

# Making seminars inclusive: individual activity

**Collection:** Inclusive teaching

**Resource:** Inclusive seminars

## Approximate duration

1 hour

## Learning outcomes

To become aware of key accessibility requirements for seminars and thus be able to plan seminars that will be easy to follow for as many different types of students as possible.

## Introduction

You may like to combine this activity with one or more of the related activities in the [Small group teaching](#) resource in The Pool (<http://humbox.ac.uk/2929/>).

## The activity

1. Download and read the document providing guidelines for making seminars inclusive by selecting the file in the same folder as this activity in [HumBox](#). Can you understand the rationale for these guidelines? Do any of them seem over-fussy or/and impractical? You can explore the thinking behind the guidelines further by reading the two English Subject Centre publications mentioned in the 'Links & References' section below.
2. Mark on your copy of the guidelines those recommendations which, if you are currently teaching seminars, are not currently reflected in your practice.
3. Watch one of the videos below of a seminar in English Studies. Note down as you follow it any ways in which the seminar does not put the guidelines into practice.



**1 |** 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.

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### Greg Tate, Seminar on *Oliver Twist*



### Beth Palmer, Seminar on *Oliver Twist* by Amy Tan



You can find more information about these seminars in the [Small group teaching](#) resource in The Pool (<http://humbox.ac.uk/2929/>).

4. Pick out those recommendation from the guidelines document that you feel would most benefit the seminar you have just watched. Draft an imaginary peer feedback response addressed to the seminar leading, using the following structure:
  - Recommendations from the guidelines document that you feel may, if implemented, have made the seminar more inclusive--easier to follow for more students.



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- Steps that the seminar leader would need to take to implement these recommendations. How much work would making the change involve?
  - Reasons behind the alterations: which sorts of student might benefit?
5. Make a note of any ways in which this activity has led you to reassess the inclusivity of your own work in seminars, if you are currently leading them.

## 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.
- [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. This report contains many vivid quotations from disabled students about their experiences when studying our discipline.
- [Small Group Teaching: A Good Practice Guide](#). An English Subject Centre Report with more ideas about seminar teaching.
- [Seminar Teaching](#). An area on the English Subject Centre website: gateway to Subject Centre resources on seminar teaching.

## 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/>



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



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