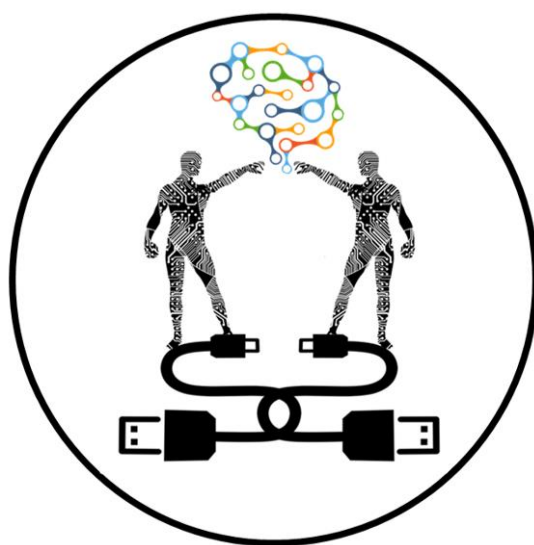


Cynhadledd Fer: Addysg Gynhwysol

Mini Conference: Inclusive Education

10.04.2019, 13:00-17:00



Crynodebau | Abstracts

13:00-13:05	Croeso Welcome	Jim Woolley
13:05-13:25	Cyflwyniad Introduction	Rob Grieve
	<p>Dr Rob Grieve is a Senior Lecturer in Physiotherapy in the Allied Health Professions Department at the University of the West of England (Bristol). In addition to his main research area and teaching activities looking at anatomy, musculoskeletal physiotherapy, podiatric biomechanics and evidence based practice, Rob also researches and disseminates information relating to the use of presentations as a tool for assessment. In this introduction, he will be reflecting on a series of workshops that he has run for students who have a fear of public speaking. Rob is also a trustee of the British Stammer Association. His twitter handle is @robgrieve17.</p>	
13:25-14:00	Making 'Core Skills' Exciting and Accessible	Debra Croft
	<p>This presentation will offer a brief run through the Centre for Widening Participation and Social Inclusion's experience of delivering Core Skills modules to the Summer University widening access group of ca.80 students, over the last 7 years.</p> <p>The model of delivery has changed based on feedback from both tutors and students in each year. Culminating in 2018, where the feedback was excellent and</p>	

	<p>the engagement was total. 2019 is staying constant in order to compare two groups on the effectiveness of the method.</p> <p>With a large percentage of students with disabilities, Specific Learning Differences and mental health problems, and poor experiences of school and college, this group can be difficult to engage. Understanding how to work with this diverse group has given us an insight into accessible curriculum and the difficulties of getting it right.</p>	
14:00-14:50	Neurodiversity and Inclusive Practice	Janet Roland & Caroline White
	<p>Students with neurodiverse profiles are frequently disabled by the learning environment. This interactive session will initially consider specific student profiles and their corresponding difficulties such as motivation, working memory and self-esteem. It will then explore ways we can provide a more inclusive education. Drawing on students' experiences, the session will explore a range of practical strategies which will benefit the wider student community. The session will reflect on a range of practical transferable interventions which can be embedded in a variety of learning contexts.</p>	
14:50-15:10	AMSER TE TEA BREAK	
15:10-15:30	Widening Access to IBERS Distance Learning Schemes	Neil MacKintosh & Meirion Roberts
	<p>IBERS distance learning (IBERS-DL) provides industry focused higher education for people who are unable to take the time out of work or life to attend full or part-time residential courses. Our approach to delivering flexible postgraduate agricultural courses have made them the most popular post graduate courses on this topic in the UK. With additional EU funding our new project, Bioinnovation Wales, is taking accessibility a stage further and incorporating bilingual delivery through Blackboard. Our approach is to increase exposure to Welsh, whatever the student's level of ability. The process of translating our courses has also allowed us to enhance the learning for all our students.</p> <p>In this session we will present our developments so far, look at the software and formats that have been used and what we've found works or doesn't; before discussing the possible benefits or additional actions we could take to increase accessibility no matter what our students' abilities are.</p>	
15:30-16:30	Creating Inclusive and Accessible Documents for Blackboard and Web	Mary Jacob & Nicky Cashman
	<p>Choices you make when creating learning materials can make a big difference for your students. It is easy to make Word, PowerPoint, PDF and other documents more accessible and easier to use by students and others who may have a disability or specific learning difference.</p> <p>In this session, we will show you tips and tricks and explain why small changes in practice can help your students. For example, some students may rely on screenreader software for text-to-speech conversation. We will focus primarily on</p>	

	<p>documents that staff make available electronically through Blackboard or web pages.</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> • Microsoft Accessibility Checker – a useful but hidden tool! • Using styles in Word to make the structure of your material clear to students • Colour choices – using appropriate contrast • Best options for creating PDF files <p>The session is jointly taught by Student Support Services and CDSAP. Please contact the PGCTHE staff if you have any queries about this session. You can also contact Accessibility Services within Student Support Services if you have any queries about specific accessibility issues by email disability@aber.ac.uk or Tel: (01970 62)1761.</p> <p>After this session, participants should be able to:</p> <ol style="list-style-type: none"> 1. Use the Accessibility Checker when creating Word, PowerPoint or other MS Office documents 2. Use Styles and other formatting approaches to make your documents more accessible 3. Use appropriate settings for maximum accessibility when creating PDF files by scanning or by converting Word or other MS Office documents 	
16:30-16:50	Using Blackboard Tests in Language Assessment: A Learning Curve	Jennifer Wood
	<p>The aim of this short presentation is both to show participants how I have used Blackboard quizzes and tests in my own assessment practice in the language classroom as well as to explore why I have chosen to use these tools. Participants should get a chance to see the variety of exercises that can be created and also see some of the pitfalls and (many, many) mistakes I have made (and continue to make) in creating and deploying these tests. Luckily, my students have mostly been very forgiving and have offered some interesting feedback, which I will also discuss.</p>	

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