accelerate

Research Strand: Teaching & Learning References

This provides a comprehensive list of Teaching and Learning sources cited in the Accelerate training events. It is by no means an exhaustive list but it gives an indication of the references and research strands explored by specialists and participants throughout the project. Sources are organised alphabetically and in relation to their aligned training event.

Accessible Pedagogies

Accessible Pedagogies focused on issues of accessibility in teaching higher education. It was led by faculty drawn from Bath Spa Unversity's Schools of Education and Creative Industries who have particular specialisms in accessibility, inclusivity, disability studies, and student engagement. It considered the following questions:

- What are the different kinds of accessibility?
- Who are the disadvantaged and underrepresented student groups in UK higher education?
- How has the pandemic exacerbated existing challenges for accessibility and created new challenges?
- How can pedagogical practises foster inclusivity?

Sessions drew heavily on disability activist theory, including the social model of disability, and ethical disability representation in research and media:

Danylevich, T., & Patsavas, A. (2021). Introduction: Cripistemologies of crisis: Emergent knowledges for the present. Lateral, 10.1.

Gibbs, P. (Ed.). (2017). The pedagogy of compassion at the heart of higher education. Springer.

Kirby, P. (2019). Gift from the gods? Dyslexia, popular culture and the ethics of representation. Disability & Society, 34(9-10), 1573-1594.

Oliver, M. (2013). The social model of disability: Thirty years on. Disability & Society, 28(7), 1024-1026.

Parfitt, A., Read, S., & Bush, T. (2021). Can compassion provide a lifeline for navigating Coronavirus (COVID-19) in higher education? Pastoral Care in Education, 39(3), 178-191.

Perera-Rodríguez, V-H., & Díez, A. M. (2017). Technological challenges and students with disabilities in higher education. Exceptionality, 27(1), 65-76.

Shakespeare, T. (2017). The social model of disability. In L. J. Davis (Ed.), The disability studies reader (5th ed., pp. 195-203). Routledge.

Additional sessions explored emerging research into VR and AR audiences, characterising the demographics, personality types, behaviours and interest area for those people currently engaging with immersive experiences:

Allen, Catherine (2020) 'Beyond the Early Adopter: Broadening the Appeal for Virtual Reality', Policy & Evidence Centre (September). Available at: https://www.pec.ac.uk/policy-briefings/beyond-the-early-adopter-widening-the-appeal-for-virtual-reality

Allen, Catherine and Tucker, Dan (2018) 'Immersive Content Formats for Future Audiences', Digital Catapult (June). Available at: https://www.immerseuk.org/wp-content/uploads/2018/07/Immersive_Content_Formats_for_Future_Audiences.pdf.

Amba Sayal-Bennett, 'Diffractive Analysis: Embodied Encounters in Contemporary Artistic Video Practice', in Tate Papers no.29 https://www.tate.org.uk/research/tate-papers/29/diffractive-analysis accessed 21 Nov 2022.

'Framing Immersion', South West Creative Technology Network (2019). Available at: https://www.swctn.org.uk/immersion/

Freeman, M, Lammiman, D, Norrington, A and Smyth, N (2021) Immersive Promotion Bible. Available at: https://www.immersivepromotion.com/immersive-promotion-bible

https://www.teachingandlearning.ie/our-priorities/#!/digital-transformation

Jarvinen, Aki (2020) 'The Immersive Audience Journey', Digital Catapult (July 16). Available at: https://www.digicatapult.org.uk/news-and-insights/press/navigating-the-immersive-audience-journey

Lazard, C. (2019). Accessibility in the Arts https://promiseandpractice.art/

With special thanks to: Dr Stuart Read, Dr Tanvir Bush, Dr Penny Hay, Dr Caroline Kuhn, Dr Coral Manton and Dr Matt Freeman.

Immersive Pedagogies

Immersive Pedagogies focused on how to develop effective immersive learning, and was led by faculty drawn from IADT who have particular specialisms in teaching using immersive technologies. It considered the following questions:

- What is 'immersive teaching' and how does it differ from other forms of teaching?

- How might immersive teaching be incorporated into a blended or wholly online course?

- How can immersive teaching foster inclusivity? What are the accessibility challenges?

Sessions drew heavily on art & design pedagogy, and different modes of learning:

Boelens, J., Botha, N. and Sacchetti, V. (2018). Design as learning : a school of schools reader. Istanbul: Istanbul Foundation For Culture And Arts ; Amsterdam.

Brooks, E., Dau, S. and Selander, S. (2021). *Digital Learning and Collaborative Practices*. Routledge.

Connectivism: A Learning Theory for the Digital Age George Siemens
https://jotamac.typepad.com/jotamacs_weblog/files/Connectivism.pdf

Council For Exceptional Children (2005). *Universal design for learning : a guide for teachers and education professionals*. Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall ; Arlington, Va.

Davis, M. (2017). Teaching design : a guide to curriculum and pedagogy for college design faculty and teachers who use design in their classroom. New York, NY: Allworth Press.

Edyburn, D.L., 2013. Critical issues in advancing the special education technology evidence base. Exceptional Children, 80(1), pp.7-24.

Goodman, N. (1987). Of mind and other matters. Cambridge: Harvard Univ Press.

Orr, S. and Shreeve, A. (2019). Art and design pedagogy in higher education : knowledge, values and ambiguity in the creative curriculum. London: Routledge, Taylor & Francis Group.
https://www.teachingandlearning.ie/our-priorities/#!/digital-transformation

Interest and Self-Sustained Learning as Catalysts of Development: A Learning Ecology Perspective Brigid Barron Stanford University, Stanford, USA
http://life-slc.org/docs/barron-self-sustainedlearning.pdf

Norris, C., Sullivan, T., Poirot, J. and Soloway, E., 2003. No access, no use, no impact: snapshot surveys of educational technology in K#x2013; 12. Journal of research on technology in education, 36(1)

Orr, S., Yorke, M., & Blair, B. (2014). 'The answer is brought about from within you': A student-centred perspective on pedagogy in art and design. International Journal of Art & Design Education

Rockman, D.A. (2000). The art of teaching art : a guide for teaching and learning the foundations of drawing-based art. Oxford ; New York: Oxford University Press.

Tasker, T. Q. (2011). Designing landscapes and creating selves: Learning in design studios

[The assessment of performance in design and Technology](#) Richard Kimbell, Kay Stables, Tony Wheeler, Andrew Wosniak and Vic Kelly