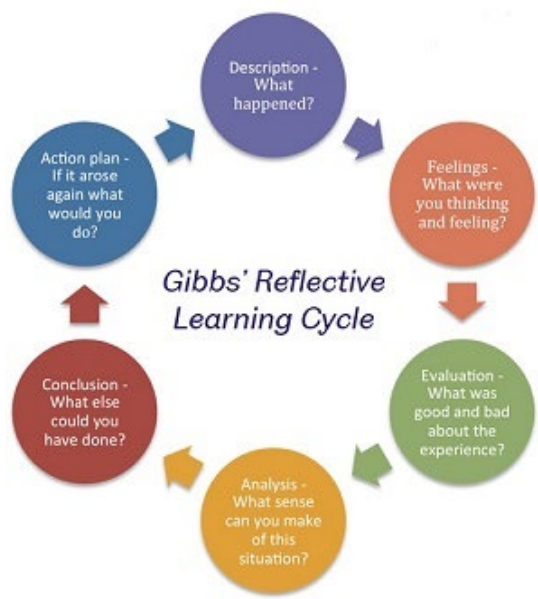


No Alarms and No Surprises

Dr Claire Garden
School of Applied Sciences
[@geoffismycar](#)



Adapted from

Gibbs G (1988). Learning by Doing: A guide to teaching and learning methods. Further Education Unit. Oxford Polytechnic: Oxford.



Learning Science @Lea... · 31/05/2019

Loving the #4wordpedagogy hashtag going round! Here's some which particularity resonated with us:

- [@amy_nusbaum](#): Stoke fires, not fear
- [@WarwickLanguage](#): Care enough to change
- [@geoffismycar](#): No alarms, no surprises
- [@MissySloat](#) Helping build student agency

Interaction icons: a speech bubble, a refresh icon, a heart with the number 2, and an upload icon.

Reasonable alternatives to written assessment

- Context: 2010, student with **visual impairment**
 - **Assumed** recording suitable alternative to essay
 - Cannot scan what had already been said
 - Action: negotiated structured oral test
 - Based on own outline already submitted
 - Lesson: Ask!!
 - LTA resource bank:
<https://staff.napier.ac.uk/services/dlte/LTA/resources/Pages/resources.aspx>
- Context: 2018, research student with **dyslexia**
 - MRes **written** thesis assessment
 - Alternatives?
 - Appropriate at stage?
 - Test learning outcomes?
 - Own work?
 - Process?
 - Asked student's wishes – no surprises!
 - Action: written literature review, *viva voce*: presentation of results, discussion
 - Pass!!



Supporting tertiary students with disabilities: individualised and institution-level approaches in practice

How accessible are lectures and exams? What is the point?

- Context: new MSc module 2012 for largely **overseas** cohort
 - How to assess?
 - Exam for ID verification purposes
 - First time studying in UK
 - Want to probe L11 learning outcomes, not recall or understanding of obscure English
 - Action: Seen exam with based on supplied journal article
 - Module still rated well by students in 2019
- Context: 2019, **mental health**/ workload problems at an all time high
 - Why do we make students sit exams? – no surprises at assessment stage

CBE—Life Sciences Education
Vol. 15, 1–16, Summer 2016

Article

Cognitive Difficulty and Format of Exams Predicts Gender and Socioeconomic Gaps in Exam Performance of Students in Introductory Biology Courses

Christian D. Wright,^{†‡} Sarah L. Eddy,^{§†} Mary Pat Wenderoth,^{||} Elizabeth Abshire,^{||} Margaret Blankenbiller,^{||} and Sara E. Brownell^{†*}

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Submitted December 3, 2015; Revised February 10, 2016; Accepted: February 16, 2016
Monitoring Editor: Debra Tomanek

Lectures, Problem Based Learning & Lego Serious Play

- Context: 2018, Lego Serious Play based Level 7 tutorial
 - Build **metaphors** of scientific ideas
 - **Share** story of build with **group**
 - Feedback: consider the student who is not neurotypical
 - Action: 'free pass' allowed for any student that wants it on any round
 - Action: brief students beforehand who are likely to need a 'heads-up'
 - **No surprises**
- Context: 2019, PBL- based lab course at Level 7
 - Information released to students over a period of three weeks
 - In the moment **group reading**, **planning** and **discussion** expected
 - Not accessible for many students with learning profiles
 - Action: information available two days in advance for those that want it on Moodle.
 - **No surprises**

INTERNATIONAL JOURNAL OF INCLUSIVE EDUCATION, 2018
VOL. 22, NO. 6, 594-605
<https://doi.org/10.1080/13603116.2017.1390003>

Routledge
Taylor & Francis Group

Check for updates

Pedagogical intersubjectivity, autism and education: can teachers teach so that autistic pupils learn?

Carmel Conn

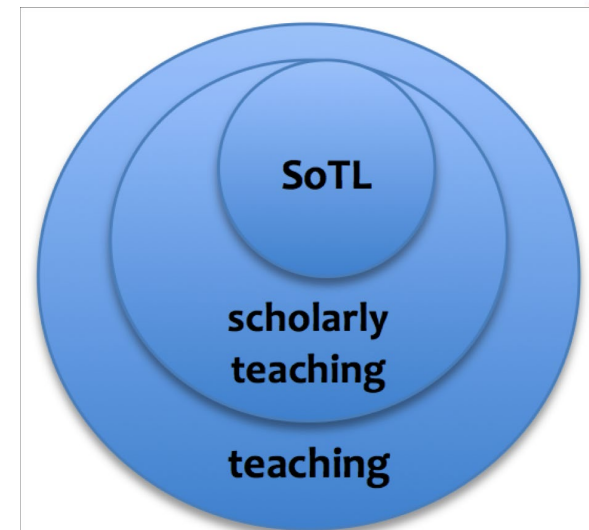
School of Education, Early Years and Social Work, University of South Wales, Newport, UK



<https://www.flickr.com/photos/gardner67/33199909371>

What Now?

- How can I behave more inclusively?
 - Wear a microphone
 - Non-gendered pronouns
 - Be explicit about why and how something is being taught/ assessed
 - Make space to keep asking/ listening
- Economic accessibility
 - Do students really need to print their projects/ posters?
 - Should students travel long distances to study?
- Mental health and resilience
 - Model and articulate boundaries and self-care
 - Prioritise signposting and open discussion
- Contribute/ share to scholarship on inclusivity



<https://my.vanderbilt.edu/sotl/understanding-sotl/why-sotl/>