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Nota di contenuto	Part I. Creating Accessible Environments -- Chapter 1. Turning Up: The Effect of Mandatory and Assessed Attendance on Educational Experiences and Student Wellbeing -- Chapter 2. Building Belonging in Biological Sciences -- Chapter 3. Unlocking Undergraduate Students' Potential: Developing Play-Based Learning Strategies for Lifelong Learning in STEMM Disciplines -- Chapter 4. Making Psychology Accessible to Students in Medical Education -- Part II. Inclusive Practice -- Chapter 5. The Evolution, Implementation and Impact of Representative Research Practices in Anatomy -- Chapter 6. Incorporating Inclusivity and Accessibility in Anatomy Education: A Toolkit for Early Career Anatomy and Medical Educators -- Chapter 7. Beyond the Answer: Exploring Question-Asking and Promoting Inclusivity -- Part III. Improving Diversity in Education and Beyond -- Chapter 8. Human Remains as Pedagogic Aids: In a World of Alternatives, Is the Use of Real Human Remains Still a Viable Option? -- Chapter 9. "You Want Us to Consent to This? I Don't Even Know What

## You're Talking About!" – Exploring Science Communication Using Cinemeducation and House M.D.

### Sommario/riassunto

This book provides a unique opportunity to explore the current and future state of accessibility, inclusivity, and diversity across higher education and beyond. Although these chapters primarily focus on the issues and resulting adaptations seen in biomedicine, the results and observations are applicable throughout education and the workplace. Section 1 focuses on what it means to create accessible environments for both education and employment. Here the pitfalls of mandatory attendance across education will be addressed and ideas for building belonging amongst students shared. In addition, ways to use play-based learning to support student revision and to make psychology accessible to medical students will be discussed. Section 2 explores inclusive practices in anatomy education and research, with a toolkit for both early-career and established academics. The pedagogy, psychology, and culture of asking and answering questions in education will also be explored to support educators aiming to create inclusive learning environments. Section 3 focuses on ways in which diversity can be embraced in the educational, medical, and public sectors. Chapters include the use of human remains as teaching aids to promote the concept of the body as a spectrum, and the use of television media to create immersive learning environments. This book is an essential guide to creating accessible, inclusive, and diverse learning environments for both the early career and experienced academic.