

## **Increasing inclusion of neurodiverse students in geoscience**

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There has been a recent effort in geoscience education research to make teaching and academia more inclusive of people who are neurodiverse. Neurodiversity includes autism, attention deficit hyperactivity disorder, dyslexia and other learning differences. The experience of each neurodiverse student is different and an individual's needs can be best met when there is free and open communication between students and teachers. However, this level of engagement is not always possible, so it is useful to understand the systems and processes that can be put in place that tend to increase inclusion of students with a range of learning differences. Universal Design for Learning (UDL) is a framework for designing educational materials and activities that are effective for all learners, taking into account the differences in the ways individuals learn. Education research suggests that UDL may benefit all students and can increase engagement. In this workshop we will discuss some of the following topics:

- How the experience of students with neurodiversity may differ from their neurotypical peers
- The concept of universal learning design and how it can be implemented in classrooms
- How supervisors can support PhD students with dyslexia or other forms of neurodiversity
- Systems that can be implemented in the way a subject is organized or designed that promote inclusivity
- The challenges and opportunities of field work for neurodiverse students

The contributions of those with lived experience are particularly encouraged, including both students and teachers.