Making a difference
Artisan teaching and the craft of engaging all students

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Student diversity – Students as individuals

When teachers see students as individuals, students become more engaged.
Learning and teaching for social diversity and difference in HE

- How do teachers **academically engage** all students within **diverse** groups?

- How can we facilitate development of **inclusive** learning environments?

- What are the implications for policy and practice in university teaching?

[www.wlv.ac.uk/teaching4diversity](http://www.wlv.ac.uk/teaching4diversity)
Academic engagement in diverse groups occurs when teachers

Create safe, inclusive spaces
- Get to know students as individuals
- Establish ground rules for collaborative learning

Use strategies that harness students’ experience and knowledge
- Start with what students know, then apply theory (biographical turn)
- Connect with students’ lives, backgrounds and future aspirations
- Facilitate uncertainty, confusion & difference
- Encourage public articulation of thinking & collaborative problem solving

Teach reflexively and with sensitivity to individual & cultural differences
- Mindful of own beliefs and identity and their impact on student learning
- Coordinate interaction, mixing different student (with a purpose)
- Anticipate students’ requirements and interests
- Respond flexibly to emerging needs and interests of student
Inclusive L&T principles in practice

Strategies that harness students’ experience and knowledge (Human resources 16/30)

Articulating thinking publically (Mathematics. 17/30)

Sensitive to the cultural diversity of the group (Digital Media 22/30)

Module - www.wlv.ac.uk/LTImodule
Project - www.wlv.ac.uk/teachinginclusively
Artisans in the craft of engaging all students

Knowledgeable

Mindful

Innovative

Practical

Principled

resources
group size
rooms
time
research
efficiency

We can all become artisan teachers
Laying the foundations

Community of Practice of Artisan Teachers

Principles of inclusive L&T

Safe space for reflection & development

Structural integration, co-ordination & review

If we can all become artisan teachers, we will retain and engage more students in learning that is relevant and meaningful to them.
Hallmarks of artisan teaching

Enhancement of students’ unique qualities and characteristics

Confidence in who they are and who they are becoming
Some recent papers


Links to resources

OER module Learning to Teach Inclusively [www.wlv.ac.uk/LTImodule](http://www.wlv.ac.uk/LTImodule)

OER Learning to Teaching Inclusively Project website [www.wlv.ac.uk/teachinclusively](http://www.wlv.ac.uk/teachinclusively)