PCE006-7: Inclusive learning and teaching in Higher Education (ILTHE)



[1]

Ali, M.M. and Saadi, Z. 2010. Perspectives on Readiness and Acceptance of Lecturers in Supporting Students with Special Needs in Higher Education: A Case Study. Procedia - Social and Behavioral Sciences. 7, (2010), 661–664. DOI:https://doi.org/10.1016/j.sbspro.2010.10.089.

[2]

Anderson, Joyce Rain; Bond, Barbara E.; Davis-Street, Jeanean; Gentlewarrior, Sabrina; Savas, Minae Yamamoto; Sheehy, Deborah A. 2014. Transforming the Classroom - and the World: Voices from a Culturally Inclusive Pedagogy Faculty Learning Community. Transformative Dialogues: Teaching. 7, 1 (2014).

[3]

Arzhanik, M.B. et al. 2015. Differentiated Approach to Learning in Higher Education. Procedia - Social and Behavioral Sciences. 166, (2015), 287–291. DOI:https://doi.org/10.1016/j.sbspro.2014.12.525.

[4]

Dosch, Mary; Zidon, Margaret 2014. 'The Course Fit Us': Differentiated Instruction in the College Classroom. International Journal of Teaching. 26, 3 (2014).

[5]

Griess, C.J. and Keat, J.B. 2014. Practice What We Preach: Differentiating Instruction and Assessment in a Higher Education Classroom as a Model of Effective Pedagogy for Early Childhood Teacher Education Candidates. Journal of Early Childhood Teacher Education.

35, 1 (2014), 98-109. DOI:https://doi.org/10.1080/10901027.2013.874381.

[6]

Hockings, C. et al. 2012. Making a difference—inclusive learning and teaching in higher education through open educational resources. Distance Education. 33, 2 (2012), 237–252. DOI:https://doi.org/10.1080/01587919.2012.692066.

[7]

Holgate, P. 2015. Developing an inclusive curriculum of architecture for students with dyslexia. Art, Design & Communication in Higher Education. 14, 1 (2015), 87–99. DOI:https://doi.org/10.1386/adch.14.1.87_1.

[8]

Johnson, Claudia C.; Middendorf, Joan; Rehrey, George; Dalkilic, Mehmet M.; Cassidy, Keely 2014. 'Who am I to bring diversity into the classroom?' Learning communities wrestle with creating inclusive college classrooms. Journal of the Scholarship of Teaching. 14, 4 (2014). DOI: https://doi.org/10.14434/josotl.v14i4.3895.

[9]

Kreber, C. 2008. The university and its disciplines: teaching and learning within and beyond disciplinary boundaries. Routledge.

[10]

Kreber, C. 2009. The university and its disciplines: teaching and learning within and beyond disciplinary boundaries. Routledge.

[11]

Maringe, F. and Sing, N. 2014. Teaching large classes in an increasingly internationalising higher education environment: pedagogical, quality and equity issues. Higher Education. 67, 6 (2014), 761–782. DOI:https://doi.org/10.1007/s10734-013-9710-0.

[12]

Savvidou, C. 2011. Exploring teachers' narratives of inclusive practice in higher education. Teacher Development. 15, 1 (2011), 53–67. DOI:https://doi.org/10.1080/13664530.2011.555224.

[13]

Teman, Eric D.; Lahman, Maria K. E. 2010. Supporting Students of Diverse Sexual Orientation in Higher Education: An Ethnography of an LGBTAQ Center.

[14]

Walker, A. 2014. Curriculum Retention and Programming for Inclusive Teaching. New Directions for Teaching and Learning. 2014, 140 (2014), 77–84. DOI:https://doi.org/10.1002/tl.20116.

[15]

Whitney, Robyn R. 2014. Differentiating Instruction in Postsecondary Education. Radiologic Technology. 85, 4 (2014).