**Navigating Diversity: Evidence-Informed Approaches in Teaching a Diverse**

**Cohort of 100 Students**

**Background:**

Within the BA (Hons) Fashion Buying & Merchandising degree at UAL, I have the privilege of teaching one of the largest student cohorts at UAL. In this dynamic landscape of teaching in a higher education course I have been confronted with the challenge of catering to the diverse needs of up to 100 students.

**Evaluation:**

The pedagogical challenge I have found with teaching these numbers is a rich tapestry of cultural, social, and academic diversity. Students are not only diverse in terms of cultural backgrounds but also brought a spectrum of academic preparedness and learning styles to the classroom. Recognizing the imperative for evidence-informed approaches, I aim to embark on a mission to create an inclusive learning environment that responds effectively to the unique needs of each student. My objective is to implement evidence-informed strategies that would not only acknowledge this diversity but also harness it for the collective benefit of the student body.

**Moving Forward:**

**1. Pre-Assessment and Learning Styles Analysis (Biggs & Tang, 2011):**

To understand the unique needs of the student cohort, I could create a form of formative pre-assessment phase such as a quiz to gain valuable insights into individual strengths and challenges across the cohort at the start of the course. This data could then lay the groundwork for a tailored approach to my instruction, acknowledging the diversity in academic preparedness and learning preferences.

**2. Time Constraints (Biggs & Tang, 2011):**

I will consider efficient time management. This is paramount when dealing with a sizable student cohort. How best to optimize class hours, exploring innovative teaching methodologies that balance personalized attention with the constraints of a larger student population.

I could also achieve this through helping to refine organizational processes, exploring technology solutions, and leveraging support services to streamline logistics and enhance efficiency within my teaching methods.

**3. Culturally Responsive Teaching (Gay, 2010):**

Acknowledging the multicultural nature of the student body, I will integrate even more diverse perspectives and examples into the curriculum and teaching materials. This approach will not only aim to enrich the learning experience but also to create an inclusive environment where students from different cultural backgrounds felt seen and valued. This may then positively impacted student motivation and connection to the subject matter. I may also consider involving more diversity in the lecturers or guest lecturers I use throughout my units so that students have exposure to a wide range of teaching styles and knowledge.

**4. Overcoming Bias and Stereotypes (Gay, 2010):**

Recognizing the need for continuous efforts to address biases and stereotypes, I am committed to ongoing professional development around this subject. This will ensure I and my teaching team remain vigilant in creating an unbiased and inclusive learning environment, fostering a culture of respect and understanding across the wide student cohort.

Conclusion

In conclusion, the case study demonstrates the successful implementation of evidence-informed approaches to meet the diverse needs of a higher education student cohort in the UK. Challenges identified will be addressed through continuous refinement and enhancement of inclusive teaching practices, ensuring a more enriching educational experience for all students.

**References:**

1. Biggs, J., & Tang, C. (2011). Teaching for Quality Learning at University. McGraw-Hill Education.

2. Gay, G. (2010). Culturally Responsive Teaching: Theory, Research, and Practice. Teachers College Press.