

Appendix D

Blog Quick Reference checklist

Where to spot in blog?

- Considered the background of your teaching context?; Considered the background of your teaching context?; Reflected on your positionality and how this may have influenced your intervention?

*Where to spot in my blog: Addressed under this section “**Context-Position-Influence**” of my blog*

- What is the intervention you have designed in your teaching practice (what is the aim, when will it take place, what resources, training, support is required)?

*Where to spot in my blog: Addressed under this section “**Intervention-What, Who, Where and How?**” of my blog, but also appropriately at other parts of the blog*

- Developed a sustainable intervention that applies intersectional social justice within your context?

*Where to spot in my blog: Addressed under the “**Proposed Intervention and Action Plan**” of my blog, but also appropriately at other parts of the blog*

- Why and how is it inclusive? Include references that cite critical pedagogy, social justice theories and data that supports your designs

*Where to spot in my blog: Addressed under “**Inclusivity-Why and How?**” of my blog, but also appropriately at other parts of the blog*

- How have you reflected on feedback from peers, colleagues, students on your idea?

*Where to spot in my blog: Addressed under this section “**Feedback: Peers, Colleagues and Students**” of my blog, but also appropriately at other parts of the blog*

- Where possible, include how the intervention impacted inclusive teaching and learning (if you were able to deliver this)

Where to spot in my blog: As the time was short, to observe the impact after integrating all our recommendations and proposed tools in the blog may take a year or more, so this blog tries its best to provide findings and possible reflections and recommendations which are to be fully tested in due course of time. But was successful in bringing in case 4: peer community learning as part of my unit delivery where B.SC CS and DSAI Year 1 students were taken together from Holborn to Peckham campus with an idea to nourish community building and peer interaction which was quite successful based on the informal feedbacks from students during one-to-one and pastoral care meetings.