CENTRE FOR DISTANCE EDUCATION
Research and innovation in flexible and distance teaching and learning

Goldsmiths
UNIVERSITY OF LONDON

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INSTITUTE IN PARIS

Approaches to Inclusive Online Practices

The monthly **Experiences in Digital Learning webinars** from CDE, Goldsmiths and the University of London Institute in Paris provide the opportunity to explore the rapid innovations and changes we are seeing in digital learning, teaching and assessment. In our March webinar we look at Approaches to Inclusive Online Practices.

Register for the webinar

Thursday 4 March 2021, 14.00 – 15.00 GMT

Our panel will provide input, reflecting on their experiences in digital learning, and we will then have an opportunity for discussion.

Session 1

Rear-view mirror: reflecting about practice through the lens of Universal Design for Learning principles and practices.
Virna Rossi
Ravensbourne University London

How can Universal Design for Learning (UDL) principles and practices help teachers meaningfully and regularly reflect on practice despite a busy schedule? How can teachers use UDL to elicit more meaningful feedback from students on their own learning experience(s), yet avoid survey fatigue? In this presentation I discuss how, in practice, using UDL threefold lens in creative ways can help us achieve both things at once.

Session 2

Equity and dialogue
Maha Bali
American University in Cairo

Maha will focus on facilitating dialogue with intentionally equitable hospitality, taking account of different cultures in a space, the effect of power dynamics, and the interplay between care and equity needed to make spaces strive to be as welcoming and inclusive as possible.

Session 3

Embracing neurodiversity through inclusive learning and teaching online
El Spaeth
University of Glasgow

Although the phrase "neurodiversity" may be unfamiliar to some, you will likely have heard of the diagnostic labels that can fall under the umbrella of neurodiversity, such as autism, ADHD, dyslexia, and Tourette's (to name a few). Neurodiversity encapsulates the idea that our different brains are something to celebrate. This session considers how neurodivergent students may experience online learning and what we can do to facilitate positive learning and teaching environments that embrace neurodiversity.

Chair

Linda Amrane-Cooper
University of London Centre for Distance Education

Linda's academic and professional career has spanned Higher Education, teaching, and Museum Education. Linda is head of our Centre for Distance Education and Director of Strategic Projects.

n addition, building on her 20 years' experience of supporting high quality learning and teaching in Higher Education experience, Linda also leads our PG Learning and Teaching in HE programme. Prior to joining the University of London, Linda was Dean and Head of Glasgow Caledonian University's London campus and Dean of the Royal Docks Business School at the University of East London. She moved into the Business discipline after a long career in Education and Social Science, where roles included Associate Dean of Education and International Lead, and Head of Initial Teacher Training. She has benefited from the opportunity to work across the UK HE sector in a wide range of Universities and teach at all levels, both face to face and online. Linda has taken an active role supporting the professional development of HE staff as an education developer, mentor and coach.

Speakers

Virna Rossi
Ravensbourne University London

Virna is a passionate teacher, with 22 years teaching experience in 10 different institutions of all types and sizes, in all educational settings: Primary, Secondary, College (FE), Adult Education, Higher Education. She has been in teacher education for 12 years and finds it very rewarding to assist colleagues develop their practices.

Virna is particularly interested in inclusivity: inclusive learning design, inclusive assessment as learning, and inclusive feedback for learning. She is currently co-creating a book on inclusive learning design with over 70 contributors from all the continents.

Virna's motto is 'learn to thrive'.

Maha Bali
Center for Learning and Teaching , American University in Cairo

Maha Bali is Associate Professor of Practice at the Center for Learning and Teaching at the American University in Cairo. She has a PhD in Education from the University of Sheffield, UK. She is co-founder of virtuallyconnecting.org (a grassroots movement that challenges academic gatekeeping at conferences) and co-facilitator of Equity Unbound (an equity-focused, open, connected intercultural learning curriculum, which has also branched into academic community activities *Continuity with Care* and *Socially Just Academia*). She writes and speaks frequently about social justice, critical pedagogy, and open and online education. She blogs regularly at http://blog.mahabali.me and tweets @bali_maha

El Spaeth
University of Glasgow

El Spaeth is a Lecturer and Senior Adviser in Academic and Digital Development at the University of Glasgow. This primarily involves working with new lecturers to develop their teaching practice. They hold a PhD in clinical psychology and music and are passionate about combining expertise in the areas of mental health and pedagogy to promote inclusive learning and teaching environments. They are disabled, queer, and neurodivergent. They Tweet at @DrElSpaeth .