



Diversity – What's the problem?

A guide to reducing student barriers to learning

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In October 2002, the University's Learning and Teaching Committee set up a task group "to steer action in relation to objective 1.2 of the 2002/03 – 2004/05 LT strategy", namely:

"Development of better understanding of the learning needs of diverse student groups (including those covered by widening participation and disabilities strategies and international students) through projects to identify and disseminate good practice"

A number of projects were conducted by this group including studies examining the transition between FE and HE, experiences of engineering foundation students, identifying the effects of diversity on staff, following the experiences of international students from English language summer schools into their programmes of study and considering the experiences of students with dyslexia.

Many of these have resulted in internal publications available from the University's Staff Development Resource Centre, MARCET. (Publication list given on page 19)

The main project undertaken by the group, a large-scale survey across all Northumbria's schools, was conducted during 2003/04. This survey was based on a number of literature sources surrounding the pedagogical needs of a diverse student group, respondents were asked to respond to eighty statements surrounding student learning.

Questionnaire analysis was made on a comparative basis based on the following student dimensions:

- International students compared with UK students
- Disabled students compared with non-disabled students
- Mature students compared with students aged 24 or under
- First generation students compared with second+ generation students.

A total of 1,786 questionnaires were returned. Proportionate representations of student returns from the group classifications listed above are illustrated in Table One. In all cases, numbers of returns were felt to be illustratively proportionate to the general student population at Northumbria.

International	11%	UK	89%
Disabled	3.6%	Non-disabled	96.4%
Mature	26%	Aged 24 or under	74%
First generation	58%	Second+ generation	42%

Table One: Questionnaire returns from the 'pedagogical needs of the diverse student group' survey.

Although overlaps between these groups were inevitable, numbers would have been very small therefore, no attempt was made at multi-factor analysis.

This guide has been created, by considering both the questionnaire results and established literature, to offer some advice to create an inclusive learning environment in order to minimise barriers for a diverse student body.

Further reports detailing the literature and questionnaire analysis, which informed these recommendations, are available either as MARCET RED GUIDES or web resources from the Learning and Teaching Support web pages. (See page 19)

Booklet presentation

Consider any programme across the university.

- Is its make-up the same as it was 10 or 15 years ago?
- Would the majority of the class sail through their studies?
- Would they all be familiar and comfortable with the approaches to teaching, learning and assessment experienced?

We suspect that the answers to these questions would be No, Maybe and No

Increasing numbers are likely to have minor concerns, fears, etc in regard to their studies. These are likely to be interlinked with personal circumstances but could also be directly related to learning environments in which they are placed.

This guide does not advocate that all student needs will be addressed. For some students with certain impairments, barriers will remain and these will need to be addressed on an individual basis with the help of specialist advisers. (see page 13 for student services' contact details)

To illustrate the recommendations in a light-hearted manner, we have created Dr D. the newly appointed university agony aunt/uncle who has received a number of letters from a typical student cohort. These letters from a diverse group of students consider a number of the different learning environments where adaptation to pedagogical approaches is recommended.

Typical students

Robin:

Robin is 23 owns his own flat in Gateshead, which he shares with a lodger. Although, securing a University place when he was 18, Robin was also offered a trainee management scheme which he took. His firm funded him on a part-time degree and he had completed the first two years when unfortunately, the firm fell into receivership. Despite a number of debts, Robin is now completing his studies as a full-time student.

Kerry:

Kerry is 38 married to Jim, a sales manager in the north-east region. They have one daughter aged 6 and a son aged 3. Jim's job involves periods away from home. Kerry gave up work as an administrator when the children were born, as child-care costs were too prohibitive. Kerry entered her current university programme after completing an Access course at Newcastle College.

Daisy:

Daisy is Han Chinese, 22 years old. Her family come near Baiyun Shan, (White Cloud Hills), about 15km north-east of the city of Guangzhou on the south-west coast of mainland China. Both her parents are school teachers. Daisy's first language is Mandarin but she has studied English since the age of 15 and has reached IELTS 6.0 indicating she is a competent user of the English language. Daisy is now living in one of the halls or residence where there are also a number of other students originating from China.

Charlotte:

Charlotte, is 19 years old and originates from Kenilworth in the West Midlands. Her father works in financial services and her mother is a manager in the health service. She has an older sister, Louise, who graduated from Newcastle University last year. The sisters are very close when Charlotte was studying her A Levels she visited Louise often and developed a good network of friends. The sisters have just completed a gap year where both travelled and spent significant amounts of time in the Far East. Charlotte is now living in a shared house in the Jesmond area.

John:

John is 18 and stills lives at home in Cleadon, nr Sunderland. He lives with his mum who is at college herself, his step-father who is self employed and two younger sisters (one half-sister) who are still at school. John didn't perform as well as expected at GCSE level and at this point it was suggested he be tested for dyslexia. This was diagnosed early in his sixth form studies and the support mechanisms which were put in place meant John performed much better at AS and A Level.

Dear Dr D

My name is Hua (Daisy) and I arrived in Newcastle from China two months ago to study at Northumbria University. I really enjoy being here but it is very hard adjusting to study in the UK. The course I study on is very popular and there are sometimes 200 people in a lecture. I try hard to concentrate, but it is difficult to understand everything in the lecture. The teachers speak all the time. I try to take notes but soon lose my place and then the lecture doesn't make sense. Sometimes the teachers use language or examples that I don't understand and this makes it very difficult. For example, last week the teacher told us there was a 'three line whip' on attending a seminar about NATO. My English friend had to explain to me that this meant we must make sure we went and that NATO was an abbreviation. She couldn't remember exactly what NATO stood for. The teachers do try to explain things well, so I would feel bad to keep asking them questions all the time.

Dear Daisy

It sounds as if there are some general suggestions I could make to your lecturers. It might help if the lecturer gave an introduction at the beginning of the lecture, so that you have an idea what the lecture was going to cover and then it might be easier to make sense of it. It would also be useful if they could pause two or three times during the lecture to review what they had been speaking about. I can understand your concerns about some of the phrases and abbreviations. You will probably find they do not even realise they are doing it. I am sure if you approached them with one or two examples, like you showed me, they would try to make things better. It all sounds like even the English students might benefit from this too. There are some other suggestions they may wish to consider to do with seminars, written instructions, etc. and I have listed these in this booklet.



Recommendations

- 1 When possible, structure a lecture session, to include frequent pauses. For example at the start of the lecture a structured overview of the material to be covered could be presented. This could be used as a framework for inserting "paused marker" points to allow students pauses for reflection, clarification or review. The use of a variety of audio and visual material to present material to students rather than relying solely on speech and written text, e.g. diagrams, videos etc may also assist in this process.
- 2 Where and when available make use of microphones. These can assist in cutting through external environmental noises.
- 3 Permitting students to make audio recordings of lectures and discussions allows a self-paced review opportunity.
- 4 Use breaks and pauses in speech. This will allow extra time for processing of information (dyslexia) and time to make translations from English to a first language and time to make notes.
- 5 Explain any key concepts and do not assume background knowledge. Avoid local colloquialisms and whenever possible illustrate points using international rather than Euro centric examples.
- 6 Explain your preferred role as a lecturer. Make it explicitly clear that questions are encouraged (throughout), and that all questions are valid. Why? The formal education many international students have experienced interaction between teachers and students is discouraged rather than encouraged.

Self-assessment

Having considered the recommendations above, indicate on the grid the position which you feel best describes your current situation.

Recommendation	Already in place	Could implement immediately	Could implement within 2 years	Need additional support to implement
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Dear Dr D

Hi my name is Charlotte, I have been at Northumbria for about six months now and I'm having a great time here. I love being actively involved in lots of the Students' Union and sporting activities and I realise I'm very lucky because I don't need a part-time job so can completely dedicate myself to my course.

I don't really have a problem but I do have a couple of queries or suggestions really, I suppose. I went to an all-girls grammar school in the West Midlands. At school my classes never had more than 20 people in them, so it does feel a bit strange to be on a course of 150 where lots of my fellow students are from all over the world.

Seminars are a bit weird most of the locals seem to stick together as do the international students. I've tried to make friends but even though we say hello that's about it. We don't seem to be given the opportunities to get to know each other. At school we were always being mixed up to work together. To be honest if it wasn't for me throwing myself into union activities I'd be feeling terribly isolated.

When I finish university, I'm been thinking of trying to get a job abroad and/or at least spend sometime in the Far East it would be great if we could find out about some of the working practices there. With all the international students we have surely there must be loads they could tell us about.

Dear Charlotte

You are so right, we probably don't utilise the wealth of knowledge our international students could share with us enough. We understand that the increase in numbers of international students has been fairly rapid and this has been a bit of a culture shock for both the staff, home and international students. Seminars do seem to be one of the forums in which we might be able to encourage interactions. I have many suggestions to this effect on page 9. From using early seminars as an opportunity to allow students to swap experiences and get to know each other better, through to suggesting that it may be better to select groups in such a way that both UK and international students mix yet do not appear to be 'the odd one out'.



- 1 Introductions – At the start of a module. Organise informal activities that allow the students to introduce themselves to each other, e.g. Icebreakers. Hall and Toll (1999) review some of the ways in which modern language students gain intercultural awareness in preparation for residence abroad. Seminar activities such as a 'sociogram'¹ and 'barnga'² could be easily adapted for use with students in disciplines with culturally mixed groups.
<http://www.lancs.ac.uk/users/interculture/docs/ria.rtf>
- 2 Group formation in multicultural settings – Whenever feasible, ensure UK and international students are mixed together. For example, two international plus two UK students, this may facilitate peer support, cultural exchange and facilitate greater confidence.
- 3 Group discussion – (i) Agree with the students that as a ground rule, at least for the first few weeks in group discussion only one student speaks at a time and that there are pauses in between contributions. (ii) Include a few minutes before group discussions for students to jot down an outline of what they may say.
- 4 In a multicultural setting, ensure that discussions revolve around issues that are common to all cultures and avoid highlighting differences between cultures. Encourage international students to talk about their experiences and indicate to the whole group that we can all learn from other cultural paradigms.
- 5 If feasible, changing the layout or seating arrangements in a classroom could assist disabled students. For example semi-circle seating can aid deaf/hard of hearing students to see who is speaking and/or lip-read. Position students who may require any electronic learning assistance near an electrical outlet, etc.

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1 Sociogram is a diagram that shows interaction patterns between people. These diagrams can be used to study workflows, the clustering of groups, communication needs, and inefficiencies in work processes.

2 Barnga is a simple card game illustrating how minor changes in rules can lead to major issues of mis-communication.

Dear Dr D

The name is John and I am dyslexic. I found this out at the beginning of my sixth form studies. All my friends knew and the staff were brilliant - they gave me duplicated copies of notes and key word lists. They helped me keep to deadlines but did not mind too much if I needed extra time for essays. I didn't bother to declare my dyslexia on the UCAS form because I had coped so well at school.

The truth is I am not coping at all now. I have been given two assignments both due in at the same time. Four weeks for all the research, writing up. All the lecturers keep going on about academic writing and referencing and I'm not even sure what that is supposed to look like.

The other thing is lectures, I'm finding them difficult. Most of the lecturers use Power Point slides but they disappear before I have time to write much down so I have huge gaps in my notes, to the point that they don't make sense to me. Some lecturers use a lot of animation and use fancy fonts and colours. I am too embarrassed to ask about things I don't understand.

I'm realising now that maybe I need some help, even though I think I could cope, if things were more like they were at school.

Dear John

Try not to be embarrassed about voicing your concerns to the lecturers. I'm sure they all use animations and different colours to try and make things more interesting. They probably don't realise that this can make things difficult for someone with dyslexia. In this booklet, I suggest that perhaps they would be better to stick to certain font types and sizes as well as trying avoid using some of the colour schemes available in PowerPoint.

However, even though you did think you could cope, it is probably a good idea if you approach student services to discuss your dyslexia they will be able to help you out in negotiating your assessment workload.

I've also suggested to lecturers (page 11) that some of the provisions you had at school, e.g. key word glossaries would probably help everybody especially our international students.

There are also lots of other suggestions throughout this booklet.



- 1 Use active verbs as much as possible and try to address readers as if they were being spoken to, e.g. say 'you will work in groups of four for this exercise' rather than 'the exercise will be completed in groups of four'.
- 2 Where possible provide any instructions in a written as well as verbal form.
- 3 Encourage students who have informed you they may be absent due to any medical condition or disability, to keep in contact with you, whether it is by face-to-face meetings, telephone or email contact.
- 4 As some students may not wish to disclose any disability to you it would also be prudent to make use of email or a VLE to repeat any announcements that may have been made in teaching sessions.
- 5 For written information, limit text used on individual presentation slides or sheets in handouts. Attempt to keep it short, i.e. words, lines, sentences (e.g. 15 to 20 words recommended), paragraphs, instructions, etc.
- 6 As a standard, on handouts, presentations etc. use Arial or Comic Sans fonts³ (Minimum, Handouts: 12pt; PowerPoint: 20pt).
- 7 For highlighting purposes use either bold for words or short phrases or a boxed border for longer phrases or paragraphs. (Why? For many students with dyslexia *Italics or underlining can make words appear as if they run together.*)
- 8 Where possible, include a contents page at the beginning and an index at end of long handouts or documents. If a student has manual dexterity difficulties, materials that are comb-bound are easier to manage.
- 9 Is it possible to provide a glossary of abbreviations and jargon within your subject?
- 10 Could alternative forms of presenting information be used, e.g. pictograms, graphics or flow charts, bulleted or numbered lists?

Continued overleaf

³ Any sans serif font is recommended as they avoid stylised curves and variations in line thickness, which could potentially cause readers with dyslexia some difficulty. Other fonts which could be considered include Verdana and Tahoma

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Location: Northumberland Building, City Campus.
Some services also available at Coach Lane Campus

Study Skills

An open access resource centre, based at city campus. It is designed to offer practical and sympathetic assistance to students on all aspects of literacy and numeracy at every level. Staff organise tutorials, workshops, short courses and one-to-one sessions, all tailored to students' individual needs. Subjects covered include essay, report and dissertation writing, statistic compilation, IT skills, maths and the preparation of CVs. The Centre contains a wide selection of reference books, videos and computer-aided learning packages, all with the aim of improving the level and quality of study.

Contact

tel: 0191 227 3526
www.northumbria.ac.uk/studyskills

Disabilities Support

The Disabilities Service is available to disabled students and those with a long-standing medical condition or specific learning difficulty, which may affect their study at this university. There are a number of disabilities advisers in the areas of mental health, sensory support, dyslexia and a support worker service. The main location is in the Northumberland Building at the City Centre Campus. The Disabilities Advisers also visit Coach Lane Campus.

Contact

tel: 0191 227 3849
minicom: 0191 243 7646
email: sv.disability@northumbria.ac.uk
mobile/SMS: 0776 248 3784
www.northumbria.ac.uk/disabilities

International Student Advisers

The International Student Advisers offer guidance and help on matters such as immigration and travel, and in addition run such services as the 'Meet and Greet' scheme and an induction programme designed to make international students feel welcome and to help them settle in.

The International Student Advisers at Northumbria University are available throughout the period of study for consultation on any practical or personal matter.

Contact

tel: 0191 227 3467 or 0191 243 7698
www.northumbria.ac.uk/international_advice

Welfare Advice

Welfare Advisers are available in the Student Services Department to assist students with any queries, both during preparation to come to University and once they have begun their studies. They have a wide knowledge of student needs and can advise on matters like student loans, hardship funds, and financial rights and benefits, as well as general welfare difficulties.

Contact

tel: 0191 227 4207 or 0191 227 4197
or 0191 243 7381
email: sv.welfare@northumbria.ac.uk
www.northumbria.ac.uk/welfare

Counselling Services

Starting on a course of study is a major transition for anyone, whether it means leaving home for the first time, or changing direction after the security of a career and family. Most people have anxieties about how they will perform when they have to give a presentation in front of a group or write their first assignment. In the current financial climate, there is also the stress of trying to manage debts and loans.

All these can make it hard to cope, and students often feel very isolated – particularly if old problems resurface. Feelings of homesickness, or pressures from family, can aggravate low self-esteem or fears of failure, and there is often a reluctance to share these worries for fear of being judged. The Counselling Service is there to help with all these things and many more besides.

Contact

tel: 0191 227 4576
www.northumbria.ac.uk/counselling

Dear Dr D

It has always been my wish to go to university. However, when I was younger, circumstances beyond my control meant that I have had to wait until now (I'm in my late 30s). I'm really enjoying the experience. I have to admit I was fairly apprehensive about being the oldie of the group. So, I was delighted to discover there are at least two other women on my course of around the same age. The three of us regularly go for coffee and I have to admit it has turned into a bit of a moaning session about certain aspects of our studies. I thought it would be worth sharing some of these. The workload is a bit daunting, at first. I used to feel implored to read absolutely everything recommended to us cover to cover and seemed to spend hours making copious notes on everything. Luckily, I visited the study skills centre and they gave me advice on how to be more selective. They mentioned this was a common problem, especially for the students like myself who have not studied for some time, and students from outside the UK. Could more guidance not be given?

The main gripe is with the way seminars are organised. Sometimes they are put aside for smaller groups to work, other times they are replaced by a guest speaker (usually at a different time), others become independent study time. All this gets communicated either by notices on doors or mentioned after we've turned up needlessly. Very irritating, especially if you constantly have to change your childcare arrangements, like my friends and I do. I must stress this doesn't reflect the standard of teaching we receive, which is excellent.

Mrs Kerry Robson-Smith

Dear Kerry

It is great to hear that you are enjoying your studied as a mature student. The university have recognised that increasing numbers of people like yourself are returning to university and have many outside commitments. The university has, and continues to, invest significant funds into the support services and I'm pleased these have been of assistance to you. We understand that many students are juggling a number of outside commitments so we encourage our academic staff to consider a number of ways to improve communications. As you know the university has an eLearning portal and an increasing number of staff find this a very effective way of supporting teaching and relaying information to students.

As a matter of course, lecturers have provided an outline of the lecture and seminar program. We now advise staff to make this information far more detailed and to include both post- and pre-session activities including e-learning activity. You mentioned the amount of reading you undertook at first. Comprehensive reading lists are encouraged and considered good practice. I'd like to suggest staff could help students with this a little more by perhaps separating out the 'must reads' from the 'useful reads'.



- 1 Early distribution of reading lists would allow more time for students to become familiar with the texts. It would also be very helpful to indicate which materials are essential or core and which are peripheral, as well as explaining how the texts on the reading list relate to the curriculum.
- 2 A comprehensive teaching and learning plan at the start of each module will enable students to plan their academic work around any commitments (e.g., anyone with a disability may have to plan around hospital appointments, part-time working arrangements, child care).
- 3 Wherever possible, as part of the teaching and learning plan, use precise guides for directed learning and seminar preparation, e.g. specific articles, book chapters or page numbers to be conducted as preparatory reading, any VLE activity they may be expected to be involved in).
- 4 Distribution of materials, e.g. handouts or PowerPoint slides, ideally a few days prior to the lecture and if possible in an electronic format. This allows students time for background reading and familiarity with the subject or for example, blind/partially sighted students may need to obtain or have texts converted into a format that is appropriate for their needs⁴. This is considered a reasonable adjustment under the Disability Discrimination Act, (DDA) (eg. students with dyslexia).

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⁴ However, anecdotal evidence does suggest that lecturers are slightly **reticent** about providing these in advance of the lectures through fear of non-attendance. It is proposed that a **compromise** can be reached, within the general student body, those who are dedicated to the learning process are prepared to make some effort to understand staff concerns. At the beginning of the teaching programme staff could ask students to add themselves to a materials distribution list. Tutors can then use this distribution list to provide relevant materials in advance. By making use of a Virtual Learning Environment this only need be a one-off task on the part of the tutor.

Dear Dr D

My name is Robin and I think I've got myself into a bit of a mess that I'm not quite sure how to get out of.

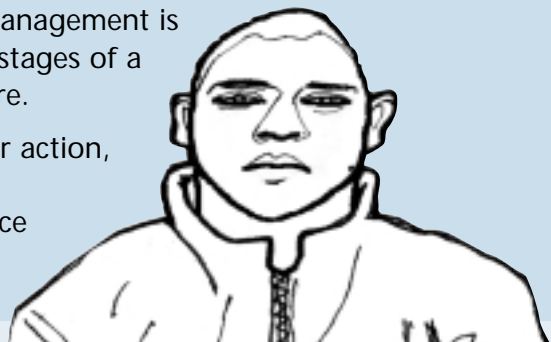
We were set a large assignment at the beginning of the term, where we had to work in pairs. I was paired with Xiu Mei a girl on my programme from China. Although we tried to meet up to discuss the assignment a couple of times, I have to admit I found it quite difficult to understand her English. In the end I thought it was best if we split the work up between us and just join it together when it was due in. Unfortunately, in the meantime I found myself a part-time job in a bar. They've been asking me to do loads of extra hours and I didn't dare turn them down as I have so many debts. I'm afraid that even though, in retrospect, I should have been working on the assignment a bit at a time; I left everything to the last minute. When I did find out how much there was to do, I realised there was no way I could get it all done. I really panicked and my flat-mate who did the same module last year on his part-time course lent me his stuff, it was the same assignment. So I'm afraid I just used his stuff never thinking the tutor would spot it. But I think they have, she has asked to see us. Xiu Mei is really really worried. It turns out she didn't do too well on her a couple of modules in semester one as she misunderstood what referencing was all about. I feel absolutely terrible, I've never done anything like this before but I just felt under so much pressure.

Dear Robin

I'm sorry to hear you have got yourself into a bit of trouble but I would sincerely advise that you are totally honest with your tutor about what happened and all the circumstances leading up to it.

Obviously, the onus is on you to ensure that an assignment is done on time and is a fair representation of your own efforts. However, I do have some slight sympathies with your situation. I do realise that many students are working an unreasonable number of hours and this adversely affect their study time. So I'd like to pass on some advice to the tutors reading this. The first would be to make sure that the same assignments are not used from year to year. In your case it would have put temptation out the way. The second would be for them to consider breaking down a large assignment smaller chunks with multiple hand-in dates. As I mentioned earlier even though time management is an important generic skill for you to develop, in the early stages of a programme students generally prefer a little more structure.

Robin, although I cannot predict the consequences of your action, once again I'd like to stress that you fully explain your circumstances to both the tutor involved and your guidance tutor.



- 1 Take steps to design out plagiarism – perhaps the simplest step is to ensure that assignment topics and essay titles are changed frequently. When possible, avoid setting assignments that only have one solution. Try to introduce an element of individualism into the assignment, e.g. Could a portfolio be used? Could an element of reflective practice be introduced? Could an annotated bibliography be used as a supplemental exercise?
- 2 For large-scale projects or assignments, help students break the work into component parts, this could be achieved by setting deadlines for individual tasks.
- 3 Expand upon an assignment tasks, by for example, explaining its purpose, decode the assignment title – explain what the title is really saying. If possible, give the student signposts for planning. e.g. breaking down assessments into different stages and appropriate spacing of workload. Provide supplementary questions beneath the main title to give guidance as to the areas that should be explored in the submission.
- 4 Explicitly state the format that the assignment should be written in – report, essay, etc, and explain how the work should be structured.
- 5 Explain how to judge the academic authority of information sources (explicitly state that not all web pages are reliable sources of information).
- 6 Explicitly explain that views in texts can be legitimately challenged and give examples of two texts that offer alternative viewpoints or explanations.
- 7 Explain how essay plans help to organise writing and that they may need to do a number of drafts.
- 8 Use exemplars of previous assignments that have used texts selectively. Provide examples of previous students written work for guidance purposes to demonstrate how materials should be organised, how sources should be used and how arguments can be built up. Also provide examples of poor work to demonstrate issues such as use of material that is lacking in authority, poor referencing.
- 9 Clarify the criteria that the assignment will be marked against (many international students believe that standard of English is more important than the content of the work).
- 10 If possible, provide surgeries for students to show work in progress and to gain advice as to how to proceed (explain that surgeries will not be used as pre-marking sessions).

Continued overleaf

Self-assessment

Having considered the recommendations above, indicate on the grid the position which you feel best describes your current situation.

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Series	Title	Authors
RECAP Paper 2	Northumbria ELAN (2003) Students: Results of a research survey – reading and note taking	Pat Gannon-Leary
RECAP Paper 3	Northumbria ELAN (2003) Students: Results of a research survey – speaking and classwork	Pat Gannon-Leary
RECAP Paper 4	Northumbria ELAN (2003) Students: Results of a research survey – teaching and learning	Pat Gannon-Leary
RECAP Paper 5	Northumbria ELAN (2003) Students: Results of a research survey – plagiarism and collusion	Pat Gannon-Leary & Erik Borg
RECAP Paper 6	Northumbria ELAN (2003) Students: Results of a research survey – assessment	Pat Gannon-Leary & Elizabeth Porter
RECAP Paper 7	International students – from ELAN to NBS	Joanne Smailes & Pat Gannon-Leary
RECAP Paper 9	Dyslexia Experience at Northumbria: a 2003 examination	Joanne Smailes & Pat Gannon-Leary
Series 7 Paper 3	Barriers to Learning – the disabled student perspective for enhancing pedagogical practice	Joanne Smailes, Julian Given & Pat Gannon-Leary
Series 7 Paper 4	Barriers to Learning – the international student perspective for enhancing pedagogical practice	Joanne Smailes, Julian Given & Pat Gannon-Leary
Series 7 Paper 5	Pedagogical needs of non-traditional students	Julian Given & Joanne Smailes

Want to find out more? – Some useful websites

Dyslexia and Dyspraxia

The British Dyslexia Association: <http://www.bdaweb.co.uk/bda/>

The Dyspraxia Foundation: <http://www.dyspraxiafoundation.org.uk/>

International Students

UKCOSA: The Council for International Education <http://www.ukcosa.org.uk/>

Widening Participation initiatives

Action on Access: <http://www.actiononaccess.org/>

Disabilities

National Disability Team: <http://www.natdisteam.ac.uk/>

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A number of sources were used in the collation of these recommendations including:

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