

Inclusive Teaching Forum Program

Tuesday 12 April 2022, 10am – 2pm

On campus and online



(YOU)^{us}
**CAN LEARN TO
TEACH INCLUSIVELY**
Inclusive teaching forum
12 APRIL 2022

Sponsored by
Office of Pro Vice-Chancellor (Learning and Teaching)
WORKPLACE DIVERSITY AND INCLUSION

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Note: All times are in Australian Eastern Daylight Time (AEDT). Refer to the [Time Zone Converter](#) for your local timing.

Time AEDT	Session	Speaker
9.30am	On campus attendee registration	
10am	Welcome to country Housekeeping	Professor Dominique Parrish Professor Debbie Haski-Leventhal Emcee
10.05am	Opening address	Professor S. Bruce Dowton Vice-Chancellor
10.10am	Keynote address Indigenous Knowledge's: Old knowledge used to engage future directions for MQ students and staff Dr Donovan will highlight Indigenous Knowledge through culture and knowledge sharing by linking these practices to MQ Curriculum Architecture and graduate outcomes. He will highlight the unique value that can be attributed to Australian Indigenous Knowledges when examining students professional and future growth. Examples linking across whole of university curriculum will be drawn upon to highlight these inclusive practices.	Dr Michael Donovan
10.25am	Changing History: Perspectives on Accessibility and Disability Despite disability and neurodiversity being a constant feature of human experience, disabled and neurodiverse people remain understudied and underrepresented in history and archaeology. The presentation will set out a series of initiatives taken in 2021 to address exclusion of disabled and neurodiverse people from the study of the past: advocacy and activism; a theme at a major Australasian academic conference; and social media initiatives.	David Chapman Hannah Vogel

10:35am	<p>Developing an inclusive learning environment for students with vision impairment</p> <p>Students with vision impairment enter University after experiencing not only the national curriculum, but also the expanded core curriculum which has provided instruction in disability specific skills and techniques to meet their access needs. While at university, it is vital that students are ensured a tertiary learning journey where access is delivered seamlessly. This presentation will allow participants to experience simulations of vision impairment, the essential components of the expanded core curriculum, and the pedagogical approaches that will ensure vision impairment remains a disability of access rather than a barrier to university life.</p>	<p>Associate Professor Kathleen Tait</p> <p>Dr Sue Silveira</p>
10:45am	<p>Workshop activity</p>	<p>Emcee</p>
10:50am	<p>Engineers: re-defining the stereotype</p> <p>To select a career, we compare its image with our self-view and our socially constructed identities - which are all shaped by cultural prototypes. So, it is not surprising to see that the image of an engineer, which continues to be masculine, is incompatible with the traditional notions characterising women. This has resulted in the gender gap we still witness in the engineering field. We need to change gender stereotypes around women and engineering to portray an inclusive image for engineering and engineers. This is key to turning the conversation to the value of diversity and gender inclusion in engineering.</p>	<p>Dr Noushin Nasiri</p>
11:00am	<p>Showing up: Creating safe spaces for LGBTQ+ students</p> <p>Young LGBTIQ+ people experience bullying and harassment at higher rates to other students on campus, across the higher education sector and more broadly in public and community spaces. Staff share the responsibility of creating safe spaces for students as they transition through multiple learning environments over the course of their time studying. Teaching staff, departments and faculties must create positive and systemic changes by showing up in tangible ways. The power of creating lasting impacts will be discussed through the framework of visibility, education and engagement.</p>	<p>Sophie Curtis</p>
11:10am	<p>Question and Answer Session</p>	<p>Emcee</p>
11.30am	<p>Break</p> <p>On campus attendee morning tea</p>	
11.50am	<p>Video: Student voice (reflections)</p> <p>Workshop activity</p>	<p>Emcee</p>

12:10pm	<p>Keynote address</p> <p>Teaching beyond privilege</p> <p>Privilege means a special advantage or right derived from our social status such as wealth, family, gender, and ethnicity. Privilege is referred to as a sense of gratitude but also as power and control. In this keynote, TED Speaker Prof Haski-Leventhal will discuss the need to recognise our own advantages and those of our students, to create a classroom that is inclusive beyond privilege.</p>	Professor Debbie Haski-Leventhal
12:30pm	<p>Narrative pedagogy: using storytelling to promote inclusive practice</p> <p>Learning from personal stories has probably been most impactful on my career as an educator and my pursuit to develop future health professionals committed to provision of inclusive health care. As Teddy Roosevelt said, “nobody cares how much you know until they know how much you care”. Respecting our ancestors, we recognise the power of storytelling or narrative pedagogy in shaping our learning for work and life. Our students learn from analysing and reflecting on stories, and developing knowledge, skills and attributes to create and shape their own future (story).</p>	Professor Catherine Dean
12:40pm	<p>Workshop activity</p>	Associate Professor Agnes Bosanquet
12:50pm	<p>“Won’t somebody think of the standards!” - Inclusive Assessment and why we need it.</p> <p>A core part of university learning and teaching is assessment. But the standards, modes, and language of assessment are not neutral – they rest upon the shibboleths and “cultural” knowledge of Higher Education. Worse than this, they are hidden to us and our students. The privileged move comfortably through them unaware of their advantage, and the under-privileged try to learn to navigate them all the while thinking difficulty and failure is a personal shortcoming. In this paper I will highlight how frequently the hidden pedagogy behind assessment is exclusionary, and how it creates an alienating culture for minority students. I will also suggest some starting points for a radical rethink of assessment practices.</p>	Associate Professor Albert Atkin
1:00pm	<p>A Colourful Tomorrow in Every Sphere of Life</p> <p>Empathetic education empowers engagement, enlightenment, excellence, and equity... everywhere. Our students’ stories and their collection of experiences and expertise yesterday, is central to our teaching and curricula today, if it is to achieve the learning outcomes that we intend for tomorrow. Empathetic education empowers engagement, enlightenment, excellence, and equity... everywhere.</p>	Dr Prashan S M Karunaratne
1:10pm	<p>Workshop activity</p>	Emcee
1:30pm	<p>Close and thank you</p> <p>On campus attendee lunch</p>	Emcee