



LISTENING FOR DYSLEXIA: AN INCLUSIONAL PROCESS TO ENHANCE SELF-EFFICACY



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The demographic of my study

Groups:

- Higher Education –Staff and students
- Community services residential project
- Teachers
- Post Graduate health group

Individuals:


- Mature age Adults in Higher Education



Turning points in the study

1. From dyslexia to diverse learners :

opened the study to eclectic groups
and individuals with a range of experiences
and issues in their studies



2. From Participatory AR to Self Study AR

- My 'objective' view of self as 'practitioner' gave way to a practitioner /researcher role-focusing my professional development
- The subjective/objective nature of the researcher role , the importance of coresearcher relationship and using inclusional learning

Inclusive learning principles


*Embrace **difference** as a source of **diversity** that can enrich the lives and learning of others*

(Hocking 2010)

Be Engaged and connected and have personal control of self, study and the environment

‘These are the main attributes of a well-rounded successful person’

(Cunningham)



'it is invidious to treat disabled students as a separate category; rather they fall along a continuum of learner differences and share similar challenges and difficulties that all students face in higher' education '

Hockings 2010



What solutions do you envisage?

