Pedagogical Equity & Inclusive Teaching: Advice for Tutors

Dr Huw Griffiths
Social Inclusion Coordinator, FASS

Dr Kieryn McKay
Project Manager, The LINK Project, FASS
Introductory Exercise

[Redacted text]

How do [redacted text] and [redacted text] structure our experience of film? This unit provides an introduction to elements of film making and viewing, moving through an exploration of their audience. We will consider [redacted text] in relation to the history of film. We will consider films in a variety of cultural and historical contexts, from early cinema to YouTube, and introduce a series of "case studies" to explore historical, cultural and [redacted text] of film production and [redacted text].

Looking at this excerpt from a Unit of Study description in the FASS Handbook:

1. Can you identify every piece of information that is missing?

2. How much information did you have to contribute to make sense of this material?

3. Why do you think we redacted these particular pieces of information?
Intro Exercise: Non-Neutrality in Academic Discourse

**ENGL1011** Introduction to Film Studies

*Credit Points:* 6  
*Session:* Semester 2  
*Classes:* 1x2hr lecture/week, 1x1hr tutorial/week  
*Assessment:* 1x1500wd Reflective Journal (30%), 1x1000wd Film Sequence Analysis (25%), 1x2000wd Research Essay (35%), Tutorial Participation (10%)  
*Mode of Delivery:* Normal (lecture/lab/tutorial) day

How do form and style structure our experience of film? This unit provides a critical introduction to elements of film making and viewing, moving through an exploration of formal components of film to consider film aesthetics in relation to the history of film scholarship. We will consider films in a variety of cultural and historical contexts, from early cinema to youtube, and introduce a series of "case studies" to explore historical, cultural and material contexts of film production and consumption.

**Reflective Questions**

1. How much did your general academic cultural capital contribute?
2. Did your knowledge or lack thereof about film help you to decode the unit description?

**Remember!** This is a first year unit designed for students who have never before studied film...
Diversity in the Classroom

– Diversity is an asset not an obstacle to standards

– Diversity in the classroom benefits ALL students (Millem 2003)
  – greater relative gains in critical and active thinking
  – greater intellectual engagement
  – greater academic motivation
  – and greater relative gains in intellectual and social self-concept

– We improve excellence by increasing diversity
## Diversity at The University of Sydney (2010)

<table>
<thead>
<tr>
<th>Equity Group</th>
<th>Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous</td>
<td>0.71%</td>
</tr>
<tr>
<td>Disabled</td>
<td>3.04%</td>
</tr>
<tr>
<td>Non-English Speaking Background</td>
<td>4.05%</td>
</tr>
<tr>
<td>Regional</td>
<td>5.22%</td>
</tr>
<tr>
<td>Remote</td>
<td>0.15%</td>
</tr>
<tr>
<td>Low SES (State) All Ages</td>
<td>7.49%</td>
</tr>
</tbody>
</table>
Diversity in Higher Education in Australia (2009)
Our Context: Low-SES Barriers to Success in HE

Low-SES background students suffer disproportionately from the following barriers to achievement in higher education:

- financial stress
- first in family
- negative perceptions of academic potential
- lack of helpful guidance and career support
- less effective higher education transition
- lack of familiarity with academic culture, discourses and practices
- HE environment is alienating and sometimes hostile
- academic systems, processes and discourses are not socially neutral
- our education system tends to displace and exclude the cultural knowledges, skills, and capital of low-SES background students
Toward Pedagogical Equity: Target Barriers to Success

The Imperative:
- Teachers’ authority has power
- How disciplines construct students’ learning impacts on how their existing knowledges and skills are valued
- Classrooms should work toward pedagogical equity for all students

Target barriers:
- low-SES background students have less familiarity with academic culture, discourses and practices
- the university environment is alienating and sometimes hostile for low-SES background students
- academic systems, processes and discourses are not socially neutral
- our education system tends to displace and exclude the cultural knowledges, skills, and capital of low-SES background students
Inclusive Teaching: General Advice for Equity

1. **Recognise** your power

2. **Identify** exclusionary practice:
   a) embedded within your teaching
   b) embedded within your discipline

3. **Dismantle** and **realign** your own hierarchies of knowledge

4. **Create** a safe environment that is an equitable space for learning

5. **Encourage** your students’ voices

6. **Support** and develop students’ existing resources

7. **Cultivate** your own reflective practice


References


