# Example Inclusivity and Accessibility Reflection Document

Course/activity: *Law and Lego*

Date /period of review: *Review October 2021 for period 20-1 and delivery plans*

## Learning Outcomes:

* Brief Detail: *Too wide*
* Considered (Self/others/students): *Feedback from self, informal class rep, course review forms*
* Reflection/challenges – met and unable to be met yet: *Revise scope to make clear focusing only on IP, corporate control, restricting creativity, drop product safety*
* Short term thoughts: *Address now*
* Longer term thoughts: *N/A*
* Support sought/action needed from others (eg regulator, resources, more help or reduction in other work): *Course change form*

## Form and Timing Assessment and Feedback:

* Brief Detail: *Presently 2 essays*
* Considered (Self/others/students): *Some students perform well, some do not*
* *Reflection/challenges – met and unable to be met yet: Does not enable students with different skills to flourish and those skilled in writing to develop new skills*
* Short term thoughts: *Poster assessment*
* Longer term thoughts: *Liaison with Arts and Engineering colleagues in creating more visual assessment option. In asking for structures to be built and then discussed about the family and important building in the community be aware that there may be different answers and not to assume male, female 2.2 kids and a church and not to say anything which might suggest this*
* Support sought/action needed from others (eg regulator, resources, more help or reduction in other work): *Provide examples of posters, clarity on marking criteria*

## Delivery (physical, digital and communications):

* Brief Detail: *Can work well on campus and online through e.g. Minecraft*
* Considered (Self/others/students):
* Reflection/challenges – met and unable to be met yet: *Be aware of assuming digital literacy, physical manual skills. Aim to develop comparable opportunities digital and physical. Will journal any issues that arise. Be aware of assumptions that all will have heard of Lego and also that some way not – are there cultural equivalents? Or not and does this make the point?*
* Short term thoughts: *Check accessibility of lay out. Provide training on Minecraft and make clear expectations re IT and financial support to help buy anything needed. Reflect on fact Minecraft now owned by Microsoft and can be seen as an example of giving in to corporate power*
* Longer term thoughts: *Explore intersections between Minecraft/. digital experience and assistive technology. Is this element actually very inclusive?*
* Support sought/action needed from others (eg regulator, resources, more help or reduction in other work): *Educate self about assisted tech. Invite trusted peer to come and watch next time and give feedback in general and regarding inclusion and creating a sense of belonging for students*

## Balancing Acts:

* Brief Detail: *None so far involved freedom of expression and academic freedom.*
* Considered (Self/others/students):
* Reflection/challenges – met and unable to be met yet:
* Short term thoughts:
* Longer term thoughts:
* Support sought/action needed from others (eg regulator, resources, more help or reduction in other work):

## Reasonable Adjustment:

* Brief Detail: *Granting of extra time for assessment*
* Considered (Self/others/students): *All students were made aware of the deadline for the essays and the titles at 3 weeks before the deadline. Students request extensions for mental health reasons*
* Reflection/challenges – met and unable to be met yet: *Suggest release titles at the start of term. Provide as much guidance as possible on the nature of the assessment to make it more manageable. Make the poster, construction exercise and essay title ones for which can be no academic integrity issues and so questions about an extension*
* Short term thoughts:
* Longer term thoughts:
* Support sought/action needed from others (eg regulator, resources, more help or reduction in other work):