

In – clued – o



Lead your student to success  
through **inclusive** curricular,  
co- and extra-curricular activities!

# In-clued-o game: help your student succeed

Timer: 25 mins left

Timer: 17 mins left

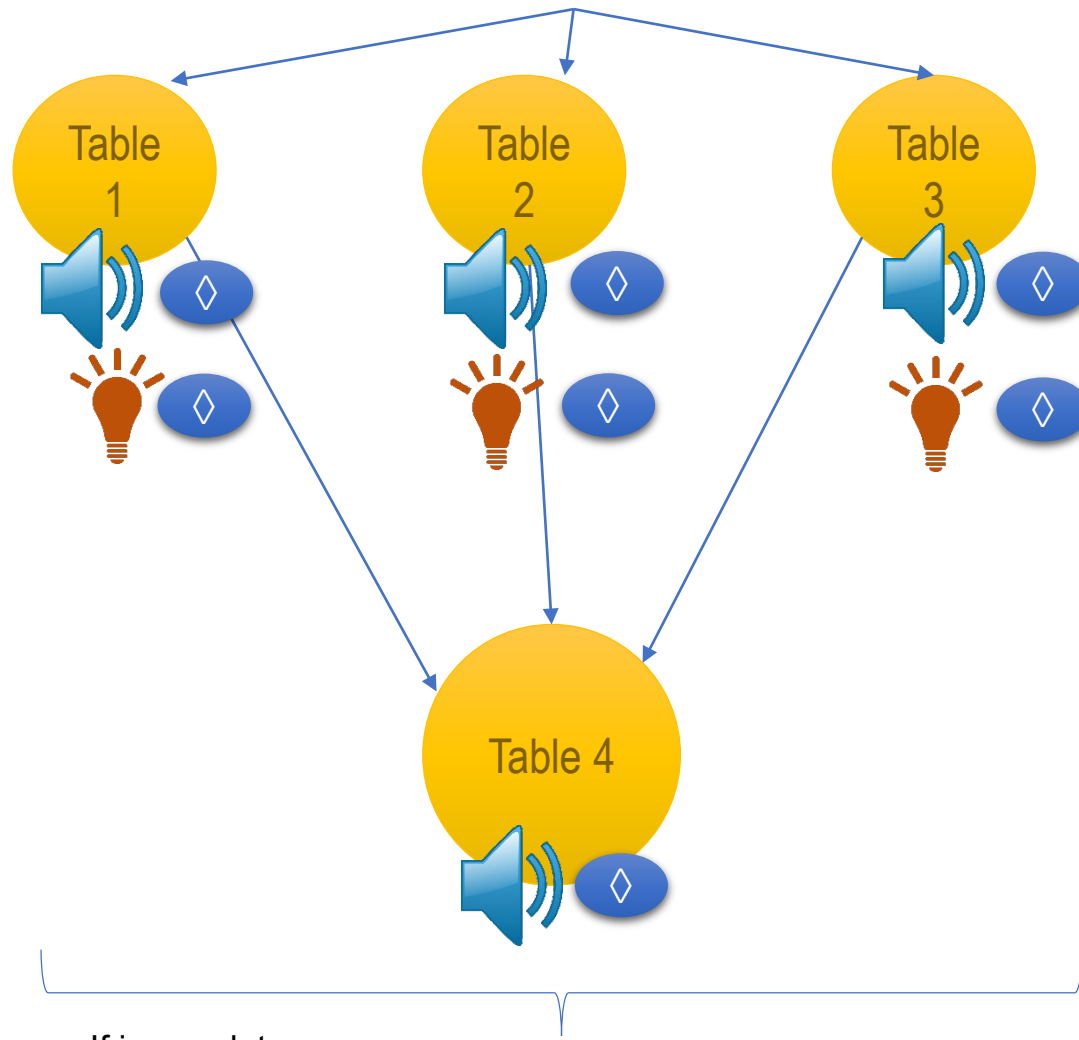
Timer: 11 mins left

Timer: 8 mins left

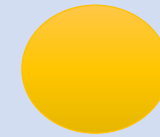
Timer: 5 mins left

Timer: 0 mins left

Whole group



Bonus points  
(at discretion)



Complete table task



Present with rationale



Suggestions from peers



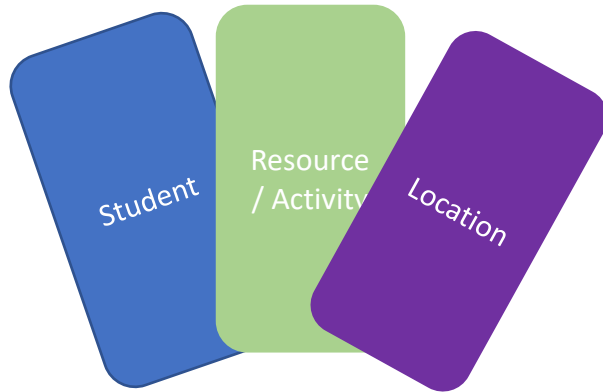
1 crystal

Total possible:

10\*



# In-clued-o



## Make it inclusive!

Demonstrate  
for 1 crystal

Buy a tip  
for 1 crystal

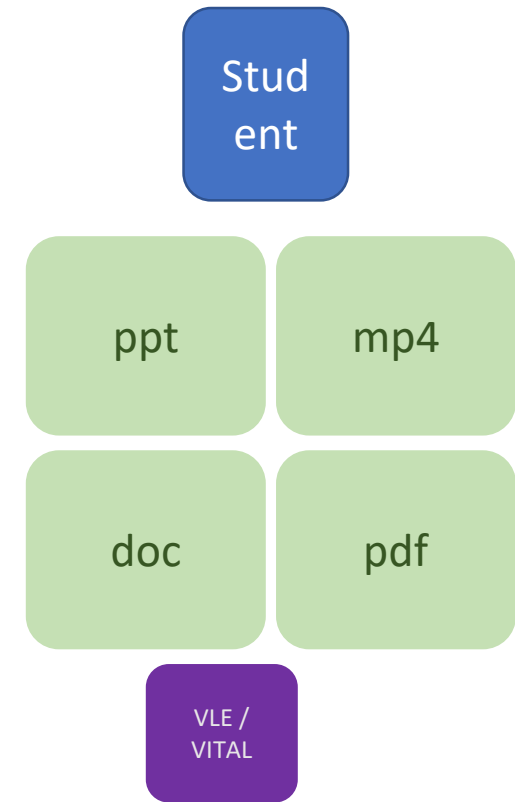
Bonus crystal for  
peer suggestions

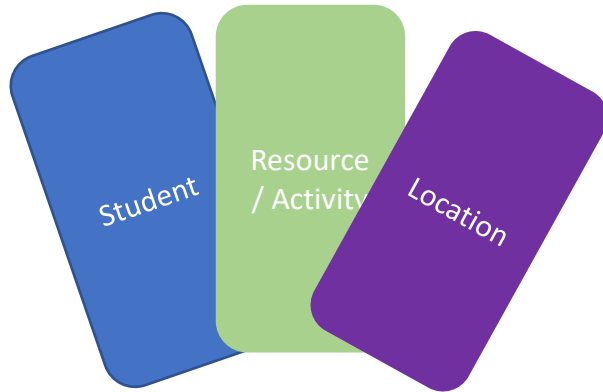
# Table 1 instructions

1. Your mission is to help **Your Student** succeed in the University Maze: produce inclusive and accessible learning resources to help their study.
2. Your student is on the **blue card**.
3. Your location is on the **purple card**.
4. Choose a **green card** to match your student (blue card) and location (purple card).
5. Find the relevant resource on the green card (e.g. ppt, pdf, doc or mp4) on the laptop.
6. Make it (or describe the changes you would make) as accessible and inclusive for your student as possible.
7. To gain 1 crystal: demonstrate your results & rationale to peers from another table.
8. Bonus (max. 1) crystal: given for peers' extra contribution on inclusivity.

# Table 1 – layout and resources

- ❑ Instructions (ppt slide)
- ❑ Current group's student profile - detailed
- ❑ Cards: current student, 4 green cards (pdf, doc, ppt, mp4) and 1 purple card (VLE)
- ❑ Laptop containing four artefacts:
  - ❑ Word document with deliberately poor accessibility
  - ❑ PowerPoint presentation with deliberately poor accessibility
  - ❑ PDF with reasonable accessibility that could be improved
  - ❑ Recorded lecture with deliberately poor accessibility & no transcript (presumably intentional...?)
- ❑ Tips
  - ❑ Accessibility Poster Series from the Home Office Digital - <https://accessibility.blog.gov.uk/2016/09/02/dos-and-donts-on-designing-for-accessibility/>
  - ❑ Designing for diverse learners - <https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3Abcb3f2b5-701c-484b-b5aa-48f2b569d756>





## Make it inclusive!

Demonstrate  
for 1 crystal

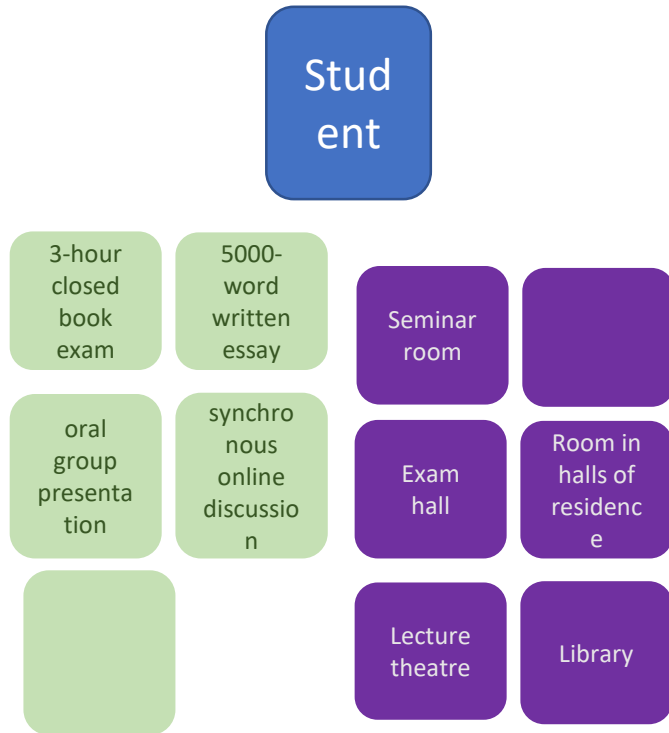
Buy a tip  
for 1 crystal

Bonus crystal for  
peer suggestions

## Table 2 instructions: curricular activity

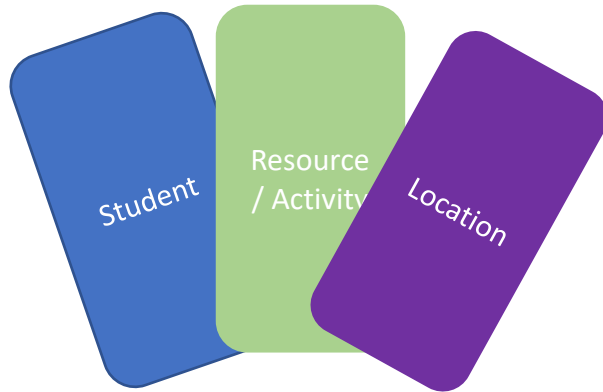
1. Your mission is to help **Your Student** succeed in the University Maze: help design inclusive and accessible assessments to help their study.
2. Your student is on the **blue card**.
3. Choose one **green card** (assessment) and a **purple card** (location).
4. **Make** the selected **assessment and location combination as inclusive** for your student as possible by still remaining within the University's Code of Practice on Assessment.  
You can do this in three ways:
  - Change the assessment type (swap or write a new green card).
  - Change the location of the assessment (swap, borrow or write new purple card).
  - Leave the cards unchanged but specify further characteristics of the assessment which would make it more inclusive for your Student.
5. **To gain 1 crystal:** demonstrate your cards with your rationale to peers from another table.
6. **Bonus (max. 1) crystal:** given for peers' extra contribution on inclusivity.

# Table 2 – layout and resources



- ❑ Instructions (ppt slide)
- ❑ Current group's student profile – detailed
- ❑ Cards (see left + blue student cards)
- ❑ CoPA web link on QR code

# In-clued-o



## Make it inclusive!

Demonstrate  
for 1 crystal

Buy a tip  
for 1 crystal

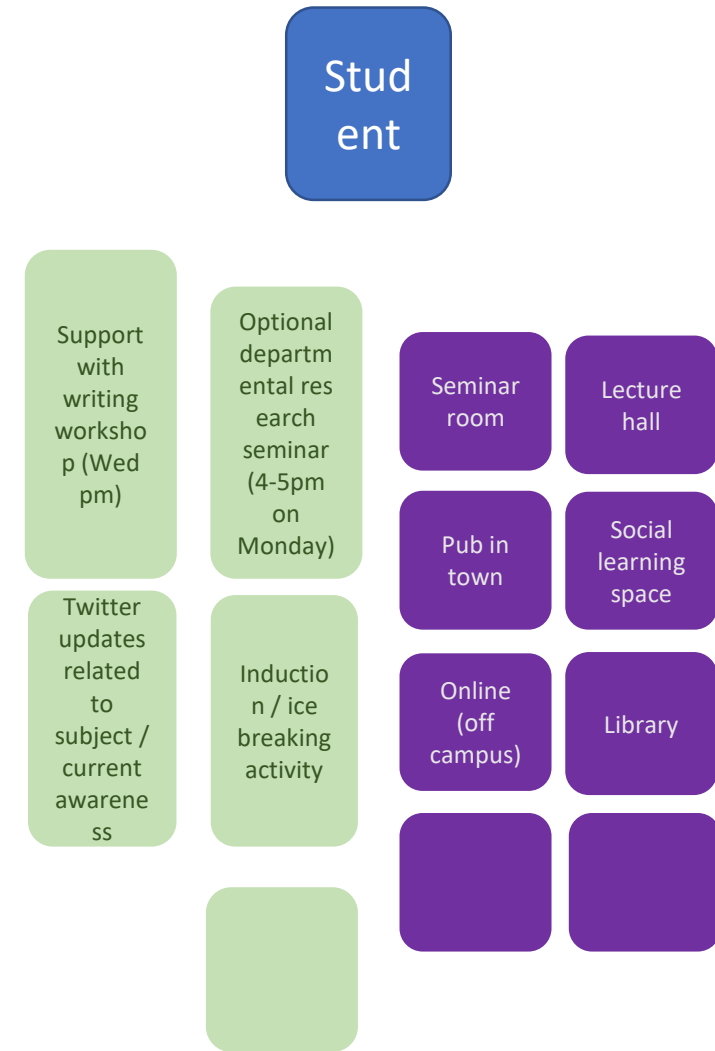
Bonus crystal for  
peer suggestions

## Table 3 instructions: co-curricular activity

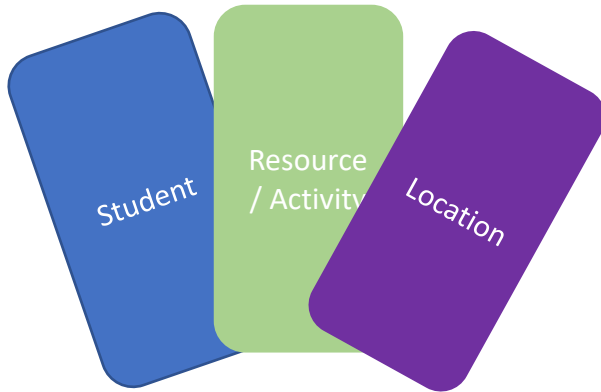
1. Your mission is to help **Your Student** succeed in the University Maze: provide inclusive curricular and co-curricular opportunities for your student.
2. Your student is on the **blue card**.
3. Choose one **green card** (activity) and a **purple card** (location).
4. Work with the combination (activity and location) and make it as inclusive for your student as possible. You have freedom in how you want to achieve this (e.g. you can swap, borrow or write your own cards).
5. **To gain 1 crystal:** demonstrate your cards with your rationale to peers from another table.
6. **Bonus (max. 1) crystal:** given for peers' extra contribution on inclusivity.

# Table 3 – layout and resources

- ❑ Instructions (ppt slide)
- ❑ Current group's student profile – detailed
- ❑ Cards (see right + blue student cards)



## Table 4 instructions: extra-curricular activity

**Make it inclusive!**

Demonstrate  
for 1 crystal

Buy a tip  
for 1 crystal

Bonus crystals  
(at discretion)

1. Your mission is to help **Your Student** succeed in the University Maze: suggest inclusive extra-curricular opportunities for your student to help them engage with university life.
2. Your student is on the **blue card**.
3. **Choose or create** as many **green** (activity) and **purple** (location) card combinations as possible. You have freedom in how you want to achieve this.
4. Don't forget you will need to give a rationale for your card combinations.
5. **To gain 1 crystal:** demonstrate your cards with your rationale to the facilitators.
6. **Get bonus crystal (max 2):** at discretion of facilitators.

# Table 4 – layout and resources

- ❑ Instructions (ppt slide)
- ❑ Current group's student profile – detailed
- ❑ Cards (see right + blue student cards)
- ❑ Resource: non provided (completely open)

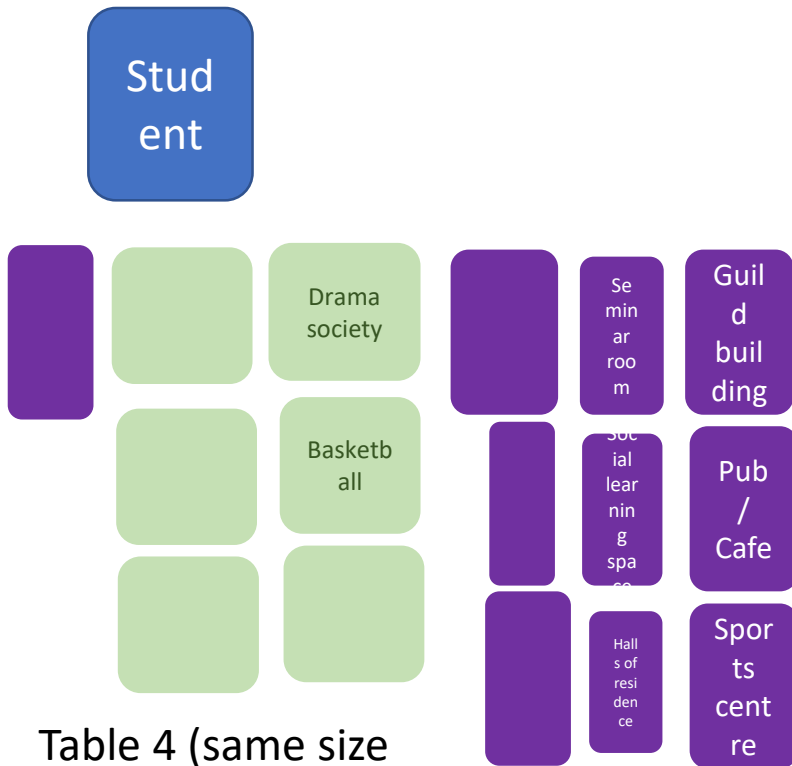


Table 4 (same size as blue cards)

# In-clued-o game debrief

## Task

1. Read the definitions of the four levels of inquiry by Banchi and Bell (2008).
2. Match each of the four levels of Enquiry-Based Learning to a table based on the definition – place the label/definition on the respective table.
3. It might help you if you complete the Table below.

Inquiry type	Result known in advance (y/n)	Approach prescribed by tutor (y/n)	Question set by tutor (y/n)
Confirmation			
Structured			
Guided			
Open			

Table  
1

Confirmation inquiry

Table  
2

Guided inquiry

Table  
3

Open inquiry

Table  
4

Structured inquiry

1 crystal point for correct completion

Inquiry Continuum	Definitions (Banchi and Bell, 2008)
Confirmation inquiry	Students confirm a principle through an activity when results are known in advance, where both the question and procedure or approach were set by the tutor.
Structured inquiry	Students investigate a tutor-presented question through a <b>tutor-prescribed procedure or approach</b> , where the answers are not known in advance.
Guided inquiry	Students investigate a tutor-presented question using <b>student-designed procedures or approaches</b> , where the answers are not known in advance.
Open inquiry	Students investigate questions that are student formulated through student designed/selected procedures.

# Key to four levels in the continuum of Enquiry-Based Learning

Table	Enquiry type	Result known in advance?	Approach prescribed by tutor?	Question set by tutor?
Table 1	Confirmation	y	y	y
Table 2	Structured	n	<b>y</b>	y
Table 3	Guided	n	<b>n</b>	y
Table 4	Open	n	n	n

# In-clued-o: questions for reflection

1. Based on these activities – what are your observations about Enquiry-Based Learning?
2. How might you use the different approaches (tables) to EBL in your teaching?
3. What to consider when designing EBL for students?
4. Any thoughts on the C2021 principle: “All programmes include applied enquiry-led learning in at least one required module each year (UG only)”?

Table  
1

Confirmation inquiry

Table  
2

Structured inquiry

Table  
3

Guided inquiry

Table  
4

Open inquiry

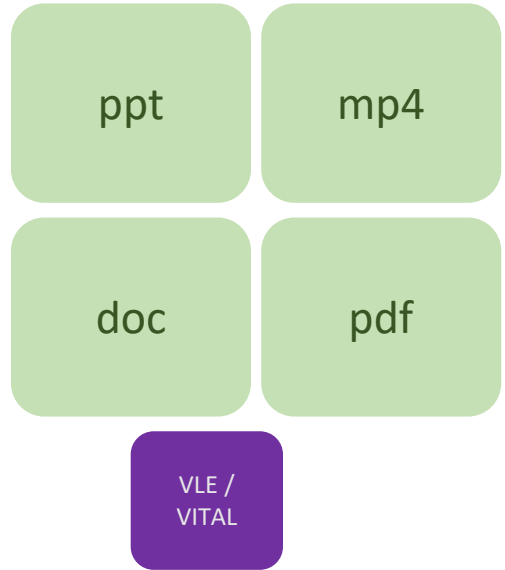
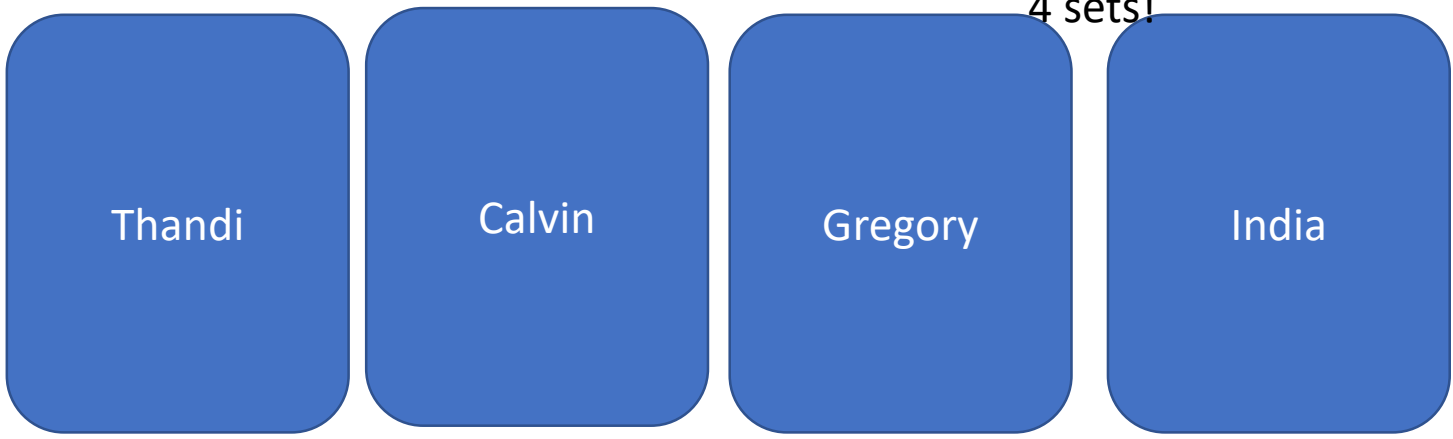


Table 1 (same size as blue cards)

Multiply blank ones with \* 4

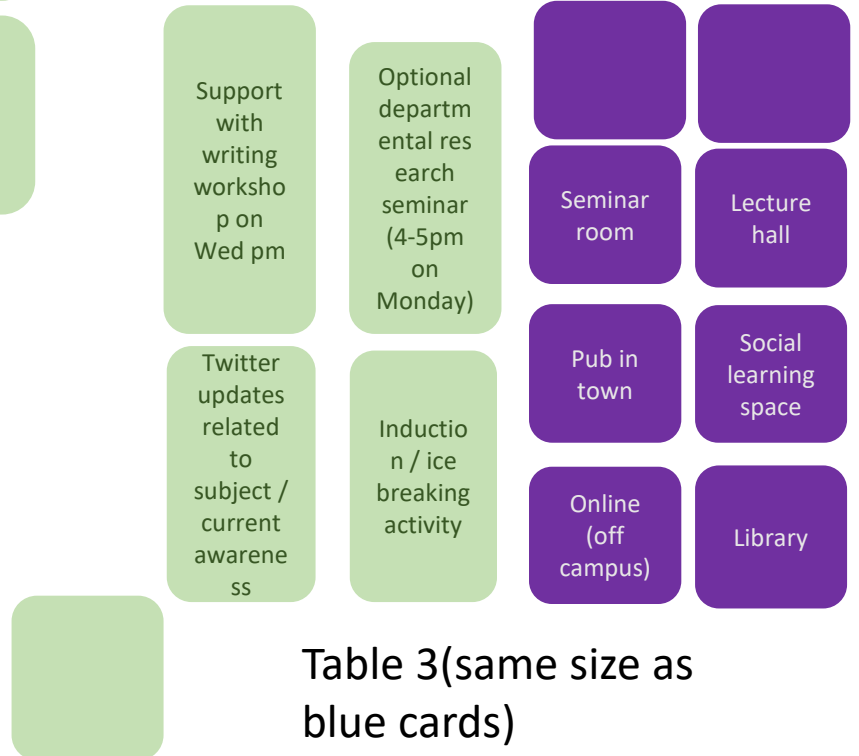


Table 3 (same size as blue cards)



Table 4 (same size as blue cards)

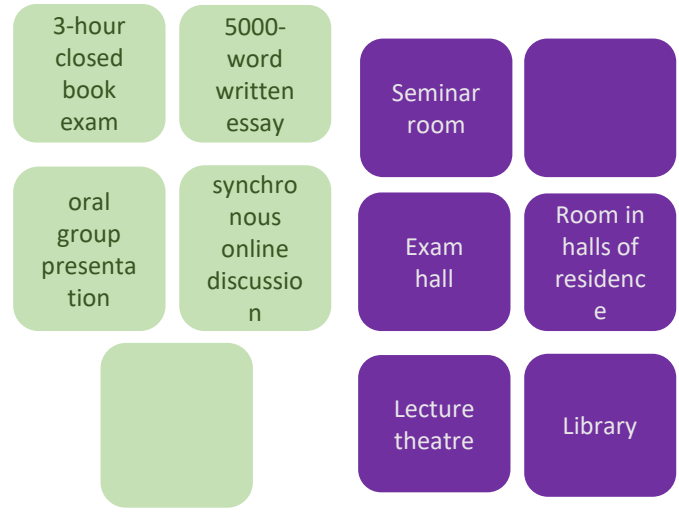


Table 2 (same size as blue cards)

# Relates to C2021 principle

“All programmes include applied enquiry-led learning in at least one required module each year (UG only).”

# Student profiles

## **Thandi**

- Thandi is 19 years old, black and from the UK. She is a second-year undergraduate student, studying Politics and English, and is a wheelchair user. She lives with friends on campus, is active in societies and has a part-time job at Starbucks.

## **Calvin**

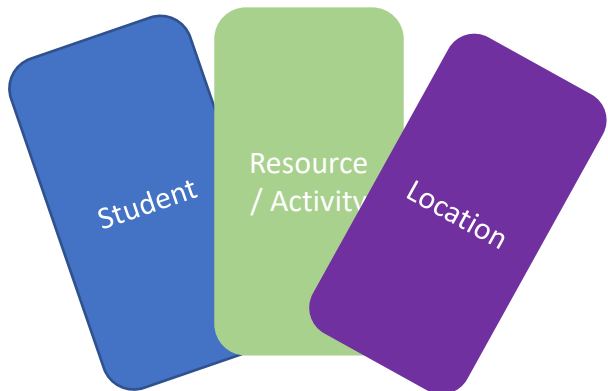
- Calvin is 18, Chinese and from Beijing. He is a first-year undergraduate business student who has just arrived in Liverpool. He lives on campus and is active in his social circle.

## **Gregory**

- Gregory is 35 years old, white and from the UK. He is a postgraduate law student who commutes onto campus from the Wirral, he only comes onto campus to attend lectures. He is a single dad to 3 boys and works as a Civil servant.

## **India**

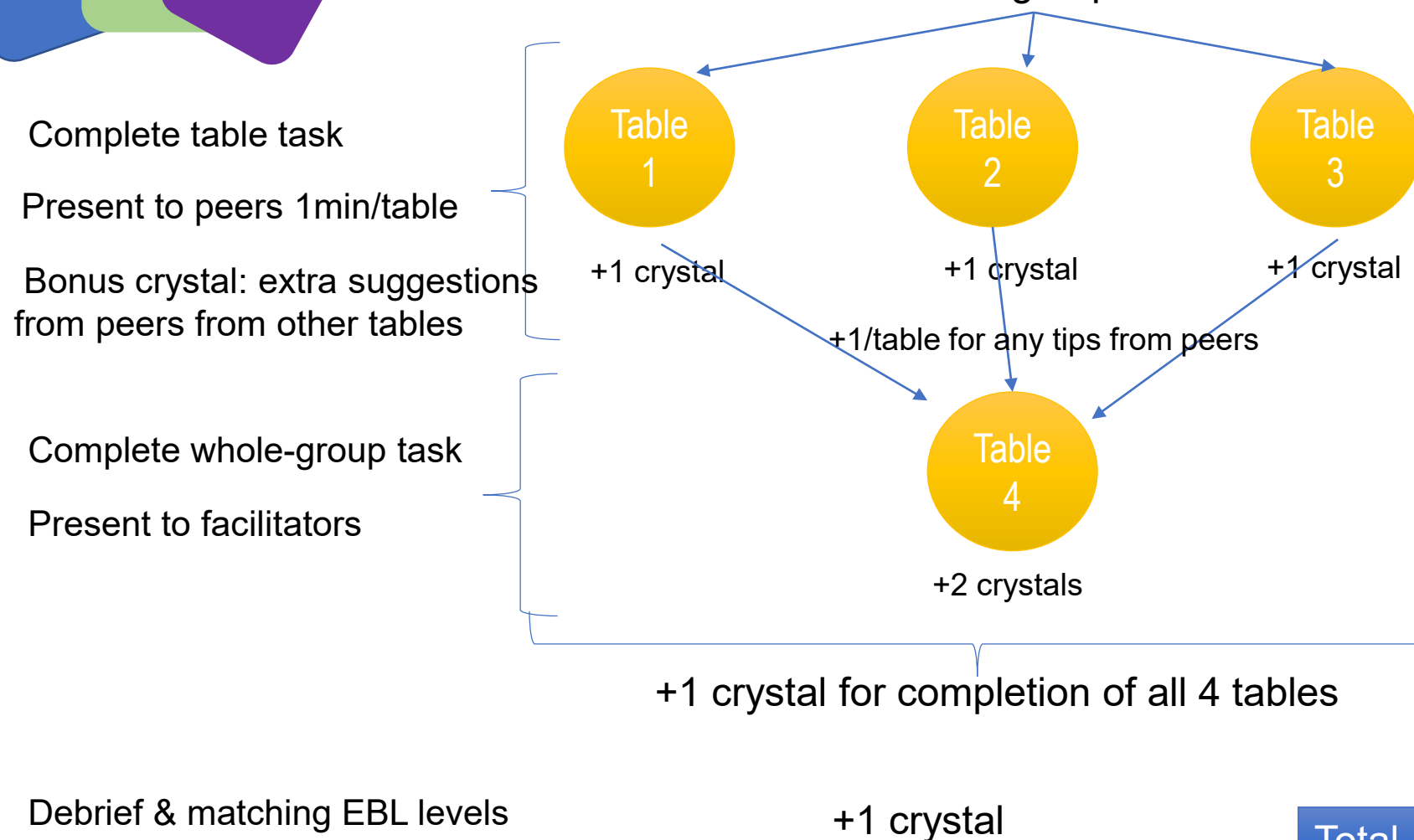
- India is a first-year undergraduate student, white and from the UK. They are studying on an unspecified degree and live in halls of accommodation. They use the university counselling service. They are very active in their sports society and the LGBTQIA+ society.



# In-clued-o game instructions

## Enquiry-based learning

Break into 3 groups



Total crystals possible = 10 points