Article:

Inclusivity in Module Design and Assessment Methods in the Humanities

Author:

Kristen Brill, Faculty of Humanities and Social Sciences, Keele University, k.c.brill@keele.ac.uk

This article will evaluate the inclusivity of design and assessment methods of AMS 30043: Violence and Power in Antebellum America. This module explores issues of power and belonging from the end of the American Revolution to the American Civil War. This is a level 6 seminar available for History third-year students. The module was first designed in summer 2017, was taught for the first time in autumn 2017 and continues to be taught annually. The aim of this article is to

provide concrete and tested examples of inclusive teaching and assessment practices for other educators to adopt and/or adapt to fit their teaching agendas. First, the article engages with how to balance individual and group work in both inclusive learning and assessment methods, and how this can complement a wide range of pedagogical approaches. Then, the article reflects on the effectiveness of alternative and formative assessment methods, and how these can be modified to fit inclusive teaching and learning programmes. In sum, the following analysis integrates theory with practice to help teachers in the Humanities implement inclusive teaching and learning models more efficiently and effectively.

An evaluation of the inclusivity of module design and assessment tasks should be conducted at several levels. First, at the national level, policy guidelines and recommendations from centralised bodies, such as the Higher Education Academy, must be taken into consideration to ensure standardisation across the university sector.[1] At the university level, Keele University's Teaching and Learning Strategy to 2020 and Equality and Diversity Strategy 2015-2020 provide a template for personal, academic and professional development to prepare Keele graduates for life beyond university.[2] At the department level, history discipline-specific skills, such as the ability to analyse primary source materials and engage with relevant secondary historiography, are identified and embedded into the curriculum to make certain departmental modules complement one another in terms of knowledge and skills learning throughout students' complete three-year course study. At

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[1]While the Higher Education Academy provides several frameworks valuable to methods of critical evaluation, perhaps the most relevant reference is H. May and L. Thomas, "Embedding Equality and Diversity in the Curriculum Self-evaluation Framework," Higher Education Academy (2010). Available from https://www.heacademy.ac.uk/sites/default/files/resources/embedding_eandd_selfevaluation_framework.pdf. Accessed on 15 Jan. 2021. In addition, see H. May and L. Thomas, "Inclusive Learning and Teaching in Higher Education," Higher Education Academy (2010). Available at https://www.heacademy.ac.uk/resource/inclusive-learning-and-teaching-higher-education. Accessed on 3 June 2017.

[2] Keele University Learning and Teaching Strategy to 2020. Available at https://www.keele.ac.uk/aboutus/strategicplan/learningandteachingstrategy/. Accessed 5 June 2017. Keele University Equality and Diversity Strategy 2015-2020. Available at https://www.keele.ac.uk/equalitydiversity/equalityanddiversitystrategy/. Accessed 5 June 2017.

the module level, as an instructor, there are several means by which I can evaluate the strength of

my module: formal and informal student feedback, student assessment processes and results,

external examiners' reports and peer observations. The following analysis will integrate criteria and

approaches from each of these levels (national, university, department and module convener).

Inclusivity in Module Design

May and Thomas divide student diversity into four main categories: educational,

dispositional, circumstantial and cultural.[3] In order to cater to this varied demographic, I aspire to be

as inclusive as impossible in my teaching practice. Diversity and inclusivity are intrinsically linked

within the university setting; instructors must respond to students' diverse needs with inclusive

teaching methods. Hockings describes inclusive education as 'the ways in which pedagogy, curricula

and assessment are designed and delivered to engage students in learning that is meaningful,

relevant and accessible to all. It embraces the role of the individual and individual difference as the

source of diversity that can enrich the lives and learning of others.'[4] In abstract terms, I follow the

Higher Education Academy's core principles for inclusive curriculum design in planning not only the

overall module design, but individual seminar sessions: anticipation, flexibility, accountability,

collaboration, transparency and equality.[5] At the foundation of each of these tenets of inclusivity is,

in fact, diversity: diversity in the teaching programme in terms of both learning activities and

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[3]H. Morgan and A-M. Houghton, "Inclusive Curriculum Design in Higher Education: Introduction and Overview," Higher Education Academy (2011), 12-13. Available at https://www.heacademy.ac.uk/sites/default/files/resources/introduction_and_overview.pdf. Accessed on 8 Jan. 2021.

[4] C. Hockings, "Inclusive Learning and Teaching in Higher Education: A Synthesis of Research ," Higher Education Academy (2010), 1. Available at https://www.heacademy.ac.uk/system/files/inclusive_teaching_and_learning_in_he_synthesis_200410_0.pdf. Accessed on 10 Jan. 2021.

[5] H. Morgan and A-M. Houghton, "Inclusive Curriculum Design in Higher Education: Introduction and Overview," Higher Education Academy (2011), 12-13. Available at https://www.heacademy.ac.uk/sites/default/files/resources/introduction_and_overview.pdf. Accessed on 8 Jan. 2021.

assessment tasks. Striking a balance between individual and group work, assessment tasks and teaching activities appeals to as many students as possible. An inclusive teaching programme is the best way to address a diverse community of learners.

While the HEA provides a strong structural framework to consider teaching pedagogy in broad terms, for me, Hockings' scholarship provides a more concrete blueprint to enact this philosophy into practice. In more tangible terms, I closely follow Hockings' guidelines for inclusive teaching and learning: facilitate collaboration, develop strategies for sharing and generating knowledge and connect with students' lives.[6] First, to facilitate collaboration, I explicitly set out guidelines for group work and discussion in the seminar setting (i.e. engage in debate in a mindful and respectful manner with other students and the instructor). I discuss these guidelines verbally in the first seminar and I include them in on the virtual teaching and learning platform, the Keele Learning Environment (KLE), as well as in the module handbook. It is prudent to make these expectations explicit and clear from the start of term to all students.

To develop strategies for sharing and generating knowledge, I strive to pose more open-ended discussion questions, not solely depended on the set seminar readings, for students to link the day's material to their wider course of study. For instance, in studying the Confederate home front, I ask students to connect this material to other war cultures they have studied: Are there any similarities between women's roles in wartime societies across time and place? How important is the home front to the military effort on the front lines? How does one measure the strength of nationalism on the home front? In adopting this broader scope of questioning, I include more students in the dialogue and enable students to

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[6] C. Hockings, "Inclusive Learning and Teaching in Higher Education: A Synthesis of Research," Higher Education Academy (2010). Available at https://www.heacademy.ac.uk/system/files/inclusive_teaching_and_learning_in_he_synthesis_200410_0.pdf. Accessed on 10 Jan. 2021.

better contextualise the day's material within their overall programme of study. As such, this follows a staff-led inquiry based learning approach: students participate in the building of knowledge through investigating open-ended questions (producing; discovery-responsive: How can I answer this question?).[7]

To connect with students' experiences outside of the classroom, I devote the final seminar of the teaching schedule to a session exploring the legacy of the American Civil War (1861-65) in the present day United States. After the murder of George Floyd in May 2020 and the rise of the Black Lives Matter movement, the memory of the Civil War and the legacy of slavery is an omnipresent issue in the American political and media landscape. Connecting the term's material to issues students encounter in the daily newspaper, makes the material more tangible and hold more resonance for their personal lives. This is not just material relegated to a classroom; this is material that shapes their understandings of the world today. Furthermore, I plan activities to promote critical engagement and collaborative group work in this session. For instance, I ask students, in groups, to act as the current Mayor of Richmond, Virginia (the former capital of the Confederacy) and decide whether a statue of General of the Army of Northern Virginia, Confederate war hero and slaveholder Robert E. Lee should be removed. Such sustainable teaching and learning practices focus on civic engagement and how classroom debates can be applied to wider issues outside of the classroom, such as racial injustice and inequality in contemporary society. As such, this knowledge material and pedagogical practice embed and prioritise sustainability in the final week of the teaching programme, 'education, teaching and learning that appear to be required if we are concerned about ensuring social, economic and ecological wellbeing, now and into the future'.[8] This also promotes Strategic Aim Five in the Keele Learning and Teaching Strategy to 2020: 'To provide

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[7] For more on inquiry-based learning techniques see the University of Sheffield Centre for Inquiry-based Learning in the Arts and Social Sciences. Available at https://www.sheffield.ac.uk/ibl/cilass. Accessed on 5 June 2017.

[8] S. Sterling, "The Future Fit Framework," Higher Education Academy (2012). Available at https://www.heacademy.ac.uk/system/files/future_fit_270412_1435.pdf, 8. Accessed on 16 Jan. 2021.

opportunities for students to learn beyond the curriculum by ensuring our students are informed about and engaged in the sustainability agenda both within and beyond their academic curriculum.'[9]. Embedding sustainability in the teaching and learning programme fosters a wider versatility and applicability of the curriculum to extend to wider issues surrounding the responsibilities and obligations of citizenship. Furthermore, as 91.19% of Keele undergraduate students surveyed agreed or strongly agreed with the statement, 'Sustainability is something which universities should actively incorporate and promote', this teaching strategy integrates recent student feedback into its pedagogical rationale.[10]

Over the course of the term, I weave inclusivity with content by reinforcing threshold concepts to ensure all students have an adequate grasp of the core theoretical concepts of the module.[11] Namely, at the start of each seminar I pose review questions to summarise the previous seminar's material and link it to the foundational concepts of the module: violence and power. For example, in my review of the Emancipation Proclamation, I ask students: How did the Emancipation Proclamation shape cultures of violence from 1863 to 1865? Did the Emancipation Proclamation give more power to enslaved persons? Then, at the end of the seminar, I pose similar questions linking that day's material to the themes of violence and power. In explicitly returning to these threshold concepts at the beginning and end of every seminar, I try to make sure every student engages with these core issues on a regular basis. Furthermore, I include basic definitions of all key threshold concepts on the module KLE site for students to access outside of the classroom setting.

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[9] Keele University Learning and Teaching Strategy to 2020. Available at https://www.keele.ac.uk/aboutus/strategicplan/learningandteachingstrategy/. Accessed 5 June 2017. Keele University Equality and Diversity Strategy 2015-2020. Available at https://www.keele.ac.uk/equalitydiversity/equalityanddiversitystrategy/. Accessed 5 June 2017.

[10] "Higher Education for Sustainable Development," Keele Teaching and Learning in Higher Education Programme, Powerpoint presentation, Spring Term 2017.

[11] M. Lupton, J. McKenize and G. Akerlind, "A Threshold Concepts Focus to Curriculum Design: Supporting Student Learning Through Application of Variation Theory," Office for Learning and Teaching, Sydney, 2011. Available at http://eprints.qut.edu.au/69603/. Accessed on 21 Jan. 2021.

Following the Biggs' model for constructive alignment, all teaching and learning activities undertaken in seminars are constructively aligned with the intended learning.[12] This is done to make sure students are continually made aware of the module expectations. This process of constructive alignment promotes inclusivity and transparency for students as well as educators. While it is impossible to include all teaching and learning activities for the module in the below table, a selection of teaching activities from the above analysis has been included for illustrative purposes (see Table 1).

Table 1: Constructive Alignment of Teaching and Learning Activities with Intended Learning Outcomes

Teaching and Learning Activity	Intended Learning Outcome*
TLA 1: Set out guidelines for group work and seminar discussions	3a, 3d
TLA 2: Staff-led open-ended discussion questions	1a, 1b, 1c, 1d, 1e, 2b, 2c, 3a
TLA 3: Robert E. Lee Memorial	1a, 1b, 1c, 1d, 1e, 2c, 2d, 3d

*See Appendix 1 for itemisation of intended learning outcomes.

Inclusivity in Module Assessment

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[12] J. Biggs, "Enhancing Teaching Through Constructive Alignment," (1996) *Higher Education* 32 (1996): 347-364. Also see J. Biggs and C. Tang, *Teaching for Quality Learning at University: What the Student Does*, 4th edn. (Maidenhead: Open University Press, 2011).

The assessment format for the module is a 2,500 word research essay (65%) and group presentation (35%).

This assessment scheme strives to be as inclusive as possible, catering to a variety of different learning styles, encompassing both written and oral, as well as individual and group exercises: 'Inclusive assessment offers flexibility of assessment choice; a range of tried and tested methods for assessing competence in a rigorous and reliable way, built into course design and subject to student and staff evaluation'.[13] As in the above explanation of the constructive alignment of intended learning outcomes with teaching activities, the intended learning outcomes are constructively aligned with assessment tasks.[14] This makes assessment processes and expectations clear and transparent in evaluating students' acquisition of the intended learning outcomes (see Table 2).

Table 2: Constructive Alignment of Assessment Tasks with Intended Learning Outcomes

Assessment Task	Intended Learning Outcomes*
Research Essay (65%)	1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 3e, 3f
Group Presentation (35%)	1a, 1b, 1c, 1d, 1e, 2a, 2b, 3a, 3f

*See Appendix 1 for itemisation of intended learning outcomes.

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[13] Oxford Brookes University, "Inclusive Teaching." Available at https://www.brookes.ac.uk/OCSLD/Consultancy/Inclusive-teaching/. Accessed 7 June 2017.

[14] J. Biggs, "Enhancing Teaching Through Constructive Alignment," *Higher Education* 32 (1996): 347-364 and J. Biggs and C. Tang, *Teaching for Quality Learning at University: What the Student Does*, 4th edn. (Maidenhead: Open University Press, 2011).

This assessment model does pose some disadvantages to instructors and students. Written assignments are especially germane to the Humanities as a discipline, 'In writing we bring knowledge into being, we record and preserve it. Writing is the seed, the fruit and the pickle of our understanding.'[15] However, some students struggle with research essays; in particular, non-native speakers and some students with disabilities may not perform as well on the research essay task as their peers. An investigation into the experiences of disabled students in eight universities in the UK found that they preferred diverse modes of assessment: 'continuous assessment; coursework with discussion; oral examinations; portfolios and sketchbooks; personal research projects; critical diaries, learning logs and journals; [and] exhibition and poster displays'.[16] The central issues facing students with disabilities must be taken into account in order to create a learning and assessment programme that is accessible to all students in my classroom. To address these issues, I integrated a formative essay assignment into the assessment model. Williams and Black broadly define formative assessment as 'Encompassing all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged'.[17] Specific to this module, and history as discipline, the formative assignment will be a research essay up to 2,500 words (same length as the summative research paper). Students select their own research paper topics and the assignment will be due in week 8 (the summative essay will be due in week 12). This gives students the opportunity to practice the skills that will be assessed in the summative essay assignment. All feedback for the formative assignment is in one-on-one meetings at least two weeks before the summative assignment is due (week 10). The formative assignment is optional.

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[15] G. Taylor, *The Student's Writing Guide for the Arts and Social Sciences* (Cambridge: Cambridge University Press, 1989), 1.

[16] K. Chanock, "Towards Inclusive Teaching and Learning in Humanities: Alternatives to Writing," *Learning and Teaching in Higher Education* 3 (2008): 19-32.

[17] P. Black and D. William, "Assessment and Classroom Learning," *Assessment in Education: Principles, Policy & Practice* 5 (1998): 7-74, 7.

Formative assessment is important to a sound teaching pedagogy as it focuses on the growth and development of a specific skill set rather than obtaining a single final grade. This also allows the instructor to measure the extent to which students are developing certain skills. Given that this will be submitted in week 8, I have four weeks to modify the teaching programme before the submission of the summative assignment to ensure that students will achieve the intended learning outcomes. Likewise, students will have the opportunity to respond to oral and written feedback from the assignment, 'This shift in focus, whereby students are seen as having a proactive rather than a reactive role in generating and using feedback, has profound implications for the way in which teachers organise assessments and support learning.'[18] In this way, students have more agency over their learning programmes and they become more accountable for the development of these discipline-specific skill sets. They are given the opportunity to demonstrate their growth from the formative assignment to the summative assignment.

The formative assessment will also make clear the objectives of academic writing to students coming from different cultural and educational backgrounds. Formative assessments help standardise students' understandings of their expectations in the university setting. According to Lea and Street, 'different assumptions about the nature of writing, related to different epistemological presuppositions about the nature of academic knowledge and learning, are being brought to bear, often implicitly, on the specific writing requirements of their (student) assignments'.[19] The formative assessment is an opportunity to dismantle assumptions and to standardise expectations in the module before the summative assignment submission.

However, there are also some issues related to the implementation of formative assessment. First, as the assignment does not comprise a portion of the final mark, some students are reluctant to participate in an optional assignment; high levels of participation cannot be

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[18] D. Nicol and D. Macfarlane-Dick, "Formative Assessment and Self- Regulated Learning: A Model and Seven Principles of Good Feedback Practice," *Studies in Higher Education,* 31 (2006): 199–218, 199.
[19] M. Lea and B. Street, "Student Writing in Higher Education: An Academic Literacies Approach," *Studies in Higher Education* 1998 (23): 157- 173, 161.

guaranteed in formative assessment models. As the instructor, I remind students in every seminar about the formative assessment and highlight its importance. I also create a page on the module KLE site to explain the assignment and encourage students to contact me (via email or in person) with any questions. While 100% participation cannot be guaranteed in this mode of assessment (or any form of assessment), I ensure that students have all available information to make the right decision for themselves.[20] However, it is important to note that formative assessment methods create a higher marking workload for instructors and may have an impact on departmental workload allocations. Instructors' time is a valuable resource for the Humanities and this must be taken into consideration when constructing the assessment models.[21]

In addition to providing formative assessment feedback in oral and written forms, I provide feedback for the oral presentation assignment in both oral and written forms. Offering one-to-one meetings with students promotes an open dialogue between students and the instructor. Hopefully, students will feel more comfortable approaching the instructor with any issues in the future. In a similar vein, I strongly encourage students to attend my office hours in the future to strengthen these lines of communication. Also, some students find it more effective to talk through feedback comments in a more dynamic process and clarify any points that were perhaps unclear in the written feedback.[22] Again, this module strives to be as diverse and inclusive as possible in its assessment (and feedback) in order to empower all students to achieve the intended learning outcomes. The

[20] For a balanced analysis of the advantages and disadvantages of formative assessment, see J. Waterfield and B. West, "Inclusive Assessment in Higher Education: A Resource for Change," The Student Staff Partnership for Assessment Change and Evaluation, Higher Education Funding Council for England, 2006. Available at www.plymouth.ac.uk/pages/view.asp?page=10494. Accessed 1 June 2017. J. Waterfield and B. West, "Inclusive Assessment HEA," (n.d.), York. Available at www.heacademy.ac.uk/resources/detail/subjects/psychology/Inclusive_Assessment. Accessed on 2 June 2017.

[21] For more on the centrality of to a sound faculty workload model to good academic practice and a stable university culture, see S. Porter and P. Umbach, "Analyzing Faculty Workload Data Using Multilevel Modeling," *Research in Higher Education* 2 (2001): 171-196 and J. Fairweather, "The Mythologies of Faculty Productivity Implications for Institutional Policy and Decision Making," *Journal of Higher Education* 73 (2016): 26-48.

[22] For more on the importance of oral feedback, see D. Nicol, "From Monologue to Dialogue: Improving Written Feedback Processes in Mass Higher Education," *Assessment and Evaluation in Higher Education* 35 (2010): 501-517 and C. Evans, "Making Sense of Assessment Feedback in Higher Education," *Review of Educational Research* 83 (2013): 70-120.

ability to process, respond to and enact constructive criticism is key in the development of graduate skills for life beyond university. Learning how to not only accept constructive criticism, but to enact specific suggestions within a set timeframe to improve one's work, is a vital skill for any career. Formative assessments can expand transferrable skills sets for Humanities graduates, strengthening the argument for the significance and practicality of pursuing a Humanities degree to its critics. This also addresses Strategic Aim Four in the Keele Learning and Teaching Strategy to 2020: 'To develop students' capabilities by providing opportunities to build and develop students' professional skills, attitudes and resilience.'[23]

Furthermore, to increase the inclusivity and diversity of learning models to students with anxiety issues, if students feel uncomfortable speaking in the seminar, they can contribute three discussion points or questions to a KLE discussion thread after the seminar. Participation is another formative assessment component of this module, and for students who select this option at the beginning of the semester, their KLE discussion thread contributions will be formatively assessed as their participation mark, rather their in-situ contributions. Other students or the instructor comment on these points on the KLE and the students must critically engage and respond to these comments based on the seminar reading and seminar discussion. This KLE discussion thread serves three functions. First, it gives students with anxiety issues the opportunity to participate in an intellectual dialogue in a forum in which they feel comfortable. Second, it extends the seminar discussion beyond the classroom and offer all students an opportunity to reflect on the day's material in new ways with more voices. Third, it further integrates information and communication technology in the teaching and assessment programme. Technology is a valuable tool in the university setting: 'New technologies carry inherent possibilities that can revolutionise education as we know it. If we

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[23] Keele University Learning and Teaching Strategy to 2020. Available at https://www.keele.ac.uk/aboutus/strategicplan/learningandteachingstrategy/. Accessed 5 June 2017.

simply unleash this potential many educational problems will be solved.'[24] In addition to greater

educational access for distance learners and internalisation programmes, the increased use of

information and communication technologies also allows instructors to further cater to students

with different learning needs and/or preferences. Furthermore, according to Oblinger and Oblinger,

millennials tend to prefer group-based approaches to learning programmes and they also tend to

possess a high level of technological literacy.[25] Launching a discussion thread forum on the KLE not

only functions as an inclusive formative assessment method for students who may struggle to

participate in traditional seminar discussions, but also offers a new channel for millennials to engage

with this material on their own terms. Applying the ADDIE system, I continually re-evaluate and re-

analyse the design, development and implementation of this formative assessment form to ensure

its effectiveness and that it is constructively aligned with the module intended learning outcomes.[26]

The addition of this new formative assessment form is not the end of the process; it is the beginning.

This assessment will constantly be revised according to the needs of students and the curriculum.

This will support Strategic Aim Three in the Keele Learning and Teaching Strategy to 2020: 'To

promote inspirational learning and teaching by using educational technologies to support excellent

learning and teaching.'[27]

Along similar lines, I offer an alternative format to present the group presentation for students

with a relevant Keele Disability and Dyslexia Support (DDS) learning plan.[28] Students will have the

option to video record their part of the group presentation and play it back to the class during the

group presentation. Students will continue to have the option to present to the instructor

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[24] N. Burbules and T. Callister, Jr., "The Risky Promises and Promising Risks of New Information Technologies for Education," Presented at the Education/Technology conference, Penn State University, Fall 1997. Available at http://faculty.education.illinois.edu/burbules/papers/risky.htm. Accessed 3 June 2017.

[25] For more on millennials, education and technology, see D. Oblinger and J. Oblinger, *Educating the Net Generation* (Boulder, Co: Educause, 2005).

[26] See G. Morrison, *Designing Effective Instruction,* 6th edn (Hoboken, NJ: John Wiley & Sons, 2010).

[27] Keele University Learning and Teaching Strategy to 2020. Available at https://www.keele.ac.uk/aboutus/strategicplan/learningandteachingstrategy/. Accessed 5 June 2017.

[28] Warfield and West categorise inclusive assessment strategies into three categories: contingent, alternative and inclusive.

individually in the faculty office. These options address the 2007 Disability Rights Commission's

recommendation that assessments should guarantee equal opportunity to students to evaluate their

proficiency in an academic programme.'[29] They also address the core policy aims of the 2010

Equality Act to 'eliminate unlawful discrimination, harassment and victimisation and to advance

equality of opportunity and foster good relations between people who do and do not share a

protected characteristic.'[30]

To conclude, teaching AMS 30043: Violence and Power in Antebellum America with inclusive

teaching and assessment practices is an ongoing and dynamic process: I continually respond to the

changing diverse needs of students and implement inclusive teaching practices to address these

issues. This evaluation is not the ending point of this module revision; it is the starting point.

Appendix 1

Learning Outcomes

1. Knowledge and understanding

On completion of this module the student will have acquired:

   a. A critical awareness of the ways in which violence functioned as a mechanism of social
       control and political power in early America
   b. An understanding of how state and non-state actors used violence to secure their social
       and political agendas

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[29] Disability Rights Commission 2007 Annual Report. Available at
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/250390/0753.pdf. Accessed on
12 Jan. 2021.

[30] UK 2010 Equality Act. Available at http://www.legislation.gov.uk/ukpga/2010/15/contents. Accessed 10 Jan.
2021. Also see Equality Challenge Unit, "Meeting the Equality Act 2010: Learning from Disability Equality
Schemes in Higher Education in England" (2010). Available at http://www.ecu.ac.uk/publications/meeting-
the-equality-act-2010-learning-from-disability-equality-schemes-in-higher-education-in-england/.   Accessed 1
June 2017.

c. An insight into how individuals expressed agency and resistance within institutions of power
d. A comprehension of how the politics of race, gender and sex were manipulated to justify the use of violence
e. An awareness of the importance of cultures of violence in the formation, and eventual fracture, of the American body politic in the nineteenth century

2. Disciplinary and professional skills

On completion of this module the student will have had the chance to:

a. Investigate and evaluate the use of primary and secondary sources in historical analysis
b. Undertake interpretation, analysis and presentation of historical material
c. Utilise analytical skills to engage with, and assess, historical debates
d. Locate current debates within an appropriate historical context

3. Transferable skills

On completion of this module, students will have enhanced their ability to:

a. Communicate ideas and arguments cogently and effectively in written and spoken form
b. Work independently to deadlines
c. Engage with and summarise/synthesise a considerable body of published work
d. Assess and evaluate debate and arguments
e. Conduct independent research
f. Find information from a variety of sources

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