

"Beyond Neurotypical Norms: A Student-Led SIG Towards Intersectional Inclusion for Neurodivergent, Queer, and Disabled Communities at LCC"

1 Icebreaker (Using Mentimeter, Padlet or fallback material) (10 mins)

Suggested Prompts from Mentimeter to upload on Padlet or Verbal Kick-off (choose one or two from below):

- What does a "typical" learning journey look like for you at LCC?
- Can you sketch or describe a moment when you felt fully supported - or completely overlooked?
- Where does technology help or hinder you in your creative or academic process?
- What would an inclusive learning environment look like to you?

Commented [EC1]: I really like this question but also wonder if students will know what you mean by 'learning journey'

Commented [EC2]: I'd make this two questions!

Using visuals, drawings, short notes - anything goes. Upload everything on Padlet

2 Discussion Themes with Guiding Questions

Keep things flexible. If one topic really resonates, I'll let it breathe

Theme 1: Navigating LCC - From BA to MA (20 mins)

Prompting Questions (using Mentimeter):

- What do you wish you had known when you started at LCC?
- How do experiences differ between BA and MA levels - in terms of support, freedom, or pressure?

Commented [EC3]: Will many students be able to answer this? I guess they can talk to each other, but there aren't that many students who have done both

- What are some opportunities LCC offers that you've been able (or unable) to take up?
- What feels like a systemic challenge vs a personal one?

Commented [EC4]: This is a great question but might need a bit of explaining first depending on student levels

Optional Activity/Prompt: Timeline or storyboard mapping, "Plot a high and a low point in your LCC journey." Upload everything on Padlet

Commented [EC5]: I also love this 'high and low points' thing, but not all students are familiar with timeline or storyboard mapping methodologies. Simply asking them to draw/write about it on colour coded post-its might be better? (And then you can have a cluster of low and high points to explore)

Theme 2: Technology as Bridge or Barrier (20 mins)

Prompting Questions (using Mentimeter):

- Which platforms (Canvas, Moodle, SEAtS, etc.) do you actually use - and how?
- Do you find that these tools help you learn, or do they add more administrative tasks?
- How does AI show up in your learning? Does it feel like a friend, a threat, or something else?
- What's one digital change you'd make to support creative practice better?

Commented [EC6]: Would be fascinating to give them the full list and maybe get them to mark them with stickers or something? Also FWIW, I don't think Canvas is a student platform, is it? And I don't think students can really function without using Moodle or Seats so rather than asking if they use them it might be better to get opinions (as you go on to do)

Optional Hook: Share an example from CHI 2025 on student interaction with AI for comparison. Upload everything on Padlet

BREAK: 10 MINS

Theme 3: Inclusion, Identity, and Institutional Practice (20 mins)

Prompting Questions (using Mentimeter):

- In what ways does LCC feel inclusive or exclusive — in terms of neurodiversity, disability, or gender?
- Have policies or procedures (accommodations, extensions, class participation) helped or harmed you?
- What forms of support do you need that aren't currently available?
- How can governance, not just people, become more empathetic?
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Optional Activity: Ask attendees to create a "Policy Wishlist" – a fictional policy that would make them feel more supported or seen. Upload everything on Padlet.

For Workshop: "Policy Wishlist" Activity

I can ask: *If you could invent a policy that would make your experience better, what would it be?*

Let students answer in **one sentence or bullet point**, like:

- "Let us choose how we're tracked — SEAtS shouldn't be automatic."
- "Every class should have a sensory-friendly option."
- "Make AI literacy a required part of the curriculum."
- "Let us submit assessments in creative formats, not just essays/PDFs."
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Commented [EC7]: I think students will need to see examples like these to help understand what we mean by 'policy', but also tricky as you don't wanna put words in their mouths, hmm

Commented [EC8R7]: (Actually I see the list of policies below — helpful for context!)

3 End: Synthesis + What Next? (20 mins)

- What patterns or recurring stories have we heard today? – show results from Mentimeter collected data (mainly wordclouds)

The following are to be also asked in the online Consent Form that participants must complete:

- Where do we go from here? Can we turn these experiences into action or proposals?
- Would people be interested in a follow-up session, a zine, or some other creative output?

 **TO BE PRINTED AND LEFT ON TABLE FOR THEME 3**

Policies = rules or guidelines that a university or institution creates to make things fair, safe, and consistent.

They cover **how things are done**, like:

- **Who gets access to what** (e.g. disabled student accommodations)
- **What happens when something goes wrong** (e.g. complaints, misconduct)
- **What students and staff are expected to do** (e.g. attendance, deadlines)

The below examples of policies are **included** under theme 3 **on the Padlet** (with links to relevant LCC policies) **but might also be printed** for students' easy access.

Examples of common policies at a university like LCC

Policy Type	What It's About (in plain words)
Inclusion policy	Says the uni supports everyone, no matter their gender, race, disability, etc.
Disability policy	Promises access and adjustments for disabled and neurodivergent students.
Assessment policy	Sets out how your work is marked, and what to do if you need an extension.
Attendance policy (e.g. SEAtS)	Tracks who comes to class and what happens if you miss too much.
AI usage policy	Tells you what's okay (or not) when using AI in your studies.
Complaints policy	Explains how to raise issues if you feel mistreated or something's unfair.
Gender inclusion policy	Supports trans and non-binary students with names, pronouns, facilities.