

My Living Theory Of Health And Learning: Facilitating For Inclusion In Higher Education

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AUTHOR

Kay Distel started her self-directed/action research journey at UWS in the late 1970's. Following that life changing experience she spent 10 fruitful years in the UK becoming a practiced body psychotherapist and staff development officer in welfare. Returning to Australia and commencing a Masters in Social Ecology confirmed her valuing of qualitative research and all things holistic and systemic. She works in private practice as a Listening Consultant and has specialized training in dyslexia. She is completing her PhD at Southern Cross University, Lismore, NSW. Results and conclusion

I. BACKGROUND

As a practitioner working privately with children with learning difficulties, I heard many hardship stories from parents; of their children feeling 'different', shamed, feeling constantly on the edge of social exclusion and needing to 'perform'. I realized the social and psychological effects of learning issues are rarely openly discussed.

I wondered if a similar situation happened for adults in Higher Education and how I could make a contribution with my knowledge from private practice. I chose a self-study action research approach when my need to process my own identity 'crisis' hampered my studies as I moved from the private practice world to the role of practitioner/researcher. Later I found my co researchers were having similar identity issues.

The burning question that emerged in the process of my research was: How could I facilitate the learning of adults who identify with specific learning difficulties (SLD dyslexia/diverse learners) apply listening concepts in practice so that their holistic strategies for self-regulation contribute to an enhanced self-efficacy?

II. THE AIM OF THE WORKSHOP:

To enable participants to experience the inclusional works developed with co researchers and to reflexively ponder the implications in the wider context of support services, teaching and learning.

A. Methods

The methods used will be intangible ways to engage and listen and learn with each other, and then move towards reflexive processes

There will be two parts to the workshop:

- Embodied listening; using sound to deepen understanding of auditory perception and its link to learning followed by;
- Empowering strategies; using story and voice to enhance self-efficacy.