Digitally Supported Inclusive Teaching Self-Evaluation Tools

Self-evaluation tools for teaching and learning support staff

This guide contains **two tools** to help you **review your practices** and **plan further developments** in enhancing how you use digital tools to support diverse students.

All of these tools are supported by **guidance and case studies in the** [**Digitally Supported Inclusive Teaching Toolkit**](https://ctl.ox.ac.uk/digitally-supported-inclusive-teaching-toolkit)**.**

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# About the self-evaluation tools

## What can you use these tools for?

These tools are to help you and your colleagues to:

* Get a **quick overview of your strengths and weakness** in supporting students with different needs against a set of ten digitally supported inclusive teaching practices
* Make it easier to **have constructive conversations with colleagues** in your course, programme or department about digitally supported inclusive teaching
* **Prioritise and plan practical actions** that you can take to implement and enhance digitally supported inclusive teaching
* Get a better sense of **what obstacles some of your students may face** that could be minimised using digital tools
* **Discover help and guidance** that is available to support digitally supported inclusive teaching at Oxford
* **Engage students in conversations** about how digitally supported inclusive teaching can support their learning

## Who can or should use these tools?

These tools are for you if you in any way support teaching in Oxford. This includes:

* heads of department/faculties
* programme/course directors
* individual lecturers
* administrators
* librarians
* IT support services
* learning technologists.

If you are one of these people, you can start using these tools today to get a better sense of where you are and what also you can do.

But ideally, you will use them to have conversations with colleagues or as a whole department or teaching programme or course team. We hope that you will use them in team or department meetings and maybe even assign someone to coordinate your collective efforts.

## What are these recommendations based on?

We cast a wide net when compiling these recommendations and tools. The recommendations are based on:

* student and staff surveys at Oxford
* student surveys from other UK universities
* case studies from those teaching at Oxford
* a survey of most common accommodations recommended by the Disability Advisory Service
* existing guidance and checklists available at Oxford
* research from the wider Higher Education sector

Further information can be found in the toolkit [ORLO](https://ctl.ox.ac.uk/digitally-supported-inclusive-teaching-online-reading-list).

## Digital tools we recommend

We have several centrally supported tools at the University of Oxford that can be used to make a more inclusive environment. Our recommendations focus on these. In particular, our recommendations are based on using the following tools:

* Canvas
* Panopto
* ORLO
* Ally
* Sensus Access
* Teams and Office 365.

It is possible that your department or programme uses other digital tools. All of these recommendations can be adapted to other tools as well.

# Tool activities

No matter how much time you have available, you can get started using the two tools now.

## 5 minutes

Even if you have only 5 minutes, you can still make a meaningful difference.

1. Jump straight to the **Quick self-evaluation tool**
2. **Check yourself against the 10 prompts**
3. Identify what you can do next, and ideally **schedule time** in your calendar to implement this action, or even make time to carry out one of the longer collaborative activities suggested in this toolkit.

## 15 minutes

In a department / course / programme meeting if you have 15 minutes:

|  |  |  |
| --- | --- | --- |
| Step | Time | Action |
| **1** | 3 min | Individually complete the [**Quick self-evaluation tool**](#_Tool_1:_Quick)for your course / programme. |
| **2** | 7 min | **Compare your results** with the colleague next to you. |
| **3** | 2 min | Together, identify **one item** you both think needs work. |
| **4** | 3 min | Share with the team and schedule in a time when you will **prioritise these items for further discussion** (eg next team meeting). |

## 60 or more minutes

This is a workshop activity you could do in a programme / course review, departmental meeting, Away Day, etc. Having colleagues with a range of roles in one room will help you to identify whose responsibility it is to implement practices, those who need to work together, and decisions that need to be made collectively. To run this workshop activity, you may find it helpful to print out hard copies of:

* [**Quick self-evaluation tool**](#_Tool_1:_Quick)(A4 size)
* [**Guide to digitally supported inclusive teaching**](https://ctl.ox.ac.uk/a-guide-to-digitally-supported-inclusive-teaching) (A4 size)
* [**Digitally supported inclusive teaching action planner tool**](#_Tool_2:_Digitally) (A3 size)
* [**Resources and support table**](#_Resources_and_support)(A4 size)

The activity below is designed to take 60 minutes, but could be extended for a very large group to allow more time to agree on next steps for a range of different practices.

|  |  |  |
| --- | --- | --- |
| Step | Time | Action |
| **1** | 3 min | Read through each item in the [**Quick self-evaluation tool**](#_Tool_1:_Quick)**.** You might also encourage colleagues to read through the **Guide to digitally supported inclusive teaching** in advance of the workshop. |
| **2** | 10 min | In a small group, **rate your course / programme** against each of the ten items.  As you do so, see if you can identify any specific examples of practice (consider looking at your Canvas course). |
| **3** | 10 min | In your group, **circle the three main items** you’ve identified as needing work that could **most benefit your students’ learning.**  When deciding these, you might find it helpful to reflect on the types of diversity that exist among your students and common barriers to learning. |
| **4** | 2 min | **Choose the item you want to prioritise first for your action planning.** |
| **5** | 20 min | In your group, complete the [**Digitally supported inclusive teaching action planner tool**](#_Tool_2:_Digitally)for this item.  If you have time, do this for the next item that you prioritised, and so on, working through each priority item. |
| **6** | 15 min | Each group shares with the wider group:   * 1-2 **actions you want to prioritise** * **who** will be responsible for leading implementation * **when** you will review and share progress |

## 2 x 30 minute student activities

These are ideas for two activities you can run with students. When running these activities, be aware that students may have different perspectives based on their own experiences, challenges and barriers. Consider giving an option for students to follow up with you anonymously if they feel their specific learning needs have not been included in the discussion. If specific needs are raised with you, it will be important to consider whether these should be considered as standard practice for all students or if an individual adjustment is required.

### Activity 1: Partnering with students to prioritise actions

This activity can help you to **prioritise actions to enhance digitally supported inclusive teaching based on your students’ learning experiences**, so may be useful when used alongside or prior to the 60 minute activity above. If you don’t have time in a session to do this, step 2 could be run as an **anonymous survey** (eg with post-it notes or using Vevox).

For this activity, you may find it helpful to print out hard copies of:

* the [**Quick self-evaluation tool**](#_Tool_1:_Quick)(A4 size) from page 7
* [**Guide to digitally supported inclusive teaching**](https://ctl.ox.ac.uk/a-guide-to-digitally-supported-inclusive-teaching)(A4 size)

|  |  |  |
| --- | --- | --- |
| Step | Time | Action |
| **1** | 2 min | Ask students to read through each item in the [**Quick self-evaluation tool**](#_Tool_1:_Quick) |
| **2** | 17 min | Ask students in pairs / groups to **rank the items** from 1 (biggest positive impact on learning) to 10 (least potential impact on learning). If they are unsure about any of the items, direct them to the more detailed descriptions available in the toolkit [**Guide**](https://ctl.ox.ac.uk/a-guide-to-digitally-supported-inclusive-teaching)**.**  You may want to ask students to cut out each prompt so they can physically move them around on the table into an order. |
| **3** | 10 min | Ask each pair / group to **share their rankings with a rationale for their choice**. Ask them to focus on the top and bottom items to save time. |
| **5** | 1 min | Conclude the discussion by telling your students **how you will follow this up.**  This might range from making a change to the reading list or Canvas course to taking your findings to a departmental workshop (eg the 60 minute activity above) for further action planning. |

### Activity 2: Supporting students to enhance their engagement with digital learning

The aim of this activity is to **engage students in conversations** about how **digitally supported inclusive teaching can support their learning**. It is also an opportunity for students to share effective practices with peers. This activity could also be run as an online poll (eg Vevox).

|  |  |  |
| --- | --- | --- |
| Step | Time | Action |
| **1** | 5 min | Ask students to think for a moment and then note down:  How they **currently make use of digital tools** (eg VLE, online reading lists) and **materials** (eg online resources, electronic handouts, videos) in their learning.  Make this question as specific as you like (eg focusing on educational recordings or reading lists), depending on what you want to find out. |
| **2** | 5 mins | Ask students to share answers in pairs. |
| **3** | 5 min | Ask students to reflect on how they could use these tools and materials to **better** support their learning. |
| **4** | 5 min | Ask students to share ideas again in their pairs. |
| **5** | 10 min | As a whole group, ask students to share **one thing that they will take away and try before the next teaching session or term**. |

# Tool 1: Quick self-evaluation

Use this quick self-evaluation to see where you are at the moment**.** A **more detailed explanation** of each item and how it can benefit students’ learning, is available in the [Guide to digitally supported inclusive teaching](https://ctl.ox.ac.uk/a-guide-to-digitally-supported-inclusive-teaching).

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Yes | Needs work | No |
| 1. Students can access all teaching and learning information through a single portal (eg VLE). |  |  |  |
| 1. Learning materials are accessible (ie not just available as hard copies but also as digital versions that consider accessibility needs). |  |  |  |
| 1. Students have opportunities to prepare for teachings sessions (eg materials are available in advance). |  |  |  |
| 1. Students can review / revisit core content in multiple ways (eg access to slides or recordings after sessions). |  |  |  |
| 1. Different types of educational recordings are available to students (eg pre-recorded videos and recordings of live sessions). |  |  |  |
| 1. Students can easily access expectations, criteria and standards for assessed work (eg information is in one place). |  |  |  |
| 1. Students can access and engage with formative feedback (eg feedback is typed, opportunities to submit work online). |  |  |  |
| 1. Students can access key readings online. |  |  |  |
| 1. Reading lists are designed to support students to prioritise and structure their reading. |  |  |  |
| 1. Students can engage with resources in multiple formats (eg reading lists link to digital media such as video / audio). |  |  |  |

# Tool 2: Digitally supported inclusive teaching action planner

You might find it helpful to print off copies this table as an A3 document that you can use in a workshop.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Item | Who needs to be involved to help implement or enhance this?  (eg Librarian, Course Director, Administrator, Local Canvas Co-ordinator) | What resources / guidance / policies do you need to consult?  (check the ‘Resources and support’ section in this document) | What questions do you need to ask? | How and when can you check on progress? |
|  |  |  |  |  |

# Resources and support

To help you in your action planning, we have compiled a list of resources and support and connected them to each of the ten items. You can also find examples of practice by consulting the Digitally Supported Inclusive Teaching Toolkit [**case studies**](https://ctl.ox.ac.uk/case-studies-digitally-supported-inclusive-teaching-toolkit) and you can find additional resources in the [Toolkit ORLO](https://ctl.ox.ac.uk/digitally-supported-inclusive-teaching-online-reading-list). **For a comprehensive guide to using Canvas, you may find this** [**Canvas course**](https://canvas.ox.ac.uk/courses/12009) **helpful.**

|  |  |
| --- | --- |
| Item | Resources and support |
| 1. **Single portal for all teaching and learning information** | 1. [Canvas](https://canvas.ox.ac.uk/courses/12009/pages/canvas-templates-at-oxford/) templates and template enhancements are available to select when creating / rolling over courses. These offer a standardised format for courses thus ensuring consistency of experience. Templates incorporate recommendations on accessibility and inclusive teaching. They also provide editable guidance on outlining expectations for students. 2. [Guidance for Planning an Inclusive Teaching Course in Canvas](https://canvas.ox.ac.uk/courses/12009/pages/guidance-for-planning-an-inclusive-teaching-course-in-canvas) provides a checklist of inclusive practices to consider when designing a Canvas course and information. 3. This [case study](https://www.ctl.ox.ac.uk/mst-c-course-literary-london-1820-1920) shows how Canvas can be used to structure course materials and activities. 4. The [Centre for Teaching and Learning](https://www.ctl.ox.ac.uk/helpdesk-service) provides support and consultation on the use of Canvas. |
| 1. **Students can obtain accessible materials** | 1. Some simple actions to improve accessibility are outlined in the [guidance on planning an inclusive Canvas course](https://canvas.ox.ac.uk/courses/12009/pages/guidance-for-planning-an-inclusive-teaching-course-in-canvas). 2. The Disability Advisory Service provides [guidance on the provision of learning materials in alternative formats](https://academic.admin.ox.ac.uk/teaching-and-learning-reasonable-adjustments#collapse1800566). 3. [Ally:](https://canvas.ox.ac.uk/courses/12009/pages/ally/) this accessibility tool enables students to access materials in alternative formats at the touch of a button, thus tailoring their experience. Ally also provides guidance to staff on improving accessibility of documents and pages within Canvas. 4. The Centre for Teaching and Learning provides guidance on accessibility, including [accessible Word and PowerPoint templates](https://bit.ly/ox-templates) and tips on [avoiding accessibility issues in Canvas](https://www.ctl.ox.ac.uk/common-accessibility-issues-and-how-to-prevent-them). |
| 1. **Students have opportunities to prepare for teachings sessions** | 1. Oxford [Guidance on the provision of materials in advance](https://academic.admin.ox.ac.uk/teaching-and-learning-reasonable-adjustments#collapse1800556) developed by the Disability Advisory Service outlines how this practice can support students’ learning. 2. The Centre for Teaching and Learning has created [templates for Word and PowerPoint](https://bit.ly/ox-templates) to make it easier for anyone to create more readable and accessible documents. 3. These case studies from [Medical Sciences](https://ctl.ox.ac.uk/using-canvas-for-a-vibrant-flipped-classroom), [Languages](https://www.ctl.ox.ac.uk/small-group-example-flipped-approach) and the [Saïd Business School](https://www.ctl.ox.ac.uk/a-school-wide-approach-to-remote-learning) show different ways digital tools can be used to help prepare students for teaching sessions. |
| 1. **Students can review / revisit core content in multiple ways** | 1. [Panopto guidance](https://canvas.ox.ac.uk/courses/12009/pages/panopto-replay-lecture-capture-service): guidance on ensuring recordings in Canvas are accessible, organised and inclusive is available from the Replay team. 2. The [Replay Lecture Capture Service](https://help.it.ox.ac.uk/replay/) provides further guidance, training, and support on using lecture capture. 3. [Educational recordings policy](https://help.it.ox.ac.uk/replay/faq) answers common questions about lecture capture. 4. This [case study from Chemistry](https://www.ctl.ox.ac.uk/teaching-fundamental-lab-skills-in-a-blended-mode) shows an example of using educational recordings to give students alternative ways of engaging with core lab sessions. |
| 1. **Different types of educational recordings are available to students** | 1. [Panopto guidance](https://canvas.ox.ac.uk/courses/12009/pages/panopto-replay-lecture-capture-service): this includes information on best practice for Panopto, such as use of automated captions. There is also guidance on practical considerations and questions to consider, related to [where and what you will plan to record](https://www.panopto.com/blog/considerations-for-recording-lectures-on-campus-part-1/). 2. [Creating accessible videos](https://www.ctl.ox.ac.uk/creating-accessible-videos) provides a comprehensive list of ways to make videos more accessible and the Disability Advisory Service provides guidance on [access to lecture capture](https://academic.admin.ox.ac.uk/teaching-and-learning-reasonable-adjustments#collapse1800356). 3. [Educational recordings policy](https://help.it.ox.ac.uk/replay/faq) answers common questions about lecture capture. 4. In this case study from [Modern Languages](https://www.ctl.ox.ac.uk/engaging-video-lectures-in-modern-languages), content is presented using videos with subtitles, making the lecture more accessible. This case study from [Precision Cancer Medicine](https://www.ctl.ox.ac.uk/lectures-example-cancer) describes how lectures were divided in short video clips and uploaded on Canvas via Panopto in order to present complex information more efficiently. |
| 1. **Students can easily access expectations, criteria and standards for assessed work** | 1. The Centre for Teaching and Learning provides [guidance on designing inclusive assessments](https://www.ctl.ox.ac.uk/included-designing-inclusive-assessments), which unpacks assessment terminology and key questions. 2. The [Assignment tool in Canvas](https://canvas.ox.ac.uk/courses/12009/pages/creating-assignments/) can be used to provide all information on formative assessment, as well as to accept student submissions. 3. [Peer Review](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-create-a-peer-review-assignment/ta-p/641) assignments in Canvas enable you to assign work to students for review and this [guidance](https://www.ctl.ox.ac.uk/peer-feedback) provides further suggestions for setting up such activities to improve understanding of assessment criteria. This case study from [Computer Programming](https://www.ctl.ox.ac.uk/adapting-programmes-example-programming) shows an example of using peer review in Canvas to support students’ engagement in feedback. 4. The [guidance for planning an inclusive teaching course in Canvas](https://canvas.ox.ac.uk/courses/12009/pages/guidance-for-planning-an-inclusive-teaching-course-in-canvas) provides four key tips for assessment. |
| 1. **Students can access and engage with formative feedback** | 1. The [SpeedGrader](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-is-SpeedGrader/ta-p/13) tool in Canvas allows teachers to provide text/audio/video feedback on assignments, all in one place. It also allows students to comment on feedback (e.g. to ask for clarification). [Guidance on using it is available](https://canvas.ox.ac.uk/courses/12009/pages/grades-and-speedgrader/). Panopto can also be used for audio or video feedback files. 2. The Centre for Teaching and Learning provides short [Oxford Teaching Ideas](https://ctl.ox.ac.uk/oxford-teaching-ideas) on giving [effective](https://www.ctl.ox.ac.uk/giving-effective-feedback) and [inclusive](https://www.ctl.ox.ac.uk/inclusive-feedback) feedback. In addition, the Centre has provided seven ideas for ways to [actively engage students in feedback](https://www.ctl.ox.ac.uk/students-feedback). 3. This [case study](https://www.ctl.ox.ac.uk/adapting-programmes-example-quizzes) shows an example of using Canvas quizzes to provide feedback whilst [this example](https://ctl.ox.ac.uk/using-vevox-for-student-engagement) shows how Vevox can be used to promote both interaction and student engagement with formative feedback within a lesson. |
| 1. **Students can access key readings online** | 1. [Oxford Reading Lists Online (ORLO): Getting started](https://libguides.bodleian.ox.ac.uk/ORLO) provides guidance on setting up an ORLO within the VLE. The Canvas guide provides further information, including [how to link an ORLO list to a Canvas course](https://canvas.ox.ac.uk/courses/12009/pages/orlo-oxford-reading-lists-online?module_item_id=74506). 2. [Digitisation service](https://www.bodleian.ox.ac.uk/collections-and-resources/reading-lists/digitisation-service): The Bodleian Libraries provide a digitisation service for materials not available in digital formats. Digital materials created using this service are accessible to most users. The [Bodleian Libraries’ subject librarians](https://www.bodleian.ox.ac.uk/ask/subject-librarians) can give expert help on how to use particular resources or on locating difficult to find material. 3. The Disability Advisory Service provides [guidance on the provision of materials in alternative formats](https://academic.admin.ox.ac.uk/teaching-and-learning-reasonable-adjustments#collapse1800566). 4. This [case study](https://www.ctl.ox.ac.uk/integrating-written-and-audio-visual-resources-in-an-orlo-reading-list) describes how key reading materials can be organised via ORLO. |
| 1. **Students are supported in prioritising and structuring their reading** | 1. [Guidance on targeted reading lists](https://academic.admin.ox.ac.uk/teaching-and-learning-reasonable-adjustments#collapse1800576) provides information on how structuring reading lists can support students. 2. [Oxford Reading Lists Online (ORLO): Getting started](https://libguides.bodleian.ox.ac.uk/ORLO) provides guidance on using ORLO, including structuring lists. 3. [Designing effective reading lists](https://www.ctl.ox.ac.uk/effective-reading-lists) summarises the key questions to consider when designing reading lists. 4. This case study from [Earth Sciences](https://www.ctl.ox.ac.uk/reading-example-earth-sciences), shows how ORLO can be used to organise students’ readings. |
| 1. **Students can engage with resources in multiple formats** | This [case study](https://ctl.ox.ac.uk/integrating-written-and-audio-visual-resources-in-an-orlo-reading-list) shows an example of integrating a range of written and audio-visual material into ORLO reading lists. |