

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

Kay Distel
kay@soundeducation.com.au

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 it's link to learning followed by;
- Empowering strategies; using story and voice to enhance self-efficacy.