RMIT Inclusive Teaching and Assessment Practices Project

FINAL REPORT NOVEMBER 2014

A Higher Education Participation and Partnerships Programme (HEPPP) funded project: Transforming the RMIT student experience through inclusive teaching and assessment practices

Joy Harley and
Milton Nomikoudis
I am particularly pleased to be able to acknowledge the outstanding engagement of the RMIT community with the Inclusive Teaching and Assessment Practices Project. This important project was funded through the Australian Government’s Higher Education Participation and Partnerships Programme (HEPPP) and commenced in 2012 with the aim of clearly defining how our curricula could be designed to be more inclusive for the wide range of students who now participate in higher education. The project team developed the six Principles for Inclusive Teaching and, importantly, developed appropriate strategies and examples for teaching staff to use in their own teaching.

A particular project highlight for us all involved the sessions led by Professor James Arvanitakis from the University of Western Sydney who engaged us with his personal and powerful examples of inclusive approaches to teaching that so positively impacted on students from diverse cultural and social backgrounds.

The project team also developed an informative web site and commenced the popular Inclusive Conversation Series that enabled our teaching staff to network and hear from colleagues who had introduced inclusive practices into their own teaching and assessment. The series included such topics as using social media to support inclusion, designing engaging learning activities, using the flipped classroom technique to promote active learning, and reflective writing and teaching in large classes. Over 600 RMIT staff participated in this series.

The colleges and schools were particularly active in encouraging over 730 of their staff to participate in local activities that included more than 8 workshops for sessional staff and 26 college specific sessions.

The RMIT Library has been an active partner in the project and the project resources were developed and housed within the Library Guide system and have been visited over 1,300 times in the last four months. Over 40 specific resources have been developed for use by teaching staff and consist of practical examples that can be readily implemented.

Of particular note is the fact that the project outcomes are now being used within the Global Learning by Design curriculum design and delivery project. This will ensure the widespread uptake of the principles of inclusive teaching and assessment into all of our programs over the coming years.

Our students and staff have benefited greatly from this HEPPP funded project and I thank the project team on your behalf for their dedication, collaborative spirit and outstanding outcomes.

Professor Geoffrey Crisp
Acting Deputy Vice-Chancellor (Academic)
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Acknowledgements

The Inclusive Teaching and Assessment Practices Project would like to acknowledge the support and contributions of colleagues who have helped to advise, implement, create and disseminate the project.

In particular we would like to thank everyone who took the time to attend professional development and provided us with their invaluable insights and suggestions.

We would also very much like to thank all teaching staff who took time to participate in the college interventions and share their experiences with us, as well as the many students who shared their stories about learning.
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Networks and Organisations
— Associate Degree Network (ADN)
— Australian Collaborative Education Network (ACEN)
### Acronyms

**Nomenclature:**

At RMIT the following terms are institution-specific:

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<th>RMIT</th>
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<tr>
<td>Subject</td>
<td>Course</td>
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<td>Course</td>
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<td>Faculty</td>
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<table>
<thead>
<tr>
<th>Acronym</th>
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<tbody>
<tr>
<td>ACEN</td>
<td>Australian Collaborative Education Network</td>
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<tr>
<td>ADG</td>
<td>Academic Development Group</td>
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<tr>
<td>ATSI</td>
<td>Aboriginal and Torres Strait Islander</td>
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<tr>
<td>Bb</td>
<td>Blackboard</td>
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<tr>
<td>BUS</td>
<td>College of Business</td>
</tr>
<tr>
<td>CES</td>
<td>Course Experience Survey</td>
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<td>CDU</td>
<td>Charles Darwin University</td>
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<tr>
<td>DLU</td>
<td>Disability Liaison Unit</td>
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<tr>
<td>DSC</td>
<td>College of Design and Social Context</td>
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<tr>
<td>HEPPP</td>
<td>Higher Education Participation and Partnerships Programme</td>
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<tr>
<td>Low-SES</td>
<td>Low socio-economic status</td>
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<tr>
<td>LTIF</td>
<td>Learning and Teaching Investment Fund</td>
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<tr>
<td>MOOCs</td>
<td>Massive Online Open Courses</td>
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<tr>
<td>MQU</td>
<td>Macquarie University</td>
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<tr>
<td>NESB</td>
<td>Non-English Speaking Background</td>
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<tr>
<td>ODLT</td>
<td>Office of Dean, Learning and Teaching</td>
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<td>PAR</td>
<td>Program Annual Review</td>
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<td>PCPM</td>
<td>School of Property, Construction and Project Management</td>
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<tr>
<td>PD</td>
<td>Professional Development</td>
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<tr>
<td>PDTTP</td>
<td>Professional Development for Tertiary Teaching Practice</td>
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<tr>
<td>QUT</td>
<td>Queensland University of Technology</td>
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<tr>
<td>SCU</td>
<td>Southern Cross University</td>
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<tr>
<td>SEH</td>
<td>College of Science, Engineering and Health</td>
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<tr>
<td>SHEER</td>
<td>Science, Health and Engineering Educational Research (SHEER)</td>
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<td>SLC</td>
<td>Study and Learning Centre</td>
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<td>UM</td>
<td>University of Melbourne</td>
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<td>UWS</td>
<td>University of Western Sydney</td>
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<tr>
<td>VBE</td>
<td>Vocational Business Education</td>
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<tr>
<td>VU</td>
<td>Victoria University</td>
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<tr>
<td>WIL</td>
<td>Work Integrated Learning</td>
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The Inclusive Teaching and Assessment Practices Project (‘the project’) was conceived in 2012 by Professor Geoff Crisp, in his role at the time as Dean, Learning and Teaching, and Fiona Ellis, Director Student Services, as an innovative initiative to contribute to the building of a learning environment where all students, independent of their prior pathway into their programs of study, would be able to succeed. Funding for the July 2012 – December 2014 project came from the Commonwealth Government’s Higher Education Participation and Partnerships Programme (HEPPP).

HEPPP funds are provided to universities to increase the access, retention and completion rates of students from low-SES backgrounds enrolled in undergraduate study. The project was mindful of the funding criteria, while adopting an approach to enhance teaching practices that would be inclusive of all learners within a cohort, and to cater to all teachers across the University. The bulk of the funding was used to employ four educational developers, one working out of the Office of Dean, Learning and Teaching (ODLT), and the others based in each of the college Academic Development Group offices as part of the project model to create a collaborative approach to the work with colleges. A senior advisor from the ODLT was also part of the project team.

The project was designed to have an impact directly on learning and teaching practice and had the following aims: to promote approaches to learning and teaching that are designed to actively engage every student in the cohort and to directly impact on the success of their learning; write guiding Principles for Inclusive Teaching for the University; identify and disseminate existing good practice in the area of inclusive teaching; facilitate professional development and produce hands-on teaching resources that will lead to improving student retention and completion rates; provide advice on how to develop inclusive teaching pedagogies, and trial new approaches to curriculum design, learning activities and assessment tasks; and develop strategies for sustainable development of inclusive learning and teaching at RMIT.

Much of the project’s work was based around the six Principles for Inclusive Teaching, which were developed by team members. The Principles, based on current thinking and best practices from Australia and internationally, combined commonly accepted ‘good teaching practice’ with inclusive teaching approaches to form a succinct one page overview. This provided a broad and flexible framework relevant to the many teaching contexts in which we work; a framework based on valuing and respecting the diversity of all the learners with whom we engage. Complementary Strategies for Inclusive Teaching were developed to elaborate on the practical application of the Principles.

A large program of professional development and resource development was undertaken for the duration of the project. Over 1,800 staff attended professional development events facilitated by the project, which included the Inclusive Conversation Series, presentations at the Learning and Teaching Expos, and college professional development resulting in over 50 workshops. Participant feedback indicated a high degree of satisfaction, a desire
for follow up activities to be organised, and an appreciation for the opportunity to be exposed to new ideas and approaches by presenters and colleagues from other discipline areas who were also participants.

A large amount of information and resources on inclusive teaching and assessment practices were developed by the project and placed on the Inclusive Teaching website and the Inclusive Teaching Resources Library Guide. The Inclusive Teaching website has had over 4,600 hits since June 2013. The Library Guide, with its individual sections based on each of the Principles, contains over 50 individual resources and has been acknowledged by colleagues as a valuable resource. It has had over 1,300 hits registered since July 2014.

The project met all of its major objectives, and, through all its activities, established a profile for inclusive teaching and assessment practices across the University. Strategies that contributed to the success of the project included: the decentralised project model; laying the foundations through the Principles for Inclusive Teaching; the large program of professional development and development of online resources; disseminating the work widely (including with colleagues in Vietnam and Singapore); the trialling of new approaches; and collaboration with other central areas of the University.

The project also evaluated opportunities for improvement: refining the decentralised project model; conducting more detailed evaluation on participant feedback from professional development activities; providing more funding for the development of resources; dedicating more time to the trialling of new teaching approaches; and expanding collaboration and dissemination with all areas of the University, including vocational education and international campuses and partners.

The project recommendations are based on: a belief that professional development and resources on inclusive teaching approaches are beneficial to the University in quality and financial terms; professional development is integral to building the capability of teaching staff and should continue post project; project resources should be disseminated as widely as possible, including international campuses; and that work should continue on the development of inclusive teaching practice resources post project.

Recommendations are made to continue the Inclusive Conversation Series and to keep the inclusive teaching components in the Essentials in Tertiary Teaching Practice module, and to ensure colleges inform sessional teaching staff about the available inclusive teaching resources. Other recommendations include maintaining the development of the Inclusive Teaching website and the Inclusive Teaching Resources Library Guide, and continuing the alignment of the project with the Global Learning by Design project. It is recommended that the Senior Advisor, Learning and Teaching from the ODLT who was involved with the project assume responsibility for the further development of online resources and for dissemination to the University.
Project Recommendations

The following recommendations are put forward by the project as strategies to ensure the continuation in 2015 and beyond of professional development on inclusive teaching and assessment practices for all teachers at RMIT. With the exception of Recommendation 4, which has a college focus, all recommendations are applicable to the whole of the University.

Professional Development

Recommendation 1
Continue the Inclusive Conversation Series each year through a collaboration between the Office of Dean, Learning and Teaching and the colleges, as part of a University-wide approach in staff professional development to promote inclusive teaching.

Recommendation 2
Introduce all new higher education and vocational education teaching staff and professional staff working in college and University learning and teaching groups to the Principles for Inclusive Teaching and the project web resources as part of their induction program.

Recommendation 3
Retain the Introduction to Inclusive Teaching session as a key component of the Essentials in Tertiary Teaching Practice module as both a face-to-face and online option; and the Principles for Inclusive Teaching as the underpinning framework for the introductory session and Cultural Inclusiveness Option.

Recommendation 4
Ensure that any professional development provided by the colleges includes information for sessional staff on how to access inclusive teaching resources.

Resources

Recommendation 5
Maintain the development of the Inclusive Teaching website and the Inclusive Teaching Resources Library Guide as part of the work plan of a senior advisor, Office of Dean, Learning and Teaching for a two year period.

Recommendation 6
Continue the work that is underway to align the resources developed as part of the Inclusive Teaching and Assessment Practices Project with the work of Global Learning by Design.

Recommendation 7
Delegate responsibility for the dissemination of resources, including the Inclusive Teaching website and the Inclusive Teaching Resources Library Guide, to a senior advisor, Office of Dean, Learning and Teaching for a two year period.
Universities exist to serve community and the community is our students.

Professor James Avanitakis
12 December 2013
Background and Approach
The Inclusive Teaching and Assessment Practices Project (‘the project’) was conceived in 2012 by Professor Geoff Crisp, Dean Learning and Teaching, and Fiona Ellis, Director Student Services, as an innovative initiative to contribute to the building of a learning environment where all students, independent of their prior pathway into their programs of study, would be able to succeed.

The project was designed to make its impact directly with teaching staff, providing them with guiding principles and strategies, professional development and online resources to improve the inclusivity and the overall quality of their teaching.
Background

The funding for the two and a half year project (July 2012 – December 2014) came from the Commonwealth Government’s Higher Education Participation and Partnerships Programme (HEPPP). HEPPP funding is provided to universities to increase the access, retention and completion rates of students from low-SES backgrounds enrolled in undergraduate study.

The impetus for the HEPPP programme came from the 2008 Review of Higher Education (Bradley et al, 2008), led by Emeritus Professor Denise Bradley. The review recommended targets that included:

— By 2025, 40% of people aged 25-34 having completed an undergraduate degree
— By 2020, 20% of the undergraduate cohort coming from low-SES backgrounds.

At RMIT, low-SES students account for 15% of all undergraduate students. These students are enrolled in a range of mainstream programs across the University.

It is important in this introduction to state that, while the learning of low-SES students was the formal focus of the project’s objectives, there was an acknowledgement by the Project Reference Group at the outset that:

1. There is a great diversity in the profile of RMIT students, of which the low-SES category is just one indicator;
2. RMIT’s low-SES students are enrolled in many of the University’s programs, and not in concentrated clusters;
3. If we were to aim at creating genuinely inclusive approaches to learning and teaching, it was necessary to address the learning of the entire student cohort and not only those students who fell into the low-SES category.

A few statistical facts reveal the extent of the diversity of RMIT’s local student population:

— 48.4% of the total student number comprises international students
— 6.53% of students are from Non-English Speaking backgrounds, and
— 9.62% are from regional or remote areas.

Add to this that each student brings with them a range of dimensions to their diversity (discussed in detail later in the report), and the argument becomes a compelling one for adopting the project’s stance to address the needs of all learners.
Project Aims

The project included within its scope the capturing of existing good practices, development of new approaches, and the establishment of strategies to ensure its impact beyond the duration of the project timeline.

The project aims were as follows:

— Promote approaches to learning that are designed to actively engage every student in the cohort and to directly impact on the success of their learning;
— Draft guiding Principles for Inclusive Teaching to inform best teaching practice across the University;
— Identify and disseminate existing good practice (internal and external) in the area of inclusive teaching;
— Facilitate professional development and produce hands-on teaching resources, which support inclusive teaching principles and contribute to better quality teaching and assessment that will ultimately improve retention and completion rates;
— Offer practical advice on how to develop inclusive teaching pedagogies, and trial new approaches to curriculum design, learning activities and assessment tasks; and
— Develop strategies for sustainable development of inclusive learning and teaching practices at the University.

Project Model

The Dean, Learning and Teaching employed an innovative and collaborative project model. It was based around the use of work hubs both centrally and in the three colleges, to maximise the levels of co-ownership of the project between the centre and the colleges, and to broaden the scope of the project’s potential impact on University teaching and programs.

Four educational developers were employed out of the HEPPP funding for the project. Three were located in the colleges reporting to college line managers. This strategy was implemented to allow colleges to nominate and prioritise the areas to work with and the approaches to be implemented. It was also devised to give the educational developers the opportunity to investigate existing good practice in inclusive teaching within the college in which they were based. The fourth educational developer was based in the ODLT. A senior advisor from the ODLT was also allocated to provide guidance. The staff engaged in the project are/were:

— Educational developer, College of Business—Sathiavani Gopal
— Educational developer, DSC—Jody Fenn formerly Andrea Wallace
— Educational developer, SEH—Pauline Porcaro formerly Dr Kylie Murphy
— Educational developer, ODLT—Joy Harley
— Senior advisor, ODLT—Milton Nomikoudis
The governance structure reflected the dispersed management model of the project. The college-based educational developers reported directly to line managers from college Academic Development Groups (ADGs). The ODLT-based educational developer and the senior advisor reported directly to a senior manager from the ODLT and to the Dean, Learning and Teaching.

Line managers are/were:

- Business—Tass Katsoulidis (formerly Dr Cathy Hall)
- DSC—Associate Professor Andrea Chester (formerly Professor Kerry London)
- SEH—Meg Colasante (formerly Dr Patricia McLaughlin)
- ODLT—Dr Rose Mulraney

All project team members and line managers sat on the Project Reference Group, chaired by the Dean, Learning and Teaching, along with representatives from the Library, Study and Learning Centre, Ngarara Willim Centre for Aboriginal and Torres Strait Islander Peoples and the Disability Liaison Unit. The Dean, Learning and Teaching reported to the Project Control Group, chaired by the Deputy Vice-Chancellor (Academic) and including the membership of the Deputy Pro Vice-Chancellors (Learning and Teaching).

**Governance Structure for the Inclusive Teaching and Assessment Practices Project**
Project Phases

The project was implemented in three phases beginning mid-2012 (see Project Phases, p. 17).

PHASE 1: LAYING THE FOUNDATIONS
August–December 2012

Project Governance

Four educational developers were employed in July-August 2012 to work on the project and a senior advisor (ODLT) was allocated to provide guidance.

In order to ensure consistency and quality across all project professional development delivery, resource development and reporting, it was decided in the early stages of the project that the role of the ODLT educational developer would be targeted to project manage the team, in addition to assisting with professional development delivery and resource development.

In addition, the role of the ODLT educational developer was to report on project progress and outcomes both at the University level and for the external Higher Education Participation and Partnerships Programme (HEPPP) funding body.

In August 2012, a Project Reference Group was established comprising representatives from across the University, which met for the duration of the project at six weekly intervals to provide guidance and advice to the project team.

In December 2012, the Project Control Group was established comprising Deputy Pro Vice-Chancellors Learning and Teaching from each of the three colleges and the DVC (Academic) as the Chair.

Project Administration

To facilitate project operations an Inclusive Teaching Blackboard site was set up from which all project operational business was centred until May 2013. A project briefing presentation was also developed for use in college and University-wide project information sessions.

Project team meetings were held fortnightly throughout the duration of the project and were administered and facilitated by the ODLT project member. These meetings were used for administrative and short-term project planning, information sharing and reporting.

The project was allocated $1 415 840 over a three year period. Project financial statements were reviewed on a monthly basis.

In accordance with funding requirements the 2012 HEPPP report was submitted and approved in January 2013.

Project Activity

A shared language and understanding of what it means to be ‘inclusive’ in teaching was regarded as essential in order to create consistency both for the project team and teaching staff. The project definition of the goal of inclusive teaching approaches ‘Meeting the potential of every learner within a diversity of learners’, was created to capture the essence of this understanding.
Extensive research was carried out into inclusive teaching approaches both nationally and internationally and from this, the Principles for Inclusive Teaching were developed (see Principles for Inclusive Teaching, p. 29).

In addition, the context for the Principles for Inclusive Teaching was developed to explain the relationship of the Principles to RMIT’s student cohort, University goals, plans and policies, and inclusive approaches to teaching (see Context for the Principles for Inclusive Teaching, p. 21).

The Strategies for Inclusive Teaching, which break down each of the Principles and provide practical ideas and advice on their implementation, together with the key questions, which provide a ‘big picture’ view of inclusive teaching, were also developed.

To avoid duplication of existing professional development and resources, and to identify potential areas for collaboration, consultation was carried out across the University, both face-to-face and through online investigation. As a result, a project internal audit of existing University resources which support inclusive teaching approaches was initiated and continued throughout the project.

To gain an understanding of inclusive teaching in a wider context, an audit of Australian universities and their approaches to inclusive teaching was also completed.

**Project Communication**

Building University-wide knowledge of the project was seen as essential. Information sessions were delivered through college and University learning and teaching meetings, and consultation with Academic Development Group (ADG) staff and University student support services areas.

Membership of University and college committees and working groups also provided an opportunity to consult and share information.

*Killing Your PowerPoints and Engaging Students Workshop*

12 June 2013
PHASE 2: IMPLEMENTATION
(January 2013 – November 2014)

Project Governance
The Project Control Group commenced meetings in 2013 and met on a quarterly basis. Project Reference Group meetings continued at six weekly intervals throughout phase 2.

Project Administration
Project team meetings continued during phase 2 on a fortnightly basis.

To ensure resources being developed as part of the project were of a high standard, regular meetings were held to validate all resources. A validating tool, ‘Tuning in, tuning up’ was created to ensure a safe critical space for resource validation together with criteria for establishing the ‘inclusiveness’ of resources.

Further, a review process was established and implemented at six monthly intervals for the duration of the project to reflect on progress and to coordinate future project plans. Continuous improvement and ongoing alignment with the project objectives were components of review meetings.

A project Google site was developed in May 2013 and superseded the project Blackboard site as the operational base for the project. The Google site was set up to provide transparency and accessibility of all project administration and activities and to mitigate risks associated with staff attrition.

In addition, project templates (validation, evaluation, reporting) were developed to ensure consistency of resources and professional development, workshop evaluation and attendance at professional development activities by project members.

Organisation of project professional development activities, in particular, the Inclusive Conversation Series workshops was carried out with significant support from the ODLT administration team.

A communications plan was developed to maximise continual engagement of staff in professional development activities and ensure ongoing awareness of resources. Communication was carried out across a wide range of channels.

Educational developers provided a six weekly report at Reference Group meetings. The ODLT project member provided the three monthly Project Control Group report.

An ethics proposal was submitted and approved for use in the colleges to trial specific teaching approaches and activities.

In accordance with funding requirements, the 2013 HEPPP report was submitted and approved in January 2014.
Project Activity

Delivery of University-wide and college specific professional development commenced in phase 2 of the project.

University-wide professional development included delivery as part of the Inclusive Conversation Series workshops, Essentials in Tertiary Teaching Practice and Learning and Teaching Expos.

College specific professional development was developed within each college to meet identified needs. Professional development was also delivered to sessional staff as part of a University-wide initiative by the ODLT and at college learning and teaching forums. Evaluation of professional development delivery was collected across the colleges and ODLT, using a range of methods including feedback sheets, developME evaluations, Google forms, and anecdotal feedback.

The online launch of the Inclusive Teaching Resources Library Guide, which houses all resources developed by the project team to support implementation of the Principles for Inclusive Teaching, took place on 2 July 2014. Library Guide resources include video exemplars of inclusive teaching at RMIT, teaching activities and materials and teaching guides.

Resources developed as part of professional development include session plans, delivery materials and related resources.

College-based interventions trialling new approaches and activities were implemented in phase 2 and reflected the particular needs and interest area of each college.

The trialling of specific approaches and resources in courses took place in each of the three colleges during phase 2.

Project Communication

The project was launched to the wider RMIT community in June 2013 with a lecture and three workshops from Professor James Arvanitakis from the University of Western Sydney (UWS).

A wide range of communication strategies were used to promote project events, professional development opportunities and resources including the RMIT staff carousel, DevelopME, Yammer, email and Twitter.

Posters were created of the Context for the Principles for Inclusive Teaching (formerly Context for inclusive teaching at RMIT University) for use in professional development along with take-away copies of both the Principles and Strategies.

Items in RMIT Update, the teaching tomtom, and college and University newsletters were also published.

Ongoing membership on University and college committees and working groups further ensured continued information sharing of the project’s achievements and progress.

Associate Professor Katie Hughes (VU)
Engaged Pedagogies Workshop
13 June 2014
Project Governance

Project Reference Group meetings and Project Control Group meetings continued during phase 3 of the project.

Project Administration

Finalisation of the website content is due for completion in mid-November 2014.

A project transition plan, ‘Transitioning the RMIT Student Experience through Inclusive Teaching and Assessment Practices: Beyond 2014’ will also be completed by end December 2014.

The Inclusive Teaching Resources Library Guide update is scheduled for January 2015 to accommodate system changes.

Acquittal of the project finances will be completed in December 2014.

The University project report will be submitted to the Project Control Group at its final meeting on 11 December 2014.

In accordance with funding requirements, the 2014 HEPPP report will be submitted in December 2014.

Project Activity

The Principles for Inclusive Teaching provide the pedagogical framework from which to implement Global Learning by Design (GLbD) patterns. The focus in phase 3 of the project has therefore been the transition to core business through the GLbD project outcomes.

Consultation with the GLbD project has identified approaches to align the resources of the project with the work of GLbD. An inclusive teaching pattern has also been developed and is due for completion in December 2014.

Further, a Quick Guide to Inclusive Teaching has been created to provide easy access to information on the Principles for Inclusive Teaching, Strategies for Inclusive Teaching, key questions and resources.

Project Communication

The Inclusive Teaching Project ‘handover’ took place as part of the Learning and Teaching Expo 2014. Audience participants were handed out inclusive teaching postcards with details on how to access resources.

The final project report will be available on the Inclusive Teaching website and printed copies of the report will be distributed in December.
From Principles to Practice Workshop
Learning and Teaching Expo 2013
### Project Phases

<table>
<thead>
<tr>
<th>Phase 1: Laying the Foundations</th>
<th>Phase 2: Implementation</th>
<th>Phase 3: Reflection and Transition to Core Practice</th>
</tr>
</thead>
</table>

#### PLANNING AND DESIGN
- Appointment of four Educational Developers (August 2012):
  - Office of Dean, Learning and Teaching (ODLT)
  - College of Business (BUS)
  - College of Design and Social Context (DSC)
  - College of Science, Engineering and Health (SEH)
- Allocation of Senior Advisor to the project (ODLT)

#### INVESTIGATION
- Governance:
  - Establishment of Project Reference Group
  - Establishment of Project Control Group
  - Project team meetings (fortnightly)
  - Reference Group meetings (six weekly intervals)
- Administration:
  - Project Blackboard site
  - Project briefing presentation
  - Project templates (validation, evaluation, reporting)
  - Project financial management (monthly review)
  - Communications strategies and plan (see column 3 Communication strategies)

#### CONSULTATIONS
- Reporting:
  - Internal:
    - Reference Group reports (six weekly)
  - External:
    - 2012 HEPPP Report

#### PROFESSIONAL DEVELOPMENT
- Governance:
  - Project team meetings (fortnightly)
  - Reference Group meetings (monthly)
  - Project Control Group meetings (quarterly)
- Continuous improvement and project quality control:
  - Resource validation meetings (fortnightly/as required)
  - Project review and planning meetings (twice yearly)
- Administration:
  - Project team meetings
  - Development of project Google site
  - Migration of Blackboard site to Google site
  - Project financial management (monthly review)
  - Organisation of professional development activities and events
  - Reporting checklists
  - Development of communication resources: Posters, postcards, signage
  - HREC application and submission

#### RESOURCE DEVELOPMENT
- Reporting:
  - Internal:
    - Reference Group reports (six weekly)
  - Project Control Group reports (quarterly)
  - External:
    - 2013 HEPPP Report

#### TRIALLING INCLUSIVE APPROACHES
- Governance:
  - Project team meetings (fortnightly)
  - Reference Group meetings (monthly)
  - Project Control Group meetings (quarterly)
- Administration/operational:
  - Web content finalisation and consolidation
  - Project transition plan: Beyond 2014 (November 2014)
  - Acquittal: Project finances (December 2014)
- Reporting:
  - Internal:
    - Reference Group Reports (six weekly)
  - University final project report
  - HREC Report (Ethics)
  - External:
    - 2014 HEPPP Report

#### TRANSITION
- Governance:
  - Project team meetings (fortnightly)
  - Reference Group meetings (monthly)
  - Project Control Group meetings (quarterly)

#### RESOURCES
- Administration:
  - Web content finalisation and consolidation
  - Project transition plan: Beyond 2014 (November 2014)
  - Acquittal: Project finances (December 2014)
- Reporting:
  - Internal:
    - Reference Group Reports (six weekly)
  - University final project report
  - HREC Report (Ethics)
  - External:
    - 2014 HEPPP Report
<table>
<thead>
<tr>
<th>Project Activity</th>
<th>Project Communication Strategies</th>
</tr>
</thead>
</table>
| **Project goals**: Review and agreement  
Development of project mission statement  
Development of project definition and approach:  
  — Context  
  — Principles  
  — Strategies  
  — Key questions |

| Research:  
  — Inclusive teaching approaches; low-SES students |

| Investigation of existing activity (internal and external):  
  — Internal audit of college/University resources which support inclusive practice  
  — Mapping of inclusive teaching practices within Australian universities |

| Consultations:  
  — College Academic Development Group (ADG) staff  
  — Study and Learning Centre (SLC)  
  — Ngarara Willim Centre for Aboriginal and Torres Strait Islander Peoples  
  — Disability Liaison Unit  
  — College teaching practitioners  
  — Student Success Program |

| Professional development:  
  **University-wide**:  
    — Project launch: Lecture and workshops with Professor James Arvanitakis, University of Western Sydney (June 2013)  
    — Inclusive Conversation Series workshops  
    — PDTO Essentials  
    — Learning and Teaching Expos  
  **College specific**:  
    — College-based professional development  
    — Sessional staff professional development  
    — College learning and teaching forums |

| Evaluation of professional development activities:  
  — Project feedback sheets, developME evaluations, Google forms, anecdotal |

| Resources:  
  **Inclusive Teaching website (June 2013)**  
  **Inclusive Teaching Resources Library Guide**  
    — Exemplars (videos)  
    — Teaching activities  
    — Links  
    — Resources to support professional development  
  Inclusive Teaching Resources Library Guide launch – online (July 2014) |

| Planning and trialling of inclusive approaches in the colleges:  
  — Identification of suitable courses  
  — Development of resources and professional development to trial  
  — Trialling of resources and approaches  
  — Interviews: academics and students  
  — Analysis and reporting |

| Alignment with Global Learning by Design (GLbD):  
  — Identification of alignment of inclusive teaching resources with GLbD (into 2015)  
  — Development of inclusive teaching pattern (November 2014) |

| Resources:  
  **Quick Guide to inclusive teaching**  
  Resource directory:  
    — Library guide resources  
    — Professional development resources  
    — Intervention resources  
  Audit existing RMIT resources (final version) |

| Committee and working group membership:  
  — School Learning and Teaching Committees  
  — Equity and Diversity Committee  
  — Associate Degree Network  
  — Student Success Working Group  
  — Learning and Teaching Expo 2014 Working Group |

| Consultation and information sharing:  
  **Projects**:  
    — The Belonging project (DSC)  
    — First year experience and transition project (Students Group)  
    — Not a waste of space (DSC)  
    — Global Learning by Design (ODLT)  
  **University-wide**:  
    — Study and Learning Centre (SLC)  
    — Ngarara Willim Centre for Aboriginal and Torres Strait Islander Peoples  
    — Disability Liaison Unit (DLU)  
    — Academic Registrars Group (ARG)  
    — RMIT Vietnam  
    — Singapore Institute of Management (SIM) |

| Communication strategies:  
  **Internal**:  
    — Yammer  
    — Twitter  
    — Staff carousel  
    — Teaching tomtom  
    — RMIT Update  
    — College and University newsletters  
    — Targeted email groups  
    — DevelopME  
  **University-wide**:  
    — Project professional development  
    — Project launches and handover  
    — Inclusive Teaching website  
    — University project final report |

| Communication resources:  
  — Posters  
  — Postcards  
  — Workshop activity cards  
  **External**:  
    — HEPPP reports (2012, 2013, 2014)  
    — First Year in Higher Education (FYHE) conference, Darwin, July 2014 |
Completing the Cultural Inclusiveness option has encouraged me to reflect on my personal philosophy of teaching practice. RMIT’s Principles for Inclusive Teaching are central to my preferred approach: teaching explicitly, capitalising on the prior knowledge and experience of students; offering flexible assessment; developing a feedback-rich environment; and building a community spirit amongst the student cohorts I teach.

David Goodwin
Industry Fellow—RMIT Graduate School of Business and Law
Principles for Inclusive Teaching
Context for the Principles

Central to the project work, the Principles for Inclusive Teaching provide a common language to talk about teaching. They bring together ‘good teaching practice’ and inclusive teaching approaches into a succinct one page overview and offer a framework which is broad enough and flexible enough to take account of the many teaching contexts in which we work and to value and respect the diversity of all the learners with whom we engage.

Using the Principles

Teaching practitioners can use the Principles and Strategies to both plan for, reflect on, and improve teaching practice.

The Principles and Strategies can further be used:

— By academic developers, program managers, and course coordinators as the basis of professional development around inclusive pedagogies

— By teaching staff as a tool from which to articulate teaching philosophy and practice i.e. for grant applications and awards

— By Global Learning by Design (GLbD) teams as a component of curriculum renewal.

The Context for the Principles for Inclusive Teaching describes the relationship of the Principles to the student cohort, RMIT’s strategic goals, polices and plans, approaches to teaching, development of resources and graduate aspirations (see Context for the Principles for Inclusive Teaching, p. 21).
Diversity Dimensions

The diversity of the RMIT student cohort requires a response which acknowledges the multiplicities of learners and recognises that neither international students nor domestic students constitute homogeneous groups, but rather, that each student enters the learning environment with diverse ideas, values, experiences, and behaviours, all of which contribute to a unique identity (Zepke & Leach, 2005 as cited in Dunne, 2011: 611).

The work of Thomas and May (2010) has provided an underpinning framework informing the Principles for Inclusive Teaching, from which to expand the notion of diversity from referring only to the cultural or linguistic backgrounds of students to include the following four dimensions: educational, dispositional, circumstantial and cultural:

<table>
<thead>
<tr>
<th>DIVERSITY DIMENSIONS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational</td>
<td>Level/type of entry qualifications; skills; ability; knowledge; educational experience; life and work experience; learning approaches.</td>
</tr>
<tr>
<td>Dispositional</td>
<td>Identity; self-esteem; confidence; motivation; aspirations; expectations; preferences; attitudes; assumptions; beliefs; emotional intelligence; maturity; learning style perspectives; interests; self-awareness; gender; sexuality.</td>
</tr>
<tr>
<td>Circumstantial</td>
<td>Age; disability; paid/voluntary employment; caring responsibilities; geographical location; access to IT and transport services; flexibility; time available; entitlements; financial background and means; marital status.</td>
</tr>
<tr>
<td>Cultural</td>
<td>Language; values; cultural capital; religion and belief; country of origin/residence; ethnicity/race; social background.</td>
</tr>
</tbody>
</table>

Inclusive curriculum design in higher education: Considerations for effective practice across and within subject areas (Thomas and May, as cited in Morgan & Houghton, 2011).

Working from a critical multiculturalism approach, culture and identity are understood as multilayered, fluid, complex, and continually reconstructed through participation in social situations (May & Sleeter, 2011: 10) and as such, require pedagogical responses which reflect this.
Context for the Principles for Inclusive Teaching

RMIT STUDENTS
Diversity Dimensions What makes our learners diverse?
- Educational
- Dispositional
- Circumstantial
- Cultural

RMIT UNIVERSITY
A learning environment where every learner meets their potential

RMIT Goals, Plans and Policies

Approaches to Teaching
Universal Design • Student-Centred Learning • Inclusive Pedagogies

PRINCIPLES FOR INCLUSIVE TEACHING
1. Design intentional curriculum I can see my world
2. Offer flexible assessment and delivery I am in charge of my learning
3. Build a community of learners I belong
4. Teach explicitly I am supported
5. Develop a feedback-rich environment I know what I have to do
6. Practise reflectively I am valued

Support for Teaching
Strategies • Resources • Professional Development

RMIT GRADUATES
- Global in attitude, action and presence
- Urban in orientation and creativity
- Connected through active partnerships with professions, industries and organisations
RMIT Goals, Plans and Policies

As well as providing a pedagogical response to the increasing diversity of the student profile, at an institutional level, the Principles and related approaches have been a response to the policies of the University as they relate to diversity, and to its three broad strategic goals of being global, urban and connected.

Embedded within the Principles is a consciousness of the need to align the practice of inclusive teaching with the values and policies of the University. For example, the use of May’s “four dimensions of diversity”, complements RMIT’s anti-racism and religious tolerance policy, which includes the following statements:

The affirmation of cultural diversity, together with anti-racism strategies, enhances the productivity of work and study groups and contributes to the achievement of quality educational leadership and equitable outcomes for the members of the RMIT community.

Cultural diversity should be recognised and respected, as an asset and should not be feared. Culture reflects both the similarities that unite us as human beings and the differences that characterise our upbringing - variations in ethnic background, language, class, gender, socio-economic status, country of origin, regional differences, religious beliefs, sexual orientation and age.

Further, the project work responded directly to the University’s goal to be an urban university by addressing 2.1 in the enablers of urban priorities listed in the Academic Plan 2011-15:

2. Increased participation and engagement
   i) Develop inclusive approaches to teaching and assessment which respond to student diversity.

Moreover, the project has contributed to the goal of being a global university with the enabling aim (No. 6) of providing, ‘a co-ordinated learning and teaching professional development program for academic and teaching staff’ through the development and implementation of professional development across the University.

In addition, the Strategic Plan: Transforming the Future 2015 includes being ‘connected’ as one of the core values of the University, where, ‘Collaboration and team work is encouraged and a sense of belonging for students and staff is supported.’

Working in collaborative contexts has been a central theme of the project. Three of the four educational developers working on the project were placed and worked directly into each of the three colleges, and professional development activities brought together members of different disciplines from the same college, as well as staff from across the University.
Approaches to Teaching

The Principles for Inclusive Teaching are informed by the concepts of Universal Design for Learning, Student-Centred Learning (SCL) and pedagogies which support inclusive practice as follows:

— Universal Design for Learning (UDL)

In the field of education, Universal Design for Learning provides a set of principles that aims to give all individuals equal opportunities to learn. Universal Design helps address learner variability by suggesting flexible goals, methods, materials, and assessments that empower educators to meet these varied needs.

— Student-Centred Learning (SCL)

In a student-centred learning approach, students are active participants, placed at the core of the learning process. This model replaces the teacher-centred transmission model (teacher as “expert”) where there are few opportunities for active student engagement.

— Inclusive Pedagogies

There are a myriad of educational theories, pedagogies and principles from which to support inclusive approaches to teaching.

Extensive research and investigation was carried out in the early stages of the project to identify approaches which support inclusive learning and teaching to benefit all students.

The most influential of these approaches in the development of the Principles for Inclusive Teaching are detailed on pages 27–31 Literature Supporting the Principles.
Principles for Inclusive Teaching

The six Principles for Inclusive Teaching seek to influence the student learning experience:

— **Principle 1: Design Intentional Curriculum**
  Suggests approaches for teaching practitioners which respect the multiple identities of the RMIT student cohort and provide opportunities for students to see their world reflected in curriculum, delivery and assessment.

— **Principle 2: Offer Flexible Assessment and Delivery**
  Recommends ways to offer a flexible learning environment which takes account of the competing priorities of today’s students and, through flexible modes of delivery and assessment, offers students options and choices to take charge of their learning.

— **Principle 3: Build a Community of Learners**
  Acknowledges the need of all learners to feel that they belong and to provide opportunities for students to build positive relationships with their teachers and peer group.

— **Principle 4: Teach Explicitly**
  Recognises that students arrive in tertiary education from different pathways and with different experiences and that teaching should support the process of learning for all students.

— **Principle 5: Develop a Feedback-rich Environment**
  Recognises that feedback is one of the most effective ways to enhance student learning and that timely, high quality feedback supports students to know what they have to do to succeed in their studies.

— **Principle 6: Practise Reflectively**
  Encourages teaching practitioners to reflect on their own attitudes and values, as well as their teaching practice, to evaluate how these may impact on student learning and to ensure that all students feel valued.

Support for Teaching

The Principles for Inclusive Teaching have informed all resources and professional development developed by the project.

For details of professional development resources see:

— **Appendix 1**—Resources: Inclusive Conversations Series Workshops 2013–14
— **Appendix 2**—Resources: Essentials in Tertiary Teaching Practice 2013–14
— **Appendix 3**—Resources: Learning and Teaching Expos Professional Development 2013–14
— **Appendix 4**—Resources: College Professional Development 2013–14
— **Appendix 5**—Resources: Sessional Professional Development 2013–14

RMIT Graduates

Mindful of RMIT’s commitment to generate graduates who are global, urban and connected, the approaches, strategies and suggested activities informed by the Principles provide opportunities to scaffold realisation of RMIT’s graduate attributes.
Literature Supporting the Principles

Introduction

For many years, in both Australia and the United Kingdom the terms ‘inclusive’ and ‘inclusion’ have been used in educational contexts to refer to the integration of students with ‘special educational needs’ into mainstream learning environments (Hockings, 2010).

However, more recent interpretations of these terms focus on the ways in which we can overcome barriers to participation in education – including the cultures, curricula and communities of learning institutions - which may be experienced by any student (Ainscow, 1999, as cited in Hockings, 2010).

The notion of inclusive teaching approaches embedded within the Principles for Inclusive Teaching draws on the concepts of social justice and equity to meet ‘the potential of all learners.’

In the initial stages of the development of the Principles, RMIT’s Inclusive teaching discussion paper, provided the foundations from which the project team built the current framework (Coverdale, 2011).

The Principles are underpinned by the concepts of Universal Design and Student-Centred Learning and a range of theories, principles and pedagogies which support good teaching.
The pedagogical approaches which have most strongly influenced the development of the Principles with regard to the notion of ‘inclusivity’ include:

**Teaching That Works for all Students**

The work of Hockings (2010, 2011), Hockings, Cooke & Bowl (2010) and Hockings, Brett & Terentjevs (2012) has been fundamental in the development of the Principles and has informed the project statement encapsulating the aim of inclusive teaching:

"Meeting the potential of every learner within a diversity of learners."

Much of Hockings’ research is focussed on understanding the experiences of all students within highly diverse student groups and reflects the shift in recent research into widening participation, lifelong learning, equality and diversity, and mainstream learning and teaching in higher education, suggesting that inclusive learning and teaching is no longer about one category of student but rather:

"... the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all. It embraces a view of the individual and individual difference as the source of diversity that can enrich the lives and learning of others."

(Hockings, 2011: 192)

This definition looks to the similarities of students, namely the desire of all students to ‘fit in’ and have teachers who know about, address and value individual needs, interests and aspirations, regardless of background (Hockings, 2011) and who see diversity as opportunity.

**Scaffolding Student Learning**

In the Australian context, the work of Devlin (2010, 2011), Devlin & McKay (2011), Devlin & O’Shea (2011), and Devlin, Kift, Nelson, Smith & Mackay (2012) offers a wealth of evidence, information and practical strategies which support teaching practitioners to understand and engage with the learning needs of students from low-SES backgrounds.

In particular, the work of Devlin et al., (2012), derived from interviews with staff and students at universities with high proportions of students from low-SES backgrounds, provides practical guidance on inclusive learning and teaching strategies from both a staff and student perspective.

The guide ‘Effective teaching and support of students from low socioeconomic status backgrounds: Practical advice for teaching staff” has provided key advice on offering flexible learning approaches and ways to scaffold and make teaching explicit.
Principles for Inclusive Teaching

Meeting the Potential of Every Learner Within a ‘Diversity Of Learners’

1. Design Intentional Curriculum

Intentional curriculum design is about anticipating and responding to the multitude of backgrounds, abilities, aspirations and ways of engaging that make up the diverse student cohort.

At the core of intentional and inclusive curriculum design is the desire to promote equality and reflect the perspectives and experiences of a pluralistic society.

This can be achieved when you:
- Anticipate, respond and respect the differing life experiences and personal circumstances students contribute to the learning environment. Draw on these to enhance the learning of all students.
- Adapt curriculum in response to variations in teaching context, learning styles and wider stakeholder requirements.
- Draw upon content, research, and learning activities to represent a range of worldviews.
- Design learning activities to suit different teaching spaces.

2. Offer Flexible Assessment and Delivery

Offering a range of assessment formats allows students to identify and work from their strengths and may reduce the need for educators to provide individualised assessment tasks.

Flexible delivery gives students a range of methods from which they can optimise their learning styles and skills and manage time constraints and helps educators cater to a range of preferred learning styles and needs.

This can be achieved when you:
- Build in options for the way learning outcomes and assessments can be demonstrated.
- Inform students well in advance when assessments are due and schedule tasks across the semester timetable so that students can manage their time effectively.
- Involve students in assessment design and evaluation.
- Offer a variety of teaching strategies and resources to meet different learning styles, needs and perspectives.
- Optimise technology to offer students variety in mode and flexibility so they can study at times and in places that suit them.

3. Build a Community of Learners

When opportunities are given to students to build strong, positive relationships and a sense of belonging, they will feel valued, listened to, and respected.

To be successful, all learners must feel safe in the learning environment, feel respected for the perspectives they bring, and feel confident they will succeed.

This can be achieved when you:
- Get to know your students, respect each student as an individual, and communicate regularly.
- Have high expectations of all learners.
- Create opportunities where students can get to know each other through purposeful group learning and learning communities.
- Facilitate learning where students are confident to contribute voluntarily, rather than being singled out.
- Ensure students understand the importance of respectful communication to promote safe learning environments.

4. Teach Explicitly

An explicit approach to teaching recognises that learning in the tertiary domain is culturally based and multi-dimensional: from the initial transitions into Western academic literacies through to workplace and research skills.

Understanding specialised language, concepts and the underpinning cultural values used across disciplines helps students to participate in unfamiliar environments.

This can be achieved when you:
- Build upon the prior knowledge and experiences of students.
- ‘Scaffold’ learning by unpacking the academic, discipline and cultural knowledge necessary for students to participate; move from simple to more complex tasks; speak and write in accessible language.
- Explain to students what is required of them to be successful at each stage of their studies, both in learning activities and assessment tasks.
- Encourage help-seeking behaviour and provide information on how to access academic support.

5. Develop a Feedback-Rich Environment

A feedback rich environment fosters learner confidence and motivation, and promotes autonomy. It tells students how well they are doing, what they can do to improve, and affirms their ideas and efforts.

For educators, providing constructive feedback to students shows us how effective our teaching is and where students require help.

This can be achieved when you:
- Plan and create multiple opportunities for feedback: early feedback in formative assessments, immediate feedback provided in-class or real-time online, delayed feedback on major assessment tasks.
- Include opportunities for peer feedback and self-assessment.
- Support students to identify how they can seek, evaluate and use feedback effectively.

6. Practise Reflectively

Reflective practice acknowledging that self-examination of our beliefs, attitudes and teaching practice helps us to recognise where potential for exclusion exists.

Using this knowledge, we can implement strategies to ensure our practice is inclusive.

This can be achieved when you:
- Examine the beliefs, attitudes, values and assumptions you bring into the learning environment to evaluate whether these may have an impact on student learning and participation.
- Practise transparently to cultivate open and respectful relationships.
- Evaluate and enhance teaching practice regularly through self-reflection, peer observation, student feedback and professional development.
- Use feedback to continuously adapt and refine teaching practice.
Designing Inclusive Curriculum

Griffiths’ (2010) guide to practice, ‘Teaching for Inclusion in Higher Education’, along with Morgan and Houghton’s (2011) guide ‘Inclusive curriculum design in higher education: Considerations for effective practice across and within subject areas’, have been particularly useful in providing frameworks and practical strategies from which to consider inclusive curriculum design.

In the first instance, Griffiths’ work provides a framework from which teachers can analyse and reflect on their teaching and learning experiences together with practical strategies to foster inclusive learning; and in the second instance, Morgan and Houghton’s guide provides advice and frameworks from which teaching practitioners can adopt a proactive, anticipatory approach to learning and teaching where ‘… all students’ entitlement to access and participate in a course is anticipated, acknowledged and taken into account’ (Morgan & Houghton, 2011:7).

Supporting Transition

The work of Kift, Nelson & Clarke (2010) on transition pedagogy offers a strong basis from which to consider how teachers, as part of a whole-of-institution, ‘third generation’ approach, can best support all students transitioning into, and through, tertiary education.

Transition pedagogy enacts a student-focused approach where curriculum is seen as the commonality of the student experience, irrespective of diversity, and as such, carefully scaffolds, mediates and supports (first year) learning for contemporary diverse student cohorts (Kift 2005, 2008, 2009a, 200b; Kift & Nelson, 2005; Nelson et al., 2006 as cited in Kift, Nelson, Clarke 2010:14).

Articulated through a set of interconnected curriculum principles—the First Year Curriculum Principles (FYCPs)—transition pedagogy provides an organising framework from which to facilitate student engagement, facilitate and support learning, and develop discipline knowledge as well as learning skills (Kift, Nelson & Clarke 2010) and has provided a useful framework from which to develop strategies which support explicit teaching.

Respecting Diverse Ways of Knowing and Learning

Gale (2009, 2011), together with Sellar & Gale (2011) and Gale & Parker (2014) and their work on policies and practice of social justice frameworks in Australian education and equity implications for students’ learning experiences have provided a basis from which to consider the extent to which students’ backgrounds and experiences are respected and heard within the tertiary curriculum.

The ‘southern theory’ of higher education (Gale 2011; Sellar & Gale 2011) advocates the creation of spaces in higher education institutions for diverse knowledges and ways of knowing, rather than “….simply institutional spaces for different kinds of students” (Gale & Parker, 2014:741).

One way to enact this ‘epistemological equity’ into curriculum, suggested by Gale & Parker (Dei 2008; 2010 as cited in Gale & Parker, 2014: 748) is the ‘funds of knowledge’ approach which recognises that all students come with valuable understandings which can contribute to the education of others, and which can also be an active component of curriculum design.
In addition to this approach the notion of ‘funds of pedagogy’ (Zipin, 2009 as cited in Gale, 2011) suggests that teaching approaches should recognise and incorporate not only the diverse knowledges of students but also the diverse ways students learn in different socio-cultural groups.

Gale further suggests a hybrid or fusion of these funds (Gonzales, et al., 2005 as cited in Gale, 2011) which involves “… lightly framed, open curricula and pedagogy that allow for student contributions without these being predetermined” (Gale, 2011:681).

Reflecting on Teaching to Transform

The aspiration to provide teaching staff with a framework which supports ongoing reflection of understanding and engagement with diverse student cohorts has largely drawn on Gorski’s writings (2006, 2008) on multicultural and intercultural education and May & Sleeter’s (2010) work on critical multiculturalism.

Both Gorski (2006, 2008) and May & Sleeter (2010) provide a basis from which teaching practitioners can examine, challenge and reflect on their attitudes towards equity and social justice.

May & Sleeter (2010) assert that all teachers have a responsibility to learn to identify the material, political and ideological underpinnings of inequality and suggest the lens of critical multiculturalism as a means to do this.

Central to the notion of critical multiculturalism is naming and actively challenging racism and other forms of injustice, rather than simply recognising and celebrating difference.

In order to participate in this way, May & Sleeter assert that educators need to analyse the construction of ‘self’, and in particular the ‘white’ self, and recognise the privileges of white dominance which, they state, are ‘normalised’ and deemed to be natural. In this way, educators can move beyond simplistic notions of diversity and recognise that “all speak from a particular place, out of a particular history, out of a particular experience, a particular culture …” (Hall, 1992 as cited in May & Sleeter, 2010:11).

Gorski (2008), likewise, supports the notion that [intercultural] education must be focussed first and foremost on equity and justice. In order to transcend what he describes as the current ‘colonised’ intercultural educational framework which continues, despite often good intentions, to disenfranchise marginalised groups, we need to re-examine the philosophies, motivations and worldviews which inform our consciousness and work, and thereby ‘decolonise’ ourselves (Gorski, 2008:516).

To do this, he suggests, requires undertaking deep shifts in consciousness which not only acknowledge power relationships within the socio-political context, but also openly challenge them. The ‘seven shifts of consciousness’ Gorski proposes, are provided in the form of seven statements and descriptors (Gorski, 2008:552-524) and provide a framework from which educators can reflect on the socio-political context in which they live and work and raise questions about control and power.
There needs to be more of this – what we’re craving – anything that improves teaching. Well done!

Project Outcomes: Professional Development
**Professional Development**

**Introduction**

In alignment with the project objective to develop and assist with professional development in inclusive teaching approaches, professional development was facilitated, developed and delivered both at a University-wide level and college specific level.

In recognition of the volume and breadth of professional development delivered – over 50 workshops to more than 1 800 participants – this section of the report attempts to capture the essence and impact of the work carried out, and to share the valuable insights provided by the many teaching and professional staff who attended and contributed to workshops.

Professional development was delivered across the following areas:

<table>
<thead>
<tr>
<th>University-wide staff professional development</th>
<th>College professional development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive Conversation Series workshops</td>
<td>Professional development workshops in each of the colleges</td>
</tr>
<tr>
<td>Essentials in Tertiary Teaching Practice module</td>
<td>Sessional staff college professional development</td>
</tr>
<tr>
<td>Learning and Teaching Expos 2013 and 2014</td>
<td>College learning and teaching forums</td>
</tr>
</tbody>
</table>
The following pages provide:

— a summary describing the rationale behind each particular professional development activity and details of workshop themes, presenters and attendance

— feedback from workshop participants relating to each area of professional development

— impact statements for the Inclusive Conversation Series, Essentials in Tertiary Teaching Practice, Learning and Teaching Expos and college professional development. These statements capture the longer term influence of workshops on teaching practice.
University-wide Professional Development
Inclusive Conversation Series Workshops

Summary
The workshops were initiated to create University-wide, ongoing professional conversations and awareness around approaches to inclusive teaching.

Dialogue to support different perspectives and concepts of what it means to be ‘inclusive’ in a global university were central to the workshops.

Specifically, the aim was to deepen the knowledge of teaching staff not only in terms of why there is a need to teach inclusively, but also to provide practical strategies and ideas on how to teach inclusively. This was achieved by providing opportunities to share and draw on a community of rich connections. The Principles for Inclusive Teaching provided the underpinning pedagogical framework from which to structure discussions.

Collaboration
Central to the Inclusive Conversation Series workshops was the notion of collaboration.

Of the 18 workshops delivered, nine of the presenters were from external tertiary institutions and six were internal stakeholders. Some presenters delivered on more than one occasion. The majority of workshops were delivered either in partnership with, or with support from, college Academic Development Group (ADG) staff.

Further, the Science, Health and Engineering Educational Research Centre (SHEER) in the College of Science, Engineering and Health RMIT University, Associate Degree Network RMIT University, and the Australian Collaborative Education Network (ACEN) also participated and contributed to the series.
Inclusive Conversation Series workshop themes 2013–14:

- the use of social media in classrooms
- pedagogy to support active student engagement and the scaffolding of tertiary education skills using AVID (Advancement Via Individual Determination) methodology
- strategies and activities to engage large classes
- activities to build community in diverse student cohorts
- the flipped classroom approach
- teaching and assessing reflective writing skills
- approaches to inclusive Work Integrated Learning (WIL)
- peer partnerships
- reflective practice on course design and content in Associate Degree courses
- teaching group work using process-oriented teaching strategies.

Presenters

A key figure in the Inclusive Conversation Series workshop was Professor James Arvanitakis from the University of Western Sydney (UWS). Professor Arvanitakis was the recipient of the Prime Minister's University Teacher of the Year Award 2012, and launched the Inclusive Conversation Series workshop in June 2013. He also delivered subsequent workshops to more than 187 RMIT staff.

Likewise, Associate Professor Katie Hughes and Claire Brown, Associate Director of the Socially Inclusive Education Unit at Victoria University, have been influential in the series delivering a combined total of three workshops to more than 100 staff.

Visiting Inclusive Conversation Series workshop presenters 2013–14:

- Professor James Arvanitakis (UWS)
- Associate Professor Katie Hughes (VU)
- Claire Brown (VU)
- Associate Professor Carl Reidsema and Associate Professor Lydia Kavanagh (UQ)
- Associate Professor Mary Ryan (QUT)
- Dr Shanton Chang (UM)
- Jacqueline Mackaway (MQU)

RMIT University Inclusive Conversation Series workshop presenters 2013–14:

- Dr Helen Smith, Senior Research Fellow, School of Global, Urban and Social Studies (DSC)
- Dr Paula Keogh, Teacher (SLC)
- Dallas Wingrove, Lecturer (DSC)
- Angela Clarke, Senior Research Fellow (DSC)
- Claudio Marasco, Teacher and Peer Partnership Program Leader (VBE)
- Dr Paul Cerotti, Senior Lecturer and Peer Partnership Program Leader, School of Business IT and Logistics (BUS)
Evaluation: Inclusive Conversation Series Workshops

Evaluation of the Inclusive Conversation Series workshops used both quantitative and qualitative feedback criteria.

Quantitative feedback:

Participants at Inclusive Conversation Series workshops were asked to provide quantitative feedback by rating the following statements on a scale of ‘strongly agree’ to ‘strongly disagree’:

1. The workshop will improve my effectiveness back in the workplace;
2. The workshop has increased my skills and knowledge;
3. The workshop was relevant to my needs;
4. The workshop was a useful investment of my time.

From a sample of 105 responses from six of the Inclusive Conversation Series workshops, the following responses were recorded:

<table>
<thead>
<tr>
<th>The workshop</th>
<th>Strongly agreed</th>
<th>Agreed</th>
<th>Neither agree or disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will improve my effectiveness back in the workplace</td>
<td>53%</td>
<td>43%</td>
<td>3%</td>
<td>-</td>
<td>1%</td>
</tr>
<tr>
<td>Has increased my skills and knowledge</td>
<td>54%</td>
<td>36%</td>
<td>9%</td>
<td>-</td>
<td>1%</td>
</tr>
<tr>
<td>Was relevant to my needs</td>
<td>57%</td>
<td>39%</td>
<td>3%</td>
<td>-</td>
<td>1%</td>
</tr>
<tr>
<td>Was a useful investment of my time</td>
<td>61%</td>
<td>33%</td>
<td>5%</td>
<td>-</td>
<td>1%</td>
</tr>
</tbody>
</table>

Overall, there was an overwhelmingly positive response across all four criteria:

— 96% of respondents indicated that they felt participation at a workshop would help to improve their effectiveness back in the workplace

— 90% of respondents believed that participation at an Inclusive Conversation Series workshop had increased skills and knowledge

— 96% of respondents thought the workshops were relevant to their specific needs

— 94% of respondents indicated they believed participation at an Inclusive Conversation Series workshop was a useful investment of their time.
Qualitative Feedback:

Participants at Inclusive Conversation Series workshops were asked to provide qualitative feedback by responding to the following questions:

1. What is the most valuable skill and/or concept you will take away from this workshop?
2. What knowledge and/or new skills do you anticipate being able to put into practice back in your workplace?
3. Do you have any other comments or feedback you would like to give about this workshop?
4. Do you have any suggestions for future workshops?

The following responses represent the most striking and consistent points given by participants across eight workshops:

**Participants were able to identify new multiple skills and/or concepts learned**

**The experience of using my Smartphone to record an introduction and learn how to email it to myself; the ability to think about and change my teaching styles.**

*Inclusive Teaching Strategies Using Social Media 12 June 2013*

**The concept of needing to be explicit about setting up the understanding, expectations and management of group work.**

*Enhancing Engagement Between Diverse Student Cohorts of Students 30 May 2014*

**The power of rapport and mutual support in improving teachers’ effectiveness.’**

*Peer Learning for Staff 20 August 2014*

**The encouragement to use students’ own experiences and interests to build discussion on course topics; strategies for encouraging different types of participation; blending technology and lectures; ways to develop critical thinking more organically and less overtly.**

*Teaching Large Classes 12 December 2013*

**Question 1:**

What is the most valuable skill and/or concept you will take away from this workshop?
Question 2:
What knowledge and/or new skills do you anticipate being able to put into practice back in your workplace?

Participants were able to identify specific strategies and/or activities which they anticipated being able to put into practice.

I particularly found the information on how to engage students before the semester has even started interesting. I will look into how I can incorporate some of James’ ideas on this into my courses (e.g. the out-of-office reply). I think I’ll also look into a ‘plagiarism quiz’ (similar to the one James spoke about) in my course. I find plagiarism is something many students don’t fully understand or know how to avoid so educating them on this may help them understand the gravity of what they are doing.

Teaching Large Classes
12 December 2013

Planning interaction—social tutorials in particular to ensure that in the first week students get to know each other, rather than linking the tutorials to the week’s lecture.

Enhancing Engagement Between Diverse Student Cohorts of Students
30 May 2014

More use of video to help students engage with concepts; the need to tell more stories to make relevant connection to the students’ lives; breaking information into smaller illustrative chunks; using word clouds.

Pirate Pedagogy: Killing Your Powerpoints and Engaging Students
12 June 2013

Effectively putting into practice the different types of social media in and out of the classroom.

Inclusive Teaching Strategies Using Social Media
12 June 2013
I’d like to hear anything from James. He conveyed his teaching experiences in such a way that ignited lots of ideas for me, and also gave me a few insights to enhance my approach to achieve better engagement with my students. A very useful session. Thank you.
Teaching Large Classes
12 December 2013

Excellent! Skilled and informed presenters who modelled well what they taught. The best L&T workshop I’ve done at the University.
Engaged Pedagogies Workshop
13 June 2014

Question 3:
Do you have any other comments or feedback you would like to give about this workshop?

What I really liked was that the strategies were modelled and we also practised them. So often workshops are not practical, rather we are passive and the presenter just talks about the ideas.
Engaged Pedagogies Workshop
13 June 2014

Interactive group/class, intelligent discussion.
Reflecting on Teaching
6 December 2013
Participants overwhelmingly indicated that they wanted further professional development.

More interactive networking opportunities to cross-college collaboration.
Pirate Pedagogy: Killing Your PowerPoints and Engaging Students
12 June 2013

More workshops on inclusive teaching practices.
Pirate Pedagogy: Killing Your PowerPoints and Engaging Students
12 June 2013

Question 4:
Do you have any suggestions for future workshops?

MORE please!
Inclusive Teaching Strategies Using Social Media
12 June 2013

Well done. Need more of this.
Engaged Pedagogies for Engaging Diverse Students: What Works?
6 December 2013
A one-day workshop was delivered on Friday 13 June 2014 to 45 RMIT Associate Degree staff in collaboration with Associate Professor Katie Hughes, and Claire Brown, Associate Director of the Socially Inclusive Education Unit in the Victoria Institute for Education, Diversity and Lifelong Learning at Victoria University.

The workshop modelled explicit pedagogies and high-engagement strategies using AVID (Advancement Via Individual Determination) professional development resources.

AVID methodology is considered particularly appropriate to Associate Degree staff as it offers strategies to scaffold student learning across a number of areas including reading, critical thinking and communication skills and supports the findings of Dr Helen Smith’s report ‘Associate degrees in Australia: A work in progress’ (Smith, 2013) around explicit pedagogy.

Mindful of the need to support teaching staff to be able to easily implement activities and strategies learned from the workshop into their own teaching practice, a resource was developed by the ODLT project team member and sent out to all participants shortly after the workshop. This resource provided a summary of the activities and strategies used in the workshop.

In addition, a Google form questionnaire was sent out seven weeks after the workshop to find out if participants had been able to implement any of the activities and strategies and to see if these had impacted on learning.

Question 2: Briefly describe if implementation of the activities/strategies was helpful to your students.

Most respondents indicated that they felt the implementation of activities and strategies had been helpful to students:

“It was definitely useful and I believe strengthened and re-engaged some students in the importance of these elements.”

“I found these activities to be very beneficial in breaking up the classroom routine. It has also called on my students to think for themselves and take ownership of some of their learning.”

“Name tents: Very successful as icebreaker activities and for subsequent activities (e.g. organising students into interest groups for a guided group activity).”

“10-2: A useful reminder to have short activities in lectures. Students are more ‘awake’ and engaged.”

“More engagement and participation from students, and more relaxed learning environment.”

“Yes – gave them experience with scientific writing – engaged the students well.” (Referring to ACAP strategy)

One respondent commented that whilst they felt the strategy had resulted in quality learning, students responded less positively:

“You try and evolve and go away from the Powerpoint and although you achieve quality learning, there are a number of students who complain that we are going off-course … especially those that miss the session.”
Due to the overwhelmingly positive response to the initial workshop in June 2013, a follow up workshop on notetaking and scaffolding critical reading skills is scheduled for 21 November 2014.

In addition to this, an online Associate Degree Community of Practice is currently being established.

Question 4: Do you think you will continue to use any of the strategies you have already implemented into your future teaching delivery?

Eight out of the nine respondents indicated that they would use the strategies and activities into the future:

“Yes. I will embed many of the strategies into any professional development I deliver – again, time constraints will probably be the main restriction as to how many activities I can use and also the purpose of the workshop will determine which activities I use. But I am keeping the resource on engaged pedagogies close by to give me ideas for future PDs.”

“I am hoping to use more at the start of next year when the students are new.”

“Yes, but moderately.”

“I will continue to use these and aim to introduce the Name Tents and People Bingo next year.”

“Absolutely. Will try to revisit the information and PowerPoint we received and work on this further.”

“Yes – always looking for ideas to make it better, more effective and engaging.”
University-wide Professional Development
Essentials in Tertiary Teaching Practice

Summary

The Essentials in Tertiary Teaching Practice module is part of a suite of resources developed for academic staff new to RMIT.

The module covers a range of topics integral to tertiary teaching practice and professional development and is delivered online and face-to-face.

Project team members from the ODLT and SEH developed and facilitated introductory sessions on inclusive teaching approaches as part of the module.

Specific sessions on the use of e-Portfolios and constructive alignment were also developed and delivered by the SEH project team member.

The session, Introduction to Inclusive Teaching, provides participants with an overview of inclusive teaching approaches, as well as an opportunity to participate in collegial discussion on inclusive teaching approaches and, through this discussion, to develop and refine teaching practice.

Participants are also directed to resources which support inclusive practice.

Fundamental to the development and delivery of the Introduction to Inclusive Teaching are the Principles for Inclusive Teaching. Participants are also introduced to the Strategies for Inclusive Teaching which provide practical suggestions to support implementation of the Principles.

Participants are also introduced to the Inclusive Teaching website and the Inclusive Teaching Resources Library Guide, which house all resources developed as part of the project.

Introduction to Inclusive Teaching workshops: 6
Participants: 43

Essentials sessions (specific): 9
Workshop participants: 41

See Appendix 2—Resources: Essentials in Tertiary Teaching Practice 2013-14
Killing Your PowerPoints and Engaging Students Workshop
12 June 2013
Evaluation: Introduction to Inclusive Teaching Sessions

Formal evaluation of the Essentials in Tertiary Teaching Practice is collated by the Office of Dean, Learning and Teaching (ODLT).

Feedback from the Introduction to Inclusive Teaching module was collected using a 3-2-1 feedback evaluation which models a feedback strategy participants can use in their own teaching practice. The 3-2-1 feedback evaluation asked participants to respond to the following statements:

— 3 new things I learned
— 2 things I found interesting
— 1 thing I would like to know more about.

The following responses are from 2014 Essentials Introduction to Inclusive Teaching workshops and are representative of wider feedback responses received:

<table>
<thead>
<tr>
<th>New things I learned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources to support teaching</td>
<td>46%</td>
</tr>
<tr>
<td>Early assessment</td>
<td>38%</td>
</tr>
<tr>
<td>Principles for Inclusive Teaching</td>
<td>23%</td>
</tr>
<tr>
<td>Negotiated assessment</td>
<td>15%</td>
</tr>
</tbody>
</table>
2 things I found interesting

Negotiated assessment 45%

How to apply the Principles for Inclusive Teaching into practice 17%

Using the short exercises modelled in the workshop in their own classroom teaching 11%

Early assessment 8%

Four dimensions of diversity 8%

1 thing I would like to find out more about

— What insights are there into improving the ‘studio model’ of teaching in relation to design/architecture/art?

— How to better integrate learning and teaching and research—forums for discussion/publication of teaching approaches

— MOOCs

— Other technology used for teaching

— Personal response systems

— Teaching portfolios

— What about space for areas of improvement in the session?

— How to integrate negotiated assessment into the classroom i.e. how to find ‘mixed modes’ and keep things comparable across students

— How to integrate the Principles for Inclusive Teaching into practice

— Early assessment
An extension of the inclusive practices work conducted through the Essentials module was the Option ‘Cultural Inclusiveness’, delivered by the ODLT.

The design and facilitation of the Cultural Inclusiveness Option modelled inclusive teaching practices which had been explored as part of the project. These included a flipped classroom approach which was employed as a vehicle for an early formative assessment, where the learning activities and assessment tasks were designed to scaffold learning. Additionally, for the final assessment, the cohort was given a choice of assessment tasks. This allowed each participant to choose the task that most suited their interests and skills and that was most relevant to their work.

Through a variety of learning activities, the participants were asked to reflect upon their own cultural biases and the cultural assumptions they brought to their teaching. They were then encouraged to:

— transform an element of their teaching practice into learning that would positively use the diversity of their student cohorts while creating a safe learning environment for each individual; and

— focus on developing students’ professional skills and knowledge through teaching that recognises and responds to the specific cultural contexts of authentic work tasks.
3. Participants creating culturally inclusive learning and teaching

Examples include:

— Conveying to students of a Parasitology course the need to always be sensitive to differing cultures and beliefs when collecting samples from different communities, and to never assume that set attitudes or approaches will be universally acceptable.

— Critically assessing the underlying political biases and cultural issues that have arisen in teaching a travelling design studio in Asia. This included choosing to reflect on the framework of attitudes and structures and the cultural issues that arise once these attitudes are acknowledged. It was hoped that making these biases and issues explicit to students in future teaching practice will create a positive, multicultural and inclusive learning environment.

— Enhancing a Legal Practice course by introducing a flipped classroom format that included readings drawn from the Cultural Inclusiveness Option, a presentation on cultural differences, and facilitated group discussions on hypothetical cultural scenarios graduates may be faced with in legal practice.

4. Participant Feedback

Question 4: Has this Option changed your thinking about teaching; what you teach; how you teach?

“Working in a multicultural environment such as RMIT makes it vital that I change my views towards people in my group in order to make them part of my inner circle. I don’t think this will be straightforward but it is important for me to constantly re-evaluate my actions in relation to interactions with others.”

“As a teacher of students from a wide range of socio-economic, ethnic and religious backgrounds I need to be mindful that when interacting with students I have to be humble in my approach and most importantly I need to let the student discuss their issues so that I can better understand how to help them. I also need to be mindful that having cultural competence is not enough and I need to constantly self-reflect and be open to discounting previous stereotypes.”

“I would be willing to implement in my teaching a more reflective approach to lesson preparation and materials iteration, challenging myself to consider whether the curriculum being presented is accentuating stereotypes or excluding/ alienating some course participants.”

“The challenge is to create a dialogue that transcends these differences in cultural and academic experience. Cultural influences and expectations play a part in judging student contributions to a dialogue, and this case study takes some steps towards clarifying these influences through reflective practice. An additional strategy for creating a positive learning environment and meaningful student-teacher dialogue may involve breaking down the hierarchy in the studio and empowering students to speak out when they do not understand a term or concept.”
University-wide Professional Development
Learning and Teaching Expos

Summary

The Learning and Teaching Expo is a two-day University-wide event sponsored by the Office of Dean, Learning and Teaching (ODLT) which promotes excellence in learning and teaching.

In 2013, a one and a half hour workshop ‘From Principles to Practice’ was delivered by the project team to 38 participants. The aim of the workshop was to showcase the Principles and Strategies for Inclusive Teaching and to demonstrate to participants how to implement these in their own teaching practice.

In 2014, three workshops were delivered. ‘First glance: A planner for first year success’ was delivered to over 25 participants. The workshop introduced participants to the ‘First glance’ resource, which allows teaching staff to develop and customise a calendar of activities, strategies and teaching tips to promote successful learning and teaching in the first year.

The other two workshops were on the ‘flipped classroom’ using Google sites, and attracted 117 participants. The workshops introduced participants to the flipped classroom approach and a range of tools to assist in implementation.
First Glance: A Planner for First Year Success Workshop
Learning and Teaching Expo 2014
Evaluation: Learning and Teaching Expos 2013-14

Feedback from Learning and Teaching Expos 2013-2014 is collected by the Office of Dean, Learning and Teaching (ODLT).

Feedback from three of the four workshops delivered as part of Learning and Teaching Expos was collected by project team members. Feedback was obtained using 3-2-1 evaluation feedback sheets and Google forms.

The following feedback was collected from the ‘From Principles to Practice’ session delivered at Expo 2013 using the 3-2-1 feedback evaluation. Participants were asked to identify:

— three things they enjoyed about the workshop
— two activities they would like to use with their students
— one thing they would like to know more about.

The following responses represent a sample of the feedback:

3 things I enjoyed about the workshop

— Engaging our minds regarding our practice. I hadn’t realised how much we can achieve within a short time.
— Meeting new people, working as a group, learning about inclusivity.
— Sharing experience and understanding with RMIT colleagues, meeting new people, surfacing intuitive ideas.
— The liveliness, the activity moderator’s approach, the care with which the room was set up.
— Activities undertaken during the session, diversity of ideas, energy from presenters.
### Activities I Would Like to Use with My Students

- Working in groups/collaboration/class interaction (8 responses)
- Blended learning (2 responses)
- Brainstorming (3 responses)
- Card activities (2 responses)
- Timely, ongoing feedback (2 responses)
- Use pictures to demonstrate and summarise points
- Different assessment types
- Strategies to build communities of learners
- Assessment (early assessment, self-assessment, involving students in assessment) (8 responses)
- Think-pair-share
- Provide more checkpoints on learning
- Community of Practice
- Give same task on different topics
- Designing tasks that teach the whole class
- Self-reflective practice
- Peer learning
- Timely, ongoing feedback (2 responses)
- Ask ‘a question worth asking’
- This feedback form! (referring to 3-2-1 evaluation sheet)
- All

### Thing I Would Like to Know More About

- Principles for Inclusive Teaching (5 responses). One participant was interested in exploring how the Principles for Inclusive Teaching might be used outside of schools, e.g. at meetings and staff workshops; another participant was interested to know what commitment and practical support the University had to offer in terms of implementation of the Principles
- Blended delivery (5 responses)
- Varying assessment types
- Zone of Proximal Development (ZPD)
- Teaching large classes
- Tools to create multi-media delivery
- Constructive alignment
- Ways to teach explicitly
- Online reflective journal
- Google sites
- How to be more creative in my classes
- Intentional curriculum
Impact Statement 3: Designing the flipped classroom using Google sites (SEH) Learning and Teaching Expo 2014

1. Context

Two sessions on designing the flipped classroom using Google sites were delivered in September 2014 to 117 participants as part of the Learning and Teaching Expo.

Participants were introduced to the theory underpinning the flipped classroom and shown the myriad tools that can be used to implement a flipped approach.

“I attended your session at the Learning and Teaching Expo and really enjoyed the presentation. It also occurred to me that the flipped classroom and indeed many of the less didactic styles of teaching do have implications for the students that we see in the DLU [Disability Liaison Unit].

We are having some planning sessions on the 19, 20 and 21 November and would like to invite you to present on one of those days. What we would like is for you to provide say an hour - hour and a half on the flipped classroom (and any other innovative teaching strategies that are current) and then spend an additional hour with us discussing the implications for students registered with the DLU. We are keen to be proactive in terms of looking at reasonable adjustments that may be required in these new teaching environments.”
—Personal communication, Disability Learning Unit (DLU) 12 September 2014

Considerable interest was generated and requests for follow up professional development from both schools and student support service areas:

“A number of Study and Learning Centre staff attended your workshop on flipped classrooms at the Learning and Teaching Expo; others were teaching at the time. We were wondering if it would be possible for you to run a session for us, perhaps tailored to our needs.

We are particularly interested in innovative activities for the face-to-face components of the workshops and perhaps how to provide a catalyst to improve student attendance at these.

We are presently preparing to flip our generic preparation KnowHow workshops which are run for both UG and PG coursework students in February and July each year. Our worry is that, because students will have ample opportunity to engage with the ‘knowledge’ component through interactive Captivate online resources (and in fact this will be a prerequisite to attend the workshop), we feel that attendances at the face-to-face workshops may be low. Unlike flipped classroom scenarios in courses, we cannot tag required attendance or assessment to the workshops.”
—Personal Communication, Study and Learning Centre (SLC) 10 June 2014

“Loved your session yesterday. I’ve been talking to the School of Education staff and we are really keen to ask you to run the same session at Bundoora.

We are targeting 11 staff who are keen to look at blended or fully online teaching and thought your session would be great as a starting point.

Also, could we please film the event for those who are unable to make it? We would be most appreciative if you are able to run a session for us in the next few weeks? Please say yes!”
—Personal Communication, School of Design and Social Context (DSC) 4 September 2014

2. Follow up
3. Activities

Three follow up workshops have been delivered in response to requests.

4. Resources

Designing teaching, creating learning with a flipped classroom approach (Google slides).
College Professional Development

Summary
College specific professional development delivered as part of the project reflected the specific needs and interest areas in each of the colleges.

Common to all college professional development, however, was a focus on supporting inclusive assessment design and delivery.

As with the Inclusive Conversations Series workshops, central to professional development was the notion of collaboration with internal stakeholders, particularly with ADG staff in each college.

College of Business
Support for assessment through professional development activities in the College of Business focused on scaffolding the writing of explicit course guides, and as part of that, instruction in constructive alignment. This was in response to the recognition that many students struggle to engage with, and understand, requirements set out in the course guides, and many teaching practitioners struggle to align courses with program learning outcomes.

To complement the above, professional development also focussed on supporting staff in the design of explicit assessment tasks.

College specific face-to-face workshops: 26
Workshop participants: 518
Campuses: City, Brunswick; Bundoora

See Appendix 4—Resources: College Professional Development 2013-14
College of Design and Social Context

In 2013 professional development in the College of Design and Social Context focussed on the use of social media in teaching and learning, and on the writing of explicit course guides, in collaboration with the College of Business.

In 2014, professional development focussed on the use of Blackboard and ways to manage student expectations. Areas explored included practical strategies to begin semester effectively through the provision of explicit information, tips for establishing and managing student expectations, guidance on facilitating and understanding the purpose of Blackboard (Bb) content structure, and guidelines on how to deliver timely and constructive feedback to students.

In addition, there was a strong focus on the use of Google sites and the flipped classroom approach as a means of providing flexible and engaging delivery delivered through the ‘Changing spaces virtually – Flipped inquiry based learning’ series, as part of the Learning and Teaching Investment Fund (LTIF) project: Changing Spaces Virtually. This series introduced staff to flipped classrooms and inquiry-based learning approaches.

More generalised professional development on the use of technology in classrooms to introduce staff to the range of interactive tools available to create learning experiences was also a feature of the SEH professional development, together with a focus on writing comprehensive course guides.

College of Science, Engineering and Health

Professional development in the College of Science, Engineering and Health (SEH) had a strong focus on the use of technology to support inclusive practice.

A significant professional development event as part of the SEH Learning and Teaching Forum in November 2013, was the launch of the ‘Snapshots of Inclusive Practice’ video series. Each video relates to each of the six Principles for Inclusive Teaching and provides examples of flexible, negotiated and early assessment practices, along with peer and group assessment.
Evaluation: College Professional Development

Feedback from the college professional development sessions was sought by each college via a number of channels including workshop feedback evaluation sheets and Google forms.

Common to all feedback received on college specific professional development was acknowledgement of the relevance of professional development to the specific content needs of teaching staff within each college, as well as an appreciation that delivery was appropriately pitched at the target audience:

Staff are keen to learn new content and incorporate information technology into their teaching/role; staff who are teaching at a university may not know content that they may learn in Year 1 of a teaching degree e.g. Bloom’s Taxonomy has been published nearly 60 years! Many staff have minimal knowledge of learning theory and effective teaching.

Google and The Flipped Classroom
3 June 2014

In addition, feedback revealed significant ongoing relationship building between educational developers within the colleges and college teaching staff and an appreciation of the expertise and knowledge of project team members:

How are you? I went to one of your workshops concerning course guides last year. I remember you gave out a Course Guide checklist with examples and tips on some A3 paper. Do you have this in soft copy as I think my program team would find this useful. In addition, you also mentioned a website with course guide help. Would you be able to send me the url or link to that website?

Writing Explicit Course Guides, College of Business, August 2013
Email: 11 February 2014

I think you are an excellent role model for staff as you:
— have knowledge about content and the use of IT
— can draw on illustrations of your use of IT
— share your resources with participants for their future use
— have a friendly manner
— utilise and share your participants’ knowledge with the class, e.g. ‘powtoon’ today
— love what you do; and that sends a powerful message.

Google and The Flipped Classroom
3 June 2014
Further, as demonstrated in feedback from other project professional development opportunities, staff were keen to articulate their appreciation of opportunities to engage in face-to-face discussion with colleagues:

I loved it. It is great to speak to others about what they do, share good practice and learn new gadgets etc. There are some great teachers—it is good to learn from them!

It is also great to have some time where we can think about teaching and only teaching – I feel I am a better teacher for these discussions.

Flipped Inquiry-based Learning
27 March 2014
1. Context

Three professional development sessions on writing explicit course guides were delivered to more than 40 staff in 2013. These responded to concerns by teaching staff that students find it difficult to understand course guides Part B, and staff struggle to write course guides explicitly.

2. Follow up

— More than 150 staff requested access to the Google site resource which has now been made available to all staff.

— The Google site resources have been used as part of professional development and in consultation with academic staff, including the Deputy Head of the School of Accounting and the Program Manager for the Master of Business IT (MBIT).

— The School of Business IT and Logistics have also shared with course coordinators in their school and program.

— The College of Business Academic Development Group (ADG) has adapted the professional development workshop to make it school-specific. Four workshops have been organised with the School of Accounting, School of Economics, Finance and Marketing, School of Management and School of Business IT and Logistics.

— The Google site resource has been adapted as part of College of Business resources.

3. Resources

Practical guide to writing HE course guides (Google site)
Impact Statement 4: Explicit Assessment (BUS)

1. Context

Designing explicit assessment tasks

Professional development sessions on designing explicit assessment tasks were delivered in 2013-14 to provide staff with practical advice on writing clear assessment outcomes, constructive alignment and assessment criteria.

2. Application

The resources from this professional development have been adapted into a number of courses in the College of Business including:

— Accounting in Organisation and Society
— Introduction to Management
— Visual Management
— Marketing Principles
— Leading for Change

3. Follow up

The assessment matrix resource

The matrix provides an overview of assessment practice in a program. It allows reviewing of three critical areas of assessment; diversity of assessment strategies, consistency in assessment requirements and scaffolding in assessment tasks for further improvements.

The assessment matrix was introduced to program managers and three programs have followed up with the College of Business Academic Development Group, namely, the School of Management, School of Business IT and Logistics and School of Accounting.

How do I design explicit assessment tasks? (Checklist and Template)

This resource aims to provide Higher Education teaching staff with a checklist, template and exemplars to assist with writing explicit assessments that describe clearly and succinctly the aim of the assessment, link to learning outcomes and breakdown tasks and criteria used to assess the task.

4. Resources

Assessment mapping matrix

How do I design explicit assessment tasks?
Impact Statement 5: Blackboard Structure and Student Expectations (DSC)

1. Context

A workshop was delivered on 24 June 2014 to 25 academic staff in the School of Property, Construction and Project Management (PCPM) to provide additional training and support to staff in using Blackboard and to ensure that students would have a consistent experience when using Blackboard.

2. Activity

The professional development session provided:

- practical strategies to begin the semester effectively through the provision of clear information in Blackboard
- tips for establishing and managing realistic student expectations
- details of how to facilitate and understand the purpose of Blackboard content structure
- guidelines on how to deliver timely and constructive feedback to students.
3. Responses to workshop

Feedback from the workshop was positive:

“It just looks easier and I like the designed banner, I want one.”

“My students would really like the study organiser.”

“Actually seeing the design on the banner made me realise how good it could look.”

“The left hand menu works for me because I do something similar.”

“Our program needs this; our students do get confused sometimes.”

“You have made my workload easier and simpler.”

4. Application

The consistent Blackboard structure and design developed for PCPM has also been implemented into the following programs:

— International Development
— Visual Merchandising
— Master of Fine Art.

This design and standardisation will be continuing into the next round of GLbD projects focusing on new program development and further implementation within PCPM.
In late 2013, Anna Moritz, a Microbiology demonstrator in the College of Science, Engineering and Health, attended a series of professional development workshops on using a flipped classroom approach and using learning technologies to engage students.

Anna identified a specific learning problem that she thought could be rectified through the development of a Google Site. The students, who had little time to practice using the tools of microbiology, like the microscope, were attempting assessments in class ill-prepared. Anna decided that a ‘flipped classroom’ technique of preparing students prior to class time and prior to their in-class assessments would be helpful in increasing both the knowledge and the skills of the students in her group.

“I came to a professional development seminar, where I learnt about flipped learning, which I’d never heard of before. Seeing how the students did most of their lectures on-line I got the idea of maybe being able to help my practical students pick up some extra knowledge before coming to their prac class.”

Realising the importance of the visual image to her cohort, Anna used a phone camera to video the correct use and preparation of the microscope and other laboratory tools and required skills. These short videos were embedded in a Google site with instructions and quick quizzes to monitor learning. The finished learning tool was trialled with her three groups of first year students, who in the first few weeks demonstrated considerable interest in the site and prepared themselves for class.

“They still had to do the practical class to learn the manual skills needed for microbiology, but if they saw visually how to set up microscopes, how to light Bunsens, streak plates etc online, then it might help them in the actual practical class, because the way it was being run, the students were seeing it demonstrated once, having one go at the relevant technique, and then being examined on it the next prac lesson, with no way of revision. Seeing the technique only once, the students didn’t really have time to take on board what they actually saw.”
3. Reflection

“I feel the site I set up (visual demonstrations on the computer linked to each practical) helped my students. The first few lessons I ran, I noticed a definite improvement and the students managed to learn quicker and pass their mini exams much easier because they’d seen the site.

In the future, I think it would work better if the pre-practical lessons online were an established protocol in the course and were compulsory.

If it was compulsory to watch the videos and answer the questions about the videos thereby earning marks, the students would be more likely to do so.”

4. Impact

A subsequent benefit of the site – which was identified purely through chance – was experienced by international postgraduates who joined later level microbiology classes. These students did not have a microbiology background and now had the possibility of catching up on early year level skills that they had missed. The resource was heavily used by these late entry students and provided an easy solution to building these important underpinning skills and knowledge in a flexible way.

5. Resources

Pre-practical lessons for introductory microbiology (Google site).
Sessional Professional Development

Summary
Funding was provided to the three colleges for sessional professional development in 2013 and 2014 by the Office of Dean, Learning and Teaching (ODLT).

Each of the three colleges developed professional development activities unique to their college, many of which were collaborative events in liaison with University student services professional staff.

College project team members had various levels of involvement in the professional development of sessional staff across the three colleges.

Sessional workshops: 8
Workshop participants: 395

See Appendix 5—Resources: Sessional Professional Development 2013-14

Themes of sessional professional development workshops:
- student engagement
- teaching with technology
- student-centred learning
- cultural diversity
- effective Blackboard design
- embedding Principles for Inclusive Teaching into practice
- building community
Evaluation: Sessional Professional Development Workshops

As sessional professional development workshops were largely led by college ADG staff with varying levels of input from the project team, feedback obtained from workshop sessions was mainly at the college level.

Much of the feedback from sessional workshops was anecdotal. Of significance to note in this report was the frequent comment from sessional staff of their feeling of isolation within the University and of their appreciation at being given the opportunity to be included and have a sense of ‘belonging’ to the University. They also commented on the benefits of meeting and making links with their fellow teaching colleagues, and also with members of the University’s professional staff.

Common across all sessional workshops was the feedback from participants that they became more aware of the range of resources available to them and of the support available within colleges and across the University.

A key outcome across all sessional professional development was the request from sessional staff for ongoing professional development.

The following feedback received via a Google form evaluation from the College of Science, Engineering and Health (SEH), is indicative of the feedback received across a range of workshops:

“Thought the workshop was really helpful - especially for people new to the uni who have no idea of all the resources available.”

“Thank you. I learnt so much today. We are valued.”

“Great people @ RMIT.”

“I now feel included.”

“Thanks for thinking about the casuals needing some PD too!”

“Excellent workshop. I learnt many things about the resources that are available for teaching.”

Sessional Workshop, College of Science, Engineering and Health, 2013
Reflection: Professional Development

The significant attendance at all professional development activities to a wide audience of teaching and professional staff – over 1,800 in total – reflects not only the high quality of PD activity delivered but also an enthusiasm for continuous improvement by RMIT teaching and professional staff.

Common across all workshops was evidence which showed:

1. Participants felt attendance at professional development events was a valuable use of their time, not only to learn new skills but also as an opportunity to reflect on and affirm their own practice.

2. The content of workshops was highly relevant to the needs and interest areas of RMIT staff and workshops met their stated aims and goals.

3. Participants were passionate, caring and committed to making their teaching effective, engaging and inclusive. Across all workshops there was a willingness to learn new skills across a broad range of issues and topics.

4. Participants were confident and enthusiastic about applying what they had learned into their own teaching practice. This was sometimes a concept or a list of specific activities and strategies.

5. There is a strong need for staff to connect with their colleagues – this was especially noted from sessional staff feedback – and staff are eager to have rigorous conversations with colleagues, often from other disciplines, around teaching. Worth mentioning is that the majority of the project’s professional development activities were delivered face-to-face.

6. An appreciation and enjoyment of enthusiastic, well-informed, presenters. Workshop participants strongly articulated their feedback regarding presenters who were engaging and able to provide practical examples of their work.

7. Teaching practitioners, if given the opportunity, are keen to engage deeply in conversations and reflection on cultural inclusiveness, and equally keen to transform their teaching practice to ensure the learning environment is inclusive to their students.

8. Teaching staff were unanimous in their request for access to more professional development opportunities. Noteworthy is that participants valued collaborative, interactive and discussion based activities. Also of note is that a wide range of topics and issues for further professional development were suggested. In particular, participants indicated they would like further professional development in the use of social media, technology in learning, the flipped classroom, Google sites and assessment. Anecdotal feedback also indicated that many teaching staff found lunch time sessions convenient and suitable for their schedules.

9. Professional development activities impacted on a broad University audience including student support services professional staff and Academic Development Group (ADG) staff. Whilst the HEPPP funding of the project was focused on Higher Education in the domestic tertiary sector, links were made with Vocational Education staff through the Associate Degree area.
Engaged Pedagogies Workshop
13 June 2014
I just wanted to write to you personally to congratulate the learning and teaching team responsible for the development of the ‘Snapshots of Inclusive Teaching’. What a wonderful Learning and Teaching resource for staff, I have even shown it in class to my students studying to become teachers. I will encourage all our staff and new staff to look at these in the future. I do hope you develop more of these brilliant snapshots in the future.

Personal Communication
15 November 2013
Project Outcomes: Resources
Introduction

Central to the project outcomes has been the development of practical, hands-on resources to support teaching staff to implement inclusive teaching approaches.

The Principles for Inclusive Teaching (see p. 29) and the Strategies for Inclusive Teaching have provided a common language and understanding from which to develop and validate resources to support implementation of inclusive teaching approaches.

To avoid duplication of existing University resources which support inclusive approaches to teaching, an internal audit of existing resources was initiated in 2012 and continued throughout the duration of the project.

Videos, exemplars and classroom activities were developed specifically to support implementation of the Principles for Inclusive Teaching and the Strategies for Inclusive Teaching.

Resources were developed to support delivery of professional development facilitated and implemented by the project team.

The following pages provide details of:

— Inclusive Teaching Website
— Inclusive Teaching Resources Library Guide
Professor James Arvanitakis (UWS)
Killing Your PowerPoints and Engaging Students Workshop
11 June 2013
Inclusive Teaching Website

The Inclusive Teaching Website was launched in June 2013 and provides a broad overview of inclusive teaching including underpinning theories and approaches.

The website also provides a description of the pedagogical influences informing the Principles for Inclusive Teaching and is the gateway to resources from the Inclusive Conversation Series workshops and to the Inclusive Teaching Resources Library Guide.

Information on the website can be used as the basis from which to begin conversations around inclusive teaching approaches and from which to introduce the Principles for Inclusive Teaching.

Inclusive Teaching Resources Library Guide

The Inclusive Teaching Resources Library Guide was launched in June 2014 and houses over 50 resources developed by the project team.

Resources developed include:

- Principles for Inclusive Teaching
- Strategies for Inclusive Teaching
- Key questions to ask when planning inclusive practice
- Video exemplars of inclusive teaching delivery
- Hands-on teaching activities to use in classrooms
- Google sites.

Links to existing University resources which support inclusive practice are also included within the guide.

The Inclusive Teaching Resources Library Guide can be accessed and used by teaching staff to inform teaching practice, and by professional staff to support professional development.

The Inclusive Teaching Website has recorded over 4 000 visits since June 2013.

SOURCE: RMIT GIZNOW STATISTICS

The Inclusive Teaching Resources Library Guide has recorded over 1 300 visits since its launch in June 2014.

See Appendix 6—Resources: Inclusive Teaching Library Guide
Resources developed to support teaching staff in their delivery have covered a wide range of topics and issues and have aimed to be inspiring, practical and appropriate to staff at different stages of their teaching careers.

Resources for Teaching Practitioners

1. The number of visits to both the Inclusive Teaching website (over 4,000 since June 2013) and the Inclusive Teaching Resources Library Guide page (over 1,300 since July 2014) indicate that a body of teaching staff are aware of and are accessing resources.

2. Visits to the Inclusive Teaching Resources Library Guide are significant, however, it is still too early to fully understand the impact of resources on teaching staff. Moreover, it has been difficult to obtain the ‘full’ picture of who is accessing resources as this information is often obtained on an ‘ad hoc’ basis, anatomically or via third parties.

3. The ‘layers’ of resources developed means teaching practitioners can engage at a level which suits their experience, needs and timeframe:

<table>
<thead>
<tr>
<th>Key questions</th>
<th>The ‘big picture’ from which to plan for, and reflect on, practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles for Inclusive Teaching</td>
<td>Guidance from which practitioners can organise their practice</td>
</tr>
<tr>
<td>Strategies for inclusive teaching</td>
<td>Ideas and activities to support the Principles</td>
</tr>
<tr>
<td>Resources</td>
<td>Hands on teaching materials and activities Exemplars of good practice</td>
</tr>
</tbody>
</table>

4. The Principles for Inclusive Teaching have acted as a framework from which the project team has been able to identify, organise and validate resources; and for teaching practitioners, the Principles provide a framework from which to plan and reflect on teaching, as part of a reflective practice.
The creation of video exemplars of teaching practices which support inclusive approaches have received overwhelmingly positive feedback.

Of particular note is the impact of the resource Snapshots of Inclusive Teaching video series from the College of Science, Engineering and Health, which has recorded over 5,000 YouTube hits and has been widely used in professional development within the University, at learning and teaching forums across the University, and by the Global Learning by Design (GLbD) project.

The Snapshots series has captivated the attention of teaching practitioners by showing achievable and inspiring examples of inclusive teaching practices within the RMIT University context and has led the way for further videos on teaching practices to be produced by the project team. The Snapshots videos are embedded within a Google site which offers further practical advice on how to implement the video exemplars.

It has been recognised that many of the resources provide practical support for implementation of GLbD patterns. The alignment with GLbD is in progress at the time of going to press (see p. 115: Transition to Core Business).

Resources for Professional Development

Resources developed as part of professional development, where deemed appropriate, have been made available for use by professional and teaching staff. Feedback indicates that many of these resources are being incorporated into the work of, and/or adapted for use by, Academic Development Groups in the colleges.
Teaching and Assessing Reflective Learning Workshop
13 April 2014
... so for me, I guess it really pushed me to be a more active learner, by going through the content before the class; learning the material beforehand, going to the lectorial and listening to the podcasts - plus the practicals - [which] gives you four opportunities to cover the content. And the more different ways, the more the comprehension.

Laboratory Medicine Student
November 2014
College Interventions
Introduction

One of the aims of the project was to trial innovative approaches to inclusive teaching practice in each of the colleges. It was the responsibility of the college-based educational developers to negotiate these interventions with teachers, and to ensure that the students involved in the intervention were informed of the activity. The project received ethics clearance from the RMIT Human Research Ethics Committee to conduct this activity.

Having negotiated the interventions, the educational developers were then required to conduct interviews with the teachers before and after the trialling of the inclusive teaching approach, to provide feedback on expectations prior to the intervention and to then evaluate the relative success of the intervention. The educational developers were also required to interview a small number of students involved in the interventions about their general opinions on their RMIT education, and their response to the inclusive approach being trialled in their course.

The following reports on the interventions were submitted by the educational developers based in the colleges.
College of Business Intervention Report

Sathiyavani Gopal

Evaluating and adapting the Principles for Inclusive Teaching to achieve inclusive practice in the Associate Degree in Business

Rationale

This intervention sought to support and realise inclusive practice through an integration of the Principles for Inclusive Teaching into the Associate Degree in Business (incorporating a Diploma of Commerce student cohort) program. The program was chosen because it has a high proportion of low-SES and non-English speaking background (NESB) students.

Intervention Goals

— Investigate the presence (and extent of) inclusive teaching practice in the Associate Degree program and identify gaps for further improvement by examining delivery, curriculum and assessment design in all courses

— Design and construct a framework to support the implementation of the Principles for Inclusive Teaching in the Associate Degree program

— Integrate, where appropriate, the Principles for Inclusive Teaching into the pedagogy of the program.

Alignment with Principles for Inclusive Teaching

— Principle 1: Design Intentional Curriculum
— Principle 2: Offer Flexible Assessment and Delivery
— Principle 3: Build a Community of Learners
— Principle 4: Teach Explicitly
<table>
<thead>
<tr>
<th>Student cohort</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commencing and returning students (total)</td>
<td>300</td>
<td>475</td>
</tr>
<tr>
<td>Domestic commencing and returning students</td>
<td>192</td>
<td>286</td>
</tr>
<tr>
<td>Low-SES</td>
<td>54 (28%)</td>
<td>71 (24.8%)</td>
</tr>
<tr>
<td>NESB</td>
<td>18 (10%)</td>
<td>28 (10%)</td>
</tr>
<tr>
<td>ATSI</td>
<td>2 (1%)</td>
<td>0</td>
</tr>
</tbody>
</table>

Data sourced from Program Annual Review 2013 and 2014 (School of Vocational Business Education)

Procedure

1. A desk audit was undertaken to gather information from stakeholders such as the Program Manager, Course Coordinators and teachers. The information collected focussed on three critical areas:
   a) Student cohort characteristics
   b) Curriculum and assessment design
   c) Delivery mode

2. Existing inclusive teaching practices and potential deficiencies, gaps and opportunities were identified, along with any potential underlying causative factors

3. Potential adoption of inclusive strategies by course coordinators for trialling was explored

4. A trial intervention was implemented

5. The outcome of the trial was evaluated

6. A framework was developed to evaluate where the Principles for Inclusive Teaching could be embedded in the Associate Degree in Business.

Measures/Methodology

An action research approach was employed to support immediate application of the Principles through iterative cycles. Best and Kahn propose that, “Action Research is focused on immediate application, not the development of theory on general application” (1989: 21).

The interventions required a number of iterations or ‘cycles’ involving consultation and collaboration between the Library’s Business Liaison Officer and three course coordinators in the School of Vocational Business Education. Each consultation involved reflection on practice, tasks completed and, where necessary, modifications to key tasks to match revised circumstances.

The intervention was considered cyclic, participative and qualitative, and fitted comfortably within Kemmis and McTaggart’s (1988) action research model. The model proposes an iterative process comprising planning, acting, observing, reflecting and planning for each subsequent iteration, which describes the work actioned in this intervention.
Intervention 1: Embedding teamwork skills into the course Marketing Principles

Background

Marketing Principles is a first year course offered in the Associate Degree in Business to a diverse student cohort transitioning into Higher Education. This course requires students to undertake a major group assessment task (40%) where teamwork skills are crucial to complete the task successfully and to measure intended learning outcomes effectively. In the past, teamwork problems were presented to the course coordinator by various teams in each Diploma and Associate Degree student cohorts. It was deemed necessary to unpack the group assessment task in order to:

— Make assessment instructions explicit to students
— Scaffold the assessment task; and
— Support students through the development of teamwork skills.

The Intervention

The assessment task was reconstructed and an online teamwork skill-building module developed. The reconstruction aimed to scaffold student learning and to make the assessment task requirements explicit. The teamwork skill-building module aimed to support students in their collaborative work necessary in the major group assessment task. The module was successfully implemented between 14 July and 8 August 2014 by the course coordinator across the two student cohorts. Implementation was staged beginning in Week 1 and ending in Week 4 during Semester 2, 2014 in class.

Intervention Outcomes

Reconstructed Assessment:

1. A formative assessment approach was employed by dividing the task into three parts in order to scaffold learning and to provide formative student feedback
2. Assessment instructions were rewritten in plain English and structured logically for purpose and clarity
3. Academic learning skill requirements (i.e. groupwork, writing and presentation skills) were made explicit in assessment instructions
4. Marking criteria were made explicit
5. Marks were allocated to the assessment of teamwork processes.
Effective Teamwork Module

The Effective Teamwork module provided students with an outline of the principles of teamwork, a step-by-step guide on forming an effective and high-performing team, learning activities to develop teamwork skills, templates for planning team tasks, and templates to capture personal reflection. More information is provided at https://www.dlsweb.rmit.edu.au/bus/public/mktg1329_managing_teamwork/

The principles of teamwork included:

- introduction to teams
- establishing the team
- equity in a team
- managing projects
- reflecting and evaluating process and outcomes.

The learning activities and templates included:

- short videos including teamwork at play and de lijn-pinguin, which reinforced the principles
- online quizzes to test understanding of the principles of teamwork
- diagnostic tools (e.g. belbin team roles and leadership and team skills questionnaires) to support team roles
- ice-breaker activities
- templates to support team formation (e.g. team charter, equity of contribution as a team)
- templates to manage teamwork (e.g. project action plan)
- templates for personal reflection on the experience of the team
- evaluation templates to elicit and capture the experience of the team
- web links to an oral presentation guide
- an interactive guide with exemplars to support writing a marketing plan.

Parts of the content and learning activities were adapted from the ALTC-funded “Working in Teams” module (2007).
Evaluation of Intervention Outcomes

To undertake the evaluation, an interview was conducted with the course coordinator and surveys were administered to students involved in the trial. The aim of the interview was to elicit the experience of the teacher in trialling the inclusive teaching intervention strategy (i.e. the new approach to making the assessment task explicit and supporting students with teamwork development skills) and to capture the outcomes achieved. The student survey provided feedback on the students’ teamwork experience.

Interview

The course coordinator reported:

— clarity of assessment instruction and structure communicated the assessment task’s requirements and expectations more effectively
— formative assessment enabled and supported the scaffolding of learning with progressive feedback
— the trial was efficient and “smooth” in managing student teams when compared to previous iterations
— there were better team dynamics, particularly among international students, when compared to previous iterations
— there were fewer reported conflicts within teams
— awareness of the importance of teamwork skills, including to employers and in workplaces, was enhanced
— teamwork can be developed effectively by engaging students with content and learning activities
— the delivery of the module and associated learning activities are manageable and achievable within the curriculum and within a standard term or semester
— the contextualised and interactive module guided students progressively in the development of teamwork skills
— the learning activities and templates evidenced group work processes
— the module is applicable in all courses where team-based tasks are a requirement
— implementation of this approach is now planned for introduction to supply chain management, a course offered in year 2 of the Associate Degree in Business.
Online survey

The participants of this study were students in the Diploma of Commerce and Associate Degree programs who enrolled in the course Marketing Principles. Forty-four students were involved in the trial and 21 students responded to the online survey. The results of this survey were encouraging:

— 95% of students agreed teamwork spirit and cooperation exists in their team
— 95% of students agreed their teammates collaborated well to get the job done
— 91% of students agreed their team planned and managed the group task well
— 96% of students agreed they developed team skills (e.g. communication, team management)
— 100% of students agreed the teamwork knowledge and skills gained were useful in their group assessment task
— 100% of students indicated they will apply their developed teamwork skills in future group work tasks
— 95% found the marketing plan's hints and exemplars helped in writing an effective marketing plan.

Student Feedback

Students reported that they developed specific skills in this course:

— delegating tasks to each other
— holding team meetings and working together
— adapting and coping with stressful and difficult tasks
— working with others, talking with others
— being more confident when doing presentations
— improved research and leadership skills
— valuing friendship
— communicating ideas and opinions effectively
— learning to be polite and not offending feelings of other team members
— cooperating, taking responsibility, and sharing rewards
— dividing tasks and helping each other
— solving problems together
— communicating with group members and learning to manage a team
— sourcing information from different places through group communication
— critical thinking and group management
— sharing information amongst each other to get things done faster.
“I like my team, it’s the best! I learn so much with my members!”

“I have learnt that different people have different skills and we should learn to share them.”

“I learnt skills that I will use for the rest of my life.”

The findings suggest that teaching explicitly provides a systematic approach to scaffolding learning, to checking understanding at each stage of learning, to gaining clarification on what is expected from students, and to achieving active student participation. The structured assessment design provides a standard for instructional writing, and enables consistency in assessment presentation, particularly for students transitioning to higher education.

The benefits of embedding learning skills within curricula have been identified in this intervention. Integrating skill development in assessment design and assessing those skills raises awareness among students of the skills necessary to gain a deeper understanding of content knowledge, processes and assessment task requirements. It is crucial that content and activities are manageable and achievable for success. The findings also suggest that contextualized, learning skills-based content and explicit instruction are practical and effective approaches to embedding learning skill development and support within curricula.

Recommendation

Provide staff professional development on integrating learning skill development and support into curricula. The professional development should be facilitated by a combination of academic developers, learning and teaching specialists and learning support staff.

Dissemination Strategies

— Facilitate professional development in 2015 to share the project’s best practices with College of Business staff
— Potential for publication.

Appendices

Intervention 2: Intentional curriculum design for the course Visual Management

Background

The Visual Management course combines design theory and lean process project management techniques to develop a range of visual planning and monitoring tools. It is a discipline area new to the College of Business, which has strong emphasis on 21st century employability skills. The student cohort is diverse in characteristics and prior knowledge, with limited prior knowledge or exposure to visual management concepts and related areas. Content for this course was primarily drawn from resources developed for industry practitioners, and from academic journal publications with very little explicit, contextualised instruction for students undertaking study at this level. This proved a challenge for first-year students transitioning to higher education.

The Intervention

This intervention aimed to redesign the curriculum to respond to diverse cohort characteristics, abilities and prior learning experiences.

Intervention Outcomes

- course content was made explicit and relevant to the student cohort
- a formative and explicit assessment task was designed
- integrated industry-relevant knowledge and skills
- instructional design approaches implemented in the blackboard course site
- experiential learning was integrated into various learning activities, including:
  - a “treasure hunt” activity to explore visual design around the city
  - a field trip to an organisation practicing lean techniques, and using agile and visual management tools
  - mock meetings
  - the development of visual design boards
  - sharing of visual designs via a class wiki.
Evaluation of Intervention Outcomes

To undertake the evaluation, interviews were conducted with the course coordinator and surveys were administered to students involved in the trial. The aim of the interview was to elicit the experience of the teacher in trialling the inclusive teaching intervention strategy (i.e. intentional curriculum design) and to capture the outcomes achieved. The student survey provided feedback on students’ teamwork experiences.

Interview

The course coordinator reported:

— the course concepts and theories became more explicit to students
— students were able to relate course content to real-life experience and workplaces
— students saw first-hand how visual management tools and techniques were applied in workplaces
— students were clear on what was expected in the assessment task
— students explained ideas visually in the classroom using note books and whiteboards
— students were able to relate the course content and skills directly to the assessment task
— students were actively engaged with the learning activities
— students applied the knowledge and skills learned in visual management to other courses, such as Introduction to Supply Chain Management and International Business
— formative assessment design provided valuable progressive feedback to students

Online survey

The participants of this study were students in the Associate Degree program who were enrolled in the Visual Management course. Thirty students were involved in the trial and 22 students responded to the online survey. The results of this survey were encouraging:

— 95% of students found the lectures clear and easy to understand
— 87% of students found the course content well organised
— 86% of students found the workplace relevant learning (e.g. field trip, case studies) very useful
— 91% of students stated that they could apply the skills developed in this course to their future career
— 64% of students found the activities interesting (36% selected neutral on the Likert scale)
— 55% of students found the assessment requirements clear (41% selected neutral in the Likert scale).
Student feedback

Aspects of this course that students found most useful included:

- lectures/class time
- project management (agile) experience and learning the tools
- visually presenting findings to stakeholders
- communicating and collaborating in group work
- developing an understanding of the importance of visual management in the real world
- learning about applying visual management tools in industry
- assessment task
- learning lean management
- writing project proposals
- visual management tools and their application in assessment tasks
- class room environment
- accessible resources
- the teacher's knowledge
- organised material
- the field trip was relevant and enhanced knowledge.

Recommendation

Revisit this assessment task in 2015 to ensure its relevance and explicitness.

Dissemination Strategies

- Facilitate professional development in 2015 to share the project’s best practices with College of Business staff
- Potential for publication
- Potential for application for a Teaching Award.

The findings suggest that intentional curriculum design provides for a meaningful learning experience by addressing students’ diverse characteristics, and limited prior knowledge or experience, in a specific discipline area through strategies including: explicit instruction; structured content; systematic delivery; relating content to the real world; and designing a variety of learning activities that motivate students to learn and encourage active learning.
Intervention 3: Integrating and assessing language and learning skills in the course Introduction to Management

Background
Introduction to Management is a first-year course that requires students to demonstrate critical thinking, teamwork, research and literature review skills in order to meet the intended course learning outcomes. While the course coordinator has trialled numerous approaches to support students in academic language and learning skill acquisition, skill gaps are persistently evident. The course coordinator reported that students fail to demonstrate the necessary skills.

The Intervention
This intervention aimed to develop language and learning skills explicitly with students, and to conduct an evaluation of the intervention’s success. It also aimed to prepare students with the necessary skills prior to the introduction of discipline content and assessment. The language and learning skills content and activities were delivered successfully between 14 July and 25 July 2014 (Weeks 2 and 3) by the course coordinator and sessional teaching staff. This was followed by an open-book test in Week 4.

Intervention Outcomes

Language and learning skill content and activities were drawn from the RMIT Student Learning Centre, RMIT English Worldwide and the RMIT Library, and contextualised to Introduction to Management and to the specific student cohort.

The practical resources developed include:

1. efficient and critical reading
2. oral presentation
3. team dynamics
4. how to find a scholarly resources video
5. academic referencing
6. planning and writing a literature review.
Evaluation of Intervention Outcomes

To undertake the evaluation, interviews were conducted with the course coordinator and an analysis was undertaken on student test results. The aim of the interview was to elicit the experience of the teacher in trialling the inclusive teaching intervention strategy (i.e. teaching and assessing language and learning skills in class) and to capture the outcomes achieved. The test results were analysed to identify the impact of teaching and assessing language and learning skills as a component of the course. Prior to the intervention, there were significant challenges in changing student mindsets to engage with language and learning skill course components, and students were not actively engaging with the resources and activities.

Interview

Following the intervention, the teacher reported that:

— staff realised the importance of explaining the language and learning skill components in order to give students a deeper understanding of the discipline content and a better chance of completing the assessment task successfully
— the test ‘surprised’ students on their language and learning skill gaps
— the intervention provided students with opportunities to reflect on their language and learning skill competence
— overall, students achieved moderate results even though it was an open book test
— students requested a “resit” of the test
— students’ attitudes in demonstrating their language and learning skills changed after the test
— students were more “serious” in applying language and learning skills in subsequent assessment tasks
— the intervention raised the awareness amongst students of the importance of such skills in relation to employability and “real world” situations
— the approach could be applied in other courses
— sessional teaching staff teaching the course “loved it”; they found it to be a practical, realistic and effective approach to embedding language and learning skills into curricula.

Recommendation

Provide teachers with the appropriate professional development and support that will enhance their capability to integrate learning skill development into their curricula.

Dissemination Strategies

— Facilitate professional development in 2015 to share best practices of the project with College of Business staff
— Potential for publication.
Impact on Student Learning

The participants of this study were students in the Diploma of Commerce and Associate Degree programs who were enrolled in Introduction to Management. One hundred and ninety-seven students were involved in the trial and student performance was evaluated through their test results.

Student results in the Course Introduction to Management

<table>
<thead>
<tr>
<th>CLASS</th>
<th>NO OF STUDENTS (TOTAL – 197)</th>
<th>AVERAGE MARK (MAX – 15)</th>
<th>HIGHEST MARK (MAX – 15)</th>
<th>LOWEST MARK (MAX – 15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC1A</td>
<td>31</td>
<td>5</td>
<td>7.5</td>
<td>2</td>
</tr>
<tr>
<td>DC1B</td>
<td>30</td>
<td>8</td>
<td>11</td>
<td>4.6</td>
</tr>
<tr>
<td>DC1C</td>
<td>28</td>
<td>8</td>
<td>10.5</td>
<td>6</td>
</tr>
<tr>
<td>DC1D</td>
<td>29</td>
<td>9</td>
<td>11.5</td>
<td>5.7</td>
</tr>
<tr>
<td>DC1E</td>
<td>29</td>
<td>6.5</td>
<td>12</td>
<td>3.1</td>
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<tr>
<td>DC1F</td>
<td>30</td>
<td>11</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>DC1G</td>
<td>20</td>
<td>8</td>
<td>10.5</td>
<td>6.9</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>8 (53%)</td>
<td>11 (73%)</td>
<td>5.5 (37%)</td>
</tr>
</tbody>
</table>

The average mark of 8 (53%) indicates the majority of students performed at a moderate level. While only a small difference in results between class groups was reported, a significant difference between individual student achievements was evident. This could be explained by the level of diversity within this cohort in terms of characteristics, abilities and prior learning.

The findings for this intervention suggest language and learning skill development must be embedded in the curriculum and instructions made explicit. Creating reflective opportunities for students through assessment can also produce an awareness of the importance of such skills and a readiness for learning. When students are provided with a clear purpose, objectives and instructions, and skill development is embedded, positive progress should be achieved.

Various skill experts in language and learning development were consulted to develop the resources. Multimedia experts developed interactive content.
Resources Used in the Intervention

- Belbin Team Roles
- De Lijn—Pinguins
- How to Find Scholarly Resources (website)
- Literature Review Matrix
- Planning a Literature Review—Student Resource (PDF)
- Planning a Literature Review—Teacher Notes (PDF)
- Synthesising Different Views for a Literature Review—Student Resource (PDF)
- Synthesising Different Views for a Literature Review—Teacher Notes (PDF)
- Working in Teams—Teacher Resource (website) *Requires Staff Login

References


RMIT Principles for Inclusive Teaching (PDF)
College of Design and Social Context

Intervention Report

Jody Fenn

Trialling the academic integrity module “Plagiarism 2” in the course The Social Role of the Artist

Rationale

The rationale for this intervention was to provide an online resource for students to test their knowledge about plagiarism. The intervention, requested by staff, was designed to make explicit the academic requirements in regard to academic integrity by using an online module and by providing flexible options for use of the module in a range of first year courses. The module was developed for integration into the curriculum through a formative self-test, use in a flipped classroom approach, or inclusion as a summative assessment task.

Intervention Goals

— To provide students with an increased understanding and awareness of the issues associated with plagiarism

— To create a bank of questions that can be reused within a Blackboard shell

— To remind students of the importance of academic integrity and to encourage the use of existing resources on the RMIT website.

Alignment with Principles for Inclusive Teaching

— Principle 4: Teach Explicitly
Student Cohort

81 students and 8 staff evaluated the module in two phases.

Measures/methodology

Phase 1: An initial pilot to test the format and pitch of the questions was conducted with 26 students and 8 staff in the School of Art, via the Student Staff Consultative Committee. Paper surveys were used to collect feedback using Likert scales. This data was used to inform revisions to the module.

Phase 2: The revised module was presented to 55 undergraduate students in HUSO2244, The Social Role of the Artist. Students were asked to provide feedback in class once the time period for completing the module had passed.

Procedure

The lecturer was presented with a subset of multiple choice questions from the module. Based on lecturer feedback, additional questions were written to address specific issues for students undertaking the course. In class time students were shown how to access the questions in their BlackBoard site. They were then asked to complete the questions in their own time as a formative task.

Intervention Outcomes

— Students in the pilot agreed that academic integrity was an important issue
— The tone and language of the quiz questions were positively evaluated
— 100% of staff and 65% of students thought it was important for students to complete a module of this sort in their first semester of study
— Students in the pilot commented that the module was “a good idea!” and requested more access to online guides and resources available through BlackBoard
— The HUSO2244 lecturer liked the simplicity of the module and how easily it could be uploaded into her BlackBoard shell
— HUSO2244 students liked the location of the quiz. They didn’t have to visit a different online environment to complete it and the length was positively evaluated, with students noting, “It didn’t take too long”
— Although students thought they already had a good knowledge of plagiarism, they were “happy to be reminded”.

Evaluation of Intervention Outcomes

Originally a staff resource was planned, with activities and resources, and ideas for how to use the module in different classes. However, due to a change in staff these resources were not completed. Consultation with staff in the development of the module has been crucial to ensure their engagement with the module, which is best embedded in the curriculum.

Recommendations

— Additional questions should be added to the module, with more specific items focused on the academic integrity of visual material.

— Additional questions covering more complex and ambiguous areas of plagiarism should be added to the module, where the “correct” behaviour is less clear.

Dissemination Strategies

The college will consider a teaching tomtom post to publicise the module. The module will also be disseminated by the college senior advisors, learning and teaching.
References


Trialling the Flipped Classroom technique in the course Haematology 2

Rationale
The decision to intervene in this course was based on a desire by the course teacher, Dr Cindy O’Malley, Senior Lecturer in Laboratory Medicine, to enhance the learning experience and contribute to students’ deeper learning, as well as to support a timetabling problem. The intervention introduced a flipped classroom approach to the course.

Dr O’Malley reported her specific drivers for change in an email (29 October 2014), which included:

— Information alone is insufficient for today’s graduates – they must be able to think through problems analytically and logically and find solutions

— The UG students in general are not as engaged as PG students, perhaps this student-focussed approach will help engage their interest more

— Previous 08.30 lecture with poor attendance, now held at 11.00–12.00 after morphology practical (to improve attendance).

Intervention Goals

— To guide a smooth transition to the flipped classroom approach

— To guide the use of, and choice of, technology to enhance the teaching practice

— To provide a teaching mentor to Dr O’Malley to assist as required with the change in pedagogy.

Alignment with the Principles for Inclusive Teaching
The changed practice aligns itself with all six key inclusive teaching principles, in particular in the explicit design of the learning experience, the availability of learning materials on Blackboard, the group activities in class, the formative feedback during the classroom exercises, and the classroom reflection activity on the pre-class activities.

— Principle 1: Design Intentional Curriculum

— Principle 2: Offer Flexible Assessment and Delivery

— Principle 3: Build A Community of Learners

— Principle 4: Teach Explicitly

— Principle 5: Develop a Feedback-Rich Environment

— Principle 6: Practise Reflectively
**Student Cohort**

The Haematology 2 class is a major discipline of study for the Laboratory Medicine students. It is co-taught to undergraduates (12 credit points) and postgraduate students (24 credit points). There are 36 undergraduate students in MEDS1110 Haematology 2 and 62 postgraduate students in MEDS2112 Advanced Haematology.

**Measures/methodology**

Dr O’Malley requested regular feedback directly from the students during the Lectorial sessions and issued a questionnaire before and after the semester. The final report compared results over three years.

**Procedure**

Dr O’Malley initially attended professional development conducted on the flipped classroom. After electing to make the change to the flipped classroom model, the inclusive teaching project member took on a mentoring role to support the change. Regular meetings, email and phone assistance was provided as required. Guidance on relevant technologies was also rendered.

**Intervention Outcomes**

A *Youtube video* was produced as a resource to aid adoption of the process by other teaching staff

Dr O’Malley reported, “This method of teaching was variably received; however, the students have suggested that this method should be used again next iteration. I found it much more dynamic and fun! There are significant grounds for improvement, but these are achievable. The benefits of this model working well will be to enable the better students to be able to THINK!!!! It appears to help those ‘borderline’ students achieve better in exams.“
The flipped classroom project with Dr Cindy O’Malley’s group has seen a number of positive responses. Although there has been no great change in CES scores (not the priority in this case), notably the following results have demonstrated some success in the intervention:

- Mean grade for the final examination went from 45.5% to 52.4%
- Fails on the exam decreased from 52% to 44%
- Scores between 70-90 more than doubled.

Students displayed enthusiasm for the change and an understanding of how it affected their learning:

“...so for me I guess it really pushed me to be a more active learner by going through the content before the class. ...Learning the material beforehand, going to the lectorial and listening to the podcasts, plus the practicals, gives you four opportunities to cover the content and the more different ways, the more the comprehension. " Sarah Hawksworth, Laboratory Medicine student

“...during the lecture we can ask questions, it builds up our critical thinking...how we engage with people, how we engage with our peers as well...Cindy wants us to think a lot so when we go to the exam we’re not really scared, we already have that practice of thinking independently. Flipping the classroom has been a big challenge for me but overall it has benefitted me the most." Mary Muhamudally, Laboratory Medicine student

“I think the flipped classroom has really encouraged me to do a lot more reading and learning prior to coming to class, otherwise there is no point in coming to the lectorial if you haven’t done any work before. When I compare to last year when we had pre-reading to do, to be honest, I didn’t always do it, so I would go to the lecture not really knowing anything." Naha Gokool, Laboratory Medicine student

Dr O’Malley understood the effect on the students’ learning:

“I think flipping the classroom has been the best thing I’ve done for my students. They feel a lot more ownership of what they are learning and, therefore, are much more engaged.”

Dr O’Malley also reported in a feedback questionnaire to the project member:

“I flipped my classroom—I could not have done this without the assistance and support of Pauline and Laurine (Hurley). Pauline came and checked on me regularly and helped me get my thoughts in order, offered assistance and gave me possible options and technologies that I could use to get over the few bumps in the road that appeared. Pauline and Laurine give us PD sessions that are relevant, focussed and full of great ideas. They raised the possibility of flipping and showed a few tools...then circumstances changed and I flipped. I would not have and could not have done it so well (hopefully) without this assistance.”
Recommendations

— Designated ADG staff should provide required guidance on request.

For academics to successfully transition to new ways of teaching they require a great deal of support.

— Professional development should be provided regularly in the use of new technologies and new methodologies to inspire staff to adopt positive changes in their teaching.

As seen in this intervention, Dr O’Malley made a major change to her teaching after dedicated professional development sessions.

— More professional development across the University should be facilitated on the flipped classroom approach to support changes in other schools.

Dissemination Strategies

Dissemination of the strategy has commenced and will be ongoing. Dr O’Malley is presenting at a number of conferences and teaching expos e.g. the annual RMIT Learning and Teaching Expo, the SEH Learning and Teaching Festival, and The Australasian Society of Clinical and Experimental Pharmacologists and Toxicologists’ ASCEPT Conference (December 2014). She has publications planned for next year.

The educational developer for SEH, Pauline Porcaro, regularly conducts professional development across the University and this intervention will continue to feature in those sessions. This year she presented a session at the RMIT Learning and Teaching Expo, ‘Designing teaching, creating learning with a flipped classroom approach.’

The YouTube training video has been and will continue to be used to inspire new practices throughout the University. The video has also been included in teaching resources created to guide similar adoptions of the model:

1. The flipped classroom toolbox
2. The model activities for inclusive teaching Google site

It is evident the lesson to be learned here is that teaching staff require accessible professional development and regular support in order to make major changes to their pedagogy.

References

Access without support is not opportunity.
Engstrom and Tinto (2008)

Opportunity confined to support is not equity.
Gale (2009)
Conclusion
Achievements

The project met all of its key objectives over the two and a half years since its inception: the drafting of guiding Principles for Inclusive Teaching and assessment, and then complementary strategies; disseminating existing good practices from across the University; the development of practical online resources for teaching practitioners; the trialling of new pedagogical approaches in targeted courses; and the facilitation of professional development, with a focus on hands-on workshops about the practical elements of teaching diverse cohorts of students.

On a broader level, a key achievement of the project was to develop a framework – the six Principles for Inclusive Teaching – and resources that are sustainable. They will maintain currency, even taking into consideration future developments in technology and knowledge creation. Although a recommendation of this report is to continue updating online resources, the Principles and current resources are sufficient to align with the strategic work of Global Learning by Design for at least the next two years.

The Principles for Inclusive Teaching, based on current thinking about the most inclusive and effective approaches to tertiary learning, formed the foundation of all activities and the development of all project resources. They provided a common reference point from which to talk about teaching. Feedback about their content, succinctness and possible uses was overwhelmingly positive. It was gratifying feedback for the project team to hear two academics enrolled in the Essentials program state that they used the Principles to structure their personal philosophies on teaching, something they had never attempted before.

The facilitation of professional development and the creation of resources that emanated from the Principles occupied the majority of the educational developers’ time. This resulted from the strategy to provide professional development and resources relevant to all RMIT teachers. The strategy to cater to a diverse teaching audience, and therefore to assist practitioners to teach to an equally diverse student cohort, was well researched and based on evidence in the literature. Numerous authors (as cited in Gale, 2011) have put forward that, given access to higher education, low-SES students perform at, or near, the same level as their peers from higher SES backgrounds. This is certainly the case at RMIT, where low-SES students are spread across the student cohort and achieve comparable results to non low-SES students.

It was an initiative that proved successful, with over 1 800 staff attending professional development events facilitated by the project, and over 4 000 hits being registered on the Inclusive Teaching Resources Library Guide (source: RMIT Giznow).

The successful professional development activities included the Inclusive Conversation Series, workshops and presentations at the Learning and Teaching Expos. Common across all feedback received from participants was an appreciation of quality presenters and the opportunity to engage in professional discussion with colleagues from other schools and disciplines. It is worth noting the feedback of sessional staff, with many expressing their sense of isolation as teachers of the University, while also confirming the usefulness of the inclusive practices’ workshops.
Common to much of the professional development delivered as part of the project has been the interest from participants in requesting follow up workshops for implementation across the University, both in colleges and central support areas. Delivery of professional development as part of the project was primarily targeted at teaching staff, but also actively sought to include professional staff, particularly those working directly with students, and Academic Development Group (ADG) staff within the colleges.

Professional development, aside from learning new skills, also provided opportunities to have knowledge and skills confirmed. In addition, staff talked about the benefit of knowing that their colleagues encounter the same or similar challenges in their teaching.

The Inclusive Teaching Resources Library Guide, with its individual sections based on each of the Principles containing over 50 resources developed as part of the project, has been acknowledged by colleagues as a valuable resource, and it is one of the recommendations of the project that it is maintained and updated as an ongoing staff resource. It is complemented by the Inclusive Teaching Website, which provides additional information on the Principles, Strategies and other important elements of inclusive teaching practice.
Lessons Learned – What Worked

1. A Decentralised Project Model

The project model based on placing educational developers in colleges allowed each of the colleges to respond to the particular needs of their staff and, as a result, a range of resources and professional development were developed that covered relevant topics and themes.

Educational developers were able to form productive relationships within their colleges. They reported that the support of other staff in the ADG was paramount to meeting the successful outcomes of the project. Sharing project outcomes with ADG members and receiving feedback provided great input to “fine tune” project initiatives. The ADG staff with whom project team members were working had close connections with academics and were able to introduce new staff and new projects in their circles; this proved important to making the connections required to work with academic schools.

2. Laying Good Foundations

Developing a logical framework and easy to understand and practical information was crucial to the project in its early stages. One of the initial challenges was to define the meaning of inclusive practices and to set out what it means in practical terms. The project team took a substantial amount of time to develop the Principles for Inclusive Teaching, knowing that they would be the key to making the project accessible to teaching staff and that they would form the basis of all work to follow.

Hence, the lesson here was about taking the time to set up the foundations properly, and having a common language from which to talk about teaching. The Principles for Inclusive Teaching were fundamental in this, both for the project and as a shared understanding by staff.

We do not have a prescribed model for learning and teaching at the University, but the inclusive practices framework showed that teachers regard a practical framework as a very useful tool in the development of their practice.

3. Interactive, Face-to-Face Professional Development

A key learning from this project was that staff do want to participate in professional development. The proviso here is that the professional development activity should be relevant to teachers’ needs and practical in its focus ie offering new approaches that can be easily adopted into the learning environment (as opposed to mainly theoretical conversations on the nature of learning).

The Inclusive Conversation Series proved a very successful initiative, well attended and generating positive feedback. The following elements contributed to its impact: high profile and capable speakers from other universities; well publicised events; a very practical focus on teaching in each of the sessions and the introduction of new ideas; a consistent theme used for the series of events; and the development of complementary resources that flowed out of each session.

In addition to professional development needing to be relevant to address the needs and interest areas of staff, other factors were also important: facilitation of a high standard; and the opportunity created by face-to-face delivery for staff to engage in conversations with colleagues from other disciplines in whole of University events. The significant attendance and positive feedback by teaching and professional staff at professional development workshops far exceeded the initial expectations of the project.
4. Resources That Inspire, Inform, Support

The variety of resources developed has provided support for teaching practitioners across all levels of experience and interest areas. The number of online resources developed has made access for staff quick and easy from any location.

In particular, building resources such as video exemplars of inclusive approaches used by RMIT teachers has assisted to leave a legacy for the project and ongoing support for practitioners. Teachers have responded positively to hearing stories of how others have made changes work, and the video resources have allowed this in a way that has made it accessible to all staff.

5. Trialling New Approaches And Activities

The project successfully integrated the theme of inclusive learning and teaching into a large number of new activities for the University. This included the development of online resources, trialling innovative approaches to student learning with teachers from various discipline areas, and facilitating face to face professional development through the Inclusive Conversation Series and workshops. The focus of inclusion in learning and teaching in all these activities provided the impetus for offering staff fresh viewpoints on pedagogy, which, by the evidence of staff attendance and interaction, seemed to work well.

6. Project Team

Diversity of knowledge, experience and skills in a project team is important. The project team brought a range of skills, expertise and interests, which resulted in professional development and resource development across a range of themes.

7. Reaching RMIT’s International Campuses

The project was funded with a focus on low-SES students in undergraduate programs, and therefore had a domestic focus. However, while addressing the target group, the project also established useful connections with RMIT Vietnam and with RMIT’s activities at SIM (through Associate Professor Andrew Scown).

RMIT Vietnam was represented via Skype at meetings of the Project Reference Group, and project team members shared information and resources with RMIT Vietnam staff through ODLT meetings (receiving positive feedback). Associate Professor Scown agreed to act as a conduit for the project in Singapore, disseminating project resources to RMIT’s Singapore Institute of Management (SIM) teaching staff. It is hoped post project that these ties will remain active, and that sharing of inclusive teaching practices continues and becomes a reciprocal activity between each of the campuses.

8. Collaboration With Central Areas Of The University

The project benefitted greatly from the input and expertise of the Study and Learning Centre (SLC) and the Library. Both groups were represented on the Project Reference Group, and staff members from both groups regularly met with project team members to discuss shared work. This work included briefings on existing approaches to relevant areas of interest, advice on resource development, and integrating the work of the respective groups to consolidate the professional development available to staff.
Lessons Learned—Opportunities for Improvement

1. Refining The Project Model

Whilst there were benefits to the project model, some aspects led to tensions, namely, between the prioritising of outcomes in the colleges and the required outcomes of the central administration. One way of resolving this issue would have been for more input from the ODLT into the work plans of the college team members to ensure that equal priority was being given to central and college work. Further, reporting lines made it more difficult to successfully monitor output in the colleges.

Since this time, the model used for the Inclusive Teaching and Assessment Practices project has been refined for use in the Global Learning by Design (GLbD) project model, which appears to be working well.

2. Evaluation Of Professional Development And Resources

It would be of benefit to the continuing development of inclusive teaching practices to have a more strategic follow up on the use of the Principles for Inclusive Teaching. This would involve more detailed feedback on how people are using them, and provide a more evidence based argument for their use.

The amount of professional development being delivered (over 50 workshops to more than 1 800 participants) and the range of topics and issues being addressed made it impossible to follow up on all professional development activities. Whilst there is evidence to show that many workshop participants implemented new skills and concepts in their teaching following on from workshop attendance, we have not been able to gauge the full impact of the influence of the project on teaching.

Evaluation of workshops was carried out using a range of methods including on-the-day workshop evaluation sheets, DevelopME evaluations, Google forms and anecdotally. The most voluminous feedback was obtained from on-the-day evaluation worksheets, as post event workshop participants were often less willing to complete. Having said that, we have still been able to provide a fairly comprehensive narrative.

3. Funding For Resources

With a major project such as this, there needs to be an allocation of funds to develop learning experiences and resources for academic staff. The project budget did not contain any significant allocation for resource development, which became a factor when there was a need to develop sophisticated and high quality resources.

4. Trialling Of New Teaching Approaches

While the emphasis on delivering face-to-face professional development and creating online resources proved to be a successful factor in creating a positive impact on the increased use of inclusive teaching practices, in hindsight the trialling of new teaching approaches should have occurred earlier in the project. This would have provided valuable feedback from teachers that could then have been incorporated into improving the next iteration of the teaching approaches, and also would have provided the project with a more substantial student voice through interviews and evaluations with students.
5. Expanding Project Dissemination

As mentioned in Lessons Learned - What Worked (8) of the previous section, the project had a domestic and undergraduate focus, but did disseminate its resources to SIM and RMIT Vietnam. The project also found opportunities to work with vocational education staff through professional development conducted with staff teaching in Associate Degrees.

An opportunity exists to promote greater collaboration with RMIT Vietnam and the vocational education schools within the University, so that these stakeholders can fully benefit from the resources developed, and also play a more active role in future development of inclusive teaching practices. There is also opportunity for external dissemination, which up to this point has been limited. Representation at the First Year in Higher Education (FYHE) conference in Darwin in July 2014 brought attention to the work of the project. There may be possibilities beyond the scope of the project timeline for the project outcomes to be presented at external forums, such as the International Society for the Scholarship of Teaching and Learning (ISSOTL) Conference, to be held in Melbourne in 2015.
Transition to Core Practice

Based on the evidence of project outcomes and feedback from various stakeholders, we conclude that transition to core practice should take into account the following statements:

— Professional development and resources that enhance more inclusive approaches to teaching and assessment are beneficial to the University, in the contexts of both quality and financial gain

— Professional development is integral to building the capability of teaching staff in the use of inclusive pedagogies, and should continue post project

— Project resources should be disseminated as widely as possible, including international campuses, and

— Work should continue on the development of inclusive teaching practice resources post project.

The key link to transitioning the work of the Inclusive Teaching and Assessment Practices Project into core practice most logically should be through a connection with the Global Learning by Design (GLbD) project. GLbD, with its emphasis on the development of curriculum design patterns for program design and renewal, could promote the inclusive practices resources to better inform academics and teachers about the underlying pedagogies required to successfully implement the design patterns in learning environments.

A recent meeting between team members from both projects produced the following ideas for integrating inclusive teaching resources into GLbD projects:

1. Link to the inclusive teaching website from the GLbD site

2. Deep link to relevant inclusive teaching Principles and Strategies under each pattern

3. Add deep links to the ‘Resources’ area of each pattern

4. Incorporate inclusive teaching information into the GLbD repository (when developed), and

5. Direct academics and teams to inclusive teaching information and resources as relevant.

In addition to connecting inclusive teaching practices to the GLbD project, it is suggested that the senior advisor to the project have a portion of their 2015 workplan allocated to maintaining and continuing the development of inclusive teaching practice resources, and to promoting their dissemination throughout the University. This role could also include responsibility for liaison with staff members involved with related work, including GLbD team members and staff from the SLC and Library.
REFERENCES


Hockings, C., Cooke, S., & Bowl, M. (2010). Learning and teaching in two universities within the context of increasing student diversity: Complexity, contradictions and challenges. In M. David (Ed.), Improving


Appendices
## Appendix 1— Resources: Inclusive Conversation Series Workshops 2013

<table>
<thead>
<tr>
<th>Name of PD</th>
<th>Issues being addressed/topic</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Pirate pedagogy: Inclusive teaching project launch</td>
<td>Professor James Arvanitakis (UWS) talked about inclusion and exclusion and shared his personal perspectives on inclusive approaches as both a learner and teacher.</td>
<td>Principles for Inclusive Teaching: practices make the difference (PPP)</td>
</tr>
<tr>
<td>2 Killing your PowerPoints and engaging students</td>
<td>Professor James Arvanitakis (UWS) challenged traditional pedagogies by teaching ‘like a pirate’. This workshop focused on how to engage a changing student cohort by being resourceful and adapting teaching to the learning environment.</td>
<td>Kill your PowerPoint and teach like a pirate (PPP)</td>
</tr>
<tr>
<td>3 Inclusive teaching strategies using social media</td>
<td>Professor James Arvanitakis (UWS) discussed innovative pedagogical approaches using social media as a means to include those most likely to be excluded, as well as encouraging already advanced students to thrive.</td>
<td>Inclusive teaching strategies using social media (audio file)</td>
</tr>
<tr>
<td>4 Engaged pedagogies for engaging diverse students: What works?</td>
<td>Associate Professor Katie Hughes (VU) provided an analysis of the policy environment around inclusion and modeled explicit pedagogies to use in the classroom using AVID (Advancement Via Individual Determination) methodology.</td>
<td>Engaged pedagogies for engaging diverse students: What works? (Google slides)</td>
</tr>
<tr>
<td>5 Reflecting on teaching</td>
<td>Dr Helen Smith (RMIT) worked with Associate Degree staff in the College of Business to reflect on and share teaching experiences, and developed action plans to support continuous improvement in program design and delivery.</td>
<td>Reflecting on teaching practice in Associate Degrees (Google slides)</td>
</tr>
<tr>
<td>6 Teaching large classes</td>
<td>Professor James Arvanitakis (UWS) discussed the challenges of teaching large classes and modeled various activities including: the ‘out-of-office-reply’; the ‘wheel of fortune’ teaching model; and activities to get students talking.</td>
<td>Teaching large classes workshop (YouTube video)</td>
</tr>
<tr>
<td>7 The flipped classroom</td>
<td>Associate Professor Carl Reidsma (UQ) and Associate Professor Lydia Kavanagh (UQ) delivered a session on using the flipped classroom approach as a way of engaging students.</td>
<td>How to flip a classroom and land on your feet (Google slides)</td>
</tr>
<tr>
<td>8 Teaching and assessing reflective learning (lecture and workshops)</td>
<td>Associate Professor Mary Ryan (QUT) delivered a lecture and workshops on supporting students to engage in critical reflection using the 4R model, and introduced pedagogical patterns for staff to use to scaffold and assess reflective practice.</td>
<td>Scaffolding student reflection (Google slides)</td>
</tr>
<tr>
<td>9 Enhancing engagement between diverse cohorts of students</td>
<td>Dr Shanton Chang (UM) delivered a workshop on strategies to enhance interaction between diverse student cohorts, with a particular focus on domestic and international student cohorts.</td>
<td>Enhancing engagement between diverse cohorts of students (Google slides)</td>
</tr>
<tr>
<td>10 Engaged pedagogies</td>
<td>Associate Professor Katie Hughes (VU) and Claire Brown (VU) delivered a workshop to RMIT Associate Degree staff to model explicit pedagogy using AVID (Advancement Via Individual Determination) strategies.</td>
<td>Engaged pedagogies (Google slides)</td>
</tr>
<tr>
<td>11 Peer learning for staff: Peer partnerships for academic language</td>
<td>Dallas Wingrove (DSC), Angela Clarke (DSC), Claudio Marasco (BUS) and Paul Cerotti (BUS) delivered a collaborative workshop on peer partnerships and showcased successful implementation of peer partnerships in the College of Business.</td>
<td>Peer Partnership Program in the School of Vocational Business Education (Google slides)</td>
</tr>
<tr>
<td>12 Teach the task: Groupwork</td>
<td>Dr Paula Keogh (SLC) delivered a workshop on process-oriented teaching strategies as a way of developing students’ group work skills.</td>
<td>Teach the task: Groupwork (Google slides)</td>
</tr>
<tr>
<td>13 Engaging diverse students in Work Integrated Learning (WIL)</td>
<td>Jacqueline Mackaway delivered a workshop in collaboration with ACEN (Australian Collaborative Education Network) on strategies to translate inclusive education principles into the WIL context in order to improve student access, participation and progression.</td>
<td>Engaging diverse students in Work Integrated Learning (WIL) (Website)</td>
</tr>
</tbody>
</table>
# Appendix 2—Resources: Essentials in Tertiary Teaching Practice

<table>
<thead>
<tr>
<th>Name of PD</th>
<th>Issues being addressed/topic</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 1 Essentials: Introduction to Inclusive Teaching (April 2013) | Ensure RMIT academic staff have an understanding of RMIT's commitment to inclusive teaching approaches and to explore inclusive teaching within the RMIT context. | Session plan: Introduction to Inclusive Teaching - April 2013  
Introduction to Inclusive Teaching at RMIT (Google slides) |
| 2 Essentials: Introduction to Inclusive Teaching (September 2013) | Ensure RMIT academic staff have an understanding of RMIT's commitment to inclusive teaching approaches and explore inclusive teaching in the RMIT context.  
This workshop also looked at creating and developing e-portfolios. | Session plan: Introduction to Inclusive Teaching - September 2013  
Introduction to Inclusive Teaching (Google slides) |
| 3 Essentials e-Portfolios session | Provide an overview of Google Drive and the basics of using Google sites for e-Portfolio use. | Session plan: E-Portfolios  
Google sites (Google slides) |
| 4 Essentials session 3 in Collaborate | Provide advice and guidance on constructive alignment – theory and translation into practice. | Session plan: Constructive alignment  
Constructive alignment (Google slides) |
| 5 Essentials: Introduction to Inclusive Teaching (July 2014) | Ensure RMIT academic staff have an understanding of RMIT's commitment to inclusive teaching approaches and can access hands-on activities and resources to use in their teaching delivery.  
These workshops introduced the Inclusive Teaching Resources Library Guide. | Session plan: Introduction to Inclusive Teaching - July 2014  
Introduction to Inclusive Teaching (Google slides) |
### Appendix 3—Resources: Learning and Teaching Expos Professional Development 2013–14

<table>
<thead>
<tr>
<th>Name of PD</th>
<th>Issues being addressed/topic</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>From Principles to Practice</td>
<td>This session provided an introduction to ideas and strategies around inclusive teaching approaches and introduced participants to the Principles and Strategies for Inclusive Teaching and the Inclusive Teaching Website.</td>
</tr>
<tr>
<td>2</td>
<td>First glance: a planner for first year success</td>
<td>This session introduced staff to the resource First Glance: a planner for first year success. This resource brings together the pedagogical frameworks, principles, and strategies which are known to support student engagement and success in the first year.</td>
</tr>
<tr>
<td>3</td>
<td>Designing teaching, creating learning with a flipped classroom approach</td>
<td>This session introduced participants to the flipped classroom and looked at approaches, tools and resources available at RMIT to help teachers implement a flipped classroom approach.</td>
</tr>
<tr>
<td>Name of PD</td>
<td>Issues being addressed/topic</td>
<td>Resources</td>
</tr>
<tr>
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<td>-----------</td>
</tr>
<tr>
<td>Introduction to Google sites (DSC)</td>
<td>Ideas on how to use technology in classrooms to encourage better student engagement, collaboration and flexibility.</td>
<td>Session plan: Introduction to Google sites Google sites (Google slides presentation)</td>
</tr>
<tr>
<td>Writing course guides: the big picture (SEH)</td>
<td>This session was developed to explain the link between constructive alignment and the development of course guides.</td>
<td>Session plan: writing course guides: The big picture Course Guides: The big picture (Google slides)</td>
</tr>
<tr>
<td>Writing explicit course guides (BUS/DSC)</td>
<td>Identified need for support in the writing of course guides Part B to be more explicitly written and accessible to all students.</td>
<td>Session plan: Writing explicit course guides Practical guide to writing HE course guides (Google site) Quick Guide to align Course with Program learning outcomes (PDF) Practical guide to writing explicit course guides for Higher Education (Google slides)</td>
</tr>
<tr>
<td>Teaching with technology (SEH)</td>
<td>Ideas on how to use technologies to enhance learning in a blended approach to teaching.</td>
<td>Session plan: Teaching with technology Using technology to engage learners (Google slides)</td>
</tr>
<tr>
<td>Blended learning (SEH)</td>
<td>Practice in using Google sites in blended learning to develop a more flexible approach to learning and teaching.</td>
<td>Session plan: Blended learning Blended learning (Google slides)</td>
</tr>
<tr>
<td>Designing explicit assessment tasks (BUS)</td>
<td>Practical advice on designing explicit assessment tasks with a focus on writing clear assessment outcomes and assessment criteria.</td>
<td>Session plan: Designing explicit assessment tasks Designing explicit assessment tasks (Google slides) How do I design explicit assessment tasks? (Google docs)</td>
</tr>
<tr>
<td>Flipped classroom PD preliminary session (SEH)</td>
<td>Preliminary session in a suite of professional development held throughout 2014 as part of the LTIF ‘Changing Spaces Virtually’, introducing staff to flipped classrooms and inquiry based learning approaches.</td>
<td>Session plan: Flipped classroom preliminary session Flipped inquiry based learning: Preliminary session (Google site)</td>
</tr>
<tr>
<td>Flipped inquiry-based learning session 1 (SEH)</td>
<td>First session of the LTIF ‘Changing Spaces Virtually’ suite. Development of flipped teaching and inquiry based learning skills for teachers working on the project.</td>
<td>Session plan: Flipped inquiry-based learning: Session 1 Flipped inquiry-based learning: Session 1 (Google site)</td>
</tr>
<tr>
<td>Flipped inquiry-based learning session 2 (SEH)</td>
<td>Second session of the LTIF ‘Changing Spaces Virtually’. Focus on group work learning approaches and design of model lessons.</td>
<td>Session plan: Flipped inquiry based learning: Session 2 Flipped inquiry based learning: Session 2 (Google site)</td>
</tr>
<tr>
<td>Flipped inquiry-based learning session 3 (SEH)</td>
<td>Third session of the LTIF ‘Changing Spaces Virtually’. Focus on creating and developing rubrics for model lessons.</td>
<td>Session plan: Flipped inquiry based learning: Session 3 Flipped inquiry based learning: Session 3 (Google site)</td>
</tr>
<tr>
<td>Google and the flipped classroom (SEH)</td>
<td>Participants defined the flipped classroom, discussed options for design and using a set structure, and created a flipped lesson in Google sites.</td>
<td>Session plan: Google and the flipped classroom Google sites and the flipped classroom (Google slides)</td>
</tr>
<tr>
<td>Designing the flipped classroom using Google sites (SEH)</td>
<td>Participants were introduced to Google tools to use in designing a flipped classroom.</td>
<td>Session plan: Designing the flipped classroom using Google sites Designing the flipped classroom (Google slides)</td>
</tr>
<tr>
<td>Learning and Teaching Forum (SEH)</td>
<td>Six interactive workshops on the themes: revitalising assessment; renewing lectures; teaching with constraints; managing feedback and feed-forward; making assessment manageable; teaching large classes; and teaching to diverse student cohorts.</td>
<td>Snapshots of Inclusive Teaching (Google site)</td>
</tr>
<tr>
<td>Blackboard Structure and Student Expectations</td>
<td>To provide consistency for students when using Blackboard.</td>
<td>Session plan: Managing Student Expectations within a Consistent Blackboard Structure (Google site)</td>
</tr>
</tbody>
</table>
## Appendix 5—Resources: Sessional Professional Development 2013-14

<table>
<thead>
<tr>
<th>Name of PD</th>
<th>Issues being addressed/topic</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Engaging your students using inclusive teaching practices</td>
<td>Session to introduce sessional DSC staff to the notion of inclusive teaching and to provide guidance on writing session plans.</td>
<td>Session plan: Engaging your students using inclusive teaching practices Engaging your students including inclusive teaching practices (Google slides)</td>
</tr>
<tr>
<td>2 Google sites</td>
<td>Session to introduce DSC staff to Google sites and the Google sites cheat sheet.</td>
<td>Session plan: Google sites Google sites cheat sheet (Google docs)</td>
</tr>
<tr>
<td>3 Introduction to Inclusive Teaching</td>
<td>Two sessions were delivered as part of the SEH’s sessional professional development: Introduction to the six Principles for Inclusive Teaching and advice on writing session plans (15 mins) Designing learning activities to increase student engagement and further exploration of how to put the Principles for Inclusive Teaching into practice (50 mins).</td>
<td>Session plan 1: 15 minute session (Google docs) Session plan 2: 50 minute session (Google docs) Introduction to Inclusive Teaching (Google slides)</td>
</tr>
<tr>
<td>4 Sessional Staff PD World Cafe</td>
<td>Session to discuss elements of explicit assessment and how to incorporate these into the design process</td>
<td>Community of Inquiry activity sheet (Google docs) SLC Teaching the Task handout sheet (PDF)</td>
</tr>
</tbody>
</table>
# Appendix 6—Resources: Inclusive Teaching Library Guide

## Inclusive Teaching Resources Library Guide Home Page

<table>
<thead>
<tr>
<th>Resource</th>
<th>Resource description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Context for Inclusive Teaching at RMIT University (PDF)</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to Inclusive Teaching</td>
</tr>
<tr>
<td>3</td>
<td>Principles for Inclusive Teaching (PDF)</td>
</tr>
<tr>
<td>4</td>
<td>Strategies for Inclusive Teaching (Google docs)</td>
</tr>
<tr>
<td>5</td>
<td>Key questions (Google docs)</td>
</tr>
<tr>
<td>6</td>
<td>How to use the Principles, Strategies and key questions in your teaching practice (Google slides)</td>
</tr>
</tbody>
</table>

## Inclusive Principle 1: Design Intentional Curriculum

<table>
<thead>
<tr>
<th>Resource name</th>
<th>Resource description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Strategies to design intentional curriculum (PDF)</td>
</tr>
<tr>
<td>8</td>
<td>RMIT Inclusive Teaching Practices 1: Design intentional curriculum (YouTube video)</td>
</tr>
<tr>
<td></td>
<td>Snapshots of Inclusive Teaching (Google site)</td>
</tr>
<tr>
<td>9</td>
<td>Internal and external variables in curriculum design (PDF)</td>
</tr>
<tr>
<td>10</td>
<td>Pedagogies to support inclusive teaching in the tertiary sector (PDF)</td>
</tr>
<tr>
<td>11</td>
<td>Gardner's Multiple Intelligences (PDF)</td>
</tr>
<tr>
<td>12</td>
<td>Course guides: The big picture (Google site)</td>
</tr>
<tr>
<td>13</td>
<td>Practical guide to writing HE course guides (Google site)</td>
</tr>
<tr>
<td>14</td>
<td>First glance: A planner for first year success (Google site)</td>
</tr>
<tr>
<td>15</td>
<td>Teaching large classes workshop summary (Google slides)</td>
</tr>
<tr>
<td>16</td>
<td>Teaching Large Classes (YouTube video)</td>
</tr>
<tr>
<td>17</td>
<td>MAIT: Model Activities for Inclusive Teaching (Google site)</td>
</tr>
</tbody>
</table>
### Inclusive Principle 2: Offer Flexible Delivery and Assessment

<table>
<thead>
<tr>
<th>Resource name</th>
<th>Resource description</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Strategies to offer flexible assessment and delivery (PDF)</td>
</tr>
<tr>
<td>19</td>
<td>RMIT Inclusive Teaching Practices 2: Negotiated assessment (YouTube video)</td>
</tr>
<tr>
<td>20</td>
<td>Snapshots of Inclusive Teaching (Google site)</td>
</tr>
<tr>
<td>21</td>
<td>Assessment of, for, as (Google site)</td>
</tr>
<tr>
<td>22</td>
<td>Teaching with technology (Google slides)</td>
</tr>
<tr>
<td>23</td>
<td>The flipped classroom (Google site)</td>
</tr>
<tr>
<td>24</td>
<td>The flipped classroom template (Google site)</td>
</tr>
<tr>
<td>25</td>
<td>Google site cheat sheet (Google docs)</td>
</tr>
<tr>
<td>26</td>
<td>Inclusive teaching – flexible delivery (YouTube video)</td>
</tr>
<tr>
<td>27</td>
<td>Blended learning in SEH (Google site)</td>
</tr>
<tr>
<td>28</td>
<td>Studio Rubric (Google docs)</td>
</tr>
</tbody>
</table>

### Inclusive Principle 3: Build a Community of Learners

<table>
<thead>
<tr>
<th>Resource name</th>
<th>Resource description</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Strategies to build a community of learners (PDF)</td>
</tr>
<tr>
<td>29</td>
<td>RMIT Inclusive Teaching Practices 3: Build a community of learners (YouTube video)</td>
</tr>
<tr>
<td>30</td>
<td>Snapshots of Inclusive Teaching (Google site)</td>
</tr>
<tr>
<td>31</td>
<td>Developing a social contract with your students (Google docs)</td>
</tr>
<tr>
<td>32</td>
<td>Eight ideas to get students talking on task (PDF)</td>
</tr>
<tr>
<td>33</td>
<td>Twenty easy ways to begin to build relationships and community (Google slides)</td>
</tr>
<tr>
<td>34</td>
<td>Eight collaborative activities to use with your students (Google slides)</td>
</tr>
<tr>
<td>35</td>
<td>Socratic Seminar (YouTube video)</td>
</tr>
<tr>
<td>36</td>
<td>Socratic Seminar teaching resource (Google docs)</td>
</tr>
<tr>
<td>37</td>
<td>Community of Inquiry (Video)</td>
</tr>
</tbody>
</table>
## Inclusive Principle 4: Teach Explicitly

<table>
<thead>
<tr>
<th>Resource name</th>
<th>Resource description</th>
</tr>
</thead>
<tbody>
<tr>
<td>36 Strategies to teach explicitly (PDF)</td>
<td>Strategies to support Principle 4: Teach explicitly.</td>
</tr>
<tr>
<td>37 RMIT Inclusive Teaching Practices 2: Teach explicitly (YouTube video)</td>
<td>Video 4: Inclusive Teaching Snapshots Series. Dr Roula Papadopoulos teaches pathology to a large multi-disciplinary class of 350 students including chiropractic, osteopathy, Chinese medicine, laboratory medicine and biomedical sciences students. This brings with it a range of problems when designing group assessments. This video shows how Roula tackles this problem; how she sets out her assessments to ensure they are explicit to all students, and how she makes group presentations relevant to students using Slow-motion video design. The Google site provides video exemplars of inclusive teaching approaches and teaching resources which support implementation from teaching staff in the College of Science, Engineering and Health.</td>
</tr>
<tr>
<td>38 Supporting students to understand their discipline area (Google site)</td>
<td>Strategies and ideas to support students to understand the discipline they are studying and ideas on how to teach discipline language and discourse.</td>
</tr>
<tr>
<td>39 New teacher lesson plan (Google docs)</td>
<td>A lesson plan ensures that lessons are relevant and well-structured. These two lesson plans follow Jane Vella’s 4 ‘I’ method. The new teacher lesson plan provides scaffolded support to write up lesson plans while the advanced teacher lesson plan provides less support using the same format.</td>
</tr>
<tr>
<td>40 Reviewing sessions and building on prior knowledge (Google slides)</td>
<td>Ideas on how to review previous teaching sessions and build on learners’ prior knowledge.</td>
</tr>
<tr>
<td>41 Creating a Wordcloud/Tagxedo (PDF)</td>
<td>Directions on how to create a Wordcloud or Tagxedo with students to draw on the student perspective on a topic, concept or experience.</td>
</tr>
<tr>
<td>42 How to scaffold student learning (Google slides)</td>
<td>Ideas on how to scaffold teaching.</td>
</tr>
<tr>
<td>43 Scaffolding reading skills (YouTube video)</td>
<td>Tips on how to scaffold reading skills with learners. The video was taken at an Inclusive Conversations Series workshop with RMIT staff delivered by Associate Professor Katie Hughes from Victoria University. The Google site provides video exemplars of inclusive teaching approaches and teaching resources which support implementation from teaching staff in the College of Science, Engineering and Health.</td>
</tr>
<tr>
<td>44 How to find scholarly resources (RMIT website)</td>
<td>This resource aims to support students by showing them how to find scholarly resources. The website guides students step-by-step to find resources using various sources through a series of videos.</td>
</tr>
<tr>
<td>45 Academic Integrity/ Plagiarism (Bb Shell) DSCAI. Available on request from ITS (DSC Academic Integrity Module)</td>
<td>Set of multiple choice questions, designed to support the development of students’ understanding of plagiarism. The questions have been designed to suit students who are writing essays in the design disciplines and humanities.</td>
</tr>
</tbody>
</table>
### Inclusive Principle 5: Develop a Feedback-rich Environment

<table>
<thead>
<tr>
<th>Resource name</th>
<th>Resource description</th>
</tr>
</thead>
<tbody>
<tr>
<td>46 Strategies to develop a feedback-rich environment (PDF)</td>
<td>Strategies to support Principle 5: Develop a feedback-rich environment.</td>
</tr>
<tr>
<td>47 RMIT Inclusive Teaching Practices 5: Develop a feedback-rich environment</td>
<td>Video 5: Inclusive Teaching Snapshots Series. Dr Mandy Keinhuis implements an ‘interteaching’ model with her students. The model is based on students doing pre-reading before class, discussing specific questions related to the readings, and finally providing both self and peer assessment.</td>
</tr>
<tr>
<td>(YouTube video)</td>
<td></td>
</tr>
<tr>
<td>Snapshots of Inclusive Teaching (Google site)</td>
<td></td>
</tr>
<tr>
<td>48 Ten easy ways to get feedback from your students (Google slides)</td>
<td>Ten activities to get student feedback.</td>
</tr>
<tr>
<td>49 Responding to feedback (Google slides)</td>
<td>Guidance on how to respond to student feedback.</td>
</tr>
<tr>
<td>50 Tuning in, tuning up (Google slides)</td>
<td>Tuning in, tuning up is a scaffolded activity for peer reflection and feedback and provides a variety of vantage points to develop a work, to allow self-reflection on a work in progress, and to encourage group work participation.</td>
</tr>
</tbody>
</table>

### Inclusive Principle 6: Practise Reflectively

<table>
<thead>
<tr>
<th>Resource name</th>
<th>Resource description</th>
</tr>
</thead>
<tbody>
<tr>
<td>51 Strategies to practise reflectively (PDF)</td>
<td>Strategies to support Principle 6: Practise reflectively.</td>
</tr>
<tr>
<td>52 RMIT Inclusive Teaching Practices 6: Practise reflectively (YouTube video)</td>
<td>Video 6: Inclusive Teaching Snapshots Series. Using reflective practice, Dr Colin Arrowsmith continues to enhance the teaching of geography. Reflection on his students’ needs caused him to develop a strategy to make his geography classes more hands-on.</td>
</tr>
<tr>
<td>Snapshots of Inclusive Teaching (Google Site)</td>
<td>The Google site provides video exemplars of inclusive teaching approaches and teaching resources which support implementation from teaching staff in the College of Science, Engineering and Health.</td>
</tr>
<tr>
<td>53 Inclusive teaching practice reflections (Google site)</td>
<td>This e-Portfolio template provides a space for reflection and development of action plans to improve learning and teaching.</td>
</tr>
</tbody>
</table>