Report on the Research carried out for an Inclusive, Multi-Modal Learning Environment: Supporting Students’ Learning Needs

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# Executive Summary

## Aims and objectives

The overall aim of this project is to enhance student learning and the student experience by ensuring that Oxford Brookes is an inclusive learning environment. Our objectives included: identifying existing research in the area of inclusive teaching and learning in HE for students with specific learning difficulties (SpLD); identifying the teaching and learning needs of those students; identifying best practice in the provision of HE learning and teaching for students with SpLD; and, ultimately, producing resources for staff that meet the widest range of students’ learning needs and promote inclusive teaching practices at the institution.

## Methods

Our research methods consisted of a literature review on inclusive teaching and learning in HE, qualitative data collection through focus groups and questionnaires examining the learning needs of students with and without learning difficulties, and a scan of UK university website Dyslexia/Disability Services pages (including telephone interviews with eight institutions that appeared in their WebPages to offer excellent provision).

## Findings

The key findings that emerged from our qualitative research include the following needs:

* Notes to be given in advance (including provision of key terminology)
* Accessible documents (accessible design and compatible with Assistive Technology)
* A controlled lecture pace and lectures broken up by activities and questions (in order to summarise and consolidate information)
* A multisensory teaching approach (including means to engage through digital media)
* Access to recordings of lectures
* Moodle sites that are accessibly designed and include a variety of media
* Consideration of diversity and individual needs to be given for group activities
* Prioritised reading lists
* Detailed feedback available online where practicable
* Feedback to be given in multiple formats
* Access to tutors for further feedback and support
* Clear and concise Module Handbook with information about the course requirements
* Clear communication of the Core Regulations and the responsibilities of both students and staff

By fulfilling these needs, the risk of students feeling unsupported, stressed, lost or embarrassed is diminished. Students without SpLD appear to have very similar learning needs to those with SpLD and feel that inclusive teaching practices are relevant and beneficial to their learning.The existing literature on inclusive teaching and learning in HE supports most of these findings.

Our web-based and telephone search of UK universities showed that:

* Approximately only 26% of HE institutions have a separate page about inclusive teaching and learning or mention inclusivity on their dyslexia pages.
* There are, however, some very good exceptions with institutions that have undertaken projects on inclusive teaching and learning and/or have produced good resources for staff with guidelines for inclusive practice.
* Initiatives being taken towards embedding inclusive practice across the sector include:
  + Inclusive Practice Manager
  + Creation of Universal Design for Learning License to Learn Handbook
  + Reviving previous projects about inclusive practice to embed within the curriculum
  + Websites dedicated to inclusive practice
  + Policies on inclusive practice as a whole or particular aspects of it (such as recording of lectures)
  + Investing in other new technologies (such as SensusAccess and Box of Broadcast)
  + Inclusive assessment (such as offering alternatives in some modules)
  + Inclusion as part of module review

## Project completion and recommendations

During the final stage of this project we are gathering feedback on our inclusive practice resources from colleagues and students. The PESE website will be developed to include resources and information for staff. To fully meet our duties under the Equality Act (2010) the university will need to consider which inclusive approaches to take forward. A final report of the project will make recommendations for this, to include:

* a policy on inclusive practice including availability of content online ahead of classes
* a policy on inclusive design of teaching and learning materials
* a universal approach to the recording of lectures
* appointing a lead on Inclusion, such an inclusive practice manager
* greater investment in assistive technologies including technology to create alternative formats
* review of modules against inclusion criteria
* incorporating anticipatory reasonable adjustments into planning- whether that’s buildings or programme design
* Adopting one model of inclusive practice to incorporate into learning and teaching

Finally, as new initiatives which further develop inclusive practice are taking place rapidly in other institutions (eg new websites launched), it is imperative that Oxford Brookes makes inclusive teaching and learning a key priority. By moving quickly towards implementing inclusive practices at curriculum design we can ensure that Oxford Brookes is a leading institution in the sector in its approach to being a fully inclusive learning environment.

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## Introduction

Awareness of the need to develop inclusive teaching and learning that is accessible to all students is spreading throughout higher education institutions in the UK. Students with learning difficulties are often overlooked especially when a learning difficulty is not readily observable in the classroom (Madriaga and Goodley, 2010). An inclusive and supportive learning environment ensures that disabled students can reach their full academic potential but it can equally benefit students without disabilities by helping them learn more effectively (Higbee & Goff, 2008).

Moreover, the UK Government has implemented changes that will affect students in receipt of Disabled Students’ Allowances (DSAs). The practical effect of this is that disabled students are no longer funded for non-specialist support (such as note taking, library support, and costs towards printing and books) and they may have less access to Assistive Technology (AT). This means that higher education providers will now have a greater role in supporting learners with disabilities. It is essential, therefore, that they further develop a more strategic and flexible approach to delivering inclusive practice to ensure that all students reach their full academic potential, including those with learning difficulties.

The Supporting Students’ Learning Needs strand of PESE2: Inclusive, multi-modal learning environment aimed to enhance student learning and the student experience by ensuring that Oxford Brookes is an inclusive learning environment. The objectives of the project included: identifying existing research in the area of inclusive teaching and learning in HE for students with specific learning difficulties (SpLD); identifying the teaching and learning needs of those students; identifying best practice in the provision of higher education learning and teaching for students with SpLD; and, ultimately, producing resources for staff that meet the widest range of students’ learning needs and promote inclusive teaching practices at the institution.

The scope of this report is to present the research that took place so far, summarize the main findings of this research and make recommendations for Oxford Brookes to embed inclusive practice and provide for the learning needs of our students in response to the reduction in Disabled Students’ Allowances.

## Literature review

A literature review on inclusive teaching and learning in higher education was conducted in 2015. The scope of this review was to define inclusive practice in the HE setting, highlight its relevance to the whole of the student body, and identify insightful principles, guidelines and examples of good practices that support the access, retention and progression of students, especially those with SpLD.

Inclusive teaching and learning in HE recognises the diversity of students, enabling all learners to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment (DfE, 2017). A core definition of inclusive practice is teaching which engages students in learning that is meaningful, relevant and accessible to all, embracing individual differences as a source of diversity that can enrich the learning of others (Hockings, 2010). Therefore, inclusive learning is based on the premises that: the learning experience is enhanced by the varied backgrounds of students; accessible learning is relevant to all students; the curriculum and the means of delivery are both part of this accessibility; and students with full access to learning and teaching are more likely to engage with their learning and reach their full potential (DfE, 2017).

Overall, the literature suggests that inclusive teaching approaches can create barrier-free pathways for learning for all students, with and without learning difficulties (Higbee, 2009). The review identified three emerging educational models that apply inclusive practice in higher education settings: Universal Design for Learning (UDL) (Rose & Meyer, 2008); Universal Instructional Design (UID) (Higbee & Goff, 2008); and Universal Design of Instruction (UDI) (Scott, McGuire & Shaw, 2003). Their core feature is the position that an inclusive curriculum should be “flexible enough to carry the instructional goal for the predictable range of learner differences” (Glass, Meyer & Rose, 2013, p.101). All three models stem from the theoretical framework of Universal Design (UD), which has been widely adapted as a way to foster inclusion in the development of curricula and instruction for students with disabilities (Myers, 2008), hence they all share similar UD principles in the design of instructional materials and practices.

The review discussed the main strategies for embedding these UD principles in teaching and learning and described the approaches that best address the learning needs of students, particularly those with SpLD. Inclusive approaches to assessment were specifically excluded from the review, as assessment has been reviewed as a separate strand of this PESE project. The best teaching practices for students with SpLD identified in recent studies included:

* Providing course materials and reading lists in advance (Moriña et al., 2014; Davies & Elliott, 2009)
* Using an AT-friendly VLE, such as Moodle and placing there all course materials (Scott, McGuire & Shaw, 2003)
* Determining essential course components and communicating clear expectations (Higbee, 2009; Moriña et al., 2014)
* Highlighting essential reading and prioritising chapters and sections wherever possible (Davies & Elliott, 2009)
* Accessible design of student learning materials (eg lecture handouts, powerpoint slides)
* Providing feedback with comments on relevance, structure, clarity and syntax (Higbee & Goff, 2008; Davies & Elliott, 2009)
* Providing multiple means of acquiring information and knowledge and using diverse teaching methods (i.e. multisensory approaches, technology-based tools and e-learning resources) (Rose & Meyer, 2008; Higbee, 2009)
* Allowing the use of audio recorders in lectures and seminars (Davies & Elliott, 2009)
* Providing multiple means of student engagement (eg communication with tutors via different modes, motivation and inspiration, use of technologies, in-class discussion and interaction) (Rose & Meyer, 2008).
* Being aware that some teaching approaches may be more difficult for students with learning difficulties (eg collaborative work), and can cause feelings of stress, embarrassment and low self-esteem (Davies & Elliott, 2009)
* Creating a welcoming classroom with accessible course materials (e.g. handouts, presentations and AT-compatible documents), considerate language, and appropriate physical environment (i.e. seating and lighting) (Scott, McGuire & Shaw, 2003; Clinton & Higbee, 2011)

Most of these findings are also highlighted in the most recent governmental report on inclusive teaching and learning in HE published by the Department for Education on behalf of the Disabled Student Sector Leadership Group (DfE, 2017).

## Qualitative data

The aim of the qualitative part of our research was to identify the learning needs of students with and without learning difficulties at Oxford Brookes and highlight teaching approaches that can support effective learning, particularly for students with specific learning difficulties (SpLD), such as dyslexia.

The qualitative data were collected via:

* One focus group with students with dyslexia (4 participants)
* Questionnaires (ie evaluation sheets) distributed to students that came to the Dyslexia/SpLD Support Service for consultation (38 participants)
* A focus group with undergraduate and graduate students from the general student body (18 participants)

The initial focus group covered in depth the following topics: what helps students engage with material; examples of sitting in lectures and feeling lost; access to materials in advance; difficulties with presentations and handouts; the use of Moodle; difficulties with finding information about a course; issues with feedback; preferred ways of learning; learning from peers; difficulties taking part due to dyslexia; difficulties with reading in class; adequacy of existing study skills support; and the use of assistive technology.

The evaluation forms/questionnaires asked students more specifically about what helps and what hinders their learning before and during lectures, between lectures and seminars, during and after seminars, as well as what helps and hinders in relation to feedback given by tutors. These questions were derived from the data we collected in the initial focus group. During a 2 week period members of the Dyslexia/SpLD Team asked students to complete the questionnaire at the end of face-to-face appointments, when there was time.

The subsequent focus group that was carried out (involving students without SpLD) examined further what facilitates effective learning, whether inclusive learning applies to all students in Oxford Brookes and sought students’ views on what resources best meet their learning needs.

The data collected were stored and organized using the computer software NVivo. The grounded theory approach (Strauss and Corbin, 1990) informed the thematic analysis of the data. During the analysis, participants’ names and personal details were omitted in order to ensure anonymity and confidentiality.

## Findings

1. The analysis of the data collected from students with SpLD revealed the following learning needs:

* Access to lecture notes in advance

All participants reported that what really helps is having the lecture slides at least 24hours in advance (ideally 48 hours) in order to have time to read and prepare before class, and avoid feelings of “stress” and “embarrassment”. New terminology and key information about the course should also be given in advance.

* Accessible documents

Participants expressed their need for course materials to be designed in an accessible way (eg larger fonts, good colour contrast, use of visuals to aid information processing, clear spacing and use of bullet points) preferably in a format compatible with AT (eg articles scanned to pdf must have optical character recognition so that the text can be recognised).

* Moodle sites that are accessibly designed and include all relevant course materials

Respondents reported that having a variety of materials on Moodle accessible to them is also important; “having everything up there” helps them to “go over” and process the material at their own pace between classes. The Moodle site should be easy to navigate and include a variety of media (eg audio-visual material), as well as course information.

* Shorter lectures

Participants reported that 3-hour lectures are “way too long” and students with SpLD tend to “switch-off”.

* A controlled lecture pace with regular breaks for questions

Even if lectures are long, they can be manageable if the lecture is not conducted at too fast a pace and there are regular “breaks with time for questions”. Respondents said this is “vital” in order to “relax” their minds and consolidate information.

* Engagement with small tangible tasks during the lecture

Respondents suggested that what makes them truly engaged in the classroom is to have small, doable tasks that they can complete in a short time; providing such activities keeps students focused and boosts their self-esteem.

* A multisensory teaching approach, including means to engage through digital media

Our data showed that the use of a variety of teaching methods and learning materials (eg audio-visual aids, e-learning resources) facilitates students’ learning as it takes into consideration preferred/individual learning styles; the “different avenues to access knowledge” can help with information processing and memorisation and give students “confidence” in their abilities.

* Recording their lectures and the use of AT

Participants expressed the need to record the lectures in order to review them after class (especially when the pace is fast). Specific software (ie AT) is also used between lectures and seminars for personal study to further support their learning.

* Detailed feedback available online

Respondents reported the need for feedback that focuses on content and academic issues rather than punctuation and grammar, highlights both strengths and weaknesses of the student, gives “specific suggestions” for improvement, clarifies what is expected of them and how the work is assessed. The majority of participants preferred feedback that is written and available on Moodle so that it can be accessed at any point.

* Availability of tutors

Participants expressed their need for communication with lecturers between lectures and seminars for feedback and support.

* Group work – learning from peers

Participants reported that group work, especially during seminars, is an opportunity to ask questions, exchange views and share information with their peers. However, unprepared students or students that skip classes can create a problem. Additionally, group work can be occasionally “overwhelming” for students with SpLd; when they are under the pressure to “formulate ideas fast” and present in front of others they often feel disadvantaged due difficulties with information processing.

1. The analysis of the data collected from the subsequent focus group with students from the general population revealed that:

* Although participants’ initial reaction was that they were not aware of what inclusive practice is, once they understood the terminology they all agreed that inclusive teaching practices are relevant and beneficial to their learning.
* Students’ learning needs were very similar regardless of the existence or not of SpLD (ie need for lecture notes in advance; use of multisensory materials in lectures; being able to record lectures or having recorded lectures on Moodle; having all course material available on Moodle; need for interactive lectures; need for controlled lecture pace and breaks with questions or learning activities; need for support from staff).
* With regards to assessed group work, participants further commented on the need to have a framework of assessment that can “balance” grading on collaborative work (ie taking into account students that do most of the work versus students that come unprepared).
* Moreover, it was discussed that reading requirements in their courses are sometimes “unrealistic”; they would like module leaders to communicate more with each other and, more importantly, prioritise reading lists (this is particularly helpful to students with dyslexia). Students can also be “strategic” about their reading especially when assignments are coming up.
* Students also expressed the need for a shorter, concise and consistent Module Handbook with clear information about course content, reading materials, assessment criteria, information about accessibility and other relevant information (eg lecturer office hours).
* Participants further suggested to make CPD compulsory for academic staff as Moodle is an excellent tool that is poorly used by some staff.
* Finally, the need of a document defining students’ responsibilities and what students should expect from academic staff was also discussed (ie information on rules and regulations regarding module handbooks, Moodle, assessment, communication). These core regulations should be clearly conveyed to both students and staff.

Taken together, the findings from our qualitative research on students’ learning needs suggest that students at Oxford Brookes appreciate the value of an inclusive teaching environment and highlight the need for a cultural change in the institution towards a more inclusive approach to teaching and learning.

## Analysis of inclusive practice in the HE sector

The overall aim of this research was to identify best practice across the sector through a web-based search and follow-up interviews with key personnel. In particular, the scope of the website scan of UK universities was to gain a better understanding of what is going on across the sector in relation to inclusive learning and SpLD and to highlight examples of good inclusive practice from other institutions.

The website search, which took place over a period of 4 weeks in 2016, scanned the dyslexia and/or disability webpages of 127 universities looking for: mention of how SpLD impact on studies, mention of inclusive teaching on the dyslexia pages of their sites, links to inclusive teaching and staff resources and educational projects in relation to inclusive learning and SpLD.

The overall impression gained through the initial web research was that, in many university sites inclusive learning was mentioned only in passing in the institutions’ Equality and Diversity strategy documents. In particular, one striking finding was that, currently, approximately only 26% of UK’s institutions have a separate page about inclusive teaching and learning or mention inclusivity on their dyslexia pages (ie out of the 127 universities searched only 33 institutions mentioned inclusive teaching on their dyslexia pages and only 37 had a separate page about inclusive learning). This is one indication that, although in theory inclusive learning is gaining pace, HE providers are still slow to implement this in practice. Therefore, Oxford Brookes appears to be in a strong position to be amongst those universities that are recognised for best practice in relation to inclusivity in teaching and learning, particularly for students with learning difficulties and to become sector leading in its approach to being a fully inclusive institution.

There are, however, some very good exceptions with institutions that have undertaken projects on inclusive teaching and learning and/or have produced good resources for staff with guidelines for inclusive practice. These include (at the time of search): the SPACE project (on inclusive assessment) from Plymouth University; the Teachability project from Strathclyde; the InCurriculum project from Nottingham Trent; the Inclusive Curriculum for Disabled Students (ICDS) project from Westminster; the Strategies for Creating Inclusive Programmes of Study (SCIPS) project from Worcester; the Inclusive Curriculum project from Cardiff; the Thinking about Dyslexia project from Nottingham; the Inclusive Curriculum Toolkit from Manchester Metropolitan; The Flexible, Accessible, Inclusive and Real (FAIR) Curriculum project from Glasgow Caledonian; the IncludeAll Toolkit from Staffordshire; and excellent webpages with information on SpLD, available resources or training and instructions for teaching inclusively (e.g. to-do lists, how-to suggestions and/or videos) from Cambridge, Sheffield, Warwick, Lancaster, Stirling, South Wales, Cork, De Montfort, Liverpool, Dublin City, Wolverhampton, Aberdeen and Edinburgh.

We also found that there may be occasions where although an institution has taken steps towards inclusive practice, these efforts are not reflected on the relevant webpages (eg one example is Brighton). We further need to add that, since our search, we have been aware of new developments taking place in other institutions (eg Leeds has recently launched a brand new website specifically dedicated to inclusive teaching). This means that inclusive learning is gaining momentum in other universities and we need to move quickly towards implementing inclusive practices at Oxford Brookes in order to stay a leading institution in the sector.

In many cases, the Disability pages we searched refer only to disabilities in general and/or occasionally to specific learning needs rather than looking more broadly at inclusivity. On the other hand, in a number of institutions where there is a page solely on inclusive learning there are no connections to disabilities or specific learning difficulties. We suggest that the optimal approach is to have both sites linked together (eg all information and resources stem from the disability page for Glasgow Caledonian University; staff are directed to a link for inclusive provision with information and guidance on creating accessible teaching materials).

Hence the results of our university website search showed that a number of HE providers have sections of their learning and teaching websites focused on inclusive practice and some have approved strategies regarding this way of understanding learning and teaching. However, evidence suggests that very few HE providers have actually embedded inclusive practice across their degree programmes beyond these pockets of good practice (DfE, 2017). In order to examine this further, we identified eight institutions as having excellent provision based on either having undertaken a project on inclusive learning or having an excellent range of resources on their website, namely: Plymouth, South Wales, Worcester, Cork, Glasgow Caledonian, Westminster, Edinburgh and Manchester Metropolitan. Telephone interviews were conducted with key personnel from these institutions in order to obtain more information about whether, apart from having guidance for staff on their website, they had taken any steps to further embed inclusive practice in their institution.

Following our web and phone research, we identified the following examples of good practice:

* Lecture notes in advance (including provision of key terminology)

More accurately described as access to teaching materials ahead of lectures, seminars, practical classes and other academic contact sessions, this practice enables students to read and process the information prior to the lecture. Practice varies between recommending 24 and 48 hours ahead. At the University of Edinburgh they have incorporated this into their policy on mainstreaming learning adjustments. Other university's making content available online include: Plymouth University, Glasgow Caledonian University, Manchester Metropolitan University, University of Strathclyde, University of Bath, Durham University, Reading University, University of Nottingham, University of Bradford, University College Cork, Dublin City University and Anglia Ruskin University

* Materials presented in an accessible way

This is achieved by providing online guidance to teaching staff with clear principles of accessible and inclusive design. As one example, amongst others, the University of Sheffield developed an inclusive learning and teaching handbook which includes sections on creating accessible content. other universities offering guidance include Edinburgh University, Manchester Metropolitan University, Plymouth University, University of Sheffield, University of Strathclyde, Nottingham Trent University, University of Kent, University of Cardiff, University of Nottingham, University of Manchester, University of Aberdeen, University College Cork, Dublin City University, Anglia Ruskin University, Glasgow Caledonian University, University of Sunderland

* Technology to create alternative formats

The ability to convert documents into accessible, compatible formats with the aid of intuitive, easy to use software can meet the needs of many students with disabilities. For instance, at South Wales they have purchased a license for SensusAccess. Investing in appropriate software can be more cost-effective than employing staff to create alternative formats.

* Providing additional means to engage through digital media

There are good examples of information in class being shared through flowcharts, mind maps, diagrams, videos and podcasts, interactive sessions, practical exercises and text (given in advance). Some institutions, including Liverpool, Glasgow Caledonian University and Aberdeen have subscribed to Box of Broadcasts from the British Universities and Colleges Film and Video Council (BUCFVC). This is an on demand TV and radio service for education, which can save lecturers a considerable amount of time searching for good quality videos to supplement teaching.

* Increasing the availability of recordings of lectures

Increasingly, universities are investing in lecture-capture technology to make recordings of all lectures available to students. The university of Edinburgh, Plymouth University, the University of Brighton and Manchester University are leading the way with their approaches. Brighton has a ‘switched-on’ policy, whereas at Plymouth they are launching lecture-capture in all rooms (with use being opt-out, rather than opt-in).

* Training for staff

Availability of training for staff is varied and a common challenge is the lack of time available to staff for development. Wolverhampton’s Learning to Teach Inclusively online module has been well received: Manchester Metropolitan University and Bradford University also have successful training programmes.

* Inclusive by design

Universities that are leading the way in their progress to becoming fully inclusive have inclusion as a key part of their strategy. Inclusive, accessible and student-centred support is a principle within the initial curriculum design rather than being retro-fitted (ie adjustments made to the curriculum later on). Manchester Metropolitan has created a succinct guide to Inclusive Programme Design and Management, applying the principles of UD to its teaching environment. Universities which advise about principles of good practice for inclusion with regards to module design include St Andrews University, Durham University, SOAS University of London, University of Derby, Glasgow Caledonian University, University of South Wales and the University of Brighton.

* Prioritised reading lists

At Dublin City University the guidance for staff explicitly recommends providing prioritised readings in advance to allow students to prepare. The University of Edinburgh, Dublin City University and University College Cork also make this recommendation.

* Assistive technology

Oxford Brookes offers a comparable package of assistive technology. We are currently running a project to evaluate assistive technology provision, assess options for future development and pilot training methods for students and staff. Our AT Manager and Trainer is a temporary post. University College Cork and Plymouth University provide a comprehensive package of assistive technology with guidance, support and training.

* Guidance for students

Aberdeen has a ‘Learner’s Toolkit’ (<http://www.abdn.ac.uk/toolkit/>) to house all resources for students in one place, which is accessible on any device. Manchester metropolitan University and the University of Gloucestershire also offer advice for students on their websites.

## Project completion and recommendations

This project reaches its completion at the end of the 2016/17 academic year. During the final stage we are gathering feedback on our inclusive practice resources from colleagues and students. The PESE website will be developed to include the following sections:

* Background Information and key terms
* Access to teaching materials before lectures
* Design of student materials
* Learning Activities
* Information on which students in particular the activities will benefit
* Links to further reading
* Resource for students

Links will be added to this website from other relevant places, such as Moodle.

This project has provided a launch pad for Oxford Brookes to become more inclusive in its teaching and learning activities. To fully meet our duties under the Equality Act the university will need to further implement and embed inclusive practice. A final report of the project will make recommendations for this, to include:

* a policy on inclusive practice including availability of content online ahead of classes
* a policy on accessible teaching and learning materials
* a universal approach to the recording of lectures
* appointing a lead on Inclusion, such an inclusive practice manager
* greater investment in assistive technologies including technology to create alternative formats
* review of all modules against inclusion criteria
* incorporating anticipatory reasonable adjustments into planning- whether that’s buildings or programme design
* Adopting one model of inclusive practice to incorporate into learning and teaching

Finally, as new initiatives to develop further inclusive practice are taking place rapidly in other institutions (eg new websites launched), it is imperative that Oxford Brookes makes inclusive teaching and learning a key priority. By moving quickly towards implementing inclusive practices at curriculum design we can ensure that Oxford Brookes stays a leading institution in the sector in its approach to being a fully inclusive learning environment.

## Links relating to examples of good practice at other universities

Edinburgh University- <http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/inclusive/mainstreaming>

University of Sheffield- <https://www.sheffield.ac.uk/polopoly_fs/1.18989!/file/The-inclusive-learning-and-teaching-handbook.pdf>

SensusAccess-<http://www.sensusaccess.com/service-description>Box of Broadcasts-<https://learningonscreen.ac.uk/ondemand>

Wolverhampton-<http://www.wlv.ac.uk/about-us/internal-departments/the-college-of-learning-and-teaching-colt/pedagogic-research/wolverhampton-learning-and-teaching-projects/learning-to-teach-inclusively/>

Manchester Metropolitan- <http://www.celt.mmu.ac.uk/inclusion/>

Dublin City University-<http://www.dcu.ie/disability/inclusive-teaching.shtml>

Aberdeen- <http://www.abdn.ac.uk/toolkit/>

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