About the Contributors

**David Moore** is a principal lecturer in the Computing and Information Systems department of the Faculty of Arts, Environment and Technology, Leeds Metropolitan University. He has published widely in the field of computer technology for people with autism. He set up and now chairs Leeds Metropolitan University’s Disability Research Group, the annual conferences of which generated much of the material for this book.

**Andrea Gorra** is a lecturer in the Business School at Leeds Metropolitan University (UK) in the Business Analysis and Strategy group. As part of her work for the Centre for Excellence in Teaching and Learning - Active Learning in Computing, she has been involved in disability related research projects that provide advice and guidance to university teaching staff on how they may best cater for the needs of students with disabilities. Andrea’s primary research interests include disability, grounded theory methodology and the use of social software and mobile devices for assessment, learning and teaching. Andrea holds a Ph.D. from Leeds Metropolitan University in the area of mobile communications and privacy, an MSc in E-Commerce, as well as a degree in Business-Computing from the University of Applied Sciences Dortmund, Germany.

**Mike Adams** is Chief Executive of ECDP, an Essex based user-led disabled people’s organization. ECDP delivers a range of support services and provides a representative voice of disabled people across the county. Mike’s previous working track record includes being one of the senior management team at the Disability Rights Commission, Director of the National Disability Team for Higher Education, co-director of a research centre and a disability officer at Coventry University. He recently completed a three year visiting professorship in Inclusive Learning at Leeds Metropolitan University. Mike is a widely recognized international thought leader in disability issues with a strong publication record.

**John Reaney** is Disability Services Manager at Leeds Metropolitan University. He has many years experience working with disabled people and also of management roles in both industry and education. He has worked in a specialist college for deaf people and has a hearing impairment himself. His interests include cultural identity and language and in particular the idea of ‘thirdspace’ which was the topic of his MA dissertation.

**Helen Smith** has been the co-ordinator of a collaborative partnership of West Yorkshire Higher Education Institutions known as Higher Education Aspiration Raising – West Yorkshire (HEAR WY) for the past eight years. The partnership has as its aim to share best practice and work together to develop
and deliver ‘widening participation’ projects. Helen is also the West Yorkshire Aimhigher Disability Co-ordinator, seeking to actively encourage disabled young people to make informed choices about higher education.

***

**Chris Adams** is a graduate of the University of Sheffield, now residing in Leeds, UK. With over ten years experience of working in the area of Disability Support within Higher Education, the author has been a Learning Facilitator for seven years. He has gained considerable experience in assisting students with autism spectrum condition, both socially and academically. Furthermore, he is employed by Statnorthern (UK) as a specialist Disability-Related Information and Communication Technology trainer.

**Simon Ball** leads the work of the JISC TechDis Service in Higher Education, in addition to leading on E-Assessment across the sectors. Simon has recently launched the research paper *12 Steps Towards Embedding Inclusive Practice with Technology as a Whole Institution Culture* (see www.jisctechdis.ac.uk/techdis/resources/detail/goingdigital/TCI_Report). This paper is accompanied by a briefing aimed at senior managers in HE institutions setting out clear steps they can take to achieve a more inclusive use of technology across their institution. Simon has also managed the JISC TechDis HEAT Scheme (www.jisctechdis.ac.uk/techdis/pages/detail/workinginpartnership/The_HEAT_Scheme) and co-developed an online self-evaluation and benchmarking tool for accessible and inclusive practice (www.jisctechdis.ac.uk/techdis/userneeds/auditing/onlineassessmentservices). He has co-authored material on the accessibility benefits and barriers of virtual worlds, the development of an accessible e-portfolio for students with learning disabilities, and the accessibility of e-book platforms.

**Brian Boullier** is Head of Information, Communication and Assistive Technology at the Hollybank Trust. He has a broad range of experience, commencing his career in biomedical research and academia before expanding into the rapidly advancing fields of educational technology and ‘new media’. He has travelled widely as a consultant and currently specialises in media production and corporate IT management.

**Sally Brown** is Emeritus Professor of Higher Education Diversity in Teaching and Learning at Leeds Metropolitan University and was until July 2010 Pro Vice Chancellor (Academic). Sally is a champion of diversity in education and is at the forefront of the University’s work in this area. She was for 5 years Director of Membership Services for the Institute for Learning and Teaching, prior to which she worked at the University of Northumbria at Newcastle for almost 20 years as a lecturer, educational developer and Head of Quality Enhancement. She is a National Teaching Fellow and was awarded a £200,000 NTFS (National Teacher Fellow Scheme) grant for three years to research Innovative Assessment at Masters level. She is widely published, largely in the field of teaching, learning and assessment and has recently collaborated on a number of publications on best practice in relation to inclusive learning and internationalisation in the education context. Sally is also a workshop facilitator and keynote speaker at conferences and events in the UK and internationally.

**Ian Clarke** is Equality and Diversity manager at Leeds Metropolitan University. He has an M.Ed. from Leeds University and is a trained teacher, trainer and mediator. Previously Ian has worked in Stu-
dent Services and led on disability support in a further education college. Ian has also led on curriculum
development in a further education context to support young people and adults with disabilities into
post-compulsory education and training.

**Bridget Cooper** is currently Professor of Education in the Centre for Pedagogy at the University of
Sunderland and before that worked at Leeds Metropolitan University, Leeds University and the Open
University in teacher education and research. Previously she worked in primary, secondary and adult
education in various capacities for 15 years. She has a variety of research interests including affective
issues and human relationships in education, moral education, ICT in education, artificial intelligence,
special educational needs, literacy and language and teacher education and has authored a range of
publications and projects.

**Damian Copeland** is a development manager and interface analyst for a software company spe-
cialising in automated systems. His professional background is in the field of e-learning and speech
recognition and he has been working in interaction design for over 20 years. He was awarded a PhD
from Leeds Metropolitan University in 2008 for his research into haptic graphic displays. He has spoken
at a number of conferences and symposia on the subject of haptic graphics and has published papers on
the subject in international journals. In addition to his professional life, Dr Copeland remains an active
researcher within the field of human computer interaction and he is an associate lecturer with the Open
University’s Faculty of Mathematics, Computing and Technology.

**Tim Deignan** is an independent researcher, consultant and trainer. He worked as a lecturer and man-
ger in the post-compulsory education and training sector for ten years before going freelance in 2000.
Tim acts as a consultant for a range of clients in the public and private sectors, working on projects at
local, regional, national, and international level. His work typically involves modeling different values
and perspectives on complex issues in order to improve system performance. His interests include so-
ciocultural theory, learning support and education reform.

**Pauline Dowd** was the first research manager in the Further Education Sector in Northern Ireland
and has managed the Centre for Applied Research & Development in the Belfast Metropolitan College
(previously Belfast Institute) for almost nine years. Pauline has been the lead researcher on a range of
student research projects examining areas such as disability and the workplace, supported learning, key
skills and entrepreneurship. She has managed research activities for external organisations including the
Department for Employment & Leaning (DEL), the British Council, LSDA, Queen’s University Belfast
and the University of Ulster and she has worked collaboratively with a range of other organisations.
Pauline has written and published reports based on the research she has managed and has had articles
published in the local press including the *Belfast Telegraph*, the *Irish News*, the *Tatler* and the *Ulster
Business Magazine*. The findings of her work have been used by a number of organisations including
the Northern Ireland Colleges and Universities and the Scottish Parliament Inclusive Learning Inquiry.

**Salima Y. Awad Elzouki** gained her first degree in Industrial Engineering in Libya where she de-
veloped her interest in human interaction with machines. After obtaining a Master’s degree from City
University, Dublin, in Engineering Education, she commenced a PhD at Leeds Metropolitan University
(Leeds Met) in the area of Human Computer Interaction (HCI) and education. Currently she is completing her thesis, which evaluates the success of students with severe autism in learning how to recognise facial expressions via computers. As part of her PhD she worked for a year as a volunteer in a unit for children with severe autism and learning difficulties, where she gained considerable experience in this area. During her study at Leeds Met she also worked as a researcher on a project concerning students with autism in Higher Education and acted as research assistant to a member of staff with autism.

**Hayley Fitzgerald** is a Senior Lecturer in Sociological aspects of Sport at the Carnegie Faculty, Leeds Metropolitan University, England. Prior to taking this position Hayley worked as a researcher at Loughborough University and managed the evaluation of a range of national and regional projects focusing on disability and youth sport. She has also worked for a number of disability sport organisations in England. Hayley has extensive experience of developing accessible and participatory research strategies. Theoretically, Hayley’s work draws on disability studies, the sociology of physical education and sport and the work of Pierre Bourdieu. Hayley recently edited a book called *Disability and Youth Sport*.


**John Gray** has held lecturing posts at a number of universities in the North West of England since 1990. His last post was Associate Dean at the Innovation North Faculty of Leeds Metropolitan University in 2007. Currently he is a self employed educational consultant who has been involved in supporting and project managing a variety of JISC funded projects focused on technology enhanced learning together with the use of coaching to support personalised learning. His particular interests include staff development, computer –assisted assessment and the impact of disability on the student learning experience.

**Elizabeth Guest** is a Reader in the Faculty of Arts, Environment and Technology at Leeds Metropolitan University. She obtained her PhD at Edinburgh University in 1995 in the area of Image Processing. The methods she developed as part of this PhD are still state of the art. Past funded projects include signal processing for identifying concealed weapons or explosives without having to search them and automatic marking of short free text answers. She has invented solutions for non-linear image registration, 3D surface matching, finding robust correspondences on 2 and 3D images, a method for parsing sentences for languages with varying degrees of word order flexibility, a new framework for semantics, and a new method for identifying keywords in text.

**Gill Harrison** has been a Senior Lecturer in the Computing and Information Technologies group within the Faculty of Arts, Environment and Technology at Leeds Metropolitan University since 1998.
She is a Teacher Fellow and a member of the University’s Technology Enhanced Learning Team, with interests in staff development, disability, peer observation and computer-assisted assessment. Her experience outside Leeds Metropolitan University includes many years with the Open University as well as commercial experience in software development.

**Hanim Hassan** is pursuing her studies at the Leeds Metropolitan University. Her doctoral thesis investigates the support for students with specific learning difficulties in higher education. Previously attached to a number of leading government agencies in Malaysia, she has developed strong interests in issues related to diversity and equality especially in the areas of teaching and learning.

**Alan Hurst**, formerly Professor in the Department of Education, University of Central Lancashire, Preston, England is a trustee of Skill: National Bureau for Students with Disabilities and chairs its Higher Education Working Party. Alan has degrees from the universities of Hull, Manchester and Lancaster. He has published books and articles and been invited to lecture and lead workshops on disability in higher education in many countries. He was awarded an honorary doctorate by the Open University in June 2005 for his contribution to developing policy and provision for disabled students. His most recent publication is a handbook for mainstream staff developers on supporting disabled students. Having retired from his full time post in 2007 he is currently working with many organisations and institutions in both the UK and abroad on developing high quality inclusive policies and provision. He was a member of the group established by the Higher Education Funding Council for England to review its policies on disabled students since 1997 and of the group set up by the Quality Assurance Agency to devise an updated version of the Code of Practice. In 2007 he was the recipient of the Myriam Van Acker Prize, an award made every three years by staff working worldwide in disability support in higher education in recognition of his work over many years.

**Anne Jobling** is an Adjunct Professor at the University of Queensland, Australia. Until recently Anne was the Co-Director of the Down Syndrome Research Programme and managed a Literacy and Technology Course – Hands On (LATCH-ON). This course offers continuing education for individuals experiencing intellectual disability. Anne’s major research covers lifelong aspects of development related to motor development and health as well as education and self regulation. Other interests include inclusive education, play, leisure and recreation for people with disabilities and transdisciplinary teamwork in education environments. She is a member of the Editorial Board of a number of journals including the *International Journal of Disability, Development and Education*.

**Ailsa Moore** is Deputy Headteacher at Hollybank Trust. She is qualified in early years education but has worked in special needs for most of her career, teaching across all key stages. Her current research interest is learner autonomy and pupil voice for students with PMLD and complex needs.

**William, J. Penson** is a University Teacher Fellow and Senior Lecturer in Mental Health at Leeds Metropolitan University and a Fencing Coach at Bradford University. He worked in mental health practice for eleven years mainly in social care and the charitable sector. He has an interest in developing a cross fertilisation of ideas between humanities and human sciences.
**About the Contributors**

**Tony Renshaw** is a senior lecturer at Leeds Metropolitan University. His specialist discipline is human computer interaction and his research interests include how people interact with computers, films and games and how these interactions might be captured. He has been responsible for the development of new and improved eye tracking metrics which have greatly enhanced the analysis techniques available for the interpretation of eye movements and human computer interactions. Tony graduated from Loughborough University of Technology in Chemistry and Management Studies and has held a variety of senior positions as a Financial Manager on the board of REACT Centre Ltd, the Prison Service and in the Services Division of Internal Computers Limited. His interests include science, photography, walking and DIY.

**Jakki Sheridan-Ross** is a Learning Technologist working cross-institution for the Assessment, Learning and Teaching service at Leeds Metropolitan University. As a Research Fellow for CETL ALiC, the Centre for Excellence in Teaching and Learning, Active Learning in Computing, she was involved in the research, development and construction of a computer assisted assessment tool to raise awareness of the types of challenges faced by people with certain disabilities when using computers. Prior to completing her first degree at Leeds Metropolitan University in 2004, Jakki was a principal local government officer managing an innovative One Stop Enquiry Centre. The One Stop Centre handled face-to-face enquiries from over 1000 customers each day, many of whom had disability or accessibility problems and had faced barriers in their ability to access crucial services. Jakki’s research currently includes the use of social media tools, student group-work, and appropriate tools to enhance the student learning experience in creative and engaging ways.

**Annette Stride** is a Lecturer in Sport Business Management at the Carnegie Faculty, Leeds Metropolitan University, England. Prior to this Annette taught on sport, leisure and physical education courses at a number of educational institutions and most recently was the Curriculum Leader for Sport and Public Services at Bradford College, Yorkshire, England. Here she initiated a successful partnership between non-disabled sports students and the Personal and Community Skills course (supporting students with physical and learning disabilities). Annette’s research interests focus on equity in physical education and sport and she is working on a PhD focusing on issues concerned with gender and ethnicity.