

DIFFERENCES THAT MAKE THE DIFFERENCE: BELONGING

Oxford Centre for Staff and Learning Development

1. Discuss what the programme expectations for assessment and feedback, Moodle and staff availability, so expectations are similar for all the students.
2. Have a programme strategy outlining when, how and who will follow-up with students for non-attendance or non-engagement on Moodle.
3. Moodle can foster a sense of belonging and connect with and between our students out of class time. Consider how you can develop this, for example, blogs with student editing and discussion boards. These can then become resources that are available asynchronously that can help all students engage.
4. In group work, allocate students into diverse groups rather than self-allocated friendship groups, to create opportunities for the cohort to get to know each other and to have opportunities to hear a variety of different experiences and perspectives.
5. Can the student see themselves reflected in the curriculum? Do the teaching materials explore a diversity of perspectives e.g non-European perspectives, a range of authors on reading lists, images displayed on teaching materials are culturally diverse or external speakers.
6. Have opportunities to discuss how factors related to economic, social, gender, ethnicity can influence outcomes.
7. Encourage opportunities for students to talk to one another. For example, at the end of a key point, ask them to talk to their neighbour to summarise the key points together.
8. Have a clear statement related to inclusive course values within student handbooks and reinforce this in taught sessions.



FOR FURTHER INFORMATION:

- Inclusive Learning and Teaching: www.brookes.ac.uk/staff/academic/inclusion
- The Equality Act 2010: www.ecu.ac.uk/guidance-resources/equality-legislation
- Digital Capabilities www.brookes.ac.uk/virtual-gateway-for-staff/brookesdc