

**Mick Healey - University of Gloucestershire**

## **Developing an inclusive curriculum: The experiences of disabled students of learning at university**

*Even though the enactment of various disability laws has contributed to the increasing enrolment of students with disabilities in higher educational institutions, these students constantly face various barriers in their educational environment*  
Paul (2000)

This interactive session draws on several recent research studies which have examined the experiences of disabled students of learning in higher education. The findings suggest that using a general category entitled 'disabled students' is problematic as they have an overlapping continuum of needs with those of non-disabled students. Arguably in the long run the main beneficiaries of the disability legislation and the need to make suitable adjustments in advance are the non-disabled students, because many of the adjustments, such as well prepared handouts, instructions given in writing as well as verbally, notes put on-line, and variety and flexibility in forms of assessment, are simply good teaching and learning practices which benefit all students. A case for inclusive reasonable adjustments available for *all* students will be made.

### **Biography**

Mick Healey is Professor of Geography at the University of Gloucestershire, UK. He is Director of the Centre for Active Learning, a HEFCE-funded Centre for Excellence in Teaching and Learning, and Co-Director of a four year Economic and Social Research Council project on *Enhancing the quality and outcomes of disabled students' learning in higher education*. In 2000 he was awarded a National Teaching Fellowship and in 2007 he was made one of the first Senior Fellows of the Higher Education Academy.

Mick is an experienced presenter. Since 1995 he has given over 300 educational workshops, seminars and conference presentations in Australia, Austria, Canada, Denmark, Hong Kong, Ireland, Netherlands, New Zealand, Singapore, South Korea, Sweden, United Kingdom and United States. He has written and edited over 100 papers, chapters, books and guides on various aspects of teaching and learning in higher education.

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