Title: **"It takes more than giving me a laptop and the reading software you know!" Approaches to supporting teaching and learning for students with dyslexia**

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Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Understand the approach taken in producing and organising teaching materials to make them dyslexia friendly
- Understand how research underpins changes made
- Reflect upon and evaluate own materials in Word and Power Point to assess how Dyslexia friendly they are
- Reflect upon a range of assistive technology and software and understand how this can be introduced
- Use the checklist as a self-audit tool to evaluate their own teaching materials and how far these already meet the criteria for being dyslexia friendly
- Make changes to own/provided materials
- Identify their next steps to develop teaching materials that meet the criteria for consideration as being dyslexia friendly

Session Outline

Key issues to be addressed are:

HEIs are required under disability legislation to create inclusive environments for students with disability. Policies of widening participation mean that the number of students with disabilities will increase. Dyslexia is the largest category of disability in HEIs and there is increasing pressure on universities to ensure inclusion, which is likely to increase in light of higher tuition fees. Student success and retention is linked to levels of support available (Pollak 2005; Jamieson and Morgan 2008; Dhillon *et.al.* 2008; Mortimore and Crozier, 2009; JISC 2009; Race 2009): this is an area that is likely to come under increasing scrutiny.

It is generally agreed (Turner and Pughe, 2003) that what lecturers and teachers do to promote inclusion for one group of students can be beneficial and enhance the learning of all. This action agreed research project was based on this premise. The term teaching materials refers to Power Point presentation, teaching notes and any other materials provided for the students including dissemination via virtual leaning environments (VLE). Research was carried out to develop a self-audit checklist to make teaching materials dyslexia friendly.

In this workshop participants will be actively engaged in exploring the teaching materials and methods trialled with ITE students. **Participants are requested to bring their own laptops and materials to adapt**, otherwise materials will be made available. Participants will implement the self-audit devised from the research project and Pavey (2010) and will adapt their teaching materials to make them dyslexia friendly. Ideas, experiences and resources will be shared in a whole group discussion. Identification and implications for practice, including dissemination to students, academic and dyslexia support colleagues, and potential ways forward will be explored. Future networking opportunities to develop this research further will be investigated.

Participants will take adapted materials and a copy of the self-audit checklist with them.

Session Activities and Approximate Timings

- Introductory presentation by the presenters on the research project's aims and findings (10 minutes)
- Presentation of checklist and exemplars of adapted dyslexia-friendly teaching materials (10 minutes)
- Demonstration of assistive technology (10 minutes)
- Practical small group activity adapting exemplar materials (30 minutes)
- Whole group feedback/discussion: How useful was the checklist? Would this work at your institution? What would need to change? Potential barriers? (15 minutes)
- As a whole group identify opportunities for networking and identify ways forward (15 minutes)

References

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