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| **Topic** | Embedding Culturally Inclusive Teamwork |
| **Intended Learning Outcomes (ILO’s)** |
| * Students will learn about the importance of Equality, Diversity & Inclusion (EDI) in team-based learning and group projects
* Students will be able to describe and recognize the main challenges and micro-aggressions that can take place during group work
* Students will be able to suggest actionable strategies to address issues in teams
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| **Materials required** |
| * Reading materials (links at the end)
* 20-minute video (interview)
* Laptop or tablet for shared document
* Sticky notes and pens
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| **Plan of activities** |
| **Time (in minutes)** | **Activity** | **Hand-outs, resources & bookings needed** |
| **10 mins** | **Introduction to the lecture*** Go through the intended learning outcomes and initiate discussion through Mentimeter polls about the importance of EDI in teamwork. Highlight the aim of the lesson and how it will help the students understand and take action on making group projects and team based learning (TBL) exercises more inclusive for everyone.

**Menti meter questions:**1. What does EDI stand for and why is it important?
2. What benefits do you think that cultural and linguistic diversity can bring to group work?
3. Why do you think the ability to work well in the team is such an important skill?
 | Menti-meter questions |
| **15-20 mins** | **Interview video (15-20 min)**1. **Introduction to the video (5 min)**
	* Explain the purpose of the interview and urge students to engage with the content and make notes on the conversation
2. **Play Video (15 min)**
 | Video interview |
| **15 mins** | **Discussion**Let students discuss the interview on a menti-meter with the following question prompts:* How has this interview changed your perspective on the advantages of working in a diverse team?
* Have you ever experienced microaggressions in group work?
 | Menti-meter |
| **15 mins** | **Active Learning Exercise**Ask students to use a menti meter to discuss:* Strategies to minimise micro-aggressions and counter the main challenges faced in diverse teams
 | Menti-meter |
| **10 mins** | **Final exercise*** Ask students to write down key points on sticky notes that they think should be included in a Team Charter and briefly explain why
* Collect these notes at the end of the lesson to assess students’ understanding and gather feedback on their learning
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| **5 mins** | **User experience survey**Leave a link for the Education Development Unit (EDU) Teaching toolkit survey on the exit slide so students can feedback on their university experience and address any concerns they have with EDI in teaching**LINK:** [**https://forms.microsoft.com/e/RZagzGBwxD**](https://forms.microsoft.com/e/RZagzGBwxD) | Microsoft form |
| **Additional Links** |
| 1. List of case studies of inclusive practice at Imperial (including Jim McCloskey’s inclusivity in teamwork project) <https://www.imperial.ac.uk/media/imperial-college/staff/education-development-unit/public/Inclusive-practice-at-Imperial.pdf#page13>
2. Guidance on Creating a Culturally Inclusive Classroom Environment by Griffith University, Australia: <https://intranet.secure.griffith.edu.au/__data/assets/pdf_file/0015/34530/Practices-for-Creating-a-Culturally-Inclusive-Classroom.pdf>
3. Article by Kenneth Gibbs Jr on ‘Diversity in STEM: What It Is and Why It Matters’ (2014): <https://blogs.scientificamerican.com/voices/diversity-in-stem-what-it-is-and-why-it-matters/>
4. Video by Bob Matthew from University of Stirling ‘Building inclusivity: engagement, community and belonging in the classroom’: [https://www.imperial.ac.uk/staff/educational-development/teaching-toolkit/inclusive-learning-and-teaching/managing-inclusive-learning-environments/student-and-staff-diversity/#](https://www.imperial.ac.uk/staff/educational-development/teaching-toolkit/inclusive-learning-and-teaching/managing-inclusive-learning-environments/student-and-staff-diversity/)
5. Video and presentation by Dr Tiffany Chiu & Dr Órla Murray from Centre of Higher Education Research ‘Underrepresented students and their imposter syndrome in higher education’:

Video: <https://youtu.be/JeQUYHJymwU> Presentation: [https://www.imperial.ac.uk/media/imperial-college/staff/education-development-unit/public/Education-week-presentation\_TC\_OM-(Final-in-session).pdf](https://www.imperial.ac.uk/media/imperial-college/staff/education-development-unit/public/Education-week-presentation_TC_OM-%28Final-in-session%29.pdf)  |