

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

[View Online](#)

[1]

C. Kreber, *The university and its disciplines: teaching and learning within and beyond disciplinary boundaries*. New York: Routledge, 2008 [Online]. Available: <https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://idp.beds.ac.uk/entity&dest=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780203892596>

[2]

C. Kreber, *The university and its disciplines: teaching and learning within and beyond disciplinary boundaries*. New York: Routledge, 2009 [Online]. Available: <https://www.vlebooks.com/vleweb/product/openreader?id=BedsUni&isbn=9780203892596>

[3]

C. Hockings, P. Brett, and M. Terentjevs, 'Making a difference—inclusive learning and teaching in higher education through open educational resources', *Distance Education*, vol. 33, no. 2, pp. 237–252, 2012, doi: 10.1080/01587919.2012.692066. [Online]. Available: <http://0-search.ebscohost.com/brum.beds.ac.uk/login.aspx?direct=true&db=ehh&AN=78064130&site=eds-live&scope=site>

[4]

A. Walker, 'Curriculum Retention and Programming for Inclusive Teaching', *New Directions for Teaching and Learning*, vol. 2014, no. 140, pp. 77–84, 2014, doi: 10.1002/tl.20116. [Online]. Available: <http://0-search.ebscohost.com/brum.beds.ac.uk/login.aspx?direct=true&db=ehh&AN=100012194&site=eds-live&scope=site>

[5]

P. Holgate, 'Developing an inclusive curriculum of architecture for students with dyslexia', *Art, Design & Communication in Higher Education*, vol. 14, no. 1, pp. 87-99, 2015, doi: 10.1386/adch.14.1.87_1. [Online]. Available: <http://0-search.ebscohost.com.brum.beds.ac.uk/login.aspx?direct=true&db=aft&AN=108674728&site=eds-live&scope=site>

[6]

C. Savvidou, 'Exploring teachers' narratives of inclusive practice in higher education', *Teacher Development*, vol. 15, no. 1, pp. 53-67, 2011, doi: 10.1080/13664530.2011.555224. [Online]. Available: <http://0-search.ebscohost.com.brum.beds.ac.uk/login.aspx?direct=true&db=ehh&AN=59529438&site=eds-live&scope=site>

[7]

Johnson, Claudia C.; Middendorf, Joan; Rehrey, George; Dalkilic, Mehmet M.; Cassidy, Keely, "'Who am I to bring diversity into the classroom?' Learning communities wrestle with creating inclusive college classrooms.", *Journal of the Scholarship of Teaching*, vol. 14, no. 4, 2014, doi: 10.14434/josotl.v14i4.3895. [Online]. Available: <http://0-search.ebscohost.com.brum.beds.ac.uk/login.aspx?direct=true&db=eric&AN=EJ1043879&site=eds-live&scope=site>

[8]

Anderson, Joyce Rain; Bond, Barbara E.; Davis-Street, Jeannean; Gentlewarrior, Sabrina; Savas, Minae Yamamoto; Sheehy, Deborah A., 'Transforming the Classroom - and the World: Voices from a Culturally Inclusive Pedagogy Faculty Learning Community.', *Transformative Dialogues: Teaching*, vol. 7, no. 1, 2014 [Online]. Available: <http://0-search.ebscohost.com.brum.beds.ac.uk/login.aspx?direct=true&db=ehh&AN=95057908&site=eds-live&scope=site>

[9]

Teman, Eric D.; Lahman, Maria K. E., *Supporting Students of Diverse Sexual Orientation in Higher Education: An Ethnography of an LGBTQ Center*. 2010 [Online]. Available: <http://eric.ed.gov/?id=ED509319>

[10]

M. M. Ali and Z. Saadi, 'Perspectives on Readiness and Acceptance of Lecturers in Supporting Students with Special Needs in Higher Education: A Case Study', *Procedia - Social and Behavioral Sciences*, vol. 7, pp. 661–664, 2010, doi: 10.1016/j.sbspro.2010.10.089. [Online]. Available: <http://0-www.sciencedirect.com.brum.beds.ac.uk/science/article/pii/S1877042810020938>

[11]

F. Maringe and N. Sing, 'Teaching large classes in an increasingly internationalising higher education environment: pedagogical, quality and equity issues', *Higher Education*, vol. 67, no. 6, pp. 761–782, 2014, doi: 10.1007/s10734-013-9710-0. [Online]. Available: <http://0-search.ebscohost.com.brum.beds.ac.uk/login.aspx?direct=true&db=edsgao&AN=e dsgcl.373748525&site=eds-live&scope=site>

[12]

Whitney, Robyn R., 'Differentiating Instruction in Postsecondary Education.', *Radiologic Technology*, vol. 85, no. 4, 2014 [Online]. Available: <http://0-search.ebscohost.com.brum.beds.ac.uk/login.aspx?direct=true&db=rzh&AN=104044598&site=eds-live&scope=site>

[13]

Dosch, Mary;Zidon, Margaret, '"The Course Fit Us": Differentiated Instruction in the College Classroom.', *International Journal of Teaching*, vol. 26, no. 3, 2014 [Online]. Available: <http://0-search.ebscohost.com.brum.beds.ac.uk/login.aspx?direct=true&db=eric&AN=EJ1060829&site=eds-live&scope=site>

[14]

C. J. Griess and J. B. Keat, '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*, vol. 35, no. 1, pp. 98–109, 2014, doi: 10.1080/10901027.2013.874381. [Online]. Available: <http://0-search.ebscohost.com.brum.beds.ac.uk/login.aspx?direct=true&db=eric&AN=EJ10 30338&site=eds-live&scope=site>

[15]

M. B. Arzhanik, E. V. Chernikova, S. I. Karas, and E. Yu. Lemeshko, 'Differentiated Approach

to Learning in Higher Education', Procedia - Social and Behavioral Sciences, vol. 166, pp. 287–291, 2015, doi: 10.1016/j.sbspro.2014.12.525. [Online]. Available: <http://0-www.sciencedirect.com.brum.beds.ac.uk/science/article/pii/S1877042814066634>