

## **RACE EQUALITY TOOLKIT: Learning and Teaching**

### **CALL FOR PRACTICE EXAMPLES FROM STEM SUBJECTS**

The current Race Equality Toolkit, developed by Universities Scotland, has very few examples of how race equality is being taken forward within learning and teaching in the STEM subject areas, particularly within science, technology and engineering.

The current Toolkit can be downloaded from:

<http://www.universities-scotland.ac.uk/raceequalitytoolkit/>

The Toolkit is currently being updated by Dr. Rowena Arshad from the University of Edinburgh, with the support of the Higher Education Academy, and it has been recognised that it is important to address this gap. She would welcome any contributions which can be used to exemplify practice in the following areas:

#### **Curriculum content**

Examples of adapting or developing curriculum content (in class as well as e-learning) to enable students (regardless of ethnic/cultural mix; home/international student profile) to engage with the agenda. This might be through:

- Providing opportunities to engage with the concepts of racism, racial harassment and ethnic diversity;
- Using curriculum as a vehicle to alter attitudes and perceptions;
- Providing opportunities to engage with particular topics/areas of study from differing perspectives e.g. by including examples/perspectives from different cultures or countries;
- Integrating race equality issues into the entire degree programme (e.g. Year 1 engages with the issues by raising awareness and Year 2 by offering opportunities for students to discuss different interpretations or approaches to a particular topic ... and so on. Within PG courses, this might happen as part of Semester 1 or 2).

Examples need not have involved extensive changes to practice as small changes or additions can be as effective.

#### **Learning and Teaching**

Examples of how consideration of race equality has been built into, or engaged with, as part of:

- Class environments (group work strategies, laboratory practices);
- Virtual Learning environments (including e-learning);
- Meeting the needs of learners whose first language is not English;
- Recognition of different learning styles ( e.g. due to cultural matters or arising from students entering HE from another education system);
- Placements and field trips;

- Assessment formats.

**Indicative length of case studies**

Contributions should be limited to a maximum of 2 sides of A4 and describe what changes or adaptations have been made to practice, how this seeks to promote race equality in teaching and learning and how the change has been progressed/implemented.

The following information should also be supplied: name, job title/role, department, institution and contact details.

**Submission of contributions/deadline**

Case studies should be submitted electronically to [rowena.arshad.ed.ac.uk](mailto:rowena.arshad.ed.ac.uk) by 31 August 2009.

If contributors would find it helpful to speak to Dr. Arshad to discuss their practice before submitting a case study please contact her initially by email.

**Attribution**

Kindly note that neither you nor your institution will be named in the body of Toolkit text. This is for reasons of consistency with the format of the original resource. However, Dr. Arshad will be happy to acknowledge your contribution in the appropriate appendix if requested.