

SEDA Spring Conference 2024



Session Title: Embedding EDI in Curriculum Design

Session Type: Research paper (20 mins plus questions)

Main presenter(s): Daniela de Silva, University of Westminster

Co presenter(s): N/A

Session Summary: This workshop will enable participants to familiarise themselves with the EDI checklist used in course and module design at the University of Westminster. The checklist aims to enhance and embed Equality, Diversity, and Inclusion into the course and module structures thus showcasing EDI in the teaching, learning and assessment methods adopted. This interactive workshop will allow participants to try out the EDI checklist and to feedback on its advantages and disadvantages.

Session Outline: Embedding EDI in course/module validation and revalidation workshop

The aim of this workshop is to present to the audience how Equality Diversity and Inclusion have become incorporated in course and module design.

As part of the validation and revalidation process at the university of Westminster, I run collaborative workshops with course and module leaders to support the development of inclusive curricula. A key priority of this process is to enhance the embedding and development of Equality Diversity and Inclusion into the course and module structures and to showcase EDI in the teaching, learning and assessment methods adopted.

In order to achieve this, I share the EDI self-assessment checklist with course and module leaders and facilitate a discussion re different aspects of EDI such as: perspectives from different cultures, diverse reading lists, providing accessible materials in advance, interactive and engaging lectures; choice of inclusive assessments and many more.

The EDI tool operates as a traffic light system where the module leaders mark with green EDI aspects that are already working well, with amber EDI aspects which need enhancing and with red EDI aspects which might need introducing.

Thus, this workshop will enable participants to try out the EDI checklist and feedback on its merits as a meaningful tool for embedding EDI in HE courses.

References: McDuff, N., Hughes, A., Tatam, J., Morrow, E. and Ross, F., 2020. Improving equality of opportunity in higher education through the adoption of an inclusive curriculum framework. *Widening Participation and Lifelong Learning*, 22(2), pp.83-121.

Stentiford, L. and Koutsouris, G., 2022. Critically considering the 'inclusive curriculum' in higher education. *British Journal of Sociology of Education*, 43(8), pp.1250-1272.

VIRNA, R. (2023) Inclusive learning design in higher education: A practical guide to creating equitable learning... experiences. S.l.: ROUTLEDGE.

