

Teaching for Equity in Higher Education

6-7 October 2016, 9.30am-4.30pm, Purdue Room

Professional Development Short Courses

The Centre of Excellence for Equity in Higher Education invites participants to develop reflective critical approaches to teaching for equity in higher education. This two-day course will provide participants with the conceptual tools to analyse and deconstruct taken-for-granted approaches that impact on the engagement and success of students from equity backgrounds. It will examine key issues and wider debates contextualised by the experiences of course participants. Sessions will include short lectures, small group work, wider discussion and informal written critical reflection. Drawing on both the research papers set for prior reading and the professional experience of participants, insights and approaches drawing on critical reflective pedagogical approaches will be explored, contextualised and developed. Participants will write short summaries at the end of each day to serve as 'memory pieces' that capture key learnings and inspire continuous critical reflection into the future.

Aims

1. Introduce course participants to pedagogical theories that help shed light on the relationship between teaching and equity.
2. Examine the 'hidden' issues impacting on equity in the context of teaching and learning.
3. Critically discuss participants' professional experiences and practices to make connections between participants' experiences and the set reading/ other related research.
4. Explore and develop critical reflective pedagogical approaches.
5. Produce summative short pieces of writing to serve as inspirational 'memory pieces' that capture key learnings and ideas for future reflection and development.



Outcomes

By the end of the course, participants will have:

1. Engaged with theoretical literature and material to deepen pedagogical understanding of equity issues in higher education;
2. Gained a deeper understanding of the 'hidden' issues impacting on equity;
3. Critically discussed their professional experiences and practices and made connections between their experiences and the set reading/other related research;
4. Explored and developed critical reflective pedagogical approaches; and
5. Produced summative short pieces of writing to serve as inspirational 'memory pieces' that capture key learnings and ideas for future reflection and development.

To register, visit bit.ly/CEEHEcourses