

Inclusive teaching card sort: group activity

Collection: Inclusive teaching

Resource: Students, comments, conditions

Approximate duration

45 minutes

Learning outcomes

To sharpen one's awareness that there is no simple correlation between student 'conditions' (such as disability) and those aspects of teaching that students find problematic; and thus to appreciate the importance both of teaching inclusively and of dealing with students as individuals.

Introduction

There is nothing like comments from one's own students for forcing one to look afresh at teaching strategies. This activity aims to come a close second to that by presenting participants with quotations from a range of student respondents to a survey of disabled students of English Literature, English Language and Creative Writing undertaken for the English Subject Centre's report, *Staying the Course*. You may like to read the report and its associated 'seed guide' on *Inclusive Teaching* as preparation for running this exercise. You may also like to combine this activity with another activity in the Inclusive Teaching resource. The focus of this activity on quotations in the voices of students can combine powerfully with activities focused on recommended 'best practice' such as [Making seminars inclusive](#) and [Making lectures inclusive](#), bringing home to lecturers the importance of the topic.

The activity

1. Download and print out the [card sort document](#) which can be found in the same folder as this resource within HumBox. You will find that the document consists of two questions, each consisting of a set of student comments and a set of conditions (types of disability). The correct correlation between condition and comment is given on the final page of the handout. The other pages of the handout provide you with a set of cards to be cut out, each card containing either a comment or a condition.
2. Decide how many subgroups you would like to divide your group into: aim for subgroups of 3-4. Photocopy or print out as many copies of the cards as there will be subgroups (including extra copies as backup).
3. Allocate each subgroup a full set of cards. Ask the participants, in their groups, to try to match comment to condition.
4. When all subgroups have finished the exercise, run through the answers in a plenary session. Ask for the subgroups' decisions about each comment in turn. After finding out the answers, in each case spend some time discussing the comment in question: what do the members of the group think would be the best ways of addressing this student's concerns? Are these concerns limited to students with that particular condition, do the group think?

Links & References

- [Inclusive Teaching](#). English Subject Centre seed guide. A short guide to how to teach in the most helpful way possible for the largest possible number of undergraduates. This guide includes some of the quotations used in the quiz.
- [Staying the Course: The Experiences of Disabled Students of English and Creative Writing](#). The English Subject Centre report which formed the basis for the seed guide and is the original source for all the quotations used in the quiz.
- [Small Group Teaching: A Good Practice Guide](#). An English Subject Centre Report.
- [Making your teaching inclusive](#). An excellent site based at the Open University.



2 | This resource is part of a set of professional development resources for Higher Education English (including English Literature, English Language & Creative Writing) called 'The Pool'. The resources were developed by the English Subject Centre in 2011 as part of a JISC/HEA Open Educational Resources (OER) Project.

This work by English Subject Centre is licensed under a Creative Commons Attribution-ShareAlike 2.0 UK: England & Wales License.

Relationship to the Professional Standards Framework

- **Core Knowledge 2:** Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
- **Professional Values 1:** Respect for individual learners
- **Professional Values 3:** Commitment to the development of learning communities
- **Professional Values 4:** Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity

More information about the Professional Standards Framework can be obtained from the summary factsheet in the *Subject & Pedagogy* collection in HumBox.

<http://humbox.ac.uk/2731/>

Resources in the inclusive teaching Collection

- Inclusive teaching: introduction to the collection
- Imaginary students: resource overview
 - Imaginary students: individual activity
 - Imaginary students: group activity
- Inclusive lectures: resource overview
 - Making lectures inclusive: individual activity
 - Making lectures inclusive: group activity
- Inclusive seminars: resource overview
 - Making seminars inclusive: individual activity
 - Making seminars inclusive: group activity
- Inaccessible documents: resource overview
 - Making 'PowerPoint' more accessible: individual activity
 - Making 'PowerPoint' more accessible: group activity
 - Making 'Word' documents accessible: individual activity
 - Making 'Word' documents accessible: group activity
- Students, comments, conditions: resource overview
 - Inclusive teaching quiz: individual activity



3 | This resource is part of a set of professional development resources for Higher Education English (including English Literature, English Language & Creative Writing) called 'The Pool'. The resources were developed by the English Subject Centre in 2011 as part of a JISC/HEA Open Educational Resources (OER) Project.

This work by English Subject Centre is licensed under a Creative Commons Attribution-ShareAlike 2.0 UK: England & Wales License.

- **Inclusive teaching card sort: group activity (*you are here)**
- Departmental audit: resource overview
 - How inclusive is your department?: individual activity



4 | This resource is part of a set of professional development resources for Higher Education English (including English Literature, English Language & Creative Writing) called 'The Pool'. The resources were developed by the English Subject Centre in 2011 as part of a JISC/HEA Open Educational Resources (OER) Project.

This work by English Subject Centre is licensed under a Creative Commons Attribution-ShareAlike 2.0 UK: England & Wales License.