

Inclusive Pedagogy Workshop (1-12-21): Resources and References

Working with Autism-Spectrum Disorder Students (harkinse@wpunj.edu)

Resources:

Association for Higher Education and Disability: <http://ahead.org/>

- Provides support for the full inclusion and participation of people with disabilities in post-secondary settings
- Disseminates information, provides professional development, and promotes leadership.

Autistic Self Advocacy Network (ASAN): <http://autisticadvocacy.org/>

- Non-profit organization run by and for people with autism
- Provides information and support to those with autism and their families

Navigating College: A Handbook on Self Advocacy: <http://navigatingcollege.org/>

Faculty Room at the University of Washington Disabilities, Opportunities, Internetworking and Technology (DO-IT): <http://www.washington.edu/doit/Faculty/Resources/>

- With the support of the U.S. Department of Education, provides information, publications, and videos to design instruction so that it is accessible for all students (Universal Design for Learning - UDL)
- Offers disability specific interventions that support students in your courses

References:

DeOrnellas, K. (2015). Teaching college students with Autism Spectrum Disorders.

<https://www.facultyfocus.com/articles/effective-classroom-management/teaching-college-students-with-autism-spectrum-disorders/>

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: Author.

Dillon, M. R. (2007). Creating supports for college students with Asperger syndrome through collaboration. *College Student Journal*, 41, 499–504.

Jamieson, J., & Jamieson, C. (2007). *Managing Asperger syndrome at college and university*. New York, NY: David Fulton.

U.S. Department of Education, National Center for Education Statistics. (2019). *Digest of Education Statistics, 2018 (2020-009)*

Working with First Generation Students (fuentesd2@wpunj.edu)

Cummins Cummins, J. (2002). Language, Power, and Pedagogy: Bilingual Children Caught in the Crossfire. *Language Policy*, 1(2):193-195.

Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed.). New York: Continuum.

Valdez & O'Malley (1996). *Authentic Assessment for English Language Learners*. Addison-Wesley Publishing Company.

Yosso, T.J. (2005) Whose culture has capital? A critical race theory discussion of community cultural wealth, *Race Ethnicity and Education*, 8:1, 69-91.

Working with Adult Learners (rabbittk@wpunj.edu)

Resource: Council for Adult and Experiential Learning: <https://www.cael.org>

References:

Brookfield, S. (2013). *Powerful techniques for teaching adults*. San Francisco: Jossey-Bass.

Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy*. Englewood Cliffs, NJ: Cambridge Adult Education.

Merriam, S. B., & Baumgartner, L. (2020). *Learning in adulthood: A comprehensive guide*. Hoboken, NJ: Jossey-Bass.

Sogunro, O. A. (2014). Motivating Factors for Adult Learners in Higher Education. *International Journal of Higher Education*, 4(1). doi:10.5430/ijhe.v4n1p22