



INCLUSIVE CLASSROOMS AT LSE

Insights from LSE Student Education Panel

The Student Education Panel discussed what inclusive classrooms meant to them. From this discussion, common themes included:

- Equality
- Valuing identity and individual needs
- Logistics and materials
- Community and classroom environment

Why is this significant?

We recognise that different power structures shape our educational system. Making our classrooms more inclusive will enable the development of social relationships and interactions across LSE. Furthermore, this will help provide better education for all students and a learning environment that values diverse perspectives.

STUDENT EXPERIENCES

"[There is] huge variation amongst teachers' pedagogies -- we want cohesion in positive teaching practices."

"We want our participation to be more valued, and we want to diversify what 'participation' looks like in our classrooms."

"We want to have accessible classrooms designed to fit our individual needs, irrespective of our backgrounds."

PRINCIPLES OF INCLUSIVITY



Valuing all

All students should be enabled to fulfil their academic potentials by considering their individual requirements and needs.



Understanding differences

Each student has different learning styles and achievements but all must be equally valued.

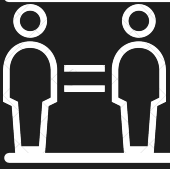


Appropriate Technology

Emphasises that support and resources should be guaranteed and equally accessible.



KEY THEMES



EQUALITY

AIM:

Ensuring all students are treated as equally valuable in their learning space by fostering an environment free from judgement.

CALL TO ACTION:

- Create classroom dynamics that foster a sense of belonging
- Teachers should use accessible language and terms

IDENTITY



AIM:

Understanding and respecting the different needs of students and their unique past experiences.

CALL TO ACTION:

- Promoting student growth
- Empowering students to contribute in the classroom
- Creating a more inclusive curriculum



LOGISTICS

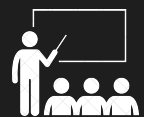
AIM:

Understanding disparities in access to materials and resources needed to participate in the class.

CALL TO ACTION:

- Students should be signposted to staffs and resources available to assist
- More funds should be directed towards addressing student needs

ENVIRONMENT



AIM:

Fostering an environment that is not overly competitive and adaptive to changing circumstances.

CALL TO ACTION:

- Flexible lesson plan's/Learning as a partnership
- Classroom equipments that encourage interactions



AUDIENCE



- Teachers
- Students
- LSE LIFE
- Course Coordinators
- DTS
- The Estates Team

- Students Union
- Welcome Steering Group
- LSE Communications
- Student Services (Student Wellbeing Services)
- The Eden Centre