Student mental wellbeing: Creating inclusive curricula & learning environments

QAA Scotland Collaborative Cluster Professional Development Event
A new approach to existing challenges: addressing student mental wellbeing from a learning and teaching perspective

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Background

• Student Mental Health and well-being is one of the most prevalent areas of discussion amongst student officers and institutions.
• From 2007/08 to 2015/16, 47,625 more students disclosed a mental health condition.
• 94% of universities across the UK have experienced a sharp increase in the number of people trying to access support services, with some institutions noticing a threefold increase.
• Figures from 12 of Scotland’s institutions show between a 47%-70% increase in students trying to access mental health support services and universities and college services are “struggling to meet this demand.”
• Only five of Scotland’s colleges have full-time counsellors, and the remainder rely on external referrals, and part-time and ad-hoc services.
Developing the project

- Encouraged by 2017 publication ‘Embedding mental wellbeing in the curriculum: maximising success in higher education’, (HEA) – allowed us to consider how we could explore student wellbeing from a learning and teaching perspective.
- Although mental health and wellbeing traditionally sits with student support/counselling services, to address the issues a whole-institutional approach is required.
- Our projects focusses on the challenges around student mental wellbeing in areas such as curriculum design, learning and teaching processes, assessment and feedback and quality assurance and enhancement mechanisms and how we can address these.
Workshops & data collection

We hosted four workshops at different events throughout Summer 2019 to gather information and feedback from the sector. We asked participants two key questions:

1. What are the barriers and challenges around student mental wellbeing from a learning and teaching perspective?
2. What are some of the possible solutions and interventions that could address these?

Around **120 staff** and students from across the sector participated in the workshops, hosted at College Expo, That’s Quality University and Colleges, and NUS The Gathering.
Curriculum
1. Foundations for learning
2. Timetabling
3. Students as co-creators of the curriculum

Learning Resources
1. Adaptable spaces
2. Technology
3. Lecture capture

Learning & Teaching Processes
1. Awareness of learning styles
2. Learning approaches
3. Staff training and awareness

Assessment & Feedback
1. Alternative assessment methods
2. Pre-assessment support
3. Personalised feedback

Progression & Achievement
1. Induction
2. Transitions from ‘non-traditional’ routes
3. Peer support / mentoring

Guidance and Support
1. Training
2. Better links/utilisation of external organisations
3. Environment

Quality Enhancement & Assurance
1. Support for students involved in internal/external quality arrangements
2. Additional qualifications and/or requirements for training
3. Management of Expectations

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Working Group

In November 2019, sparqs formed a working group of interested parties from both the college and university sector to come together, discuss the findings from the data and start to action interventions within institutions that could have a positive impact in student mental wellbeing. The group currently has 20 members from across 13 different institutions, both staff and students.
Methodology and approach

• Using the data collected from the workshops, we were able to identify what students and staff had said were the biggest issues.
• The working group has then developed small test of change pilot projects that will trial an intervention/solution within that identified area.
• The institutions have pro-forma forms to collect information about the project and measure the impact it is having.
Mini-projects

1. Foundations for Learning –
Core skills – do students know how to write an essay, how to prepare for an exam, how to study? Stirling’s term of ‘Learn to Learn’ – how can better support to ensure these skills have a positive impact on a students’ mental wellbeing?
Discussing failure/growth mind-set/resilience – how do we discuss failure in the classroom, options for future success, reinforcing positivity from failure. How do we encourage students to ‘grow’, to cope with set-backs, to tackle and overcome barriers and also to seek support in doing so?
Mindfulness/meditation – embedding coping mechanisms in the curriculum

2. Staff Training –
Sensitivity training/awareness and empathy for those disclosing – what support is given to staff to deal with conversations and disclosure from students about MHC and their wellbeing?
Training to better understanding how staff can adapt learning and teaching practices to be more inclusive with regards to mental health and wellbeing
Embedding wellbeing in the curriculum – what guidance, toolkits, practice is there to encourage and support staff to do so?

3. Technology –
Lecture Capture – easily accessible and available for students as a revisions tool but also for missed classes due to their mental health and wellbeing. What policy is in place, how is that supported? What training is there for staff? How is it managed, operated, controlled, reviewed?
Use of VLE – digital resources, better links between support services and curriculum areas. Better use of lecture slides online, additional reading etc. Easy and accessible to use.

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Learn to Learn

• ‘A Toolkit for Wellness While Learning’
• [https://campuspress.stir.ac.uk/learn2learn/](https://campuspress.stir.ac.uk/learn2learn/)
• Content provided by Roger Watt Professor of Psychology at University of Stirling in a way that is accessible and easy for all students to understand.

• There are four sections of the website: Introduction which looks at ‘learning machines’ and ‘learning processes’; Learning which looks at Learning Values, Learning Skills and Learning Practicalities; Being You which is about belonging and community; and Reflecting and Caring.
Learn to Learn

Coursework

Coursework is all about progress.

Progress is simply getting better at doing something. Progress matters: it is more important than grades. Progress means that more things can become interesting.

The smart mind thrives on progress.

How to write an essay:
It’s not yours – write it for a specific reader, saying the things they need to hear.

How to write a lab report:
Imagine this is going to be the instructions for next year’s class
Learn to Learn

• There is also a series of blogs which Roger Watt has written so far but once this launches this will be taken on by students to offer support and advice to one another about ways to learn best.

• The science behind it has been provided, our job now is to make this as student led as possible!

• ‘Don’t try harder, try something different!’
World Café: Creating Inclusive Curricula and Learning Environments

Photo by Farzad Mohsenvand on Unsplash
What is a World Café?

• Drawing on seven integrated design principles, the World Café methodology is a simple, effective, and flexible format for hosting large group dialogue.

• Each element of the method has a specific purpose and corresponds to one or more of the design principles.

http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/
Aims of this Session

- To **reflect on the day** so far from your own perspective.
- To **share those thoughts** with a diverse group of colleagues and bring those perspectives together.
- To **think about what action** we can take from these discussions.
Question 1

What do you feel is the role(s) of the academic/teaching staff in responding to student mental wellbeing?
Question 2

In what ways do you feel curricular design could be enhanced to support student mental wellbeing?
Question 3

What **key resources, support and/or training** would help you co-design curricula that support the development of student mental wellbeing?
Are You OK?

An investigation into how well supervisors understand the mental health needs of international doctoral students.

Student Mental wellbeing: Creating inclusive curricula & learning environments

Glasgow Caledonian University Jan 23rd 2020

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Dr Chris Blackmore (Sheffield)
Sally Ohlsen (Sheffield)
Among doctoral schools and faculty staff, discussions about which groups of PGRs are most vulnerable to developing poor mental health were often dominated by difficulties experienced by international PGRs. There was recognition among staff that PGRs coming to the UK from countries with very different cultures could struggle and were likely to experience a combination of risk factors. International PGRs newly coming to the UK for their doctoral degree were likely to be vulnerable due to a combination of reasons, including their ability to adjust to a new culture, their existing cultural mores, finance, visas, family circumstances and potentially less access to family and friend support.

(Metcalf, Wilson and Levecque, 2018, p. 26)
A UKCISA funded project researching:

1. how well supervisors understand about the mental health/wellbeing of international doctoral students, and

2. what support is currently offered to themselves and their students

More detail at https://areyouokinternational.wordpress.com/
Our Research Questions

1. What is the level of understanding about mental health/wellbeing issues of international doctoral students amongst UK-based supervisors?

2. To what extent are UK-based supervisors equipped to respond appropriately to these mental health/wellbeing needs?

3. What additional support or resources would supervisors benefit from to be better able to support international doctoral students’ needs?
Methodology

Two phases:

1. key literature as well as public domain blogs were reviewed

2. in depth, semi-structured interviews with current PGR supervisors

15 Supervisors interviewed between January and May 2019.

- 5 face-to-face
- 1 telephone
- 9 Skype or Zoom
During the interviews, a creative/narrative approach was used - interviewees were given a timeline (physically or online) to add visual representations (Reavey, 2011) of how ‘home’ and ‘international’ PGR’s psychological and well-being may fluctuate during their PhD, from the supervisors’ perspective.
Supervisors mapped the doctoral journeys they had witnessed and supported – as we interviewed them.

And in doing so, annotated their maps with stories of their own actions, and decisions. Their own confident times, fears, and failures.
Findings 1

Key PhD journey stress points for international students were:

• initial entry into the country and ‘settling in period’ into the PhD;

• ‘During field work - especially if the field work was in their ‘home’ country.

• As well as the period leading up the viva due to issues with academic writing.
Findings 2

Triggers that were seen as ‘unique’ to international students, generally focused around:

• ‘legal and financial’ such as visa and funding expectations;
• ‘Isolation’ such as loss of family support network;
• ‘difference in education style’ such as expectations and quality of work;
• ‘external pressures’ such as supporting a family back in their home country or this country.
Recommendations

● Transitional period is key - targeted support for international students early.
  ○ Managing expectations
  ○ Creating support networks

● Supervisors want to know more!
  ○ Training two way process - Train staff, train students
  ○ International students co-producing the training on culture

● Supervisor peer support -
  ○ formal and informal / virtual and physical

● Boundaries of supervisors - support the supporters mental wellbeing

● Recognising strengths as well as challenges
Next Steps

1. Research report published on UKCISA website (see https://www.ukcisa.org.uk/Research--Policy/Grants-research/Research-reports),

2. Further dissemination of the findings, including journal articles and conference presentations,

3. Develop a Toolkit for supervisors to support PhD student Mental Health/Wellbeing,

4. Further Research!

Acknowledgements

Are You OK? Project Team:
• Dr Chris Blackmore (University of Sheffield)
• Dr Kay Guccione (University of Sheffield / GCU)
• Dr Dely Elliot (University of Glasgow)
• Sally Ohlsen (University of Sheffield)

UKCISA for the funding and support!
Thank You!
PERSONAL TUTORS : KEY PLAYERS IN THE PROMOTION OF MENTAL WELLBEING

Annette Davidson
Robert Gordon University
Personal Tutoring

- Personal Tutor Policy Working Group
- From 55 page guide to 1 page policy
- Student Mental Health Agreement underpins work in this area
- Expressed desire for training/resources
To assist in the creation of an environment in which all students can further their personal, social and academic development.

To provide a means of individual support and encouragement for students in their academic progress through university.

To provide a system whereby students facing challenges that are not easily dealt with within the School may be referred to other more suitable sources of support...
PERSONAL TUTORS: KEY PLAYERS IN THE PROMOTION OF MENTAL WELLBEING

• Collaborative project with Department for Enhancement of Learning, Teaching and Access (DELTA) and Student Life
• 2 workshops developed
• Used feedback and discussion from the session one to develop session two.
• Case studies and discussion
Intelligence gained from initial sessions identified key gaps
- Knowledge of support services and referral routes
- Clarity around boundaries
- Understanding of confidentiality
- Understanding of relevant legislation (Equality Act, GDPR)

Workshop 2 designed to meet those gaps
Workshops promoted through DELTA CPD brochure
120 staff undertook Scottish Mental Health First Aid
PERSONAL TUTORS: KEY PLAYERS IN THE PROMOTION OF MENTAL WELLBEING

• What’s next?

• Development of video resources
• Establishment of an informal network
• Development of specific resources around mental health
• Counselling Service working with schools
Mental Health and Wellbeing: Considering the Curriculum

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Aim

To support delegates to be able to recognise what the embedding of mental health and wellbeing in the curriculum looks like and to develop their/others’ learning and teaching within a mental health and wellbeing framework.
Context

► **62,685 more students** in the UK disclosing a mental health condition than in 2007/08 (2007/08: 9,675, 2017/18: 72,360) [Advance HE].

► **23.9%** of students in the UK disclosing a disability in 2017/18, disclosed a mental health condition (2007/08: 5.9%) [Advance HE].

► **37%** of survey respondents with a mental health condition had, or intended to, declare it with their institution. [HEPI-UNITE Students].

► **17%** of students felt the things they do in their life were very worthwhile and that they were very happy, while **18%** stated they had very low anxiety (total UK population = 36%, 35% and 41% respectively) [HEA-HEPI].
Academics at the frontline

Academics identified that responding to student mental health problems is now an **inevitable part of the academic role**. Academics are often the first point of contact for students experiencing difficulties. Students may turn to academics for advice because they are approachable, accessible and have a pre-existing relationship with the student. However, this crucial frontline role is currently invisible, and the sector does not have the appropriate structures or cultures to assist academics.
Two Continuum Model (1988)

**Optimal mental well-being**

*Example:* a person who experiences a high level of mental well-being despite being diagnosed with a mental illness

**Minimum mental illness**

*Example:* a person experiencing mental illness who has a low level of mental well-being

**Maximum mental illness**

*Example:* a person who has a high level of mental well-being and who has no mental illness

**Minimal mental well-being**

*Example:* a person who has no diagnosable mental illness who has a low level of mental well-being
Considering the learner experience

Go to [www.menti.com](http://www.menti.com) and use the code …
<table>
<thead>
<tr>
<th>Phases</th>
<th>Pedagogy: Teaching, Learning and Assessment</th>
<th>People</th>
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</table>
| Transition into University | Course information  
|                      | Teaching and learning activities  
|                      | Teaching and learning spaces  
|                      | Online or residential learning  
|                      | Personal tutoring  
|                      | Placement learning  
|                      | Day or block placements  
|                      | Work experience  
|                      | Year abroad  
| First year           | Assessment  
|                      | Exams  
|                      | Feedback  
|                      | 1st assignment  
|                      | Presentation  
|                      | Group work  
| Second year          | Academic staff  
| Articulation         | Fellow students  
|                      | Administrative staff  
|                      | Graduate Teaching Assistants (GTAs)  
| Third year           | Mental Health support staff  
| Fourth year          | Practice educators  
| Transition to work   | Service users and carers  
|                      | Experts by experience  
|                      | Family  
|                      | Friends at home  
|                      | Employers  
|                      | Other  

Embedding mental wellbeing in the curriculum: maximising success in higher education

Ann Marie Houghton and Jill Anderson
Making it visible and explicit
Embedding in learning and teaching

Connect...
Be active...
Take notice...
Keep learning...
Give...

Five ways to wellbeing
Considering learning and teaching

Go to http://bit.ly/MHWBApPLY to add your top three
Embedding Wellbeing and Students
Student Wellbeing and Student Learning
Academic performance and wellbeing

(Hughes & Wilson, 2017)
Whole University Approaches to Mental Health and Wellbeing

Adequately resourced, effective and accessible mental health services and proactive interventions

Environment and culture that reduces poor mental health and supports good wellbeing

Facilitate staff and students to develop insight, understanding and skills to manage and maintain their own wellbeing, now and in future
The curriculum

Academic staff and the curriculum are the only guaranteed points of contact between a student and their university.

Therefore, any genuine whole university response to wellbeing must consider the role of the curriculum – and its potential for positive and negative impacts on wellbeing.
Physical needs
Emotional hi-jacking

(Le Doux, 1998)
Social wellbeing

Loneliness

Cognitive function
Mood
Immunity

(Based on Caccioppo & Patrick, 2008)
Learning approaches and their connection to... everything

Deep learning
- Focus on subject
- High achievement
- Good wellbeing
- More satisfied with teaching and learning

Surface learning
- Focus on grades
- Lower achievement
- Poor wellbeing (high anxiety)
- Less satisfied

Focus on intrinsic motivation

Focus on extrinsic motivation

1. Develop Autonomous Motivation

**Intrinsic motivation**
- Seeks internal affirmation
- Doing something because you care about it rather than for reward
- Enjoyment, pleasure or fulfilment come from performing the activity
- E.g. making an argument about which you are passionate; doing a job that makes you excited; playing a game for the fun not the result

**Extrinsic motivation**
- Seeking external affirmation
- Achieving something that appears to be valued by others
- Is focussed on the reward available or on the possible punishment
- E.g. seeking a good grade or avoiding a bad one; getting a car to impress others; gaining power to be liked

(Deci & Ryan, 1985)
Anxious study practice

Research since the 1970s has demonstrated that students who experience academic anxiety are more likely to adopt less effective study strategies.

Low confidence leads to low learning and low performance, further undermining confidence.

(e.g. Culler & Holihan, 1980)
Anxiety – Under performance loop

Anxiety

Under performance

Avoidance/poor study skills
2. Develop Mastery

Challenging activities can be good for our wellbeing if we feel competent enough to tackle them.

In order for learning to take place there must be a degree of difficulty – if learning is too easy it is likely to be forgotten.

Must consider

• How we develop student skills, insight and ability
• How we help students to recognise their development and derive confidence from it
Scaffolded learning

High challenge \ High support

1. Begin where your learners are
2. Strong support to push them into their zone of proximal development
3. Remove the scaffolding as they grow in skills and confidence

Sally Kift – Transition pedagogy
Make no assumptions about the skills or abilities your students bring. Ensure they can acquire skills and knowledge explicitly through course content and activity

(Kift, 2015; Kift & Nelson, 2010)
Skills development

Meta-learning has been shown to significantly improve learning and performance and play a key role in developing confidence and wellbeing (Hattie, 2009)

However, students generally don’t like it – wellbeing and immediate gratification or satisfaction are not the same thing

Students must be helped to understand and value the benefits of meta-learning

Meta-learning can include self-management and skills for maintaining good wellbeing
### Challenge – stretch v stress

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<td>Anxious \ fearful</td>
<td>Motivated</td>
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<td>Mental freezing</td>
<td>Improved performance</td>
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Sensitivity: Internal
Helpful challenge

Know what to do

Understand how to do it

Have or can develop necessary skills

Understand how to use strengths

But the task remains challenging to complete

Stress inducing difficulty

Don’t know what is required

Don’t understand process

Lack necessary skills

Weaknesses are highlighted

Actual task may not be difficult when understood
3. Stretch but not stress

Flow is a state of complete concentration or absorption. When an individual is in a state of flow their awareness of other concerns drops away and they are completely immersed in the activity before them.

Being in flow creates a sense of fulfilment and heightened wellbeing and Csikszentmihalyi’s work has identified flow to be allied to intrinsic motivation and improved wellbeing and happiness.

Achieving flow requires a balance of skill and task, healthy motivation, energy, endurance and cognitive structure.

(Csikszentmihalyi, 1992; 2013)
Belonging

Research shows that students who actively participate in classroom discussions and activities, learn more and perform better (Rocca, 2019; Lyons, 1989). Taking an active role in discussions helps students to learn more deeply, improves understanding of the subject and increases ability to remember the content of the class (Crone, 1997).

We have long known that a sense of belonging is crucial to persistence and academic success in H.E. (Tinto, 1975)

The formal and informal curriculum has the power to exclude or include students – with consequences for wellbeing, learning and achievement.
Feedback from BAME students in Charter consultations

“It is exhausting constantly having to explain myself, my ideas, the language I use and why I’m interested in the topics I’m interested in, because these aren’t shared by academic staff.”

There was a strong perception that cultural differences can affect marks. A lot of examples of students being “marked down” for using language or ideas and “not explaining them properly”- even though they are common concepts in their communities.

Feeling of their culture/ background/ history being used and reduced to a tick in a box by staff wanting to increase diversity to make themselves look better.
4. Develop belonging and a collaborative learning environment

Many students express anxiety about joining in with classroom discussion or the impacts group work can have on their grades.

The social rules of the classroom need to be explicitly set, agreed and maintained.

Focussing on learning skills etc. rather than grades can help.

Students must feel valued for the experience, knowledge and abilities they bring with them – student – tutor relationships are a large factor in this.
Transition

During transition students will focus on key emotional needs first (Hughes & Smail, 2015)

How university ‘feels’ is the best predictor of whether or not students consider dropping out

Initial engagement with their course will benefit from feeling interesting, meaningful, stretching, exciting and possible

Social integration appears to precede academic integration
Practices that can help

Structured, purposeful social activity during induction, in which students are not left to negotiate ‘unseen social rules’ by themselves

Activities that focus on the diversity of the cohort and recognise it as a strength – continuing to keep groups fluid to prevent isolation

Activity that familiarises students with the environment quickly

Assigning groups and roles in group work and meta group work practices
Progression

There is also strong evidence that the transition between levels, stages and years can be problematic (Tett, et al, 2016)

Students must be prepared for each transition and supported to reflect on their development and the skills they can now bring to bare – not just warned that everything will be harder or more consequential now (Morgan, 2011)

This must include consideration of moves in and out of placement, years abroad etc.
5. Support Transitions

The Student Experience Transitions Model

- Outduction
- Re-orientation and Reinduction
- First Contact and Admissions
- Pre-arrival
- Arrival and Orientation
- Introduction to Study at University
- Time-out
- Career
- Further study

(Morgan, 2011)
6. Consider non-typical learning spaces

There is a current increase in learning beyond the lecture theatre and lab e.g. Work placement, field trips…

There is no reason to assume that this will automatically be beneficial – they must be as rigorously designed and evaluated as classroom teaching.

They must be constructively aligned with the curriculum and the individual development of the student.

Field trips have the potential to be sources of collective poor wellbeing and to have long term impacts.
Assessment to drive behaviour

The Purpose of...

assessment is to **INCREASE** quality.

evaluation is to **JUDGE** quality.

Too short and not enough leaves. C-
7. Assess to support learning

Assessment must provide numerous opportunities for students to receive informative feedback and improve learning. A key goal of assessment for learning is to promote the development of learner self-regulation (Nicols, 2007).

Assessment activities e.g. testing – can be highly effective learning practices – if uncoupled from the risk of absolute failure

Single point assessment heightens extrinsic motivation and is discriminatory and exclusionary

Assessment has a powerful influence on students’ learning. For many students it defines the curriculum and indicates the kind of intellectual work that is valued (Maclellan, 2004)
Assessment can increase mastery and control

Providing guided choice of assessment - when students have been adequately prepared to make this choice – can increase students’ autonomous motivation

When assessment activities are intrinsically meaningfully and appropriately challenging they can aid both learning and wellbeing

Assessment must be constructively aligned with content, the skills students have been supported to develop and learning outcomes

Feedback is crucial
8. Ensure Narrative cohesion

We are story telling animals – we understand the world through narrative

The modular structure can leave students with a fractured sense of their own course of study, making it more difficult to understand and construct meaning

Choice can exacerbate this and increase anxiety – unless informed, understood and with a feeling of control

Students may initially lack the skill to make connections between different modules or subjects – unless supported to develop that skill
Summary

1. Develop autonomous motivation and deep learning
2. Develop mastery – academic skills and self management
3. Stretch don’t stress
4. Develop belonging and community
5. Support transitions
6. Consider non-typical learning spaces
7. Assess to support learning
8. Ensure narrative cohesion
References


Hughes, G. & Smail, O. 2015. Which aspects of university life are most and least helpful in the transition to HE? A qualitative snapshot of student perceptions. Journal of Further and Higher Education, 39(4)


Digital Accessibility

Imagine if your computer were a barrier, not an asset.
Visual impairment
Hearing impairment
SPLD (eg Dyslexia)
Motor Control
Mental Health condition
Autism

Everyone
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<tr>
<td></td>
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<td>Laryngitis</td>
<td>Heavy accent</td>
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*Inclusive*

*An Inclusive Design Toolkit by Microsoft*
Two things that can help

• Universal design
• Assistive Technology
INCLUSIVE DESIGN FOR LEARNING

Cartoon, used with permission:
http://www.corwin.com/booksProdDesc.nav?prodId=Book232648&
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Your project:

Write on one of the following (3,000 words)

1. The school you are working in lost its IT adviser when it became an academy. Since then, the e-learning provision has been managed by a Senior Manager, but they do not have much interest in IT and believe more in ‘traditional methods’, preferring children to keep their mobile devices away from their lessons. Write a report explaining the benefits that mobile devices could bring to the classroom. You should consider deployment and management of such devices and any ethical issues, which may be involved.

2. Your college wants to develop an ‘app’ for students. There are several areas where students repeatedly seek information or communication, which could be incorporated into the app. Your project should scope out a design and build for the app, demonstrating the benefits that it would bring to the students at the college, but also highlighting any challenges in the way it is designed and distributed.

3. You are responsible for a course that is having its hours cut from 8 contact hours per week to 4. This means that half the course will be delivered online. You need to restructure the course so that students can make the most of their contact time and not lose out on content during the time that they are working remotely. Discuss how you will develop this blended learning course and the advantages and disadvantages of the approach.

In all cases, your work should refer to literature relevant to the topic that you have chosen.

Work is due in on Weds 22nd May and you should refer to the course handbook for more details.

If you have any problems, please contact your tutor.

Module: MMD1234 – Multimedia in Education

Brief for your project:

Write on one of the following (3,000 words)

1. The school you are working in lost its IT adviser when it became an academy. Since then, a Senior Manager has managed the e-learning provision, but they do not have much interest in IT and believe more in ‘traditional methods’, preferring children to keep their mobile devices away from their lessons. Write a report explaining the benefits that mobile devices could bring to the classroom. You should consider deployment and management of such devices and any ethical issues, which may be involved.

2. Your college wants to develop an ‘app’ for students. There are several areas where students repeatedly seek information or communication, which could be incorporated into the app. Your project should scope out a design and build for the app, demonstrating the benefits that it would bring to the students at the college, but also highlighting any challenges in the way it is designed and distributed.

3. You are responsible for a course that is having its hours cut from 8 contact hours per week to 4. This means that half the course will be delivered online. You need to restructure the course so that students can make the most of their contact time and not lose out on content during the time that they are working remotely. Discuss how you will develop this blended learning course and the advantages and disadvantages of the approach.

Refer to literature

In all cases, your work should refer to literature relevant to the topic that you have chosen.

Deadline

Work is due in on Weds 22nd May and you should refer to the course handbook for more details.

Contact details

If you have any problems, please contact your tutor.
FRIENDLY HYPERLINKS

- River Colne: [Click here](#)
- [Map of the River Colne](#)
Assistive Technology (1)

• Text to speech (read aloud, proof reading, MP3)
• Speech to text (dictation)
• Alternative Formats
• Mind Mapping (MindView)
Assistive Technology (1)

• Magnification
• AutoCorrect
• Video (with captions)
• Simplified Referencing (eg Word)
A legal duty to make our work accessible

Monday 24th 2018 September saw new UK legislation called ‘The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations. This is legislation that has a direct impact on the work of learning technologists, as Universities now have to do two things:

- Meet an accessibility requirement
- Publish an accessibility statement on their websites and apps

“An anticipatory duty”
Thank you!
Any questions?

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