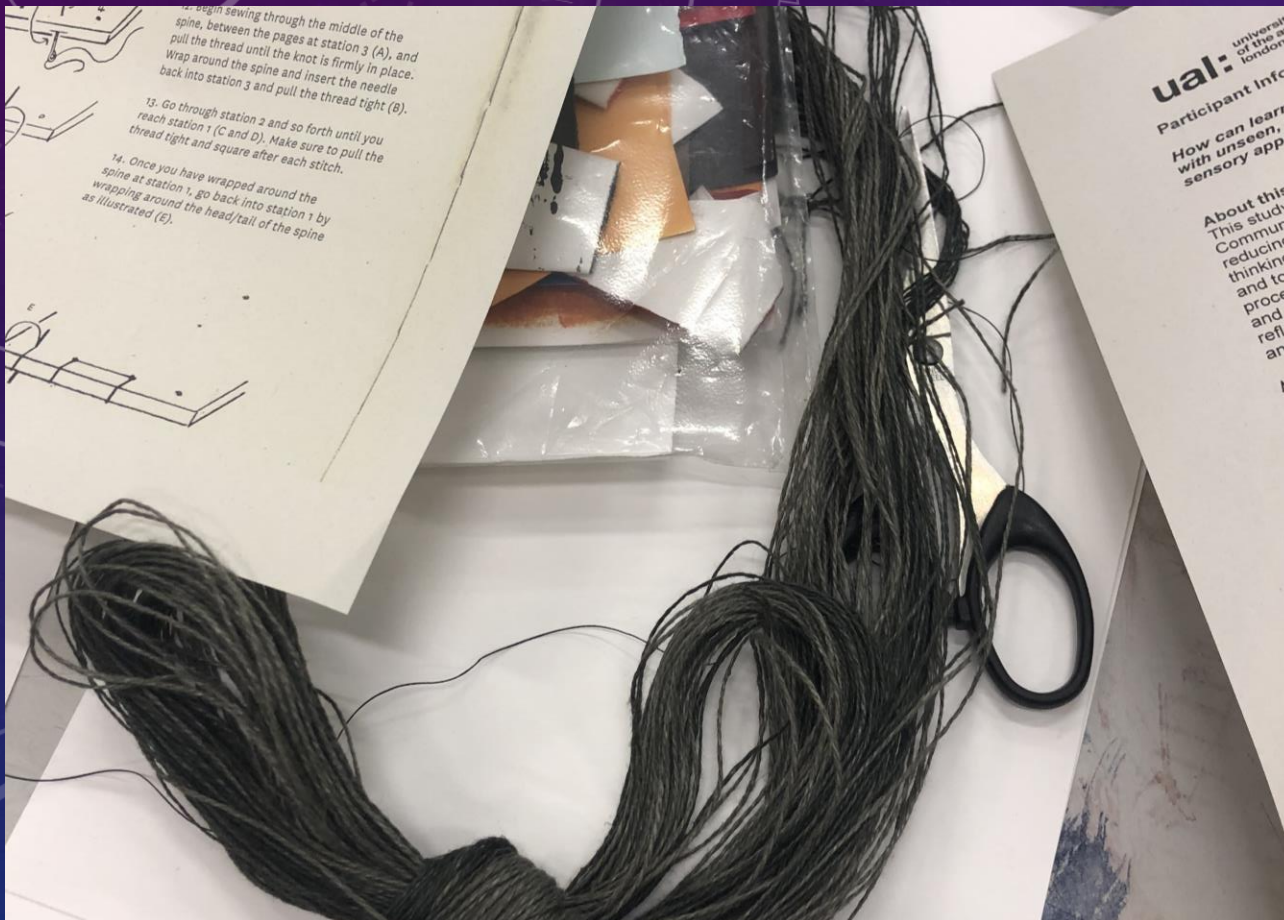# HOW CAN LEARNING BOOKBINDING SKILLS ENHANCE ACCESS TO LEARNING FOR STUDENTS WITH UNSEEN, INTERSECTIONAL DISABILITIES AND/OR NEURODIVERGENCE?
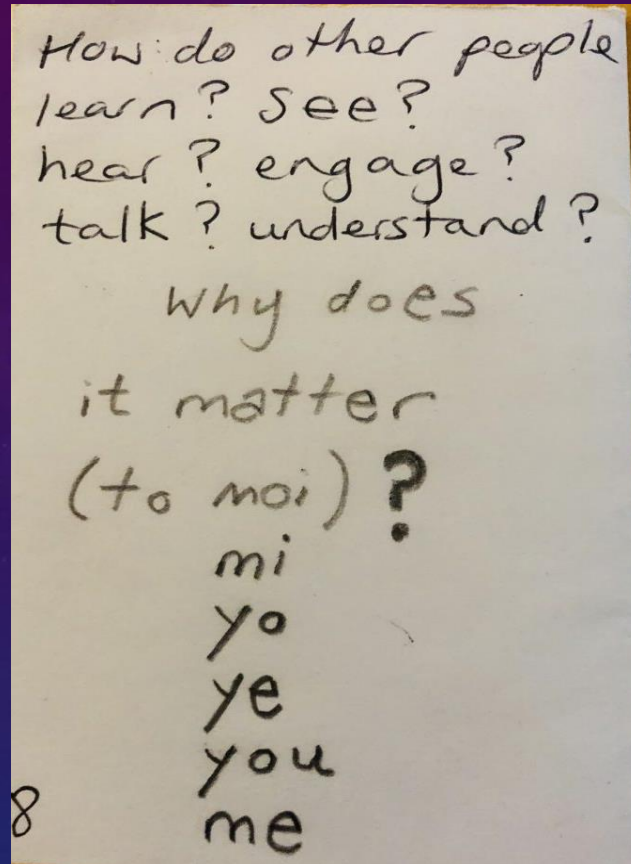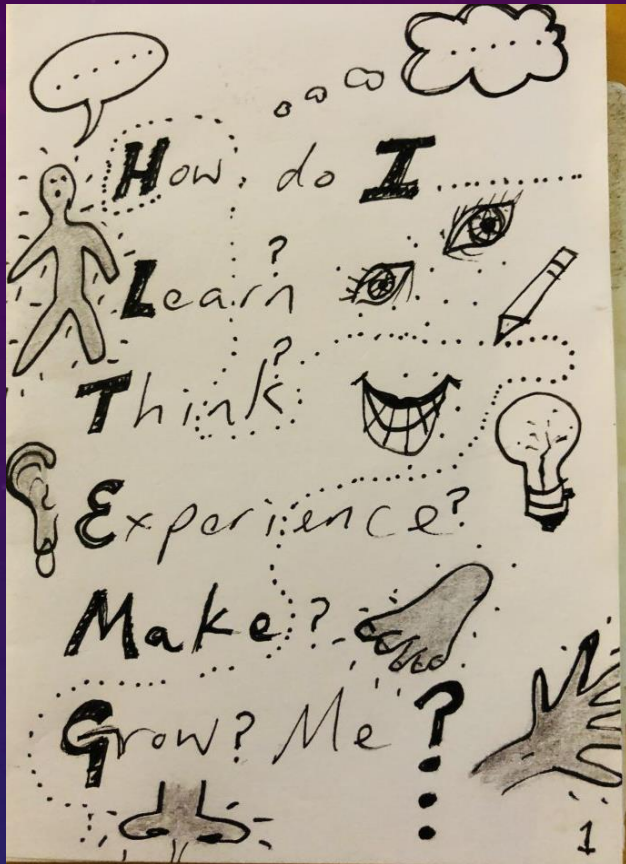
CAN MULTI-SENSORY APPROACHES REDUCE BARRIERS TO TEACHING AND LEARNING?

CONTEXT AND BACKGROUND

- As a Teaching Within candidate, being inspired and guided by the Shades of Noir resources, my journey through the PgCert has enabled me to critically reflect on my positionality, values and passion for teaching. I have positioned my pedagogy within a social justice framework that centers the experiences of marginalised groups and individuals, to which I affiliate.

- My intentions within my Action Research Project were to foreground and explore the experiences of students who, through social stigma, institutional racism and ableism have reduced opportunities to succeed. I engage with issues surrounding safety for marginalised groups, lack of access to specialist teaching and learning, challenges and risks of disclosing 'disability', centering intersectional disability and SpLD within BA Textile Design at CSM, UAL.

RATIONALE

I made this zine to help me process learning through the Inclusive Practices unit of PgCert. I considered multi-sensory learning methods as a way to reduce barriers to learning.
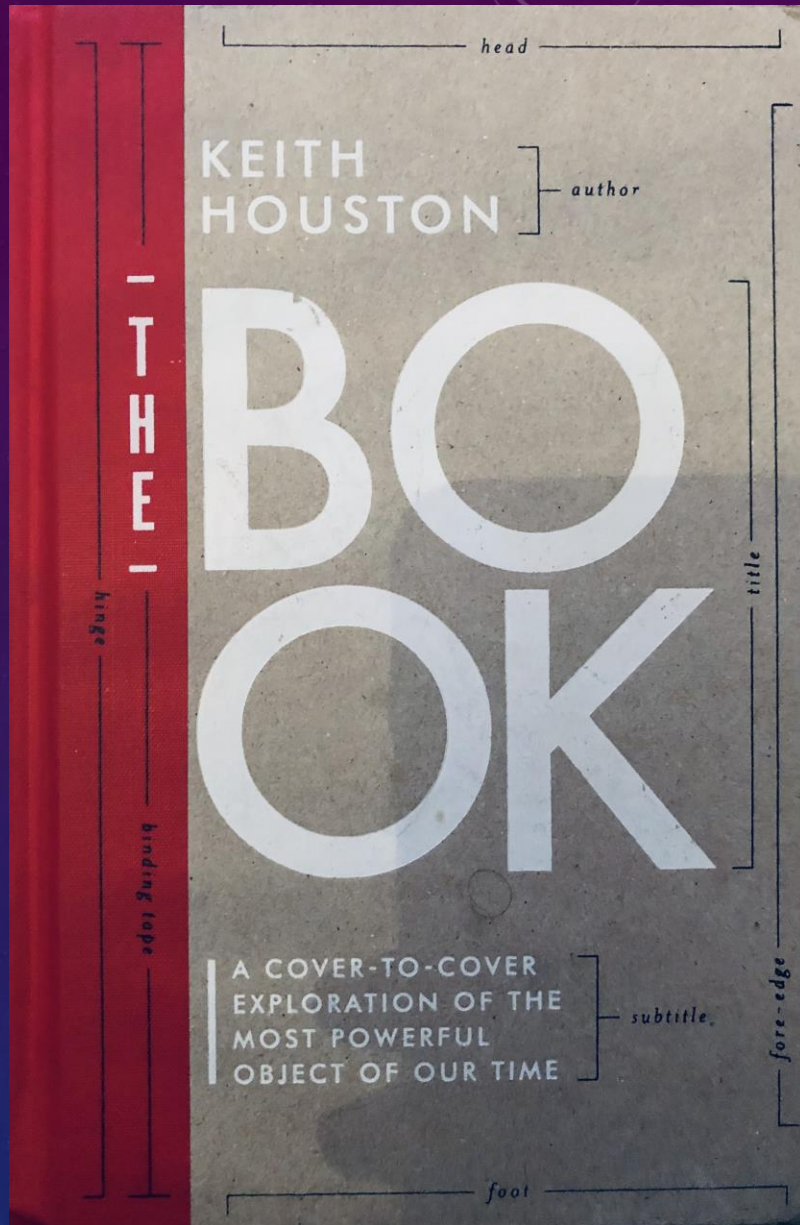
Can learning bookbinding skills enhance autonomous learning?

Why did I choose to research intersectional disability?

Why do I think this is an important issue?

Friere's (1970) theory of education as the 'practice of freedom', aims for praxis that centres student autonomy through dialogue and active engagement.

"ignoring difference within groups contributes to tension among groups" Crenshaw (1995)

Re- thinking THE BOOK…

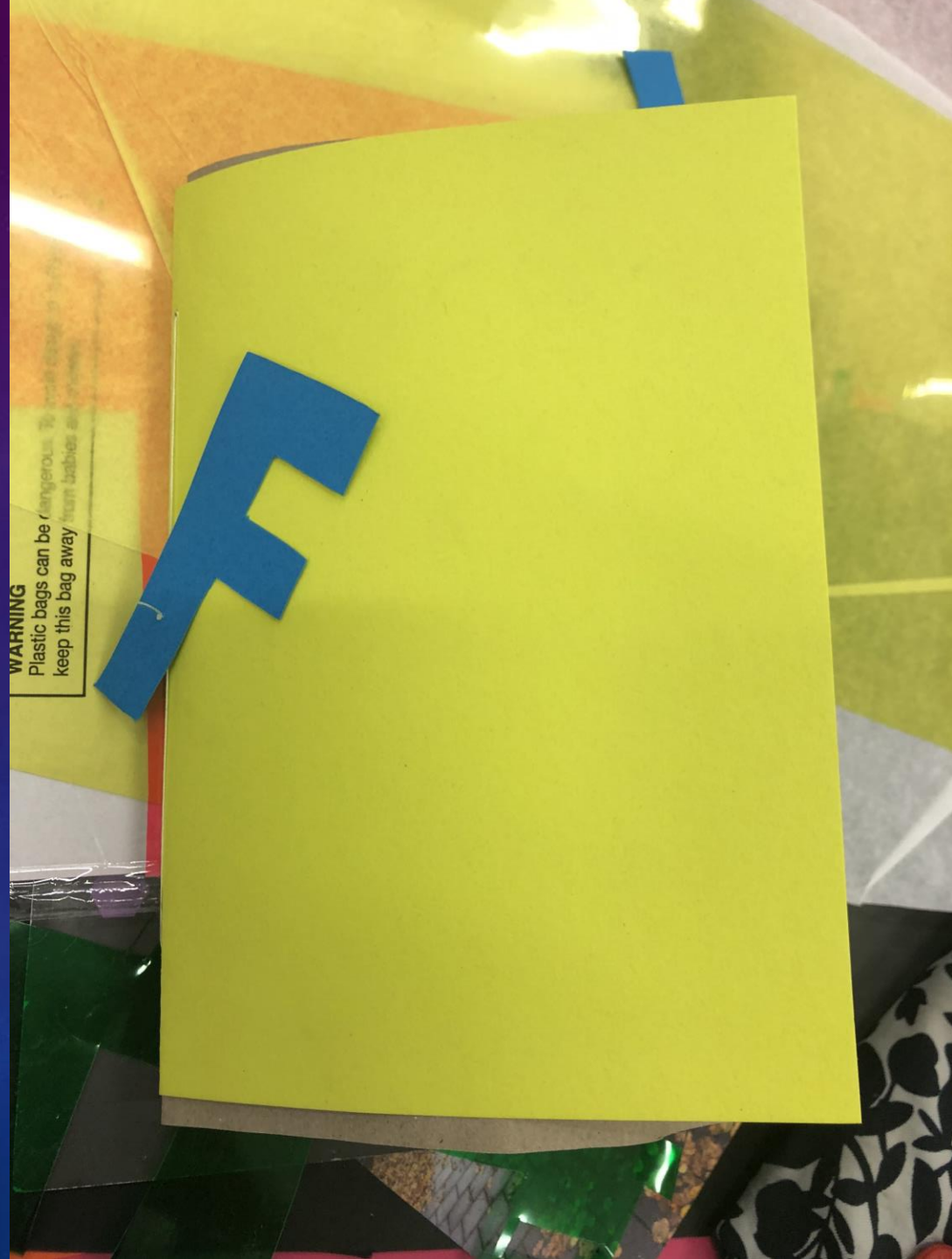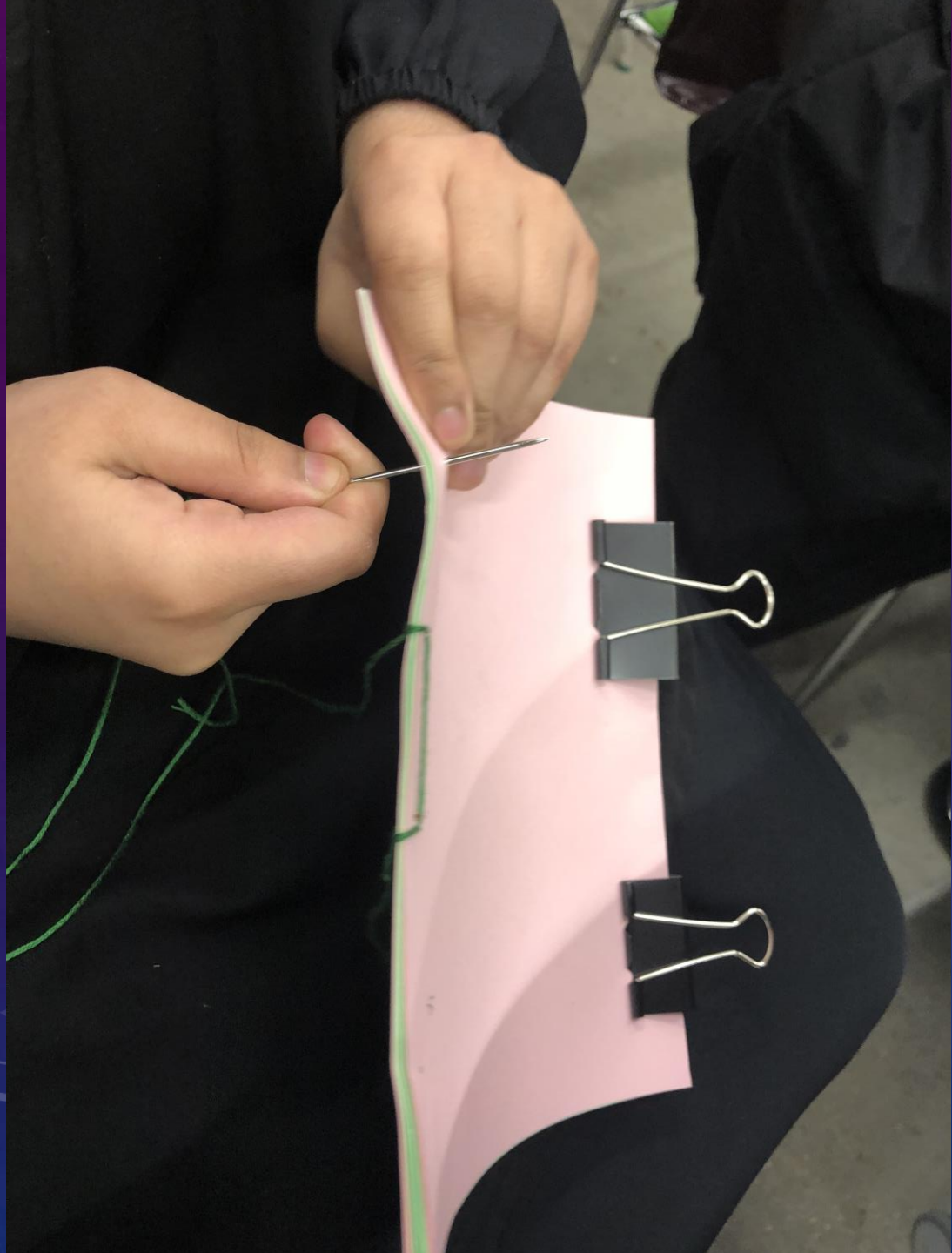# QUALITATIVE, TRANSFORMATIVE, CREATIVE RESEARCH

Methods

- Observation
- Questionnaire
- Photographs
- Interview
- Bookbinding Workshop

Some reflections…

- Peer feedback that live interview is very time consuming to annotate and colleague feedback on preference for email interview, hence email interview

- Photographically documenting the workshop was a useful way of being able to reflect on www and ebi after the workshop

- Student questionnaire might have produced more robust results if I had sent the questions out prior to the workshop

- Reflection in action was a useful way of adjusting my mindset, delivery and communication during the workshop

Students handled and explored different book styles

The Bookbinding workshop in full swing

Student responses

- My research showed that learning the new skill of bookbinding is positive to student learning journey: "to organise research, drawing, visual, working at own pace, re-contextualise 'difficult' material/theory, clear/visual instruction, relaxed environment, choice of techniques to try out, multi-sensory, dyslexia-friendly resources, meditative, improved focus, presenting own work, freedom of expression, experimentation, autonomous learning."

- Making books is a sustainable way of working: re-cyling found papers/fabrics/threads/yarns, knowledge sharing on paper-making techniques, etc
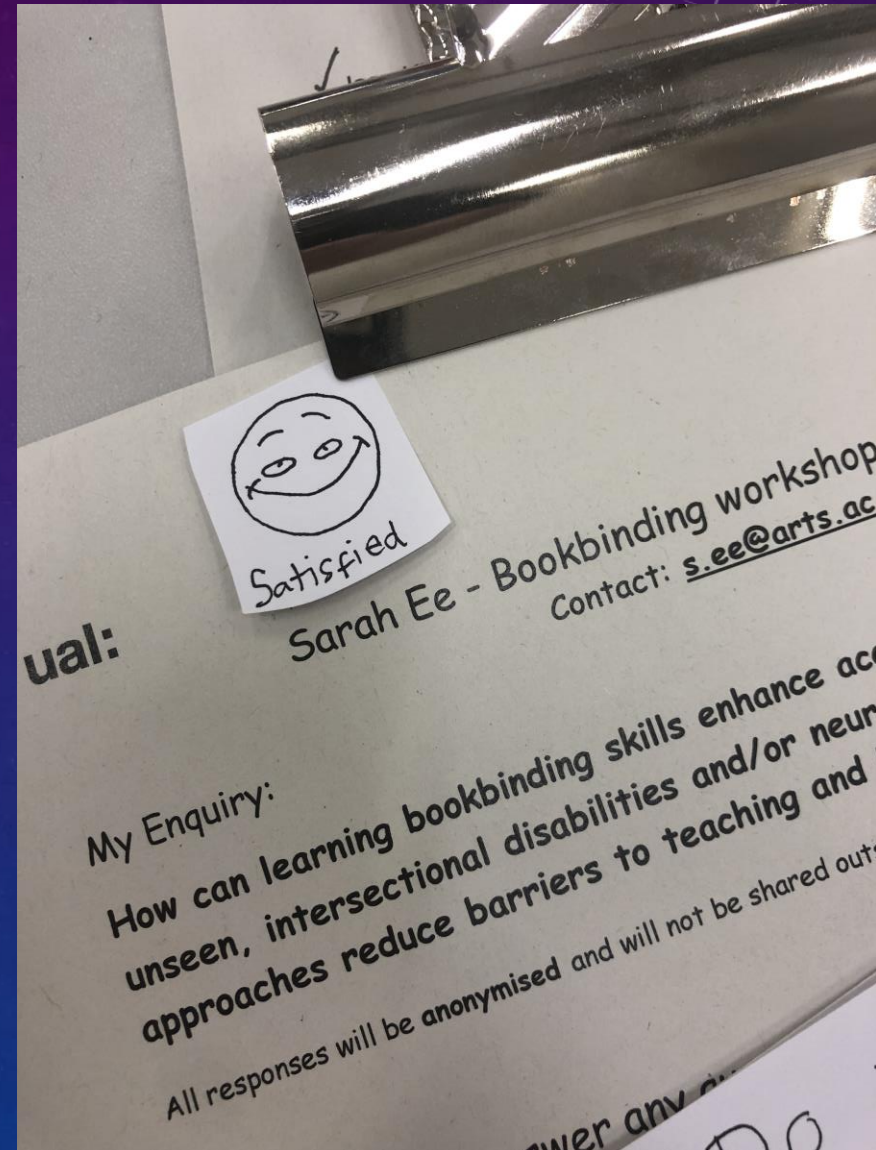
Staff responses

A focus on inclusive practices/anticipatory adjustments would benefit all students and address issues surrounding undisclosed/undiagnosed/unseen disability and/or neurodivergence.

Students are much more engaged when learning is practical and hands-on

Pre-data showed that bookbinding knowledge helped student to organise and present their work

INCLUSIVE PRACTICES

- Coloured backgrounds on written resources
- Dyslexia-friendly fonts
- Repetition of instructions
- Multi-sensory learning tools
- Reassurance
- It's ok to make mistakes
- Open dialogue
- Take breaks
- Flexible structure of workshop
- Accessible language
- Sharing examples from global south without 'othering'

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