



THE UNIVERSITY
of EDINBURGH

PTAS Proposal: Developing a Disability Studies Module in the School of Health in Social Science

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25 July 2020

Executive Summary

Why should the University of Edinburgh host a Disability Studies course?

- 12,7% of University of Edinburgh students are disabled and importantly represented by the Disabled Students' Officer liberation position within the Edinburgh University Students' Association (EUSA)
- Join other leading institutions who already host a variety of modules or degree programmes in Disability Studies
- Disability Studies is becoming an increasingly relevant discipline in today's society

Data collection

- The Disabled Students' Officer circulated a poll throughout undergraduate students at the university. Of 128 responses, 121 students believed the university should offer a Disability Studies course.
- The student intern hosted three focus groups with a total of fourteen students from across all three colleges. All students were actively enthusiastic about a Disability Studies course.

Discussion of the focus group feedback

- Demand for the course
 - Liberating the Disabled community: Disabled people are a marginalised group at the University and in society.
 - Spreading awareness and increasing able-bodied allyship and engagement with disability issues is extremely important and starts at the educational level.
 - Wanting to learn about Disability Studies at a higher education level: the subject was regarded as universally beneficial for study.
 - Disability Studies is interdisciplinary and intersectional. A course would appeal to students in a variety of different Schools and courses.
 - Disability Studies would be beneficial both for being a better member of society and for learning employable skills.
 - As Disability Studies is appealing to students studying a large variety of degrees, the course would benefit more from being an introductory sub-honours course
 - Barriers to taking option courses: a substantial number of focus group participants cited timetable constraints and required courses as the primary reason for not taking outside option courses such as Disability Studies, but if available to them would be interested.

What should a Disability Studies course consist of?

- Available to students of all abilities
- Centred on advocacy and the experiences of disabled students
- Defining disability is complicated but integral to the discipline
 - The course should teach about different subcategories of disability
 - Accessibility and different access barriers
 - Care needs of different disabilities from the perspective of those who are disabled and receiving care
 - While the place of mental health and Mad Studies in disability should be acknowledged, it should not dominate too much of the course material as many psychology and mental health specific courses are already offered.

- The course must be intersectional in nature, as a course focussed on the liberation and understanding of identity is inherently concerned with intersectionality.
- Given that Disability Studies is interdisciplinary, the course is best team taught.
- Different models of approaching disability (such as the social and medical models)
- Teaching outdated research in order to enable students to analyse its faults
- Disability philosophy relating to value
- Disability across different cultures
- Disability history

How the course should be taught

- A marked coursework assignment such as a presentation or essay where personal research on a specific disability is done, compiled, and potentially shared
- Accessible teaching methods
 - As close to 100% coursework as possible, as most students' learning styles do not suit exams well. Exams are also inaccessible to many students.
 - Virtual attendance must be made possible
 - Online participation elements
 - Interactive notes with a design philosophy catered to different learning styles
 - Lecture recordings
- Incorporating lived experience testimony
- Many focus group participants also expressed the desire for the course to be led by staff who identify as disabled as much as possible
- Self-identifying voices included within tutoring staff
- Having the course be traditionally staff-led would increase the legitimacy of the course (as opposed to student-led)
- Some usage of the flipped classroom model

Other notable institutions' Disability Studies course options (official course catalogues in Appendices)

- University of Leeds – Disability Studies Postgraduate MA
- Liverpool Hope University – Disability Studies Postgraduate MA
- Ryerson University – School of Disability Studies, Disability Studies BA
- Stanford University – undergraduate courses in Disability Studies available to students across most degrees

Related subjects and resources at the University of Edinburgh can inform the structure and content of a Disability Studies course.

Introduction: Why should the University of Edinburgh host a Disability Studies course?

The 2018/19 Student Disability Service report noted 5417 students reported a disability, which is 12,7% of the student body at the University of Edinburgh. This does not factor in the number of students at the university who are undiagnosed or in the process of working to be diagnosed. This covers a wide range of different types of disabilities. It is important that these students have their experiences represented at the teaching level.

Disabilities are already included as a liberation position within the Edinburgh University Students' Association (EUSA). The Liberation positions within EUSA serve to represent and advocate for marginalised minority groups in the student body (Women, Black and Minority Ethnic, LGBT+, Trans and Non-Binary, and Disabled students). While the university offers multiple wonderful courses surrounding liberation identities such as race, gender, and sexuality, there is yet to be a course that focuses on Disability Studies.

Other leading universities around the UK and globally (such as the University of Leeds, Liverpool Hope University, Ryerson University, and Stanford University,) offer a variety of courses and research at different levels on the subject of Disability Studies, and as the University of Edinburgh is a leading global institution that attracts students from all backgrounds, it is time that it joins this group. The courses offered at these and other universities are very attractive, to the point that Leeds and Liverpool Hope in the UK both offer Postgraduate Master's degrees in the subject. Furthermore, Disability Studies is becoming an increasingly relevant discipline in today's society: especially with the Covid-19 pandemic, during which time the experiences of and risks to vulnerable members of society have been vital topics of public conversation, and accessibility measures have been core to discussions of how universities will adapt. The future of education will become increasingly intertwined with technology, which will necessarily impact the lives of disabled students at the university and worldwide. This conversation and these changes cannot happen without awareness of disability, ableism, and accessibility in society, and without including the voices of disabled people and their needs.

The Disabled Students' Officer and the Programme Director for the MA in Health, Science and Society successfully obtained a PTAS grant to develop a proposal for an UG disabled studies course, which would be hosted at the School of Health in Social Science (HiSS). An intern was hired in March 2020 and undertook research to explore student demand and ideas for such a course as well as to survey courses already offered at other universities.

Data Collection

Prior to the project, the Disabled Students' Officer circulated a poll throughout undergraduate students at the university on 18 March 2020; 128 students responded. The poll was created online on Google Forms and shared publicly via social media platforms of various students, directly to online group chats for different courses at the university, and also circulated through the EUSA Programme Representative Newsletters by the Vice President Education.

Of the 128 respondents, 121 students believed that the university should offer a Disability Studies course. 101 students said that they would either definitely be interested in taking a Disability Studies course or would potentially be interested (factoring in things like timetabling concerns and required courses). Respondents belonged to a variety of different Schools at the University, with the most responses coming from the schools of SPS, PPLS, HCA, and LLC. Responses came from all three Colleges at the University. While only four students from the proposed host School, HiSS, responded, all of them expressed either definite or potential interest.

In the month of May, the intern hosted three focus groups with a total of fourteen students studying a variety of different disciplines at the university, at the undergraduate (12), postgraduate (1), and PhD (1) levels (participants were from the schools of HCA, LLC, PPLS, SPS, Engineering, Informatics, Medicine, and Physics and Astronomy). The focus groups consisted of students who identified as fully able-bodied, students who identified as disabled, students who identified as able-bodied but who had mental illness, and able-bodied carers for a person with a disability. All students were actively enthusiastic about a Disability Studies course. Their responses and feedback will be discussed in the next section.

Discussion of the Focus Group Feedback

Demand for the course:

When asked why they were interested in attending the focus groups, or why they were interested in the subject matter of Disability Studies at the University of Edinburgh, students gave the following responses:

Wanting to Learn About Disability Studies at a Higher Education Level. Several able-bodied students noted wanting to understand and learn more about the experiences of their disabled peers, expressing dismay that such an important subject was not taught to them in school or much thus far at university (these responses came from students both enrolled in STEM and Humanities subjects). For able-bodied students, wanting to learn about a subject that either they knew nothing about or only knew from direct discussions with disabled peers was their main incentive for backing this course. This was especially emphasised in the context of many disabilities and accessibility measures being lesser known but nonetheless vital to the disabled experience. Everyone in the focus groups, regardless of degree programme or ability, agreed that this is an area that is universally beneficial for study. A CAHSS student who is doing their PhD in a related area, and who is setting up the Disabled Students' Archive for the university, stressed that there is not enough research on the topic and that there needs to be more academic and theoretical discussion (not just anecdotal) about Disability Studies, and that the taught level is the first step in fostering more research.

Liberating the Disabled Community. As touched upon in the introduction above, Disability Studies is one of the last issues regarding marginalised groups to be brought to mainstream attention at the University of Edinburgh. There are already many courses and a large amount of discussion surrounding race, gender, sexuality, etc. but not yet disability. One Humanities student stressed the educational as well as moral importance of having a course on the subject, saying in a focus group that 'without education, there is only erasure; and where there is erasure, there is only oppression'. The disabled community at the University of Edinburgh needs to be represented and liberated, not silenced. Furthermore, while all courses at the university have their place and value, a STEM student commented on the fact that there are many niche and specific courses offered by the University, but Disability Studies, a relatively basic and general discipline, is not yet taught: 'There are so many other ridiculously niche courses that have less day to day importance and relevance than Disability Studies; there is a puppet-making course in the art faculty'. Again, while this is not to discredit courses such as a puppet-making course, it has a very specific appeal; meanwhile Disability Studies has interdisciplinary appeal, would empower marginalised students, and is intersectional. There also need to be more able-bodied allies in the movement (again, as can be said for other marginalised identities) and as shown so far by course interest among able-bodied students, this is a good, supported way of making this happen.

Barriers to Taking Option Courses. One of the questions asked in the focus group was whether or not undergraduate students chose to take outside courses at the sub-honours level, and why or why not. Those who said that they did not take outside courses generally did so because they either did not have the space on their timetable, or their Personal Tutors strongly suggested certain courses would be beneficial for their degrees. These students all agreed that they would theoretically be very interested in a Disability Studies course and that if they had more open options regarding outside courses, they would have been likely to pick a Disability Studies course. Thus, a student not expressing interest could be due to

circumstantial reasons rather than an actual lack of interest in the subject area. One of the primary reasons for Personal Tutors to suggest certain courses is to aid students in job prospects, and in the focus group where this point was made all the participants (none of whom read a degree related to Disability Studies) enthusiastically agreed that taking a Disability Studies module would be extremely beneficial both in terms of being a better member of society and in terms of employable skills. It was agreed that while anyone could benefit from the knowledge that would be taught, anyone planning on working in areas such as law, politics, education, architecture, as well as the more expected areas of social policy and health in social science would benefit directly from taking this course.

Pre-honours Course. Therefore, both for the above reason and due to more general interest across different degrees, this course would benefit more from being a sub-honours course than an honours course. Furthermore, as it would be the first module the university offers in this area, it would be better to start with more introductory knowledge that does not require a background in the area, since as mentioned previously many people feel that this is an area that they have not been taught about enough in the past. Thus, if Personal Tutors (and therefore students) were made aware of this course option, it would generate a great deal of interest and potential enrolment.

What would a Disability Studies course consist of?

This section draws on feedback from the poll, the focus groups, discussions with key informants and from the literature. It presents some principles that should be followed in developing a Disability Studies course at the University of Edinburgh.

Defining disability is both an integral part of this course, and relatively complicated. When disabled students were asked what disability meant to them in a Google Forms poll given only to students identifying as disabled, they gave the following responses:

1. 'Something about your body/mind preventing you from everyday activity you would otherwise do'
2. 'Any condition (mental or physical) that hinders your ability to participate fully in work and leisure.'
3. 'I can't do things other people can, it means I am sick in a wide and specific way. it's a beautiful experience of bodily limitation and sensual bodily feelings. it's painful in a personal and social way.'
4. 'Having difficulty with things that other people don't such as mobility, relationships, emotional stability and more.'

While the above responses are valid and provide much insight into the disabled experience, notice that they are broad and inclusive definitions. The second one, in particular, highlights the universality of disability in regard to certain debates: for example, the inclusion of mental health in disability is debated. On one hand, it can be considered a separate category of illness, and not all people with mental illness consider themselves disabled, but on the other hand, mental illness can be veritably disabling for people and prevent them from accessing much of society and education.

When asked about this in focus groups, participants in the focus group for STEM students said that **mental health should be stressed** as many people do not realise the impact and extent of mental health issues. Both humanities and STEM students acknowledged the role

that mental health plays as a comorbidity or symptom and felt this should be taught, as well as comorbidities in relation to disability more generally. While students in the humanities focus groups acknowledged the disabling potential of mental illness, they felt that **mental health should not dominate too much** of the course material or else run the risk of becoming too much of a psychology-style course (this point was especially expressed by students in PPLS).

Several participants in the focus groups, while identifying as able-bodied themselves, were carers to disabled friends or family members while studying at the University. Not only did they express concerns about accessing their education under these circumstances, but they and other non-carer students in the focus groups felt that this aspect of the disabled experience also should be touched upon in the course. Highlighting the experiences and perspectives of non-disabled people in a course about Disability Studies would only further take away the voice and agency of such a marginalised group, however it would be useful and enlightening for the course to teach about **care needs of different disabilities from the perspective of those who are disabled and receiving care**.

The course must be intersectional in nature, as a course so focussed on the liberation and understanding of identity is inherently intersectional. From a pedagogical perspective, the structure and style of the course is not dissimilar to identity-based courses already taught at the University of Edinburgh (to be elaborated more on later).

Given that Disability Studies is **interdisciplinary**, **the course is best team taught**, with a variety of lecturers specialising in different areas of Disability Studies such as different disabilities themselves, health or medicine, psychology, social policy, sociology, geography and more.

Due to the broad nature of disability, it was generally agreed that the course should **teach about different subcategories of disability**, such as (but not limited to) learning disabilities, physical disabilities, mental health, etc. This is related to another point about accessibility: the average able-bodied person, when thinking of accessibility, only really considers whether or not something is wheelchair accessible. While this is of course important, there are many access needs relating to other disabilities that are never discussed either formally or informally. Therefore, **accessibility as a whole should be taught** (given the social science nature of the course) as well as the different access **barriers** that people with different disabilities face in their lives (personal, everyday, and systematic).

A focus group participant specifically highlighted bureaucratic accessibility obstacles and shared a personal anecdote as an example of why this is a pressing issue that needs to be taught: the participant's sister is disabled and went to a school for disabled children sponsored by the government, but was kicked out of the programme without a warning when she turned 25. This is the type of obstacle that is only known about within the disability community, and morally needs to be taught to students. **Spreading awareness and increasing able-bodied allyship and engagement with disability issues is extremely important and starts at the educational level**.

On a more theoretical level, **the different models of approaching disability must be talked about** (meaning, predominantly the social and medical models – although there are others, see list of suggested resources). While the general consensus is that the social model is more representative and inclusive of the disability experience, the medical model must also be taught and critiqued as part of a comprehensive Disability Studies course. Much research on

Disability Studies is outdated, but **teaching these outdated concepts and allowing students to closely analyse them** and learn about the ways in which these sources are wrong is valuable, as it both allows students to see the history of the discipline and more broadly recognise ableism and misconceptions about disability more widely in society. As well as the models such as the social and medical model, **disability philosophy** relating to value should be taught; that is, views such as the bad-difference, mere-difference, and good-difference philosophies, and the value-neutral model of disability relating to the mere-difference view, should be taught and discussed in the course.¹ Similar disability-philosophy related topics such as biomedical ethics were also suggested, as was **disability across different cultures**; to understand the disabled experience as fully as possible, course material and research cannot be solely focussed on disability in the UK. Again, on a similar note, **disability history** was suggested by several participants in focus groups; the University of Edinburgh's History Society hosted a lecture about Disability Studies that was quite popular and gathered a significant number of attendees. The lecture was given by Dr. Iain Hutchison, a research affiliate at the University of Glasgow, fellow of the Royal Historical Society, and a board member of the Disability History Association.

One of our key informants, the University of Edinburgh lecturer, Dr. Joanna Alexjuk, researches primarily on Alzheimer's, and is very interested in incorporating her findings into the course, especially as Alzheimer's relates to many different aspects of disability such as ableism, comorbidity (for example, research has found that an overwhelming number of adults with Down's Syndrome develop Alzheimer's from their 60s onward), and different cultural responses to disability. Dr. Alexjuk has researched in Asia and Africa as well. Furthermore, she has many suggestions relating to making the course accessible online, which could be very useful moving forward with the university's move to make more courses and academic materials virtually available.

In partnership with Queen Margaret University, the organisation CAPS Independent Advocacy hosts a Mad Studies course called Oor Mad History. It is designed as an advocacy course, and thus can only be taken by self-identifying people, but the emphasis on advocacy, accessibility, and the liberation of mad-identifying people in society is something that should be mirrored in a Disability Studies course at the University of Edinburgh. The aim of the course is to 'reclaim and promote the history of activism and collective advocacy by people with mental health issues'. Mad Studies, as well as its societal implications (especially regarding the reclamation of self-identifying individuals of the word 'mad' and its related accessibility and ableism issues) Even though the Disability Studies course at the University of Edinburgh would be **available to people of all abilities** (indeed, those involved think it is vital for able-bodied students to learn about the subject), a course about Disability Studies centred on advocacy and the experiences of disabled students is the goal.

How the course should be taught:

Since it is impossible to cover everything, and some students may be interested in some specific disabilities in particular, one STEM student proposed having **a marked coursework assignment that is a presentation/written essay/something similar where personal research on a specific disability is done, compiled, and potentially shared** with other members of a tutorial or seminar. This would ensure that no disabilities that are of interest to the course cohort are excluded in what needs to be an inclusive learning environment, as well

¹ Barnes (2014) and (2016).

as provides a good opportunity for student participation and engagement with the course. This is especially noteworthy when considering the fact that some students may have a personal connection to a disability and can thus appropriately advocate in an empowering manner.

In regard to assessment more generally, with the exception of one member of a focus group, and with the agreement of those working on this project, the course should be **as close to 100% coursework as possible** (with an exception made for an accessible method of participation, to be elaborated on below). The student who expressed a preference for exams did so because they personally felt the format suited them better but acknowledged that experiences are varied and that **most students' learning styles do not suit exams well**, which was said by all other members of focus groups.

Exams are very inaccessible for many students, even with potential adjustments that can be made. It must be noted that in order to take advantage of exam adjustments a student needs to be in well enough health to physically sit an exam, which cannot always happen.

Moreover, many students are not able to access the adjustments they need. Not being able to access adjustments is something that happens on several levels at the university: some students are not able to access the Student Disability Service, some are not given the adjustments they need, and most insidiously, some students (as noted by a couple students in the focus groups) were denied adjustments by lecturers, tutors, or exam invigilators despite the need for adjustments being shared with these staff members. When Special Circumstances is applied, the main concession made is to allow a student to have a first attempt resit in August. This still gives a student very little leeway in terms of making up an exam, not to mention added stress (with a negative impact on health) both to do with academic revision as well as potential travel arrangements. As said and agreed by all focus group participants, coursework is much more flexible (both because extensions can easily be given, and because options regarding Special Circumstances are more varied), and suitable adjustments can be made for students at every step of the way much more easily, both for staff and students.

Participation is a wonderful way for students to engage with their learning, but until recently (with changes being made due to online learning) tutorial participation was dependent on physical attendance. Even though absences are not penalised due to illness, students are still deprived of a chance to engage with their learning that more often than not, they cannot make up to the same calibre just from doing readings or emailing a tutor outside of the timetabled course (when available). Therefore, **virtual attendance must be made possible**.

In some situations, a student may not be able to participate due to learning or medical conditions; of course, as is done now, adjustments can be made to fairly assess a student's engagement with the course material without forcing them to engage in traditional participation methods that they may not be able to access. Focus group participants felt that a blended, hybrid on- and offline learning format is the most flexible and accessible method for students at university, encompassing the greatest number of individual academic needs. While the thought of making the course entirely online was entertained, when asked informally by the intern, both able-bodied (including those identifying as abled but having mental health problems) and disabled students in the focus groups said that the prospect of the course being fully online made it much less attractive to them, but that a hybrid or blended style course made it much more attractive. Students who thrive on face to face contact hours will still be able to access this, but by having the option to virtually attend lectures and tutorials and having some participation elements online (such as commenting in discussion boards), there will be no

physical access barriers. Furthermore, as a large amount of screen-time can negatively impact some neurodivergent students, having some elements be in-person is in this case more accessible. Also, **having participation elements online** ensures that students are engaged in their learning, while also not disadvantaging those for whom traditional speaking participation is not possible for whatever reason. For example, an option for a student's Schedule of Adjustments is that a tutor not call on them unless they volunteer to speak as they are unable to participate when involuntarily made to speak in a tutorial.

As mentioned above, the advocacy aspect of courses such as the CAPS Oor Mad History is incredibly important when teaching about a subject to which social justice, equity, and liberation are so important. In all focus groups, as well as in some poll responses, participants highlighted and stressed how much they valued the sharing of the lived experiences of self-identifying disabled people alongside more academic scholarly work on Disability Studies. Disability Studies as an area of research is quite nascent, and as previously mentioned much of the scholarship is wrongly biased against disabled people themselves (however if taught critically these works are still academically valuable). For example, Derek Parfit wrote that '[t]his child's life will be less worth living than the life of a normal child'.² This is the type of outdated statement that can and should be critiqued in a lesson.

Especially considering that experiences of disability are so varied and individual, **incorporating lived experience testimony** into the course was very encouraged. Many focus group participants also expressed **the desire for the course to be led by staff who identify as disabled as much as possible**, to ensure agency and advocacy of those with disabilities in teaching issues close to home. Of course, it is unfortunate but understandable that a University of Edinburgh Disability Studies course would not be able to be taught exclusively by self-identifying staff, but by including as many as possible as well as highlighting self-identifying voices, the course will be as inclusive and provide as much agency as possible.

One way in which it would be possible to have the course be led by **self-identifying voices is by including them within the tutoring staff**. Aside from the above-mentioned benefits (especially considering that Disability Studies courses at other institutions so heavily rely on lived experience, to be elaborated on in a below section), hiring as many disabled tutors as possible would be a wonderful opportunity for many postgraduate and PhD students at the University who are part of a marginalised group, especially in the academic field. Academics face much ableism in the field and hiring self-identifying tutors would be a very good way of ensuring career progression for marginalised students in their fields. The interdisciplinary nature of a Disability Studies course means that tutors could feasibly be from a variety of relevant backgrounds, meaning that the course would have a sizable pool of potential tutors to choose from. Of course, this is not meant to disqualify an able-bodied potential tutor simply for not being disabled; tutor selection according to lived experience would only prioritise amongst already qualified applicants from a variety of Schools at the university.

While many disabled students may choose to take the course, and tutorials or seminars are a wonderful place for students to delve deeper into topics and share outside knowledge, the course should not be fully co-taught by students, even those who self-identify. In the focus groups, participants were asked their thoughts on student co-teaching, as can be seen by the course 'The future of our university: an interdisciplinary experiment in cooperative learning' (SCIL10092), which is a student-led course. Universally, participants replied that while a

² Parfit (1982), 118.

discussion element to the course where students could share personal knowledge such as lived experience was very sought-after, they felt that **having the course be traditionally staff-led would increase the legitimacy of the course** – a student-led course would not be taken as seriously by prospective students and could turn students looking for academic knowledge on Disability Studies away from the course, even if said subjects were covered.

A primary topic of the focus groups involved how to make not only the course content, but the method of teaching as accessible as possible; **a course on Disability Studies is nothing if not taught in a way that all students can access**. Both physics students in the STEM focus group highly recommended the notes format of Physics of Fields lecturer Dr. Ross Galloway. The course uses a bespoke coding programme in the School of Physics and Astronomy called Aardvark, which runs on the LaTeX operating system. The notes are interactive, well-organised, and a very accessible interface. Students spoke very highly of these and felt that this style of notes was very accessible and massively aided their learning. This is in contrast to the many concerns raised by other students about the inaccessibility of lectures, and when provided at all, other forms of lecture notes such as PDF plain text notes (often students mentioned having to reformat the notes before they were usable or accessible). While Aardvark is a bespoke programme, and one that needs to be updated or phased out due to age and newer software regulations, it is fully possible to code something similar for the School of Health in Social Science. **The design philosophy used was specifically created for students with different learning styles so as to be inclusive and accessible** (shared below along with screencaps of Dr. Galloway's notes for Physics of Fields, see appendices). It could be in the best interests of this course, and for the School of Health in Social Science (or indeed the University) to make coding software available for online accessible education such as this.

Using these notes, Dr. Galloway often teaches his lectures using the **flipped classroom model** – as the interactive notes are so comprehensive, and certain sections are assigned to be looked over prior to lectures, students enter the lecture already fairly knowledgeable about the topics, and can use lecture time to fully solidify concepts they are less confident on. This ensures that contact hours are as time efficient as possible, and tailors the learning experience for students to a higher degree than traditional classroom models. While the Disability Studies course does not need to be taught fully in a flipped manner (indeed, with a team taught course it might be difficult for the style of teaching to remain the same), and there are benefits to both traditional and flipped models, the flipped model is able to be more specific to students' individual learning questions and needs, and thus better caters to students with different learning styles.

Accessibility in education at the University of Edinburgh:

Lecture recordings are an essential and underused way for students to engage with their learning and are necessary for students to have equal access to their education. Although there are adjustments available to attempt to mitigate some of the learning that students cannot access (such as providing a notetaker as well as a recording device for students to entrust fellow students with), these adjustments are not enough and do not provide the same quality substitute as lecture recordings do. A large reason why lectures may not be recorded is because instructors believe that lectures are meant to be live events; this is not in any way meant to argue with that. However, disabled students by law deserve equal access to education, and even though lecture recordings are not live in the way physically attending a lecture may be, they are the closest substitute to a live lecture that is possible. The University already has the facilities for this and

changing the opt-out policy for lecture recordings could enable more students to access their education equally and without barriers. The opt-out policy disadvantages students in an unequally distributed way because it is completely up to the discretion of those giving the lectures as to whether the lecture is recorded, and students have no control or influence over the matter. Therefore, while some students will be able to access their lectures with little to no barriers, other students may completely miss out on that large aspect of their education, and that is determined solely by the decisions of individual lecturers. It is worth noting that despite some faculty members consistently opting out of lecture recordings, as soon as in-person teaching was disrupted due to the onset of the Covid-19 pandemic, many lecturers turned to sharing pre-recorded lectures. As of early June 2020, the University plans to move to hybrid delivery for the Autumn 2020 semester, whereby most material covered in large lectures, will be provided through the Learn VLE as a combination of pre-recorded lectures, activities, and discussions to help enforce social distancing regulations.

What is being taught at other institutions' Disability Studies courses?

There is no need to reinvent the wheel; the University of Edinburgh can learn from Disability Studies programmes and modules currently being offered at other HEIs. In this section, some of these offerings are summarised. For further details see the appendices.

The University of Leeds has a well-known degree programme at the postgraduate MA level for Disability Studies; it also administers a few undergraduate modules in the same field. While their programme is at a higher level than the undergraduate module proposed here, a Disability Studies module at the University of Edinburgh would benefit greatly from teaching similarly to their renowned programme. Leeds's programme merges theory and practice together; they teach disability theory but also apply it more widely in social policy, politics, and in combating ableism in society. On their website, the course is described as 'an equal opportunities issue focusing on contemporary organisations and institutionalised practice'.³ The University of Leeds also hosts a research centre for Disability Studies. They are interdisciplinary researchers who analyse Disability Studies via the social sciences, humanities, and STEM. Specifically, they focus on the sociology of disability, disability politics and policy, disability law and human rights, inclusive design, and Deaf Studies. They teach modules in Disability Studies across several undergraduate programmes as well as being involved with the MA degree.

The University of Leeds Disability Studies MA is a one-year course structured as follows. It teaches 'disability as an equal opportunities issue by focussing on contemporary organisations and institutional practice' and has a 'focus on social policy for disabled people in education, benefits, housing, transport, employment, health and social support services, as well as recent developments in social research on disability'. It primarily teaches the social model of disability. The compulsory modules (aside from a dissertation) are 'Social Policy, Politics, and Disabled People', 'Researching Society and Culture', and 'Debates on Disability Theory and Research'. The optional modules are 'Special Education Needs: Inclusive Curriculum', 'Contested Bodies', 'Que(e)rying Sexualities', 'Social Policy Analysis', 'Social Policy Debates', 'Quantitative Research Methods', 'Qualitative Research Methods', 'Policy and Programme Evaluation', and 'Disability and Development'. Assessment for this degree other than the dissertation is done through essays and book/literature reviews. The course is taught with no lectures; it is completely discussion based. There are no exams.⁴

Liverpool Hope University also offers a Postgraduate MA in Disability Studies, although their programme is slightly more based on theory than practical social application. The course is said to have a particular emphasis on cultural issues, discussing 'policies, prejudices, and professions around disability but also its representation in literature, media, film, art, and so on'. Some of the courses offered are: 'Critical Disability Theory', 'Disability and Professional Practice', 'Modelling Disability', and 'Disability and Disciplines'.

The Liverpool Hope University degree programme approaches the discipline from many different angles, and the University of Edinburgh course would greatly benefit from similarly discussing the varying aspects and intersectionality of disability and Disability Studies as a discipline.

³ Disability Studies MA: <https://courses.leeds.ac.uk/7287/disability-studies-ma> (accessed 09.03.2020)

⁴ Disability Studies MA: <https://courses.leeds.ac.uk/7287/disability-studies-ma> (accessed 09.03.2020)

Liverpool Hope University hosts a research centre headed by staff on the MA called the Liverpool Hope Centre for Culture and Disability Studies. The Centre focuses on 'challenging and changing all aspects of dehumanising practice, on fully acknowledging the ontology and epistemology of people who are disabled' and its work is most often conceptualised around accessibility and/or Special Education Needs. A large part of its work is 'critical engagement with representations of disability in varying curriculums' – again, interdisciplinary and intersectional in nature.⁵

North America is home to several acclaimed Disability Studies departments as well, notably those of Ryerson University in Canada and Stanford University in the United States.

Ryerson University's School of Disability Studies offers a part-time, mostly online BA in Disability Studies to be completed over a course of eight or less years. The programme is intended for those who have completed a college diploma in a field such as Social Work or Mental Health Counselling, and the aims of the degree programme are described as follows:

'Students expand and enrich their work, education and lived experience through engagement with theory, empirical research, rights and justice frameworks, arts and culture, and collaborative learning with disability communities. Students develop advocacy, critical analysis, communication and leadership capacities directed to transforming the interpersonal, community and structural conditions to foster access, vitality and justice. Students are instructed in new theoretical and methodological approaches. They explore questions of identity, intersectionality and popular representations, history, policy and legislation, access and technology, social action and disability justice. Drawing from the work of scholars, activists and artists, and building from students' personal and professional experiences, our program engages learners in a transformative process of reflection, debate and discovery'.⁶

All of the required courses are taken online.

Stanford University in California offers or has offered in the past several undergraduate courses relating to specific aspects of Disability Studies, generally available for any students to take (although some require prerequisites if they focus on a specific area of Disability Studies such as technology or law). Of these many courses, the following are most relevant to a Disability Studies course at the University of Edinburgh (the course descriptions and benefits are listed below: 'Disability, Gender, and Identity: Women's Personal Experiences', 'Dare to Care: Compassionate Design', 'Designing for Accessibility', 'Disability Literature', 'Intro to Disability Studies: Disability and Technology', 'Caring for Individuals with Disabilities', and 'Beyond Health Care: the effects of social policies on health'.

All of the courses mentioned at these institutions contain important subjects within the field of Disability Studies that the University of Edinburgh would benefit greatly from incorporating into a Disability Studies course. While one module does not allow for as detailed

⁵ DISABILITY STUDIES(MA): <https://www.hope.ac.uk/postgraduate/postgraduatecourses/disabilitystudiesma/> (accessed 09.03.2020)

⁶ Disability Studies (BA): <https://www.ryerson.ca/disability-studies/program/> (accessed 20.03.2020)

teaching of concepts as an entire dedicated degree programme or more specific related module such as those mentioned here, each of the courses mentioned highlight key points of Disability Studies, and furthermore mirror what students expressed a desire to see during the focus groups.

Related subjects and resources already available at the University of Edinburgh:

Understanding Gender in the Contemporary World, SSPS08012

The Future of Our University: An Interdisciplinary Experiment in Cooperative Learning,
SCIL10092

Anthropology of Health and Healing, SCAN10062

Anthropology of Health and Illness, PGSP11423

Mapping Health and Illness Across Societies, SHSS08001

Recommended resources (including footnotes)

- Barnes, E. (2016), *The Minority Body: a Theory of Disability*. Oxford.
- Barnes, E. (2014), 'Valuing disability, causing disability', *Ethics* 125(1), 88–113.
- Bates, S., Hardy, J., Hill, J. and McKain, D. (2008). '[How design of online learning materials can accommodate the heterogeneity in student abilities, aptitudes and aspirations](#)'. *Learning and Teaching in Higher Education*, 2. 3-25. **
- Bolt, D. (2018), *Cultural Disability Studies in Education*. Abingdon.
- Danticat, E. (1998), *The Farming of Bones*. New York.
- Davis, L. (2013), *The Disability Studies Reader*. Abingdon.
- Garland-Thompson, R. (1997), *Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature*, New York.
- Hewett, H. (2006), 'At the crossroads: disability and trauma in *The Farming of Bones*'. *MELUS: Multi-Ethnic Literature of the United States*, 31(3), 123-145.
- Kafer, A. (2013) *Feminist, Queer, Crip*. Bloomington.
- Nielsen, K. (2013). *A Disability History of the United States*. Boston.
- Ryan, F. (2019) *Crippled: Austerity and the Demonization of Disabled People*, London and New York.
- Schweik, S. (2009), *The Ugly Laws: Disability in Public*. New York.
- Shaw, A. (2020), '[Let COVID-19 expand awareness of disability tech](#)', *Nature* 581.
- Wendell, S. (1996), *The Rejected Body: Feminist Philosophical Reflections on Disability*. Abingdon.
- Wong, A. (2020), *Disability Visibility: First Person Stories From the Twenty-First Century*. New York.

[List of resources provided by the University of Edinburgh Disabled Students' Archive](#)

[Poll](#) circulated to undergraduate students.

[CripAntiquity](#) is an organisation focussing on disability within the academic field, specifically of premodern history. They have a list of [pedagogy resources](#) both for disabled and neurodivergent students and instructors. The resources cover a range of specific disabilities.

[Resistance and Hope: Essays by Disabled People](#)

Appendices

Edinburgh:

Courses **SSPS08012** and **SCIL10092** are relevant not necessarily for their course content, but for the ways in which they are taught; SSPS08012 demonstrates how to incorporate intersectionality into teaching, and the already-mentioned SCIL10092 is an example of incorporating student teaching.

Leeds:

[Programme website](#)

[Full course catalogue for programme](#)

Liverpool Hope:

[Programme website](#)

[Centre for Culture and Disability Studies - CCDS](#)

- **Critical Disability Theory** discusses disability theory and philosophy such as Freud, Foucault, Goffman, Garland-Thompson, Derrida, and McRuer. It is ‘explicitly theoretical, grounded in experiential knowledge’ and discusses topics such as ‘stigma, normate, crip theory, etc.’ and ‘social, cultural, and individual attitudes toward impairment, disability, and education’.
- **Disability and Professional Practice** asks and answers questions such as ‘How and by whom is disability voiced within the professions?’ and teaches ‘critical engagement with teaching, training, therapy, legislation, etc.’
- **Modelling Disability** looks at different models of disability such as ‘religious, charity, medical, social, affirmative, cultural, and other models of disability’. It acknowledges that models of disability were in the past almost exclusively created by able-bodied people but is working to change that.
- **Disability and Disciplines** combines humanities and social sciences and discusses representation and different interests within Disability Studies such as art, literature, etc.

Ryerson:

[Programme course catalogue](#)

Stanford:

Stanford’s [course catalogue](#)

- **Disability, Gender, and Identity: Women's Personal Experiences** Everything covered in this course would be invaluable to include in a Disability Studies course at the University of Edinburgh. This course covers many different aspects of disabilities, both internal and external, and by focussing on women (who are underrepresented and face health-based marginalisation) the course is very intersectional.
- **Dare to Care: Compassionate Design; Designing for Accessibility** These two courses, one focussing on engineering and the other on computer science, address head-on major issues facing the disabled community in terms of accessibility. While a Disability Studies course at Edinburgh would not need to go as specialised, exploring different access barriers and potential solutions is vital to understand the disabled experience and, for able-bodied students, be an ally. The existence of these courses at Stanford show the interdisciplinary appeal of Disability Studies to students in STEM courses such as Engineering and Computer Science, and how they could directly benefit from taking a Disability Studies course.

- **Disability Literature** Disabled people are underrepresented in media, and creative media is filled with concepts of Disability Studies that are often more valuable than academic writing. The emphasis of this course on the Global South is intersectional and inclusive and focuses on an extremely important but overlooked aspect of disability. This course is open to students in multiple different fields; while it is an English literature course, students studying medicine, social policy, and public health would also particularly benefit. Students of these degrees would likewise benefit from taking a Disability Studies course at Edinburgh that includes this material. The University of Edinburgh would do well to incorporate this type of media as course readings, and also to frame the course as globally inclusive of disabled experiences worldwide.
- **Intro to Disability Studies: Disability and Technology** As mentioned previously, much literature on Disability Studies is outdated. While disability history and the history of disability activism is very important, again looking at media is valuable to the discipline, especially through an activism-based lens, as many students interested in Disability Studies are so because of a desire to enact social change and liberation. Medicine and technology are integral to the disabled experience.
- **Caring for Individuals with Disabilities** Care is an integral part of disability, and this course at Stanford discusses the topic with a focus on those with disabilities, as a course at Edinburgh would strive to do. This course is valuable as not only does it discuss aspects of disability theory such as models, but by incorporating direct contact with disabled people, it allows disabled people to advocate for their own needs and experiences
- **Beyond Health Care** This course blends social policy and health in society, highlighting the integral role of politics and policy with health and healthcare, especially for disabled people. As a Disability Studies course at the University of Edinburgh would be heavy in social policy, this course would be very useful to draw from.
- **Defining Discrimination** This course discusses the legal terminology and boundaries of discrimination, including towards disabled people. Some elements of this course would be well incorporated when discussing integral topics to the disabled experience such as ableism, protected characteristics, et cetera

**** Screenscaps below of Dr. Galloway's interactive notes**

7 Current and Resistance
3 Capacitor and Resistor
Circuits
Summary

Magnetic Field Learning
Resources


1 Magnetic Field
2 Charged Particle in
Uniform Magnetic Field
3 Lorentz Force and
Discovery of the Electron
4 Magnetic Force on a
Current
5 Torque on a Current Loop
6 Summary


7 Ampere's Law Learning
Resources


1 Magnetic field due to a
current
2 Calculating Magnetic
fields

calculus to go any further down this route. You will see this again next year in the Junior Honours course on Electromagnetism.

Learning Resources

 **Textbook:**

 **Course Questions:**

 **Self-Test Questions:**

Resnick, Halliday & Walker, Fundamentals of Physics, Chapter 30-1 and 30-2
Walker, Halliday & Resnick, Principles of Physics, Chapter 29-1, 29-2 & 29-5

6.1 Cancelling the Earth's Magnetic Field,
6.2 The London Tube,
6.3 Three Parallel Wires,
6.4 Force on a Wire Loop,
6.7 Looped Wire,
6.8 Magnetic Field beside a Ribbon,
6.9 Magnetic Field above a Ribbon,
6.10 Magnetic Field from Rotating Spherical Shell.

6.1 Magnetic Field from Current Loop,
6.2 Magnetic Field from a Pair of Wires.

Your Course Material Trail: 1 » 1.1 » 2.3 » 7.3

Energy
4.6 Dipole in an External Electric Field
4.7 Summary
5 Capacitance
5.1 Capacitance Learning Outcomes
5.2 Capacitance
5.3 Capacitor Examples
5.4 Dielectric Materials
5.5 Capacitors in Parallel and Series
5.6 Potential Energy Stored in a Capacitor
5.7 Current and Resistance
5.8 Capacitor and Resistor Circuits
5.9 Summary
6 Magnetic Field
6.1 Magnetic Field Learning Outcomes
6.2 Magnetic Field
6.3 Charged Particle in Uniform Magnetic Field
6.4 Lorentz Force and Discovery of the Electron
6.5 Magnetic Force on a Current
6.6 Torque on a Current Loop
6.7 Summary
7 Ampere
7.1 Ampere's Law Learning Outcomes
7.2 Magnetic field due to a Current
7.3 Calculating Magnetic Fields
7.4 Loop Model for Electron Orbits
7.5 Ampere's Law
7.6 Solenoids and Toroids
7.7 Summary
8 Induction
8.1 Induction Learning Outcomes
8.2 Experimental Evidence for Induction
8.3 Faraday and Lenz's Law
8.4 Induction and Energy transfer
8.5 Revised look at Faraday's Law
8.6 Inductors and Inductance
8.7 Energy Stored in Magnetic Field
8.8 Mutual Inductance
8.9 Summary
9 Materials
9.1 Materials Learning Outcomes
9.2 What we know so far
9.3 Diamagnetism

$$r = \sqrt{s^2 + R^2} \quad \text{and} \quad \sin \theta = \frac{R}{\sqrt{s^2 + R^2}}$$

so by substitution, we get the integral of,

$$B = \frac{\mu_0 I}{2\pi} \int_0^\infty \frac{R}{(s^2 + R^2)^{3/2}} ds$$

which can be **relatively easily** integrated and evaluated to give that,

Key Point 7.5

The magnetic field strength a distance R from the centre of a wire carrying a current I is

$$B = \frac{\mu_0 I}{2\pi R}$$

The Integral [Reveal](#)

This is shown in figure 7.4 for a wire with the current vertically *into* the page. The magnetic field forms a series of loops, known as *magnetic field lines*, with the direction being *clockwise* round the wire. The strength of the field is given by Key Point 7.5 which decays as $1/R$, the radial distance from the wire as shown in figure 7.4.



The flying frog



The frog was placed in the mouth of the solenoid where there is a large magnetic field gradient; this induced a net magnetic dipole in the frog, which opposed gravity, so it "levitated". The frog was not injured, perhaps a little surprised!

There is much web-discussion and suggestions that this frog must have been "injected with iron particles" or other such material, see workshop question 8.5 in the next section about this.