

**Title:**                **Hearing the Voices and Altering the Discourse**

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### **Abstract:**

#### **Session Learning Outcomes**

Participants will be able to:

- Identify the expectations of the students, emotional and academic
- Locate the 'reasonable adjustments' of HE institutions
- Explore the tensions between needs, desires and probable support levels
- Advance understanding of current practice in HE
- Outline solutions to some existing difficulties

#### **Key issues to be addressed are:**

- Understanding the learning process of students with dyslexia
- Real 'tested' models of accommodated assessment, specifically the viva voce
- Tensions between students needs, teacher energy and the law
- Dealing with the unspoken emotions in student centred learning
- The future landscape of neurodiversity

The session aims to provide the participants with an understanding of the current issues for students with dyslexia in 2008, the realities of the amended legislation, under the Disability Discrimination Act 6<sup>th</sup> December 2006 and the implications for teaching staff in Higher Education. It offers solutions to some problems encountered in relation to student expectations, together with practical examples of validated accommodated assessment. Focussing particularly on the viva voce and the value of oral discourse in assessing dyslexic students.

The workshop will attempt to challenge established practice and offer structural methods of altering practice. References will be made to changes at University of the Arts based on doctoral research, Teaching and Learning Fellowship materials and the effects of a CLIP CETL 'Making a Difference' funding. Participants will benefit from an examination of international practice, (Australia, USA and Europe) and local practice. Case studies will be examined from the 'Doing It Better' conference in Melbourne, Australia 2007 and INSEA, Heidelberg, 2007.

Participants are expected to compare and contrast organisational responses including their own institution and consider where challenges may lie.

## References

Hargreaves, H (2004) Exploring Guidelines for Good Practice in Supporting Dyslexic Students in Higher Education- Association of Dyslexia Specialists in Higher Education

Kontos, C. (2006) BA Sound Arts 3 Viva: *A critical analysis of [Keiji Haino](#)'s contribution to rock music*, LCC Library, Elephant & Castle

Symonds, H. (2005) Designing effective curriculum for dyslexic students within Art and Design in Higher Education Writing Pad <http://www.writing-pad.ac.uk>

Symonds, H. (2007) Oral Examinations :Introducing the 'viva voce' as accommodated assessment. *Doing It Better* conference- RMIT, Melbourne, Australia