

IRCS Report: 4th Year STEM UG course (optional)

- **22 participants (out of 37)**

Thanks for taking part in IRCS (Internationally Relevant Curriculum Scales) to evaluate the international relevance and cultural inclusivity of your course or program. Below you find an overview of the IRCS results using the mean and standard deviation, followed by results grouped by category. Each category comes with a Histogram and a set of reflective questions that you may find useful to contemplate.

Please note that students' answers to IRCS questions should be considered in the context of the whole degree program, previous educational experiences and other relevant factors. Upon request, we can provide a more specific breakdown of the results to present differences of perception between different student demographics. However, this is only possible where the sample is large enough to prevent identification of individuals. To arrange a debrief meeting to discuss the results further, please contact: Julia.Bohlmann@glasgow.ac.uk.

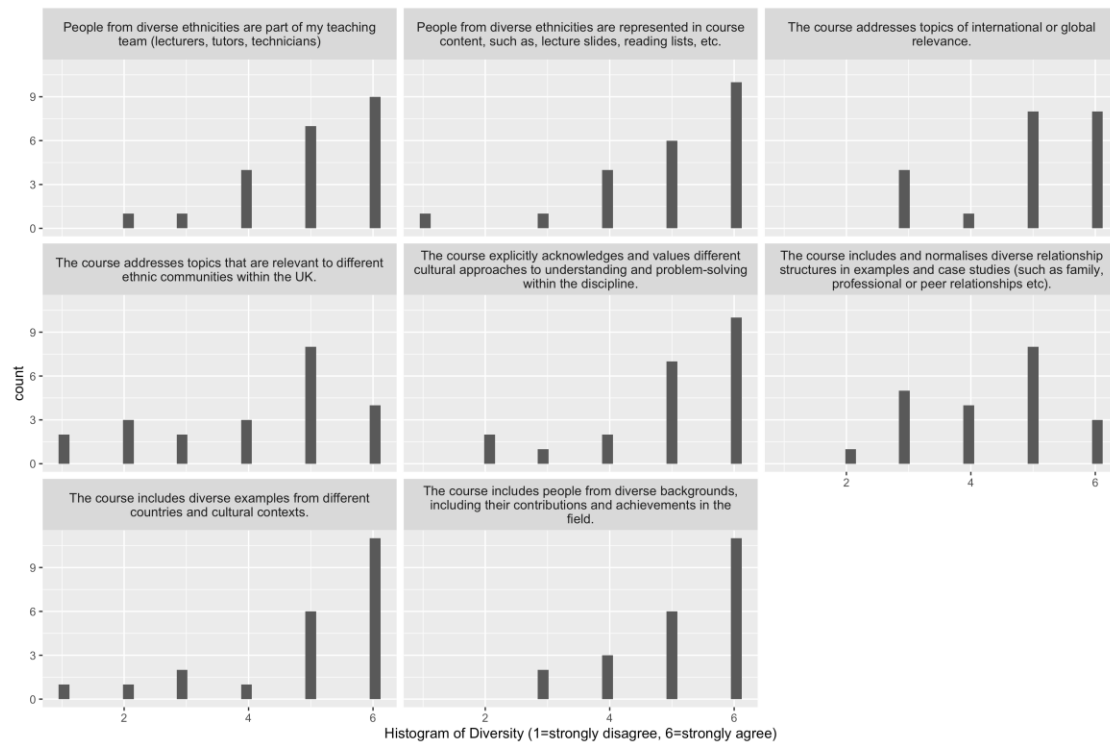
Overview

Here we present the mean (average score) for each category with standard deviation. Each question within a category is scored on a 6 point Likert Scale, where 1 represents "Strongly Disagree" and 6 represents "Strongly Agree", and then averaged within each category. This allows a broad overview of how your students responded to the survey in each category, with a higher mean indicating more positive agreement within a category of questions. Standard deviation (SD) is a measure of spread of responses, higher values here show a wider range of responses among students, lower values show a tighter agreement among students.

```
## # A tibble: 7 × 3
##   Subscale      Mean    SD
##   <chr>      <dbl> <dbl>
## 1 Diversity    4.82  1.29
## 2 Representation 5.09  1.15
## 3 Power        3.85  1.68
## 4 Assessment   4.15  1.47
## 5 Classroom_Interactions 4.15  1.47
## 6 Interest_and_Interactions 4.15  1.47
## 7 Overall      4.64  1.45
```

1. When looking at the average score for each category and exploring the categories separately below, do you notice any surprising patterns? How could these be explained?
2. How do student responses compare to your own perception of the course? Do they broadly align or is there a divergence that is worth exploring further through dialogue with your students?

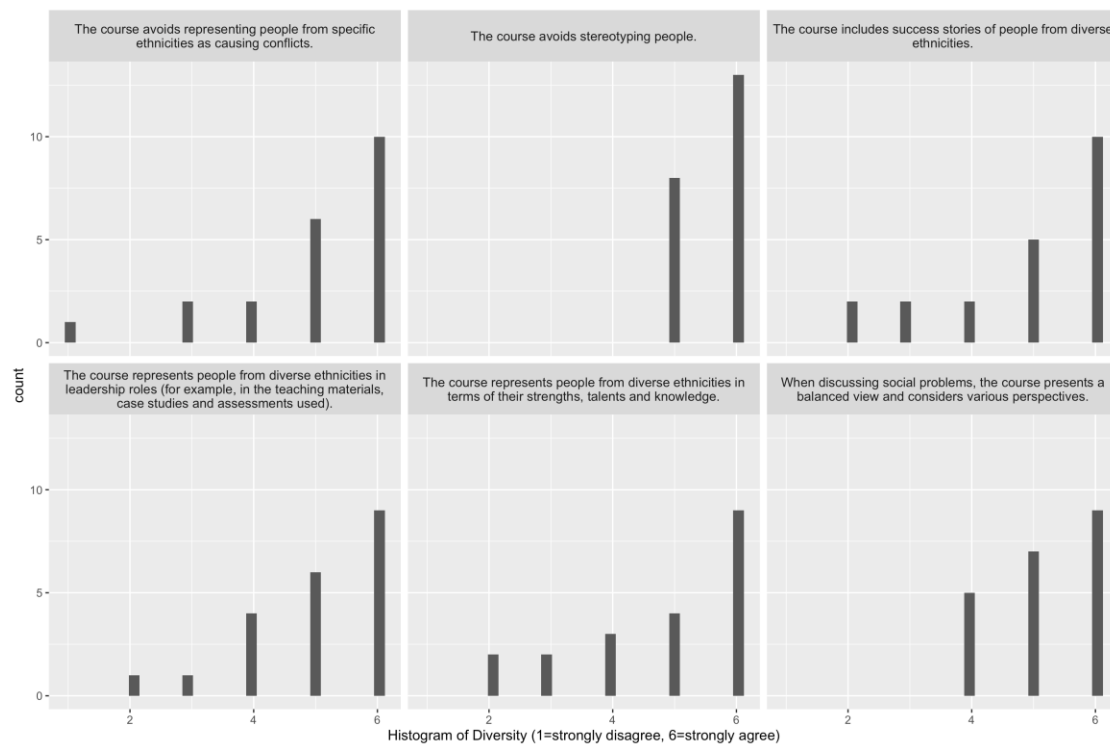
Diversity



The height of bars in histogram corresponds to number of respondents selecting that option.

1. Where in your course could you include more authors, examples, or topics from diverse cultural or national backgrounds? Have you considered diversifying your reading list, for example? (see example in the reference and resource list at the end)
2. Are there any topics or perspectives that feel particularly relevant (or irrelevant) to different backgrounds or experiences? How could you foreground (or minimize) these?
3. What learning activities could you introduce that broaden students' understanding of issues affecting different ethnic or cultural groups, either in the UK or internationally?

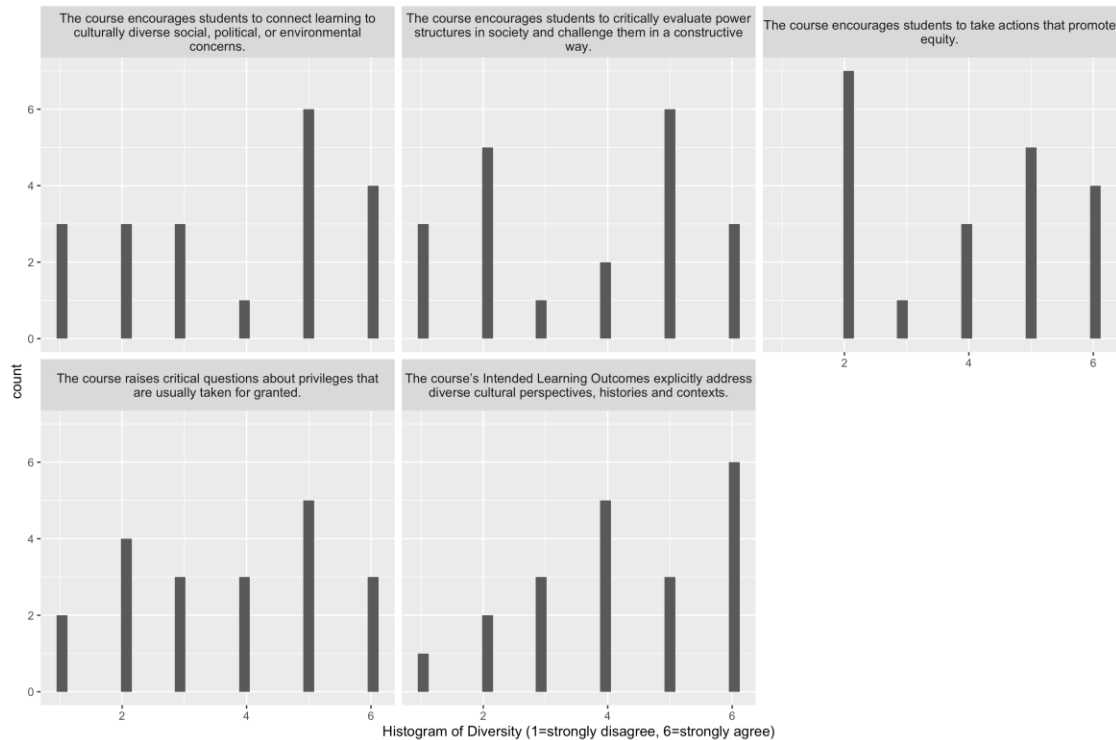
Representation



The height of bars in histogram corresponds to number of respondents selecting that option.

1. How can you ensure that different communities or cultures are portrayed fairly and respectfully in your course materials?
2. What topics on your course risk stereotyping or ignoring people from certain ethnic backgrounds? How can these topics be navigated with more cultural sensitivity?
3. Does the course balance the portrayal of leadership roles, success stories, or social issues across different ethnicities fairly or are there instances that fuel racist stereotypes?

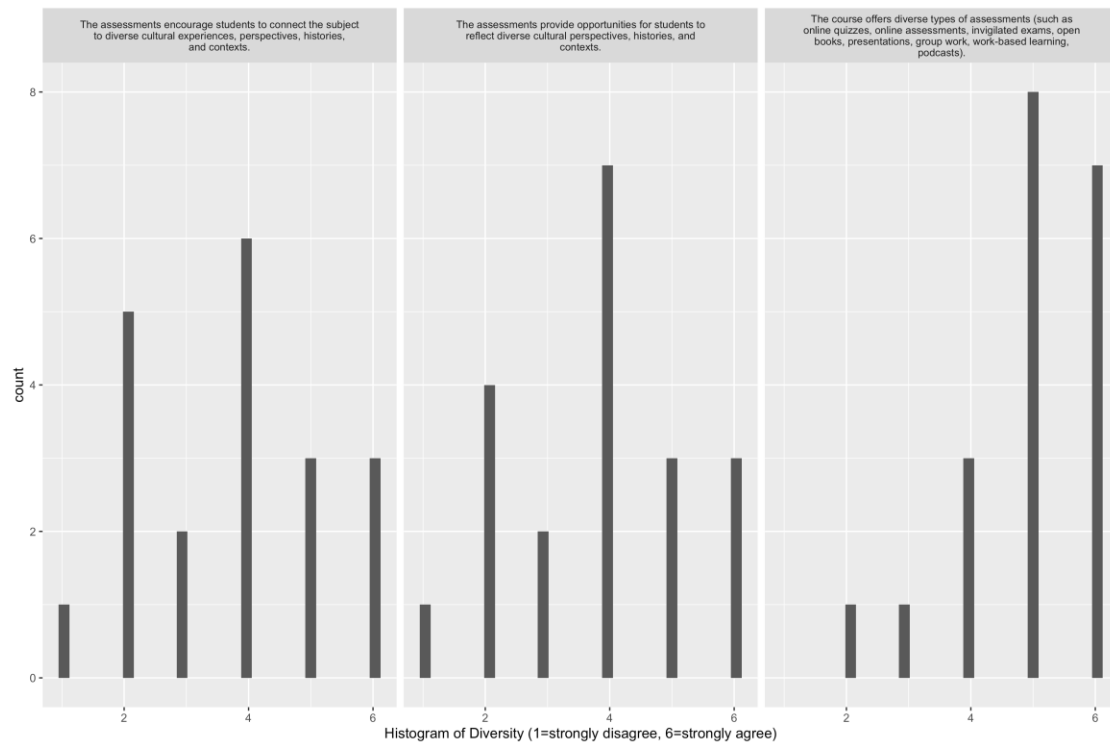
Power



The height of bars in histogram corresponds to number of respondents selecting that option.

1. Where in the course could you invite students to question dominant narratives or reflect on power and privilege as part of a learning activity or wider lesson plan? This could relate to how power structures operate within a particular subject discipline or the wider social world.
2. Are there opportunities in your course where you students could be encouraged to reflect on or even challenge issues of inequity in your field or the wider world in a constructive way?

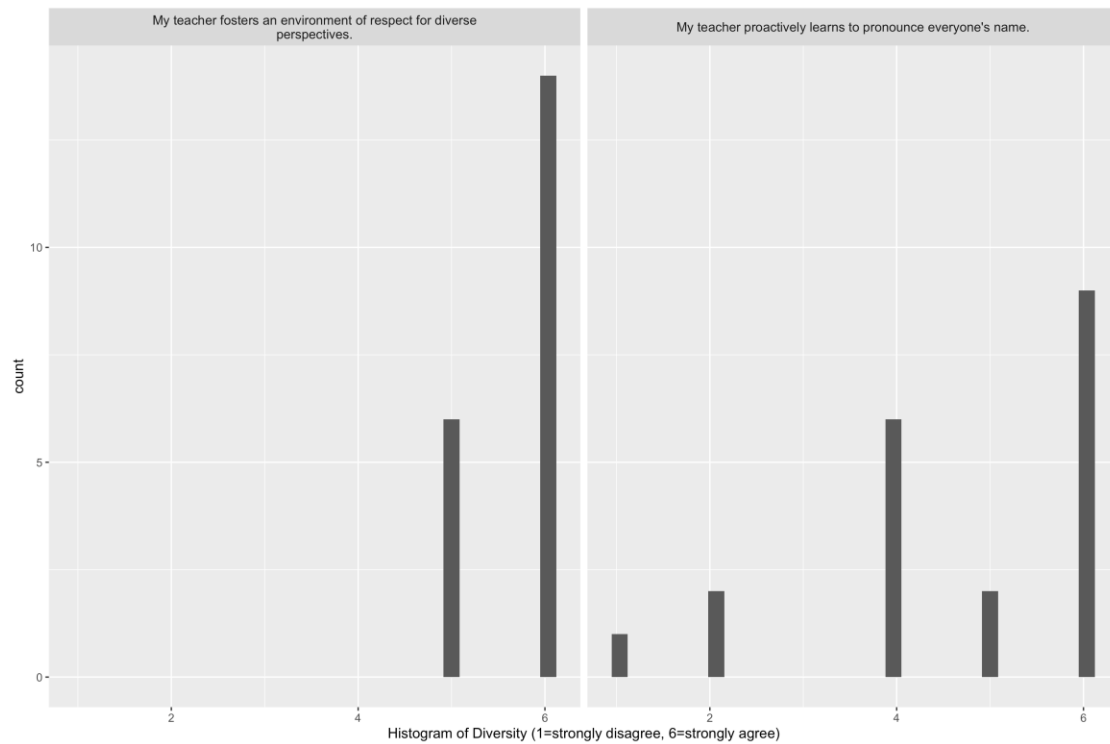
Assessment



The height of bars in histogram corresponds to number of respondents selecting that option.

1. Could you design assessment tasks that require students to draw on their own cultural background or global experiences? For example, is there scope in essays, presentations, or group work to build on students' diverse knowledge and experiences and link these to subject specific learning outcomes?
2. Could you increase the variety of assessment methods (e.g., quizzes, discussions, projects) to allow students with diverse learning needs, preferences and backgrounds to demonstrate knowledge, skills and competencies in different ways?

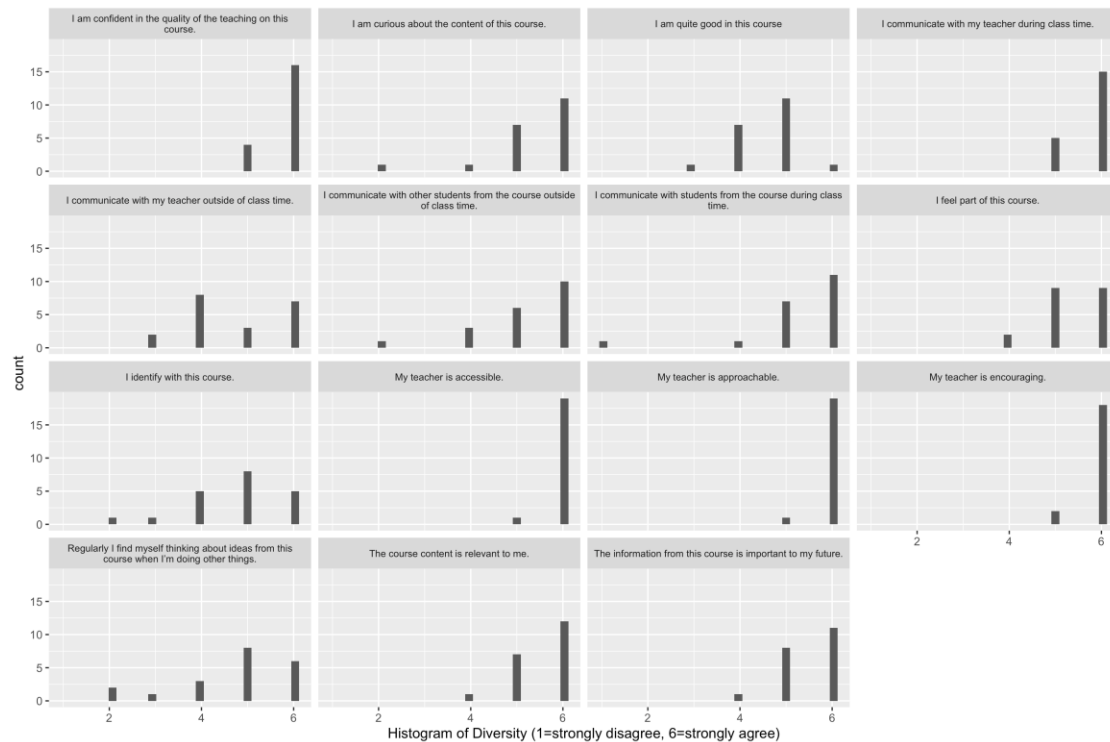
Classroom Interactions



The height of bars in histogram corresponds to number of respondents selecting that option.

1. Have you considered using name pronunciation tools to help you say students' names correctly? (We have added a link to a resource pack at the end)
2. Involve your students in setting ground rules for classroom discussions that create a safe space for different viewpoints.

Interest and Interactions



The height of bars in histogram corresponds to number of respondents selecting that option.

1. Do you offer sufficient pathways for students to communicate with you (after class, office hours, e-mails, Moodle forums)?
2. Do you scaffold classroom discussions in a way that removes barriers, such as social anxiety and reticence? (for example, you could use Mentimeter, buzz groups, pair shares to facilitate peer learning and increase interaction)
3. If group work is part of your learning activities, how do you plan and support this to enable students to interact successfully across diverse ethnicities and cultures?

Resources

University of Glasgow Decolonising the Curriculum Community of Practice Reading and Resource List: <https://rl.talis.com/3/glasgow/lists/08DECDBD-059F-691D-70DB-BF7D19ECC877.html?lang=en-GB&login=1>

University of Kent Diversity Mark Project Resources: <https://www.kent.ac.uk/student-success/diversity-mark/diversity-mark-resources>

University of Warwick Say My Name Resource Pack:
<https://warwick.ac.uk/fac/soc/law/research/projects/saymyname/library/resourcepack/>