

A series of thin, black, overlapping geometric lines and polygons of various shapes and sizes, creating a complex, abstract pattern on the left side of the slide.

EMBEDDING EDI INTO COURSE DESIGN

AN INTERACTIVE TOOL
FOR COURSE PROPOSERS

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ECA EDI Co-Director
24 Apr 2024

CONTEXT



- ECA piloted a new **EDI requirement** in all **New Course Proposals** in 2023 Semester 1
- ECA New Course Proposals require two forms: a **EUCLID Template Form**; and a **Resourcing Form**
- The EDI requirement is an item in **Section 1: Academic Rationale** of the Resourcing Form
- **New Programme Proposals** require consultation with the EDI Directorate

ITEM 1.4 EQUALITY, DIVERSITY, & INCLUSION

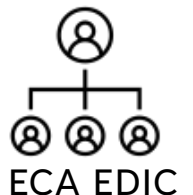
Instruction

Please reflect on ways in which you have considered issues of Equality, Diversity and Inclusion within your course design (e.g., content covered, methods for delivery, diverse authors within the reading list and practitioners cited, strategies for dealing with potentially sensitive subject matter, etc.). [100-200 words]

Please consult the EDI resource **A Quick Guide For New Course Proposers**, created by one of the ECA Directors, which includes prompts, examples and resources to help you think through EDI-related issues and craft a meaningful EDI statement that is specific to your course.

You should also contact your **Subject Area EDI Representative**, who can provide feedback on your EDI statement prior to submission of your course proposal to the Board of Studies.

ToR



EDI STATEMENTS REVIEWED

AY 2023-2024

- As member of ECA Board of Studies
- New Programme Consultations: MA(Hon) x 1, PGT x 1, PhD x 1
- New Course Proposals: x 38 unique courses
- Major Course Change (involving new Resource Form): x 3 courses
- Statement Revisions: x 26 iterations
- Issues: vague, non-specific, boilerplate



This course aligns with Edinburgh University's commitment to equality, diversity, and inclusion as outlined in its Strategy 2030.

We aim our course content to allow for diverse approaches to learning, and to be as inclusive as possible.

The course will actively play a role in creating an inclusive and transformative learning environment in line with the University's vision.

The course delves into crucial matters such as enhancing the student experience through the course's emphasis on a student-centred approach.

This course ensures EDI guidance is adhered to in concern of decolonising and diversifying course level material.

The reading list is EDI aligned, while the structure of coursework and assessment allows for an inclusive learning environment which encourages collaboration, peer-based learning and embraces diversity.



AN INTERACTIVE TOOL



Wishlist

- Build on existing 'Thinking Points' document
- Expand to all ECA subject areas
- Provide examples of what to do & what *not* to do (course-specific vs. generic)
- Interface for proposers to start their statements as they go through the tool
 - Prompts to think through:
 1. Course design
 2. Course delivery
 3. Reading list & Resources
 4. Assessment & Feedback
- Stand out from the sea of documents (.docx, PDF) on ECA SharePoint sites

XERTE

Advantages

- Open-Source (<https://xerte.org.uk/>)
- Hosted by the University
- Browser-based, live updates
- Relatively easy to create/design
- Supports accessibility
- Can be embedded in SharePoint
- Self-contained

Disadvantages

- Requires internet; needs to be hosted
- Can sometimes be buggy
- Appearance can depend on browser window size
- A 'new' platform
- Limited tech help



<https://xerte.cahss.ed.ac.uk>

SharePoint Search this site

CAHSS ECA Handbook Committees SharePoint Accessibility Statement

ECA Handbook

★ Following Site access

+ New Promote Page details ... Published 11/04/2024 Share Edit

ECA Handbook home
New students informati...
New staff information
Buildings, spaces & tec...
Course, programme an...
Training and courses to...
Student representation
Student administration ...
Support and Advice
Equality, Diversity, an...
Committees
Recycle bin
Edit

A Quick Guide for New Course Proposers

Introduction

This Quick Guide aims to help you meaningfully consider EDI-related issues that may arise in your proposed course.

Considering EDI when designing new courses and new programmes should not be onerous. At the same time, nor should it be a tick-box exercise where boiler-plate statements are simply copied and pasted. When EDI-related issues are earnestly considered during the course design phase, both the course quality and students' learning experience improve.

When in doubt, please consult your [Subject Area EDI Representative](#), who can provide you feedback on your EDI statement.

How to navigate this Quick Guide (READ ME)

Navigation controls can be found at the bottom of this window:

- ▶ Takes you to the next section
- ◀ Takes you back a section
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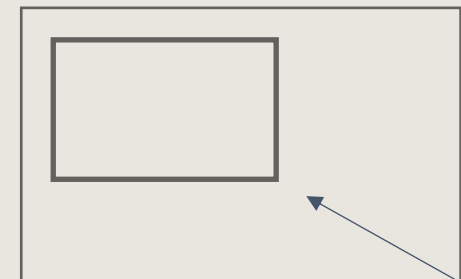
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- ▶ If you are proposing a **NEW COURSE**
- ▶ If you are proposing a **NEW PROGRAMME**
- ▶ About this Quick Guide

THE TOOL



<https://edin.ac/3vKXLJZ>



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▶ About this Quick Guide

Statement Prompts



As you read through the list of prompts, **tick the questions** that you wish to address in detail. You can even **jot down notes** and draft your statement in the area provided at the bottom. On the final page you will be able to **download** a word document of the prompts you've selected and your notes.

EDI-related issues crosscut many aspects of course design and delivery in both obvious and subtle ways. Going through this list of prompts will help you consider many of these aspects, and assess whether or not they have been addressed in your course proposal.

The EDI statement should be around **100-200 words**. It is therefore not expected that you address *all* of these questions. Some questions also may not apply depending on the specific topics covered in your course. When formulating your EDI statement, I recommend that you select 4-8 questions to respond to with **sufficient detail** and in a way that is **specific** to your course.

These prompts are adapted from the following sources:

Moody, J. (July 2019). [*Embedding EDI in the Curriculum: Departmental Toolkit*](#). Advance HE.

Decolonising SOAS Working Group (May 2018). [*Decolonising SOAS Learning and Teaching Toolkit for Programme and Module Convenors*](#).

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unconsciously giving higher marks to students they like)

- ☐ Are there opportunities for students to act as partners in the assessment and feedback process (e.g. peer assessment)?

Your Notes

Any notes or ideas that came to you whilst reflecting on these questions.

Click the download button to save a copy of your answers

 Download



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Course Design

Are there opportunities for students to co-create the course content or to have input in their own learning experience? (e.g. participate in the selection of articles to read or topics to discuss)

Your Notes

Any notes or ideas that came to you whilst reflecting on these questions.

students take turn to bring a topic of discussion at each week's tutorial

Course Delivery

What specific activities in your course provide the opportunities for students to work interactively in diverse and mixed groups?

Your Notes

Any notes or ideas that came to you whilst reflecting on these questions.

The course has 3 group exercises where students are grouped by topics they've chosen independently at the beginning of the course.

Reading List & Resources

Reading list is a mandatory part of all new course proposals, but the actual list can contain more than books and articles, including videos, podcasts, and online resources. Does your reading list or resource list contain a diverse range of materials? How might different media formats contribute to students' learning?

Your Notes

Any notes or ideas that came to you whilst reflecting on these questions.

Whilst reading includes canonical texts (PDFs available via the library); students are required to include at least two different sources published after xxxx exploring different perspectives in their essay. One source can be of alternative format (e.g. video, datasets).

Assessment & Feedback

What supports are in place for students who may feel less confident in their studies?

Your Notes

Any notes or ideas that came to you whilst reflecting on these questions.

For students wishing to practice presenting in front of the class, two practice (rehearsal) sessions are available prior to the final presentation to allow students to become familiarised with the room and format.

Examples that are course-specific



« A » « B » « C » « D » « E » « F » « G » « H »

"This course addresses the ways in which xxx and curatorial practice have sought to address and change the exclusion of individuals and groups. We will explore the ways in which the practice of xxx is implicated in wider societal structures of power, including asking questions about how value is established and who has access to institutional recognition.

Students will be supported to examine the way in which xxx and yyy practice have sought to become more inclusive and better serve aims of equality and inclusion, and to reflect on the success or otherwise of these attempts. Specific case studies will focus on the work of artists and theorists from marginalised groups, and wherever possible will centre the testimony and experience of those artists, bringing critical scrutiny to bear on the claims of others to speak for them."

These are **snippets** of EDI statements that demonstrate what **'being specific to the course'** looks like. These are taken from real proposals, anonymized, and lightly edited. These are NOT the statements in full, especially the shorter examples. Statements need to be 100-200 words.





Examples requiring amendments

Flip the cards over to see the issues with these sentences and recommendations on how they may be improved. The **most common problem is too much telling and not showing**. Don't just say the course will embrace diversity, be inclusive, or encourage collaboration. Explain **how** this is achieved, and with respect to what themes under EDI (and not just 'EDI' in general).

Example 1

“ This course will use xxx software to ensure EDI standards of the University of Edinburgh are met (or EDI guidances are adhered to). ”



Example 2

“ ...a broad range of diverse artists theorists/ authors/ architects and exhibitions/ works/buildings examples are discussed... ”



Example 3

“ The course a with Edinburgh University's commitment to equality, diversity and inclusion as outlined in its Strategy 2030 (”



Annotated Resource List



▼ General Good Practices Guides

- [UoE Library's Diversifying Toolkit](#)

*"This is a guide developed by the librarians to help academics diversity their courses' reading lists and teaching materials. Please note that diversifying includes, but does not necessarily equate, decolonising. EDI themes covered in this guide include **disability**, **gender/sexuality**, **race**, **widening participations**. This guide also contains other guides, including a section on **What other universities are doing**"*

- [Inclusive Language Guide](#)

▶ Design

▶ Architecture

▶ Music

▶ History of Art

▶ Art





FINAL THOUGHTS

What's Next?

- Continuous improvement
- Continuous call for subject-specific resources and case studies
- User feedback

Questions?

Thank you!

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