

Making the 'case' for a curriculum infusion

linking academic course content to
equality diversity and inclusion [EDI]
topics.

Vicky Collins and Daniel Devane



Outline

Key topics discussed
in this presentation



Where EDI is embedded in our curriculum and where it isn't...



The needs of a UG Pre-sessional English cohort and the case study genre



Written task design: Identifying an EDI-related theme, a tool for analysis, and developing artefacts



Student realisation of the task and perceptions



Your reflections on embedding EDI into the EAP curriculum



Where is **EDI**
embedded in our
curriculum?

Where we felt EDI was addressed..

- Modes of delivery are accessible [online and face to face, with comparable experiences]
 - Content adheres to best practice for accessibility
 - Teaching and learning planned to consider the needs of different groups i.e. in setting deadlines and the timing of taught classes.
 - A range of assessments types and autonomy of choice offered at different junctions
- Feedback encourages a reflective approach
 - Students exposed to a range of culturally challenging views, opinions and contexts through input materials
 - Students could see themselves reflected in the curriculum [e.g testimonials, assessments where students can draw upon their own background]

Inclusive TEACHING OR Teaching INCLUSION

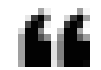
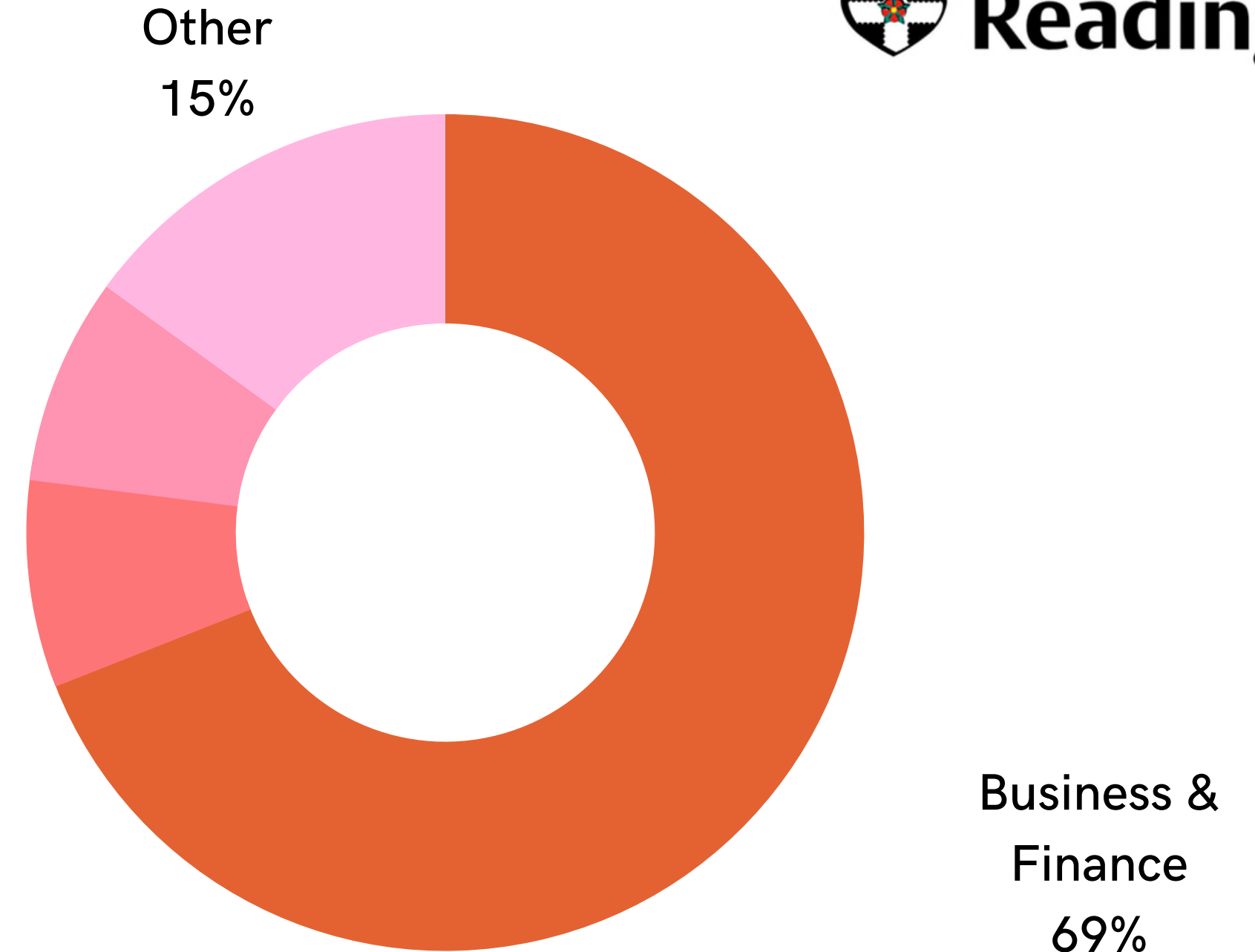
Pre-sessional English programme design

In order to prepare students most effectively for their target academic contexts, the University of Reading PSE Programme design is Genre-informed, integrating:

- explicit awareness of the concept 'genre' as a framework by which to understand degree-programme writing expectations
- awareness of the range of academic genres via which knowledge is constructed and communicated
- understanding of how text purpose and audience guides decisions about content, organisation, lexis and syntax
- practical understanding of (i.e. experience using) a subset of university genres
- development of skills for independent genre analysis which students can utilise in target degree-programme contexts to decode the expectations of tasks and assignments.

Pre-sessional English Undergraduate student cohort [2022]

Degree discipline desinations



The approach to EAP
must be highly
contextualised



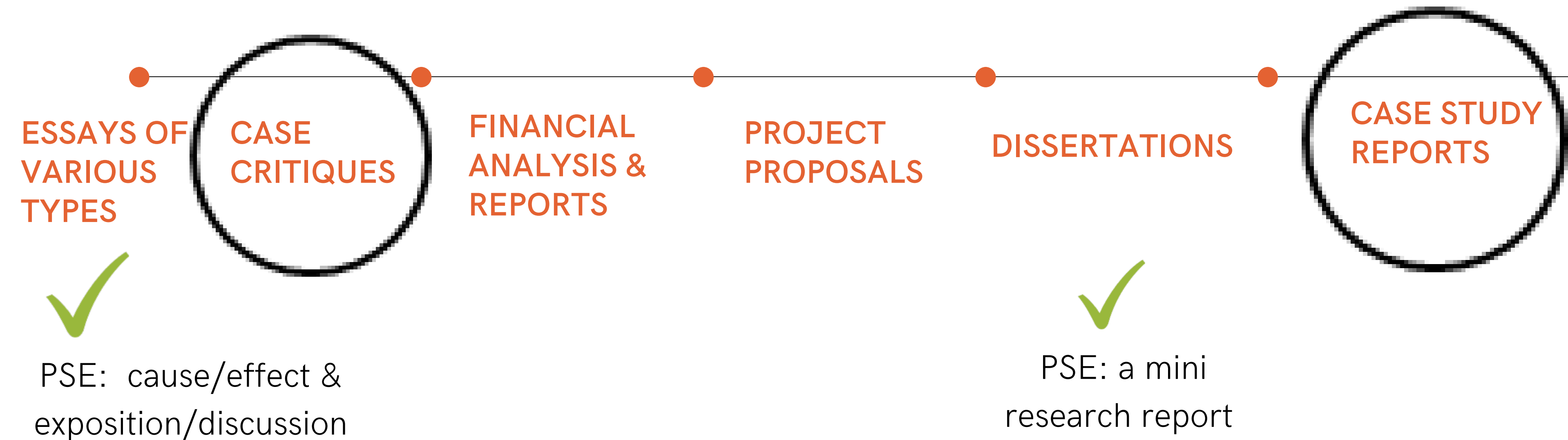
Baleap, 2022
(BAS Accreditation
Handbook)



Materials and tasks are
appropriate
to the specified academic
context(s)



Examples of written genres in the specific academic context: business degrees



Case report writing

“ The cases themselves comprise descriptions of company characteristics and actions in specific situations. They are often factually based, incorporating an embedded problem and generally presented in documentary form... Business students respond to these cases in a variety of ways...including case reports. ”

(Nathan, 2013, p. 58)



Case studies

Nesi & Gardner, 2012



SOCIAL PURPOSE

to demonstrate/develop an understanding of professional practice through the analysis of a single exemplar

STAGES



description of a particular case, often multifaceted, with recommendations for future actions

NETWORKS



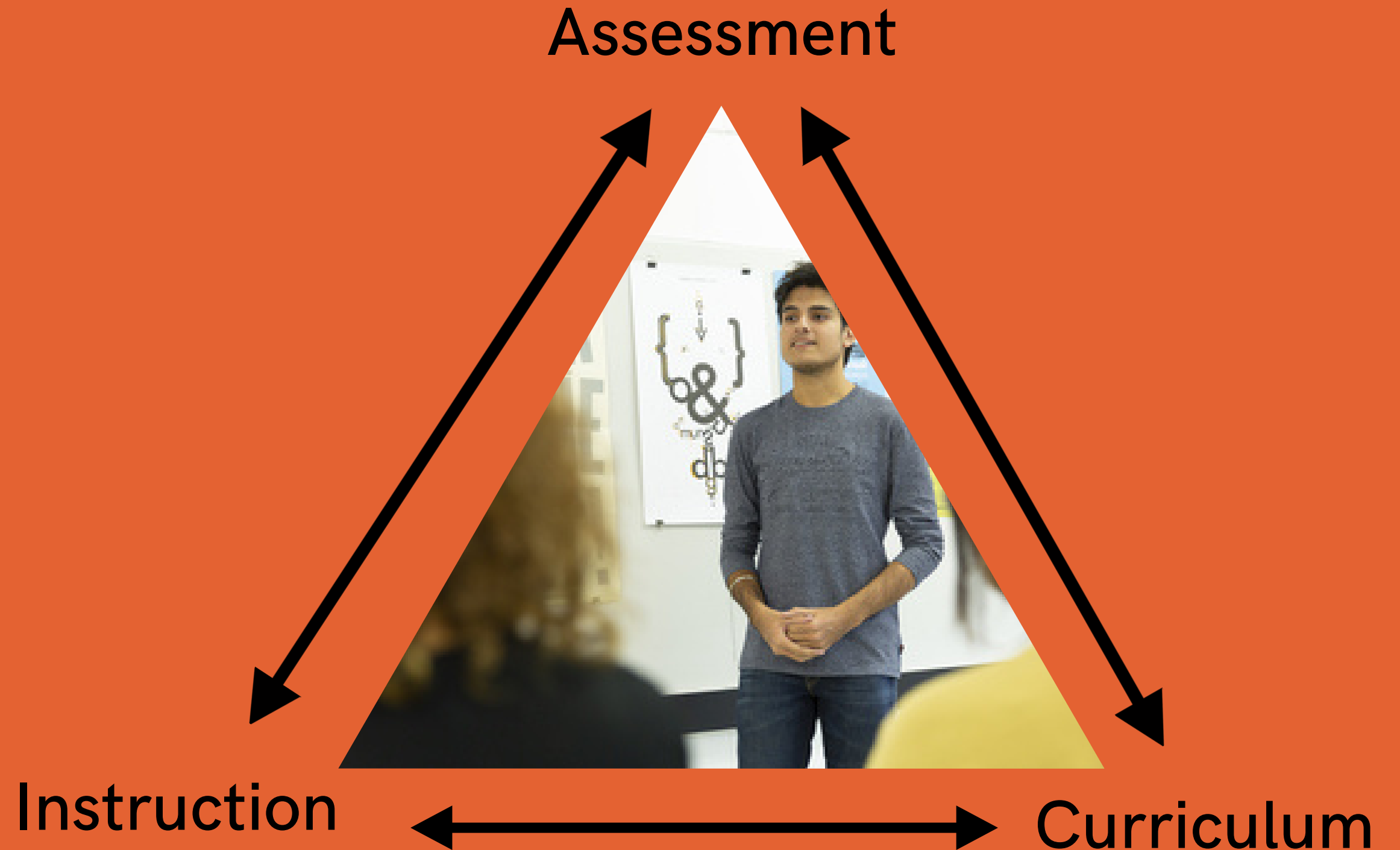
typically corresponds to professional genres
e.g business, medicine and engineering

EXAMPLES



business start-up, company report, organisation analysis, patient report, single issue

Developing the written assessment task

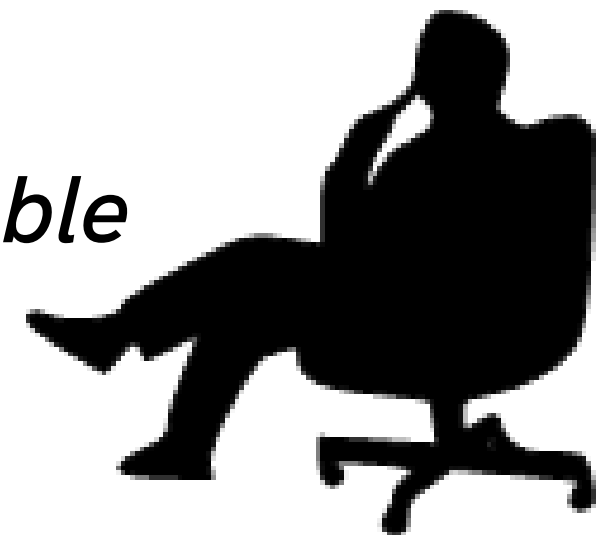


Analyse a real-world situation or problem and develop recommendations for future action

What situation is meaningful and relevant to the context and the cohort and raises awareness of EDI-related themes?

Use academic knowledge in analysis and problem solving

What business concept or framework would enable analysis?

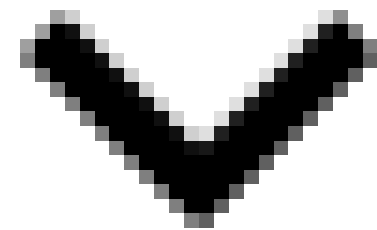


Analyse a real-world situation or problem and develop recommendations for future action

..... and raises awareness of EDI-related themes?

Use academic knowledge in analysis and problem solving

i.e a business concept or framework that UGs will encounter on their main degree



Employment:
recruitment and
selection

SWOT analysis: perspectives of
Ethical, Legal and Business

The university e.g the
library?

Gender, race and
disability



Building the 'case' to analyse



FACT OR
FICTION?

both really ..

'factually based'..

1.Examine: how 'Wickham University', specifically its library, employs new staff.

2.Draw on:

A.Recruitment and Selection Policies and Processes

B.Diversity and Inclusion Principles and Guidelines

C.Case Study Information (5 artefacts)

3.Decide: how well 'Wickham University' is meeting diversity and inclusion principles in its processes, including from the following perspectives:

A.Ethical

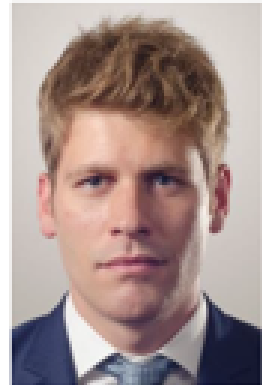
B.Legal

C.Business

Source material i.e the 5 Artefacts



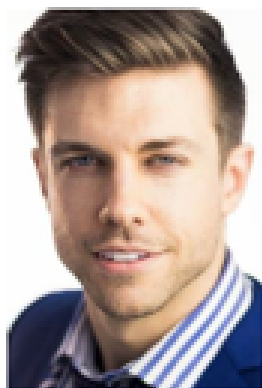
4. WICKHAM UNIVERSITY LIBRARY STAFF



Dick Tate
Library Services Manager



Sandy Beech
Assistant Services Manager



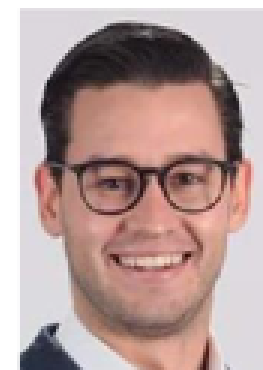
Jack Pott
Librarian



Horace Cope
Librarian



Russ Tinayle
Technologist



Felix Cited
Archivist

Wickham University 20XX

5. RESIGNATION EMAIL

From: Kaye Oss <kaye.oss@wickham.ac.uk>
Sent: Monday 08:59
To: Dick Tate <dick.tate@wickham.ac.uk>
Subject: Letter of Resignation

Dear Dick,

It is with reluctance that I am emailing to inform you that I wish to resign from my job as a University Librarian at Wickham University Library to seek a more rewarding and inclusive position elsewhere. Please accept this as my formal letter of resignation and termination of our contract. As stated in the terms of my contract, I am providing you with 6 months' notice of my intention to leave.

Whilst I have learnt a lot about myself and my skills during my 3 months at Wickham University Library, I am afraid that it is impossible for me to continue working here. I feel that I have no choice but to resign due to my recent experiences regarding fundamental breaches of contract. These breaches have left a lasting impact on me.

I consider these breaches to be unreasonable on your part, which is indicative of the persistent toxic working culture of the library team as a whole and the environment of hostility towards minorities. I cannot continue working under these conditions, especially as the problems I have raised have not been dealt with.

I appreciate the time Amira, and university colleagues, have spent training me and believe that the skills I have gained will be useful in the future. It is sad that I cannot say the same for all library colleagues.

I apologise for any inconvenience this may cause. However, I will ensure an effective handover to the colleague who replaces me.

I would be grateful if you could acknowledge this email at the earliest opportunity.

I look forward to hearing from you.

Regards,
Kaye

Kaye Oss
University Librarian

Applying a SWOT analysis to the case



S

What Wickham University does well in terms of EDI

W

What Wickham University does poorly in terms of EDI

O

The potential for improvement in terms of EDI

T

Any external factors that may be problematic

...using the artefacts and a synthesis of
reading sources in the course

Final task

Write an individual case study report of 800 words which analyses the recruitment and selection policies of a university. You will need to examine how far the current practices of the university meet equality, diversity and inclusion (EDI) principles by applying a SWOT analysis.

Your report should contain an executive summary, introduction, findings & discussion, and recommendations.

Include your list of references



Measurable Learning Outcomes

LO1 Attribute sources accurately within texts they produce using appropriate in-text and end of text citation methods

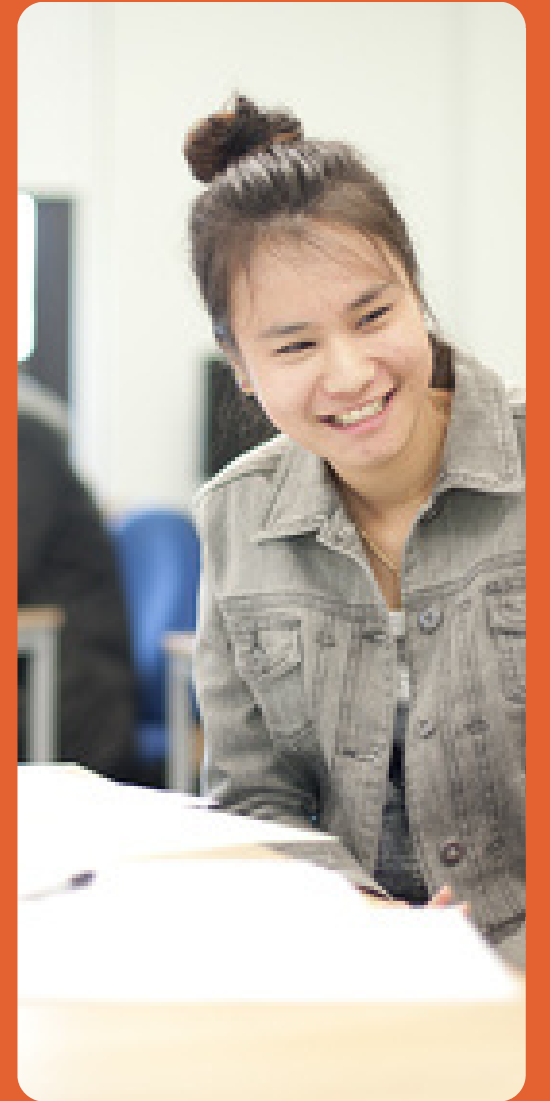
LO2 Identify ideas and arguments from academic sources to critically evaluate a real world example or 'case'

LO3 Apply given criteria for analysing a real world example or 'case'

LO4 Use genre-appropriate organisational and linguistic features to complete a written academic Case Study report

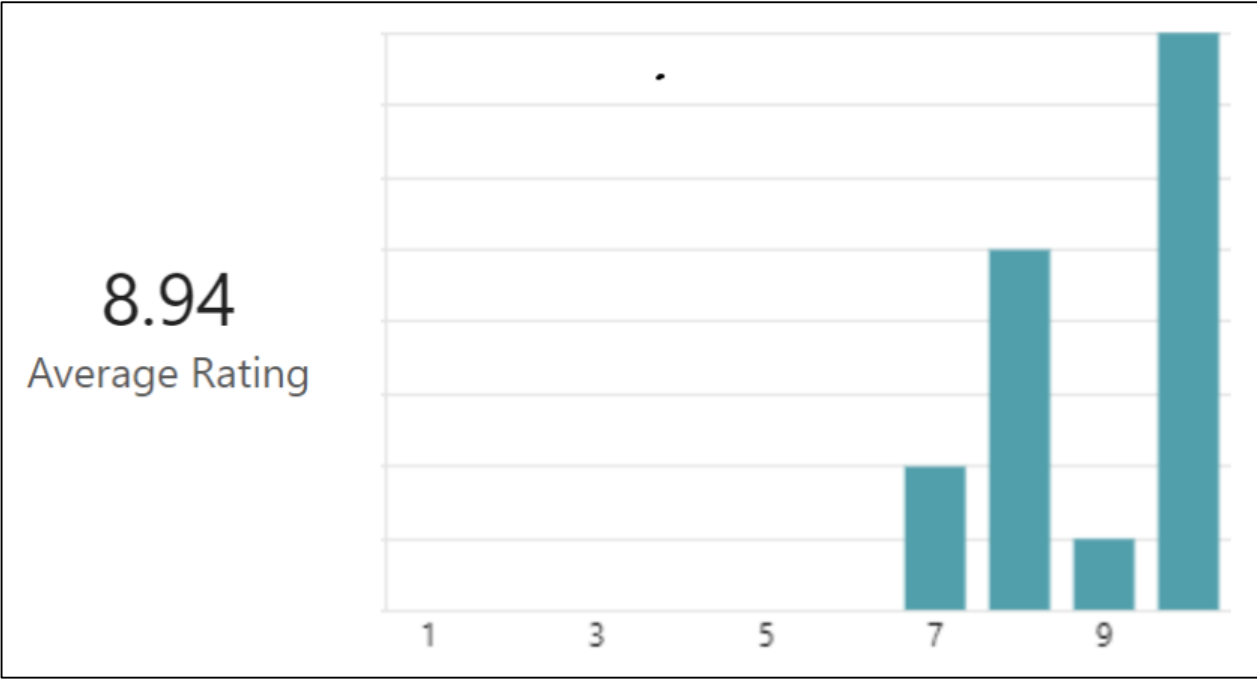
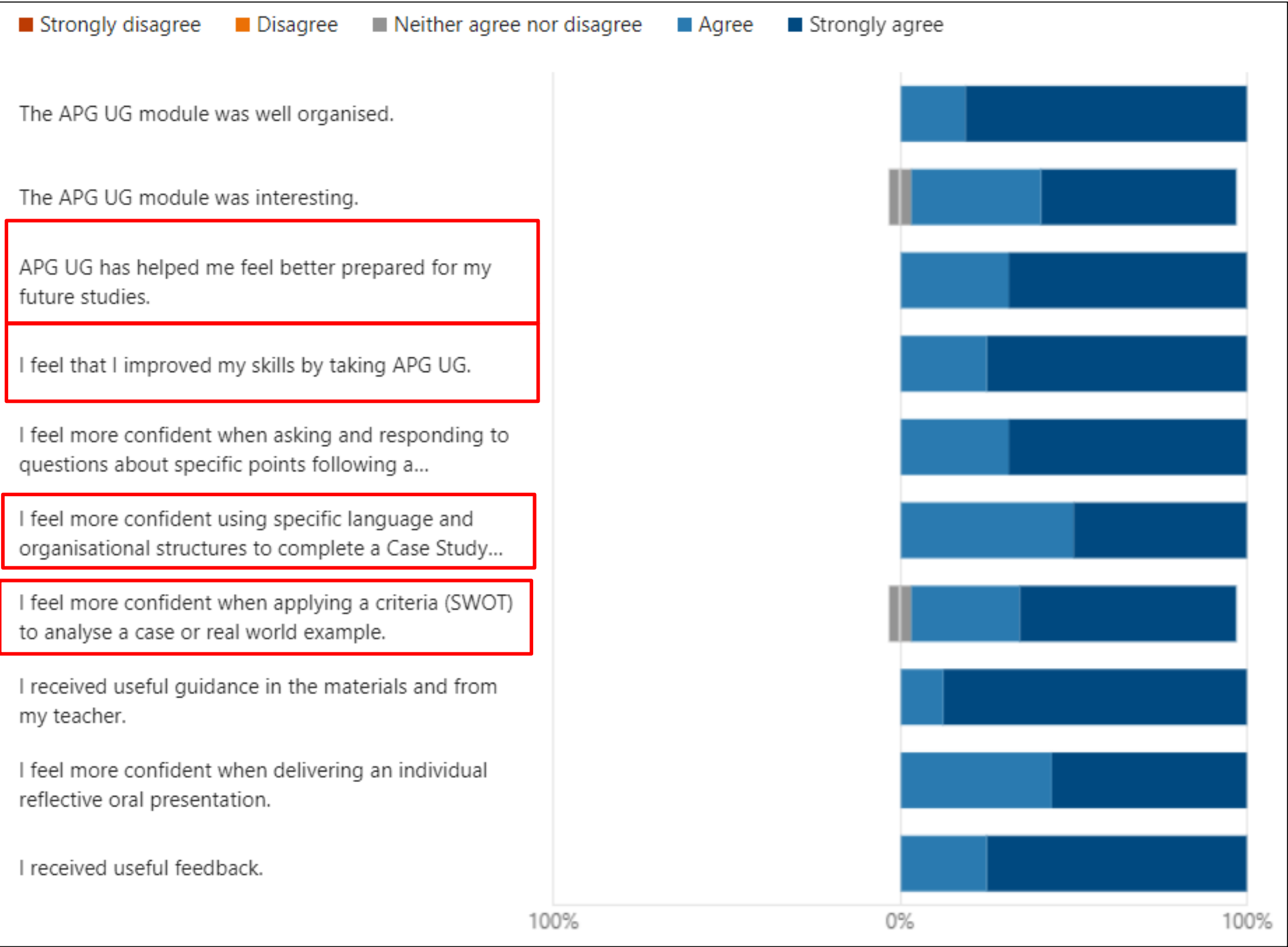


Realisation of the task and student perceptions



The first step in Wickham's success in diversity is the fact that approximately 75 people of different nationalities work on its academic teaching staff (ISLI,2022). Academic teaching staff from different regions can make schools more diverse and inclusive. Teaching staff can feel that their culture is respected here, which helps to improve their teaching level. Wickham's diversity will also help to attract more talented international students, which will enhance the university. This will not only improve diversity and inclusion in schools, but also improve student satisfaction with teaching. When international students are faced with teachers from the same country, they feel more friendly and happy, which encourages students to work harder (Lowes et al., 2004). good for the university development. Besides, many of its non-academic support staff

Feedback [1]




Response rate to
evaluation survey: 62%


APG = name of module: Academic Practices and
Genres

Feedback [2]


What surprised you most about the module?




It taught us to think critically and for us to learn to analyse things for ourselves which I thought was good



Learning about report writing, I thought that we would learn about some writing or reading skills



I thought the report would be so difficult, but actually we were given a lot of useful information



I thought we would only learn about essays but actually we discovered different types of writing and it was amazing

References



Advance HE. (2018). Embedding equality, diversity and inclusion in the curriculum: A programme standard [Slides]. Advance HE. Retrieved from <https://www.advance-he.ac.uk/knowledge-hub/embedding-equality-diversity-and-inclusion-curriculum-programme-standard>



Baleap. (2022). *BAS Accreditation Handbook*. Retrieved from <https://www.baleap.org/wp-content/uploads/2022/03/BAS-Accreditation-Hbook-v9x.pdf>



Nathan, P. (2013). Academic writing in the business school: The genre of the business case report. *Journal of English for Academic Purposes*, 12, 57-68.



Nesi, H., & Gardner, S. (2012). *Genres across the Disciplines*. Cambridge



Questions for reflection

Embedding EDI into the EAP curriculum

a

One of the questions asked about embedding EDI into the curriculum is '*Where do I begin..?*' What obstacles and affordances does the EAP curriculum bring?

b

Can you think of other EAP tasks (written/spoken) which would involve students with concepts around EDI?

c

Are the expectations of EAP practitioners realistic in terms of how far we can rethink, and reconstruct curricula to meet wider institutional objectives e.g embedding EDI related topics