



# Neurodivergent Education for Students, Teaching & Learning (NESTL) Toolkit

## ----- Case Study 4

## Case Study 4: Undergraduate Lesson Plan | Professor Helen Swift

*Faculty of Medieval and Modern Languages, St. Hilda's College, University of Oxford*

### Tutorial plan for second-year set texts paper

#### *Pre-term*

- **Provide one one-stop-shop email of information (consider FAQ format, student-centred language), and keep linking back to it in subsequent communications;**
- Provide tutorial plan for the full term (so students can complete work according to the schedule that best works for them);
- Explain rationale for choices (e.g. why do I request work to be handed in before tutes – what's the benefit for them; why do I ask them to give, at the end of the essay, one thing they're pleased with and one thing they're not satisfied with (offer examples thereof), and how will I use that info).

#### *Pre-first-tute*

- Invite students to let me know of any challenges they might be facing this term or any additional needs to make the tutorials most comfortable for them (i.e. in addition to/separate from any SSP info shared with me by their College) – list a few examples from previous terms so they know what sort of thing they might consider in those regards.

#### *First tute*

- Give students a bit of time to settle into the space – point out practical info (nearest bathroom, nearest socket to seats) and check they have what they need (e.g. if they need to borrow a spare copy of the text because they've forgotten theirs)
- Explain plan for tutorial and relationship between tutorial and the preparation I asked them to do for it (rough notes on a commentary passage for discussion).

- In initial general discussion of their responses to the text, be clear in signalling when you're asking a question that you want them to think about and answer as opposed to general tossing about of thoughts (I tend to say 'Question:....')
- Normalise space for thought and model different possible behaviours (e.g. a not fully articulated thought; the need to jot down notes whilst thinking; silence whilst pondering; different body movements) to help make students feel comfortable inhabiting the space physically and cognitively in ways that feel natural to them
- Engage with big issues ambitiously and manageably, e.g. 'So this is getting us into the core issue of didacticism and what sort of messages we see an audience being encouraged to draw out, but let's take it step by step: who are we imagining to have been the audiences of this work?'

**For more detailed guidance, examples, activities, and case studies, see the full NESTL toolkit.**

**Scan Me!**



**NESTL Toolkit**