learning environments also enrich the educational experiences of *all* students by helping foster inclusive and affirming attitudes towards others (Galbreath, 2012: 66).





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“My definition of inclusive teaching would be make sure that every student in the classroom regardless of their individual needs ... circumstances ... aren't disadvantaged in any way, or the student is kind of left behind or singled out in any way and the teaching is done in such a way that everyone is included and that everyone actually benefits equally.” – Library staff member



Be aware and informed



Reflect on your teaching practices



Use inclusive language and resources



Be flexible and responsive



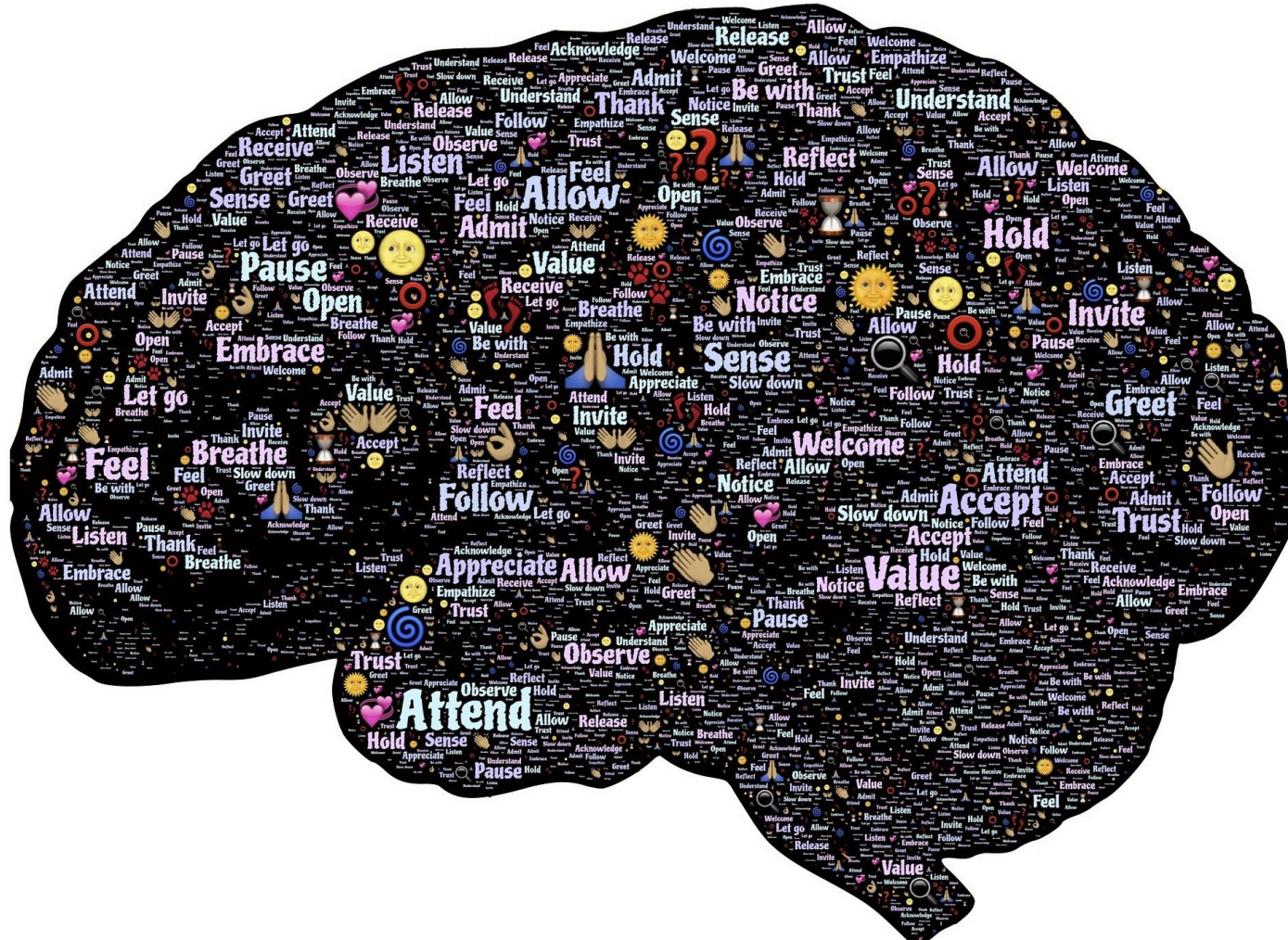
Be proactive and intentional



Display empathy and understanding



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ACKNOWLEDGEMENTS

- **The Higher Education Participation and Partnerships Program (HEPPP)**, which funded the staffing for the project
- **Inclusive Teaching Toolkit Steering Committee** (Anita Dewi, Linda Kalejs, Lisa Smith, Kim Taylor, Paula Todd, Lynnette Torres, Steven Yates and Barbara Yazbeck)
- **E-learning team** (particularly Melissa Santoso, Nicole Scoble, and Mervyn Lim)
- **The Library's communications team** (particularly Heidi Bingay and Eliza Liddy)
- **Yulendj Indigenous Engagement Unit** (particularly Mick Coombes and Brian Walker)
- Members of the **Diverse Genders and Sexualities Subcommittee (DGSS)**
- **Access Monash** (particularly Jackie Rudd and Kate Duyvestyn)
- **Disability Support Services** (particularly Matthew Salas)

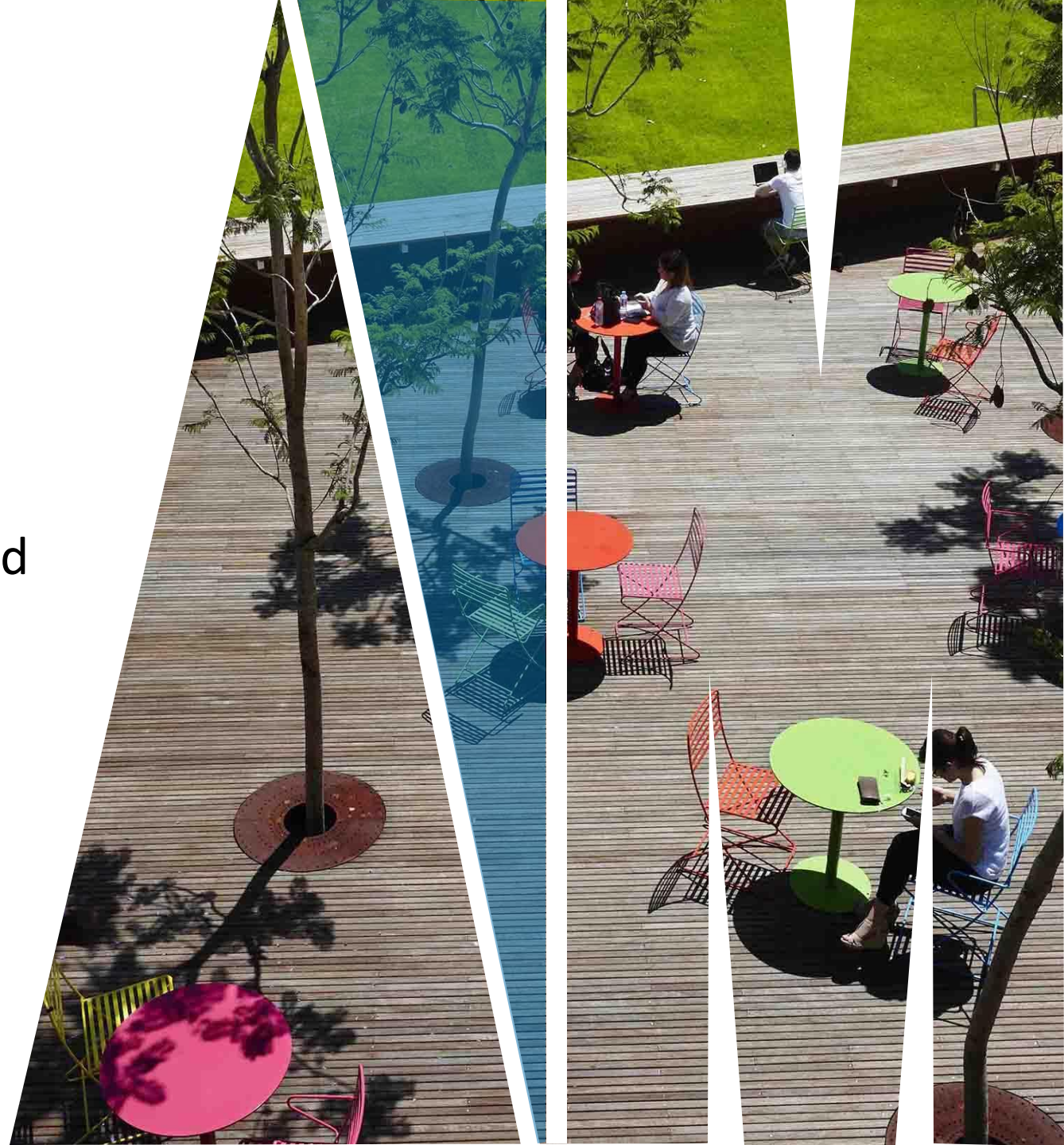




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PANEL DISCUSSION

- **Kate Duyvestyn** (Access Monash)
- **Kirsten McLean** (Diverse Genders and Sexualities Subcommittee)
- **Thomas Perry** (Disability Support Services)
- **Jamil Tye** (Yulendj)





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Thank-you!



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