

# Induction of Casual Academic Staff in Inclusive Teaching

*An Experiential and Reflective Approach*

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# The 'looking glass' Self



# The foundation story....

*Mindful of impact and interaction of own beliefs and identity on each other*

## **Equity and Diversity**

- Social inclusion
- Student engagement, diversity and accessibility

## **Faculty of Health**

- Reflective practitioners
- Respond with sensitivity to different and emerging health requirements and interests

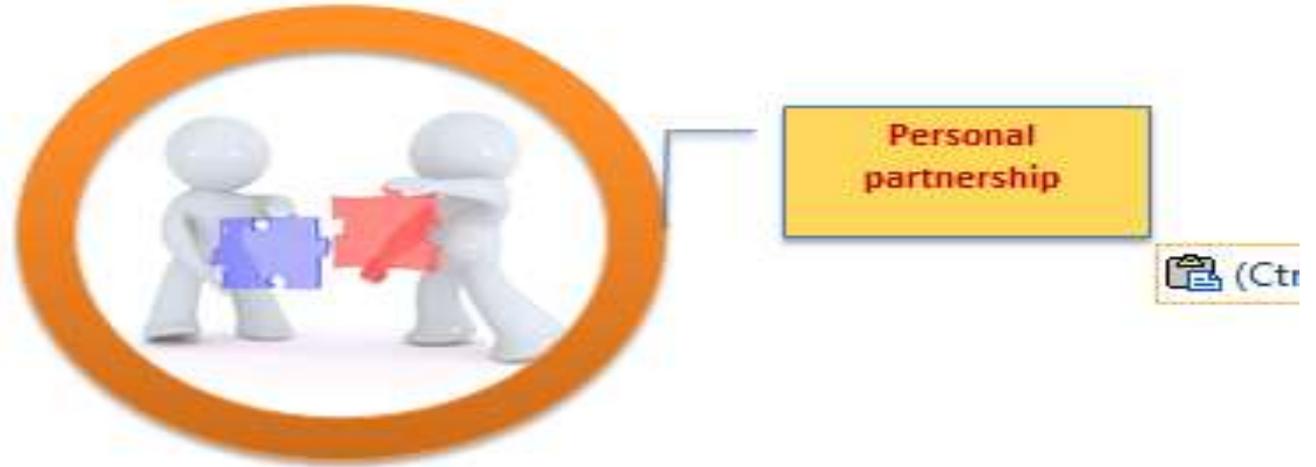


# Experience and knowledge

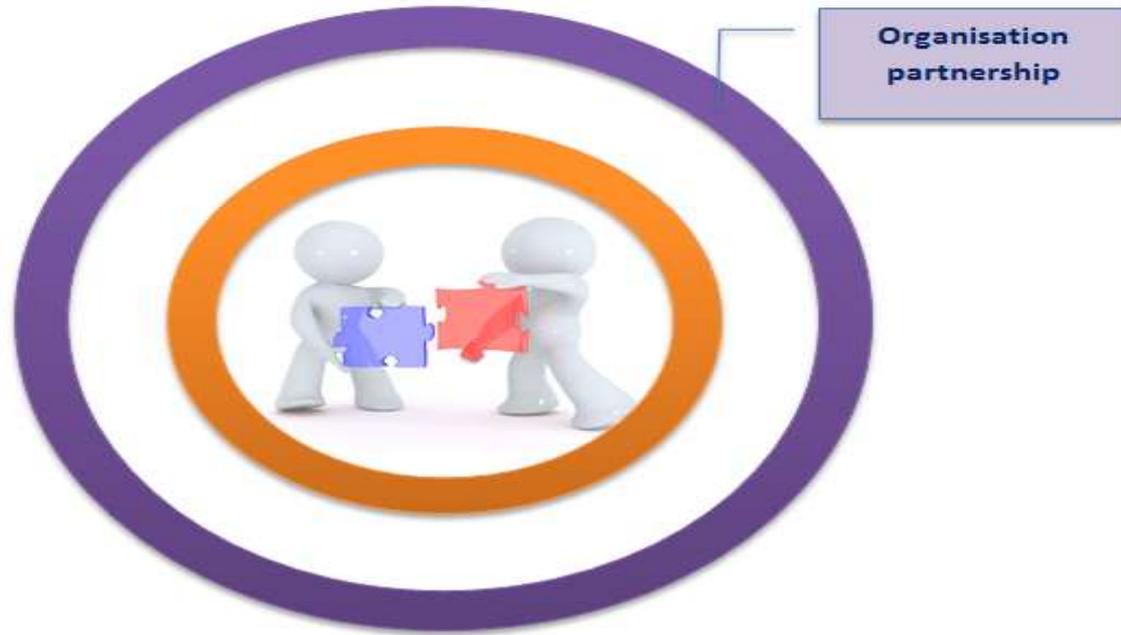
*Susie and Claire:*

- Start with what we know, then apply theory (biographical turn)
- Facilitate uncertainty, impact and problem solving

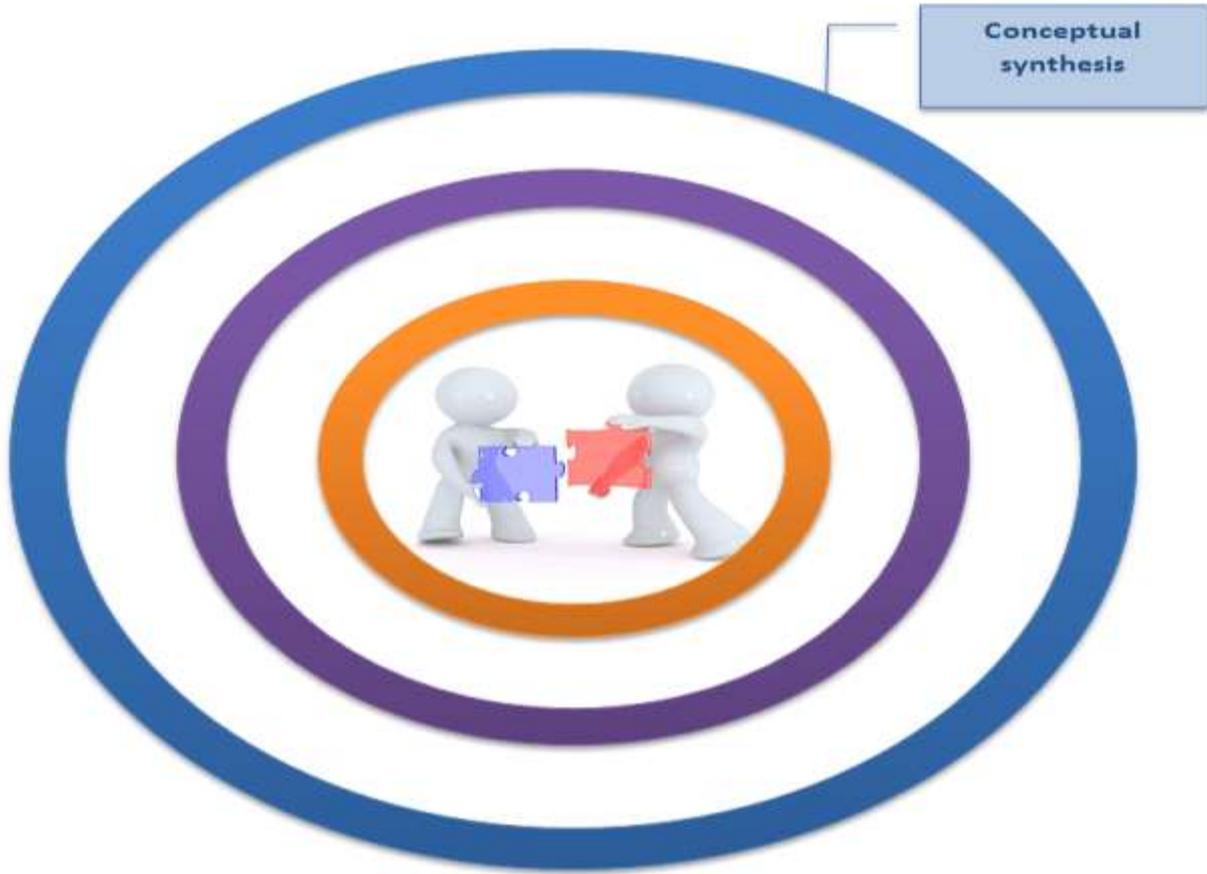




Teacher + Inclusion practitioner = Two way synthesis and learning



Faculty of Health + Equity and Diversity Unit = Organisational synthesis



Constructive alignment + Social Inclusion = Universal Design for Learning

# Diversity: The New Normal

<b>Equity Group (% OF ENROLMENTS)</b>	<b>2011</b>	<b>2012</b>
Aboriginal &/or Torres Strait Islander	1.8%	1.8%
Low Socio-economical Status	13.1%	13.1%
Disability	4.8%	5.3%
Regional	21.7%	21.7%
Remote	0.6%	0.6%



# Casual Academic Staff

2/3 are in teaching only positions

- 1/3 are undertaking a PhD
- → Future academics....



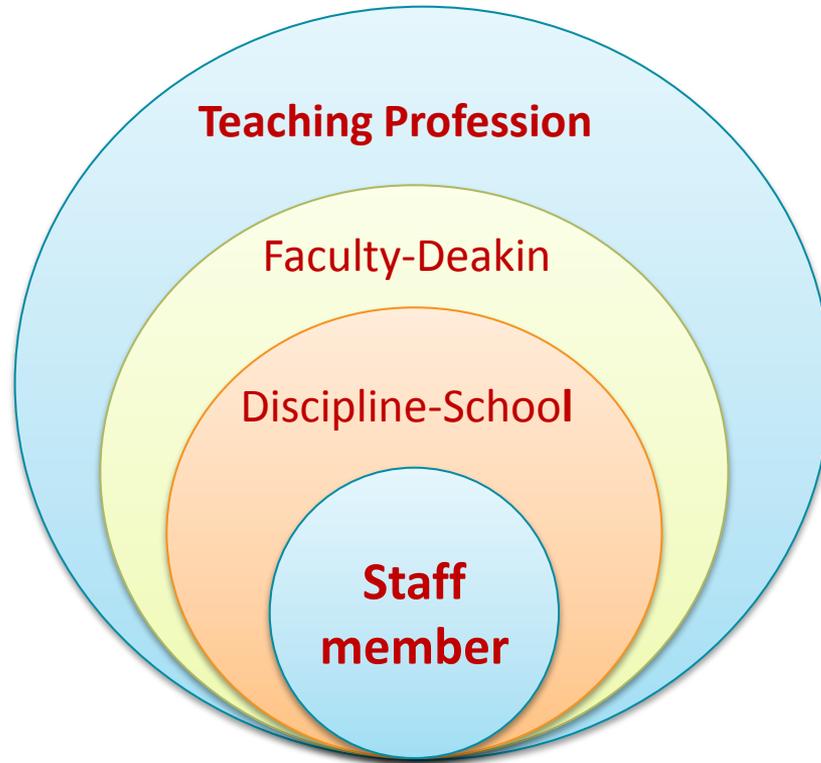
# Career Trajectory

20. Are you interested in working as an academic in the future?

		Response Percent	Response Count
Yes		90.0%	36
No		10.0%	4
answered question			40
skipped question			20



# Sites of Induction



# Workshop Topics

## Orientation To Teaching At Deakin

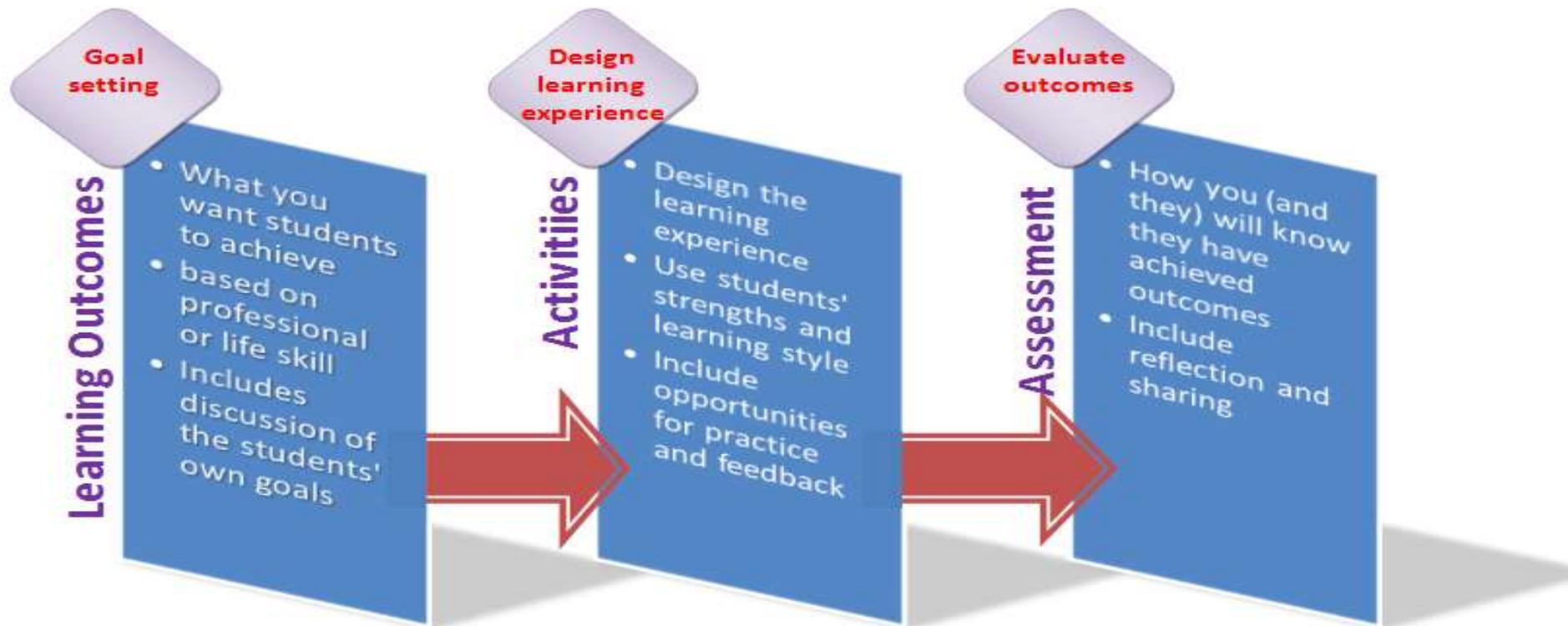
- Deakin Organisational Structure
- Casual Academic Staff Roles And Responsibilities
- Deakin Resources: Supporting Students And Supporting Tutors

## Fostering Active Learning

- Constructive Alignment
- Facilitating Small Group Teaching
- Student Diversity and Inclusive Teaching
- Feedback



# Constructive alignment



# Inclusive Teaching



# Inclusion

- overcoming barriers to participation that may be experienced by any students



# Diversity

- Universal model of diversity, not deficit model



# Inclusive Teaching

- calls for an egalitarian approach to learning, meaning that all individuals are given the same opportunities to enable them to reach their potential (Smith 2005)



# Workshop Model

- real time reflections using accessibility, diversity, and engagement check-ins during each activity



# Evaluation

T1 2012 (N = 42)

Question	SA / A
The session about inclusive L & T improved my understanding of inclusive teaching practices and strategies	87.5%
The workshop was worthwhile	95%



# Workshop Participant Interview

Kelli Nicola-Richmond

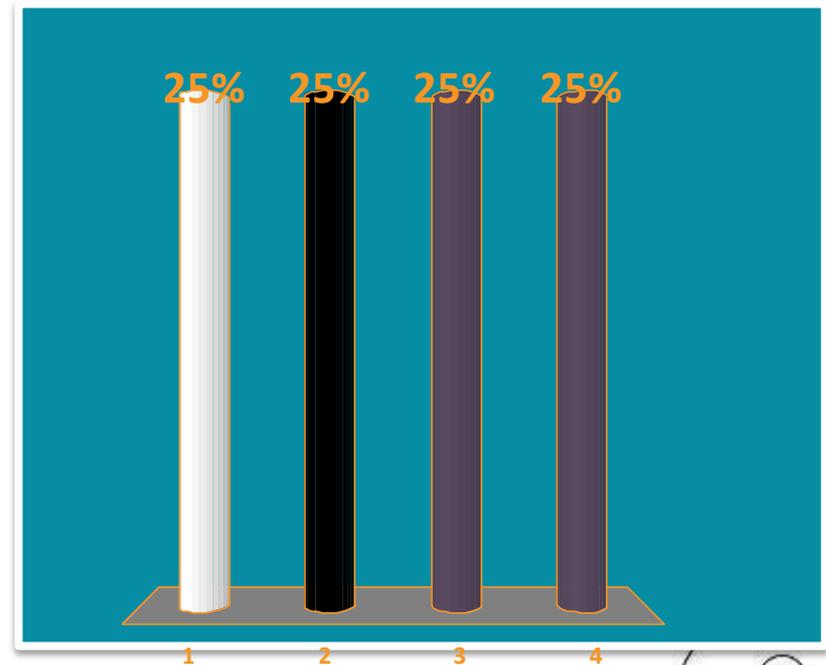
<http://www.youtube.com/watch?v=3Q9S9SSOhRM>



# Should All Casual Academic Staff at Deakin Be Provided The Opportunity To Undertake Induction To Inclusive Teaching?

<http://vot.rs/80dd01>

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree



# References

- Hockings, C (2010) Inclusive Learning And Teaching In Higher Education: A Synthesis Of Research, Available [Here](#)
- May, H. Bridger, K. Developing And Embedding Inclusive Policy And Practice In Higher Education. 2010.
- Smith, V. Armstrong, A. 2005. Beyond Prejudice: Inclusive Learning In Practice Edited By L. A. S. Council. London.
- Thomas, L. M., Helen. (2010). Inclusive Learning And Teaching In Higher Education: The Final Report. The Higher Education Academy: Heslington, York, UK.



# Thank you

## Questions, comments?

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