ACCOMODATING STUDENTS WITH DISABILITIES IN ACADEMIC AND INSTITUCIONAL CONTEXTS

Sunflower Conference 2009
11 - 12 November, Ostrava
Third annual international conference
Generally in Higher Education, students with disabilities present visual, hearing, speech and/or orthopedic impairments.

Students with severe learning or cognitive disabilities tend to be retained in lower levels of education.
Educational technologies have been opening up opportunities for students with disabilities to enter Higher Education.

They offer:
- Larger **access** to course contents;
- Alternative **interaction** means with colleagues and teachers;
- The opportunity to **level up** students with disabilities;
- A possible **reduction** of the preconceived notions of **disabilities** in intra-personal relationships.

However

Educational Technologies alone are not Enough!
We believe that it is necessary to develop and articulate several distinct strengths, in order to provide these students with a proper social and academic integration and motivate their success.

Students need

- Academic Support
  Special education needs
  PAOL
  Unit for Innovation in Education (PSO – Projects and Support Office)

- Social/Institutional Support
  Integration and regulation of needs
  Psychology Office
  (Statute Applicable to Students with Disabilities)
Aims at providing support to the implementation of computer-assisted teaching and learning.

Helping teachers to support students

- Teacher technical training
- Teacher pedagogical training
- Daily support – preparation of contents
- Daily pedagogical consultancy - help in answering to educational problems
- Teacher motivation

Supporting students in academic contexts

- Student technical training
- Daily support – access to contents and completion of learning tasks (guidance)
Psychology Office

• Offers psychological support to students with disabilities
• Analyses students special educational needs

• Communicates students special needs to the involved teachers and to the Analysis Committee

• Composed by members of the School Board, Scientific Board and Pedagogical Board (together with the psychologist);
• Student’s needs are framed in the correspondent course curriculum and in the administrative services
The Statute Applicable to Students with Disabilities

Regulates the measures that the school should implement and offers guidelines that aim to satisfy the needs of students with disabilities.

Examples:

• Adjustments that improve ergonomic conditions of classrooms;
• Adjustments in evaluation instruments (additional time in exams, extended deadlines for class work, etc.);
• Adjustments in course curriculum;
CONCLUSIONS: GLOBAL SUPPORT STRUCTURE

School Board

PAOL

Projects and Support Office

Analysis Committee

The Statute Applicable to Students with Disabilities

Psychology Office

Community

Teacher

Students
THANK YOU!

QUESTIONS

Luciana Oliveira | lgo@eu.ipp.pt
Towards e-learning sustainability:
Designing and reusing student-centered learning scenarios

Luciana Oliveira

SMM09 | Silesian Moodle Moot Conference 2009
12 - 13 November, Ostrava
Sixth annual international conference
- Student access to course contents
- Reuse of digital contents
- Teacher-student communication
Traditional Classroom

Traditional use of Technology

[Diagram showing traditional classroom setup with students seated and a teacher at the front, compared to a modern setup with interactive technology like Noodle.]
Knowledge construction (collaboration)
- Promote the design and reuse of activity-based learning scenarios
- Document learning contexts and strategies
- Increase active e/b-learning pedagogies
- Share good practice
- Reduce the time and effort taken to develop active learning scenarios
New Built in Learning Environment

LAMS

SD4L Portal

Students

Teacher

Actividades Combinadas

2º Encontros de Software
Informam-se os alunos que esses certificados

Inquérito de Avaliação do PAC
por Professor de Ensino Online - Terça

Ainda
Introdução do sistema

LAMS – Learning Activity Management System

Activities Toolkit

Noticeboard
Tool for displaying HTML content including external sources such as images and other media.

Chat
Chat and Scribe
Data Collection
Forum
Forum & Scribe
Gmap
Multiple Choice
Notebook
Noticeboard
Q & A
Resources & Forum
Share Resources
Spreadsheet
Methodology

Diagram showing a cycle with the following stages:

1. **Implementation**
2. **Design**
3. **Reuse**
4. **Store/Share**

The cycle is represented with arrows moving from one stage to the next.
How did this work out for teachers?
## Types of reuse

### Integral reuse

![Diagram showing integral reuse process]

<table>
<thead>
<tr>
<th>Contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
</tr>
<tr>
<td><strong>Theme</strong></td>
</tr>
<tr>
<td><strong>Pedagogical Framing</strong></td>
</tr>
<tr>
<td><strong>Duration</strong></td>
</tr>
</tbody>
</table>
Changes in the nature of tasks

Types of reuse

Contexts

<table>
<thead>
<tr>
<th>Subject</th>
<th>Information and Communication Technologies</th>
<th>Business English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme</td>
<td>Microsoft Access</td>
<td>Study of technical vocabulary</td>
</tr>
<tr>
<td>Pedagogical Framing</td>
<td>Introduction</td>
<td>Conclusion</td>
</tr>
<tr>
<td>Duration</td>
<td>3 hours (2 sessions)</td>
<td>1,5 hours (1 session)</td>
</tr>
</tbody>
</table>
Partial reuse

Types of reuse

D3-CAR1 - "Usabilidade"

Chat and Scribe

Noticeboard

Q & A

Grouping

Share Resources

Forum

D2-CA2 - "e-Business"
## Partial reuse

<table>
<thead>
<tr>
<th>Types of reuse</th>
<th>Contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td>Business English</td>
</tr>
<tr>
<td><strong>Theme</strong></td>
<td>Writing and reading English language</td>
</tr>
<tr>
<td><strong>Pedagogical Framing</strong></td>
<td>Conclusion</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>25 min.</td>
</tr>
<tr>
<td><strong>Tasks</strong></td>
<td>Branches (groups - divergence)</td>
</tr>
</tbody>
</table>
How much time did you **took to design** your learning scenario?

<table>
<thead>
<tr>
<th>Case 1</th>
<th>Case 2</th>
<th>Case 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 to 5 hours + 2 afternoons + one night</td>
<td><strong>One hole day</strong></td>
<td>Can’t tell exactly</td>
</tr>
<tr>
<td>± 15 hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How much time/effort did you *save when reused* a learning scenario?

<table>
<thead>
<tr>
<th></th>
<th>Case 1</th>
<th>Case 2</th>
<th>Case 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>70%</td>
<td>40%</td>
<td>50%</td>
</tr>
<tr>
<td>Effort</td>
<td>50%</td>
<td>70%</td>
<td>50%</td>
</tr>
</tbody>
</table>
How did this work out for students?
Evaluation of pedagogical strategies

Evaluation of activities
- Strongly Agree
- Agree
- No opinion
- Disagree
- Strongly disagree

Future expectations
Evaluation of LAMS

LAMS evaluation
- Strongly Agree
- Agree
- No opinion
- Disagree
- Strongly disagree

Future expectations
- Would like to repeat
- Teacher should use more often
• Increase of the sustainability of e/b-learning practices

  - Return On Investment: from 40% up to 70%
  - Increase teacher availability to do/develop new learning content

• Enlargement of the concept of reuse

  - There is more potential in reusing pedagogical strategies than in reusing just learning content
  - Teachers collaborate with other groups from different areas of knowledge
  - Knowledge construction based on peer's shared knowledge and work (good practices)

• Improvement of teachers' pedagogical skills

  - Opportunity to adjust previous errors
  - Opportunity to uncover pedagogical models (templates)

• Refinement and perfection of pedagogical strategies

  - Development of student hard and soft skills

• Enlargement of active learning opportunities for students

  - Scarce or inexistent sharing habits

  - Foment trust and cooperation amongst teachers

  - Capability to manage complex pedagogical structures

  - Sharing Knowledge about how to manage learning environments (reinforcement and motivation strategies for students)

• Protection of authors rights

  - Foment teachers' awareness
  - Include technical protection mechanisms
1. Technical and pedagogical training

2. Development of an e-Repository

Stimulate design and share habits
Thank you!

questions

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