



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■

Discussion Cards

Inclusive Education Curriculum Mapping Exercise

How to use these cards

- 1** Print and cut along the card borders. Each sheet makes two cards.
- 2** Each coloured divider card introduces one of the four sections: Global and Intercultural Perspectives, Inclusive Perspectives in Teaching, Inclusive Pedagogies in the Classroom, and Inclusive Assessment.
- 3** Work through one section at a time, or shuffle and draw cards at random for a lighter-touch conversation.
- 4** There are no right or wrong answers — the cards are designed to open conversation, not to evaluate.
- 5** Use the full Resource Pack's Mapping Grid Template to record agreed actions once the conversation concludes.



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SECTION A

Global and Intercultural Perspectives



5 discussion cards in this section

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SECTION A GLOBAL AND INTERCULTURAL PERSPECTIVES

What knowledge are you foregrounding at the beginning of your course? Whose perspectives does it centre, and whose might it marginalise?

Question 1 of 5

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A

B

C

D



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SECTION A GLOBAL AND INTERCULTURAL PERSPECTIVES

To what extent does your course enable students to understand the origins and purposes of the field of study in its historical context?

Question 2 of 5

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A

B

C

D



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SECTION A GLOBAL AND INTERCULTURAL PERSPECTIVES

To what extent does your course draw on scholarship, case studies, or examples from diverse geographic and cultural contexts?

Question 3 of 5

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A

B

C

D



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SECTION A GLOBAL AND INTERCULTURAL PERSPECTIVES

Are students exposed to knowledge produced outside dominant Western academic traditions? Where are the gaps?

Question 4 of 5

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A

B

C

D



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SECTION A GLOBAL AND INTERCULTURAL PERSPECTIVES

Which topics or themes in this programme or course could be enriched by incorporating a broader range of global perspectives?

Question 5 of 5

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A

B

C

D



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SECTION B

Inclusive Perspectives in Teaching



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SECTION B INCLUSIVE PERSPECTIVES IN TEACHING

What are the intended learning outcomes of your course, and how well do they reflect the diversity of your student cohort?

Question 1 of 5

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A

B

C

D



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SECTION B INCLUSIVE PERSPECTIVES IN TEACHING

What ideas does your course engage with, and which intellectual traditions inform those ideas?

Question 2 of 5

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A

B

C

D



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SECTION B

INCLUSIVE PERSPECTIVES IN TEACHING

What kinds of case studies and references do you include in teaching? Do they represent a range of geographic, cultural, and social contexts?

Question 3 of 5

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A

B

C

D



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SECTION B

INCLUSIVE PERSPECTIVES IN TEACHING

How do you see your course in relation to the students you teach, their backgrounds, experiences, and prior knowledge?

Question 4 of 5

Inclusive Education Curriculum Mapping Exercise

A

B

C

D



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SECTION B

INCLUSIVE PERSPECTIVES IN TEACHING

What obstacles do you face and what opportunities do you benefit from as the course leader or teacher in making this course more inclusive?

Question 5 of 5

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A

B

C

D



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SECTION C

Inclusive Pedagogies in the Classroom



7 discussion cards in this section

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SECTION C

INCLUSIVE PEDAGOGIES IN THE CLASSROOM

How are you building and holding principled spaces in your classroom — spaces where all students feel willing to participate?

Question 1 of 7

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A

B

C

D



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SECTION C

INCLUSIVE PEDAGOGIES IN THE CLASSROOM

What principles do you apply to your course and/or programme and teaching practice, and are these made explicit to students?

Question 2 of 7

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A

B

C

D



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SECTION C

INCLUSIVE PEDAGOGIES IN THE CLASSROOM

Are learning outcomes and aims for the course clear, and are they consistently followed across lectures, classes, and seminars?

Question 3 of 7

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A

B

C

D



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SECTION C

INCLUSIVE PEDAGOGIES IN THE CLASSROOM

Does the way this programme or course is taught create space for students from diverse backgrounds to bring their own knowledge and experience into learning?

Question 4 of 7

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A

B

C

D



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SECTION C

INCLUSIVE PEDAGOGIES IN THE CLASSROOM

Are teaching methods designed to support intercultural dialogue and critical reflection, or primarily the transmission of information?

Question 5 of 7

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A

B

C

D



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SECTION C INCLUSIVE PEDAGOGIES IN THE CLASSROOM

How do you build feedback into your teaching, and how do students know their contributions are valued?

Question 6 of 7

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A

B

C

D



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SECTION C INCLUSIVE PEDAGOGIES IN THE CLASSROOM

Are learning materials provided in an accessible format for all students?

Question 7 of 7

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A

B

C

D



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SECTION D

Inclusive Assessment



5 discussion cards in this section

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SECTION D INCLUSIVE ASSESSMENT

How did you choose the method of assessment on your course, and does it align with how students have been taught?

Question 1 of 5

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A

B

C

D



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SECTION D INCLUSIVE ASSESSMENT

Is the assessment well aligned with the learning outcomes of your course and programme?

Question 2 of 5

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A

B

C

D



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SECTION D INCLUSIVE ASSESSMENT

**Does the formative
assessment enable students
to progress and develop
meaningfully during the
course or programme?**

Question 3 of 5

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A

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C

D

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SECTION D INCLUSIVE ASSESSMENT

What interventions do you have in place to support students with the assessments?

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A

B

C

D



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SECTION D INCLUSIVE ASSESSMENT

How does the assessment design ensure fairness and inclusivity, recognising that access to and familiarity with AI tools varies across students?

Question 5 of 5

Inclusive Education Curriculum Mapping Exercise

A

B

C

D