PROJECT ABSTRACT:
Inclusive teaching practices are essential for ensuring that all students have what they need to succeed at university. Such practices acknowledge, value and are responsive to the wide range of perspectives and experiences that students bring to the classroom and the diversity of student identities represented. However, the volume of potential approaches can be overwhelming - a deterrent to those who simply want to provide the best experience possible for their students. Centres for teaching and learning help to bridge that gap by supporting staff in selecting and applying the most effective practices for their context. One crucial aspect of this support is public-facing online resources. To elevate the support for staff in this area, Te Puna Ako Centre for Tertiary Teaching & Learning (CeTTL) is working on expanding this resourcing. These resources need to be informed by effective models that are being used at other Tertiary institutions, but with connections to our local and national context.

After an initial assessment of Te Puna Ako CeTTL’s current knowledge base and resources, this project will involve an extensive literature search to determine what other provisioning is provided at Tertiary institutions across Australasia. This will involve scholarly and grey literature (including an extensive assessment of web resources from other Tertiary institutions). A key component of this literature review is interpreting and characterising these approaches, and the student will develop a classification scheme to guide this based on the evidence that they have found. Using this new evidence base, together we will determine the most appropriate path forward for Waikato. Finally, a Waikato-specific resource (written and graphical) will be created based on these interpretations, and this will be made available through updates on the Te Puna Ako CeTTL website. This project offers the student a chance to explore social science methods, educational practices that support student inclusion, and have an impact on staff support and effective teaching at Waikato in the long term.

STUDENT SKILLS:
- Passionate about equity, diversity and inclusion
- Interested in effective teaching practices in Tertiary education
- Comfortable working in a team
- Self-starter / independent worker
- Experience conducting literature searches using scholarly databases and the open web
- Comfortable with reading and summarising varied literature types (scholarly, grey literature, and in particular, web material)
- Experience with coding / content analysis would be an advantage (but not required)
- Experience with graphic design software (e.g., Corel Draw, Adobe Illustrator) would be an advantage (but not required)

PROJECT TASKS:
- Initial assessment of Te Puna Ako CeTTL’s inclusive teaching resources
- Literature search for inclusive teaching resources at Australasian institutions (in scholarly and grey literature, and in particular, web resources)
- Development of a classification scheme to characterise inclusive teaching resources
- Make recommendations for an evidence-informed and uniquely Waikato / Aotearoa approach to inclusive teaching resources
- Development of a Waikato-specific teaching resource (written and graphical) that incorporates relevant local (or national, where relevant) data
- Completion of a research poster
- If interested, any others selected by the student that align with their career goals
EXPECTED OUTCOMES:

- Student’s Research Poster (as per clause 6 of the Scholarship regulations)
- Synthesis of existing inclusive teaching resources in Australasia
- Inclusive teaching resource classification scheme
- Waikato-specific inclusive teaching resource (written and graphical)