



Building Belonging Learning Circle Funded Projects 2025/26:

Embedding Belonging into Curriculum

Project Aims

- Help students design and deliver Faculty workshops on embedding belonging into disciplinary and interdisciplinary curricula.
- Build students' skills in qualitative analysis by having them review case studies and co-create shareable resources, including a visual guide and blog post.
- Create a new Curriculum Belonging Framework for academic staff to use when designing their curricula.



Belonging in curriculum design means intentionally **creating the conditions** for **inclusion, mattering, connection, and empowerment** - through which every student feels valued and an important part of the learning community.

Belonging Embedded in Curriculum

Case Study Examples

Examples from the Building Belonging Framework Case Studies

LEARNING ACTIVITY	ASSESSMENT	INTENDED LEARNING OUTCOMES
Co-created seminar design Economics & Policy — undergraduate module When students requested more seminar-style sessions, I introduced additional discussions to deepen engagement and dialogue. Belonging pillar: Empowerment & Connection	Transparent assessment rationale Economics & Policy — undergraduate module By explaining the reasoning behind assessments, I help students see how each task develops particular skills and competencies. Belonging pillar: Empowerment & Trust	Belonging as a design lens Department Welcome — student wellbeing session The framework has been a useful tool to support the planning process, particularly as a starting point for activity and content design. Note: ILOs not yet explicitly named — an emerging opportunity

Warwick Building Belonging Framework | Case Study Evidence

Project Rationale

- Students with a strong sense of belonging tend to do better academically, stay enrolled, and report higher satisfaction.
- How a course is designed and taught can support or undermine that sense of belonging (Cohen & Viola, 2022).
- Student voice shaped the Belonging Framework from the start, so keeping students involved in this stage means it gets tested and refined by the people it's meant for.
- Draws on research on Community of Inquiry and Universal Design for Learning (Mendoza & Venables, 2023), Pedagogy of Belonging (Lemon, 2023), and curriculum integration and inquiry-based learning (Beane, 1998; Park & Chang, 2024).

Current Progress and Reflections

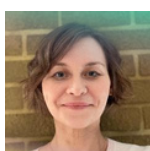
- Three Faculty workshops delivered: Arts (11 Mar 2026), SEM (18 Mar 2026), Social Sciences (29 Apr 2026).
- The SEM workshop (Amanda Lang & Disha Bhuiyan) followed an Ignite → Shape → Shift structure: exploring what belonging means in a curriculum context, then discussing learning activities, assessment, and ILOs through the framework's four elements (Inclusion, Mattering, Connection, Empowerment), then translating insights into curriculum design.
- A prototype Belonging in Curriculum Design resource has been developed for programme/module convenors and teaching staff, and is now live.

Next Steps

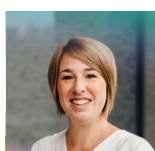
- Disseminate the resource further and invite colleagues across the university to test and refine it (ongoing, 2025–26 onwards).

Student Project Assistants:

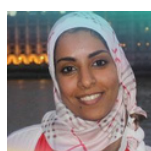
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