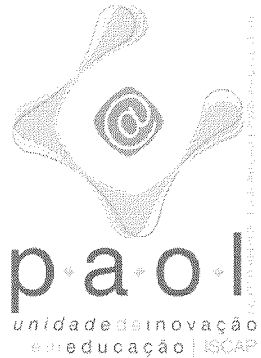


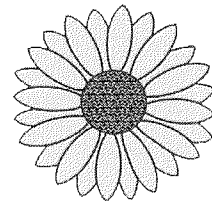


INSTITUTO
SUPERIOR
DE CONTABILIDADE
E ADMINISTRAÇÃO
DO PORTO



Luciana Oliveira

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

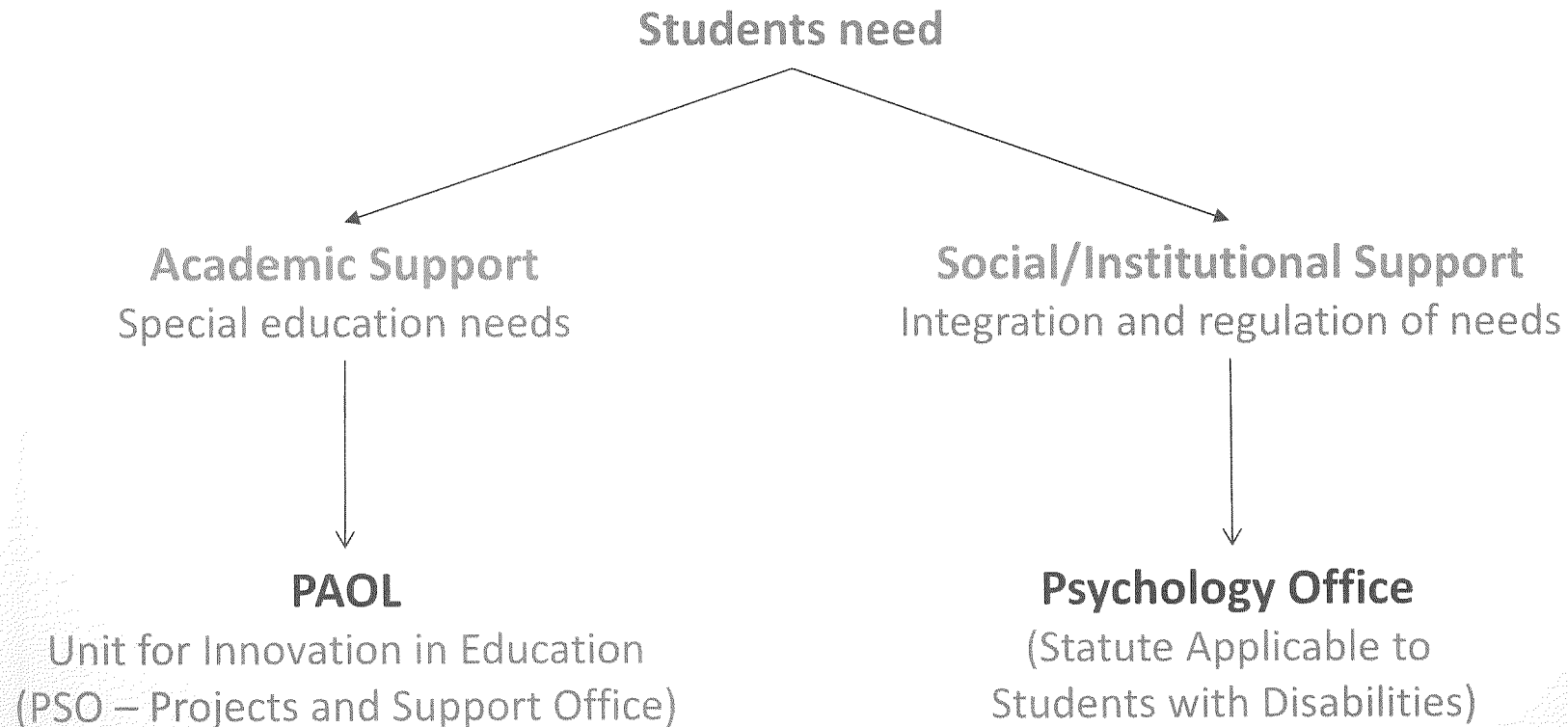


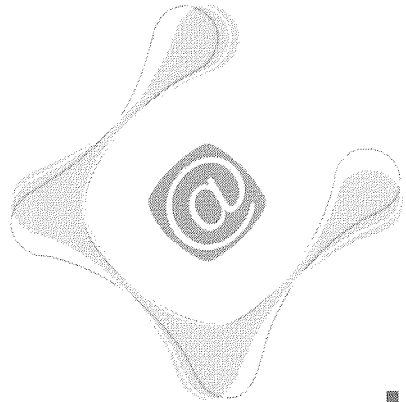
However

Educational Technologies alone are not Enough!

STUDENTS WITH DISABILITIES IN HIGHER EDUCATION

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





p · a · o · i
unidade de inovação
em educação | ISCAP

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

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

Supporting students in academic contexts

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

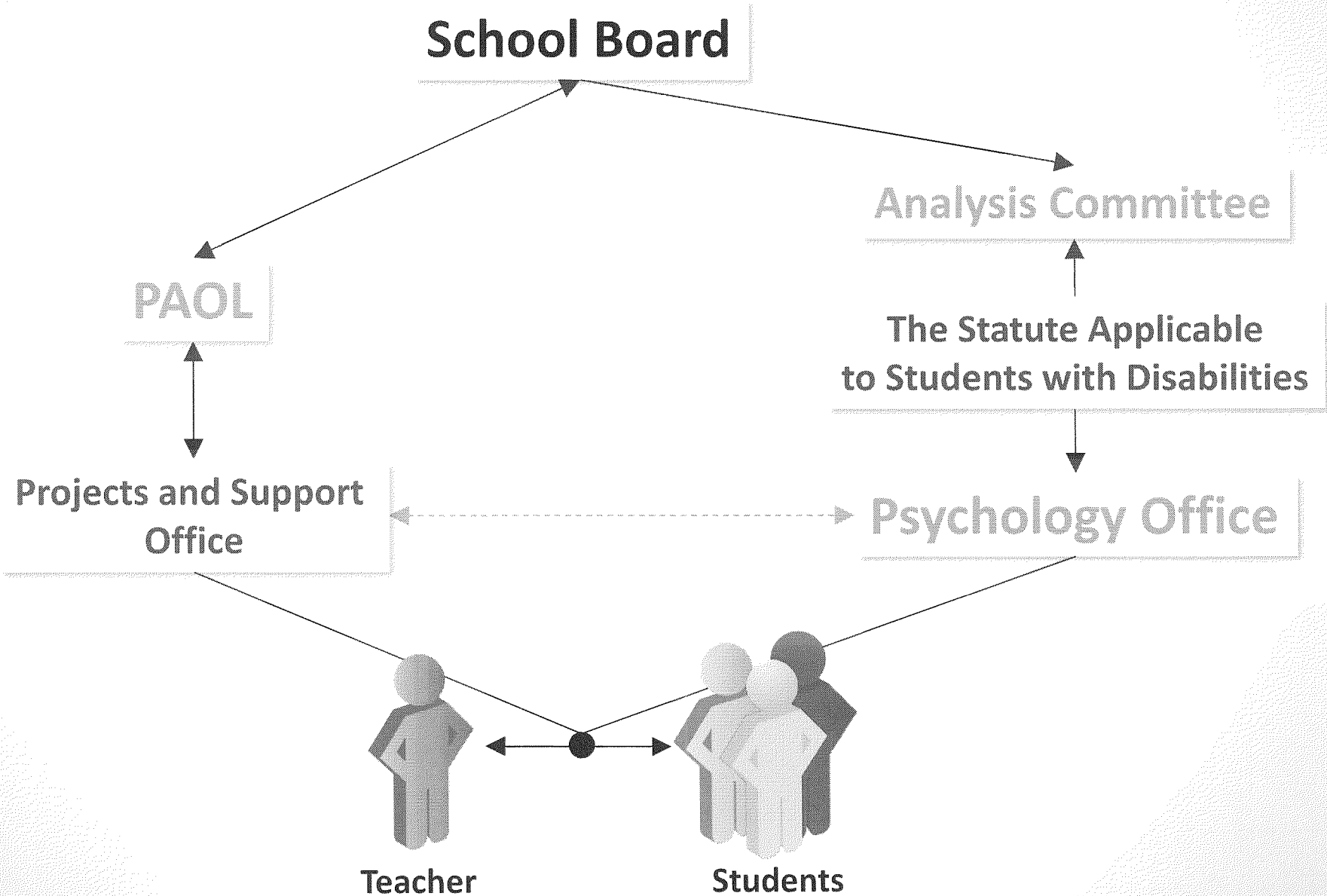
Regulates the measures that the school should implement and offers guidelines that aim to satisfy the needs of students with disabilities.

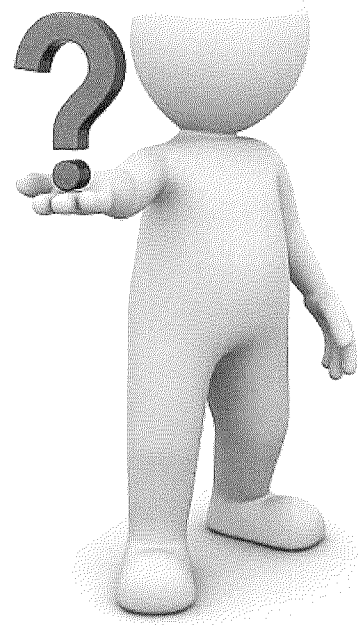
Examples:

- 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

Community

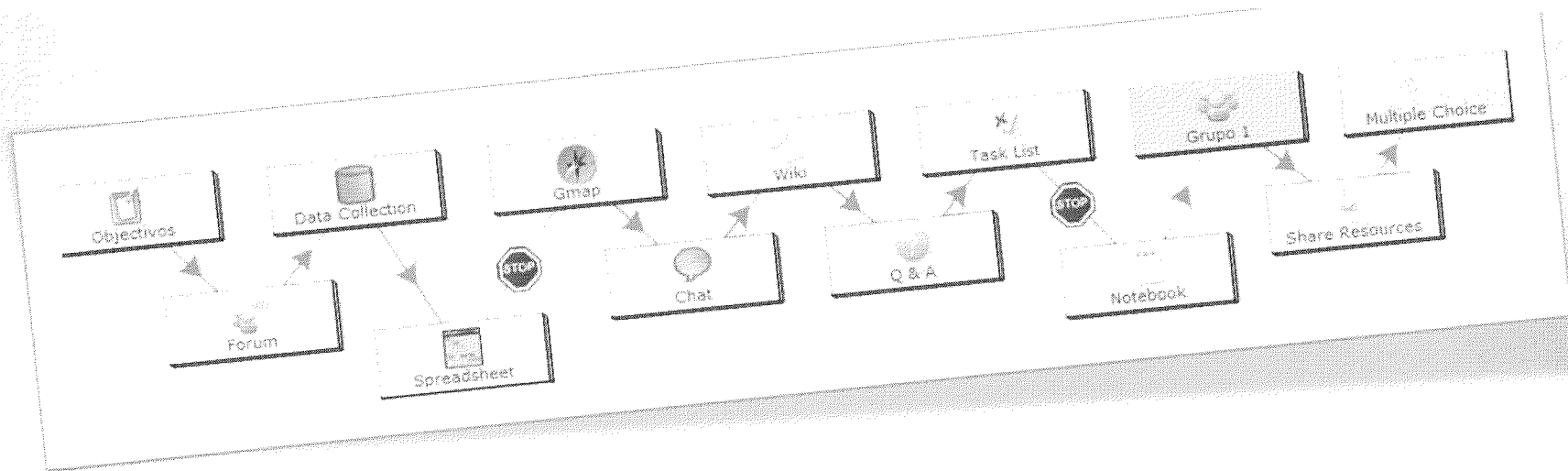




THANK YOU!

QUESTIONS

Luciana Oliveira | lgo@eu.ipp.pt



Towards e-learning sustainability: Designing and reusing student-centered learning scenarios

Luciana Oliveira

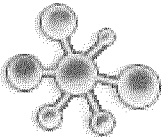


SMM09 | Silesian Moodle Moot Conference 2009
12 - 13 November, Ostrava

Sixth annual international conference

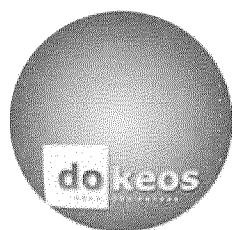
DIGI[cation]TM


 Learn.com.


sharepoint **LMS**



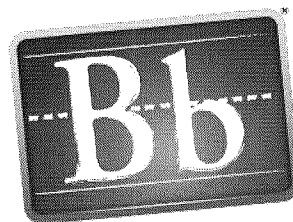
Sakai

 moodle


Desire2Learn 
Innovative Learning Technology

SumTotal^{||}



Blackboard

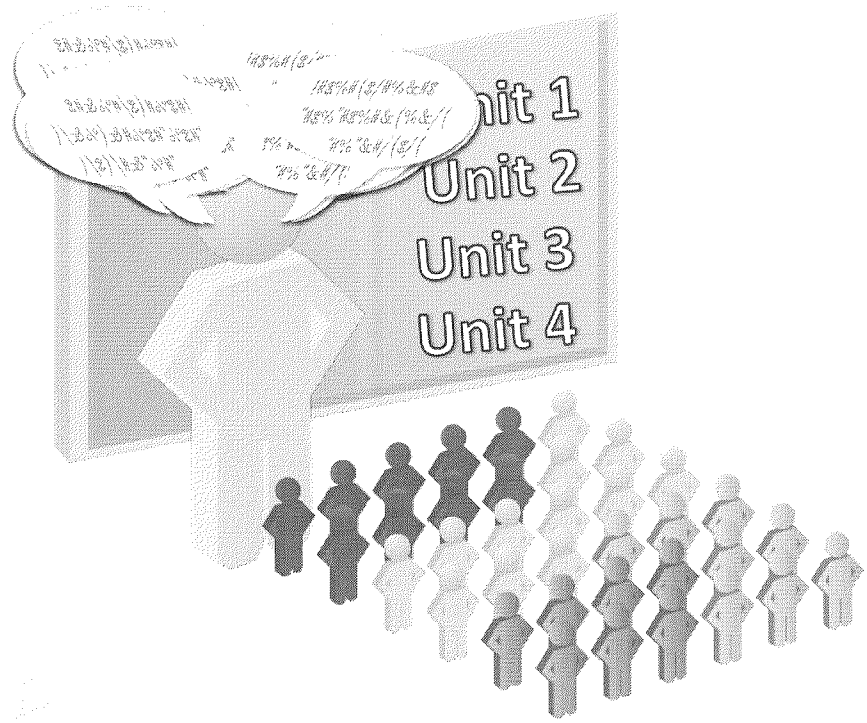
 **CONNECTIONS**
ACADEMY[®]

 SPIRAL UNIVERSE

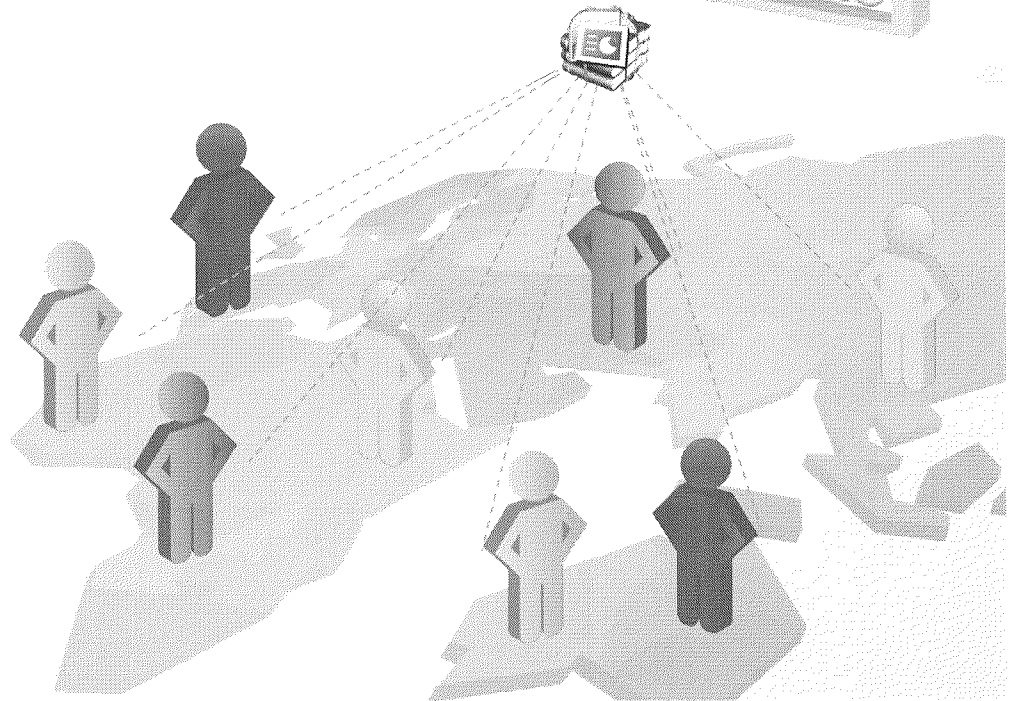
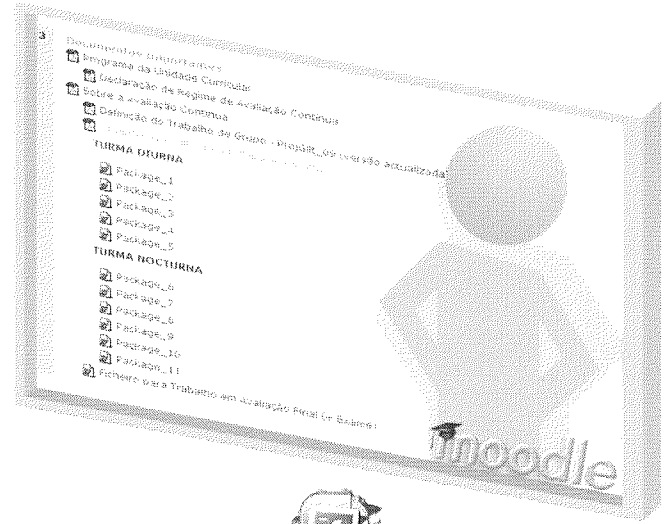


- Student **access** to course contents
- **Reuse** of digital contents
- Teacher-student **communication**

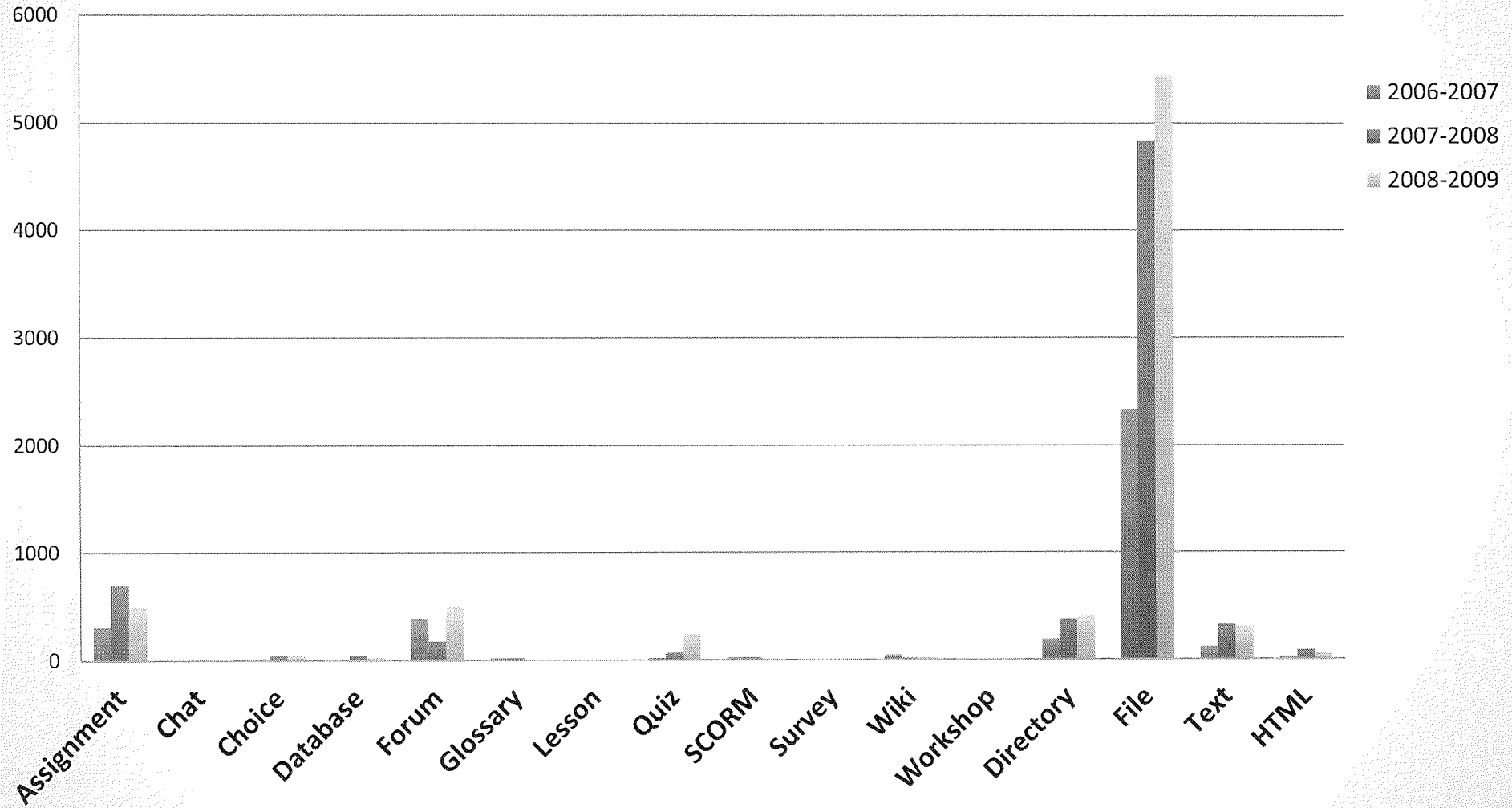
Traditional use of Technology



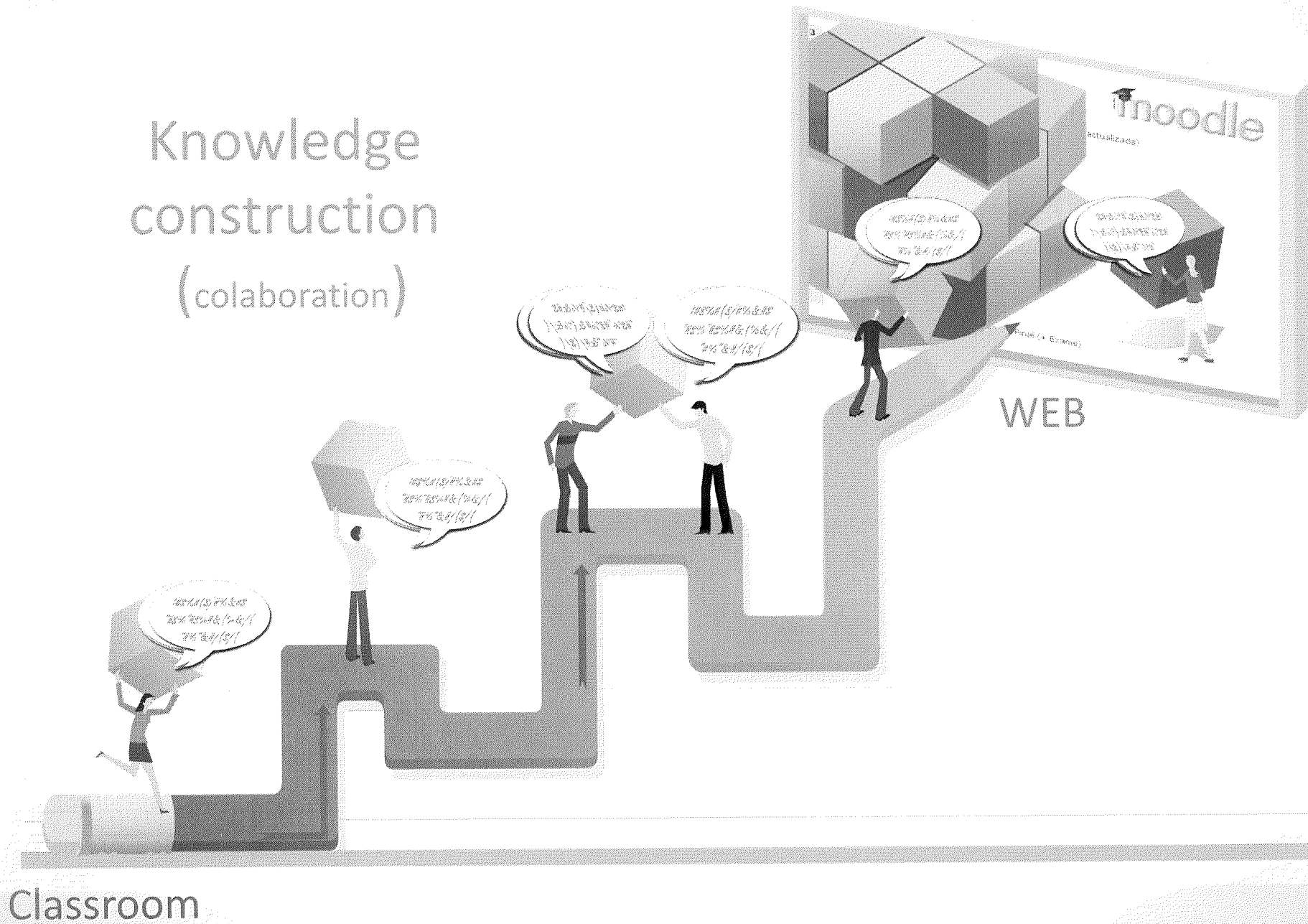
Traditional Classroom



ONLINE ACTIVITIES & RESOURCES



Knowledge construction (colaboration)



Goals

- 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



Bem-vindo ao LAMS no JSC

aluno a password professor.

Site news

Certificados de presença
por Projeto de Apoio CIn-Lite - Quinta

2ºs Encontros de Software
Informam-se os alunos que estã certificados

Inquérito de Avaliação do PAC
por Projeto de Apoio CIn-Lite - Terça

ainda

SD4L Portal

Actividades Combinadas

Atividade de sala combinada de os educadores podem participar numa sala virtual que está disponível ao professor.

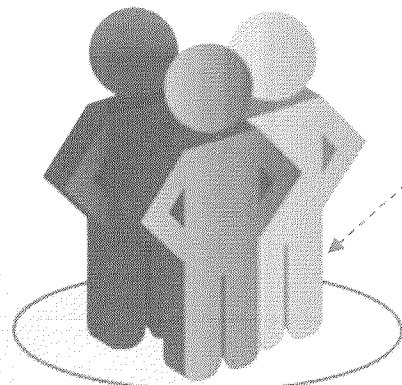
Quando o professor se encontra em grupo com os alunos, que recebem a atenção de vários sensores virtuais através do grupo de trabalho.

Para saber mais sobre esta atividade, clique aqui.

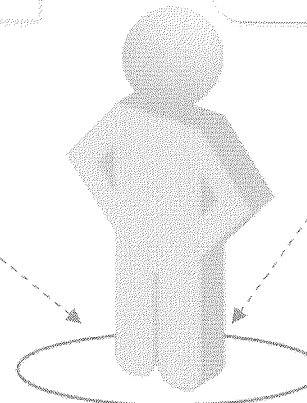
Chat e Webex

Atividade de sala combinada de os educadores podem participar numa sala virtual com os alunos.

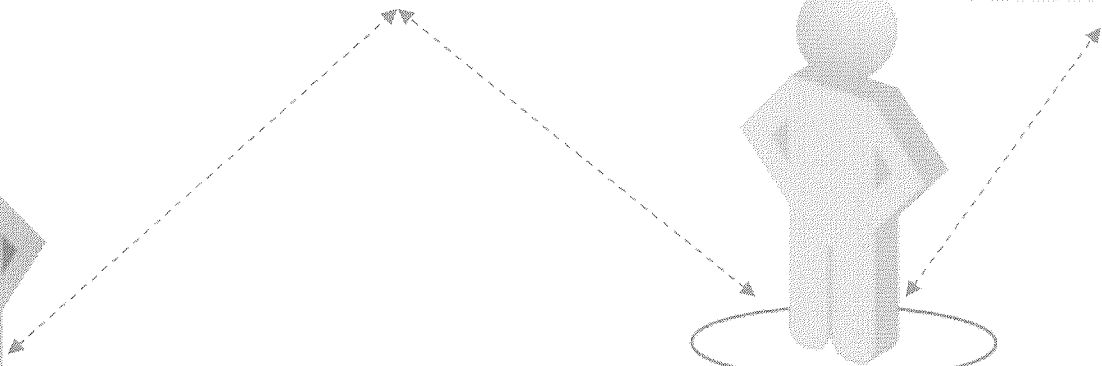
Para saber mais sobre esta atividade, clique aqui.



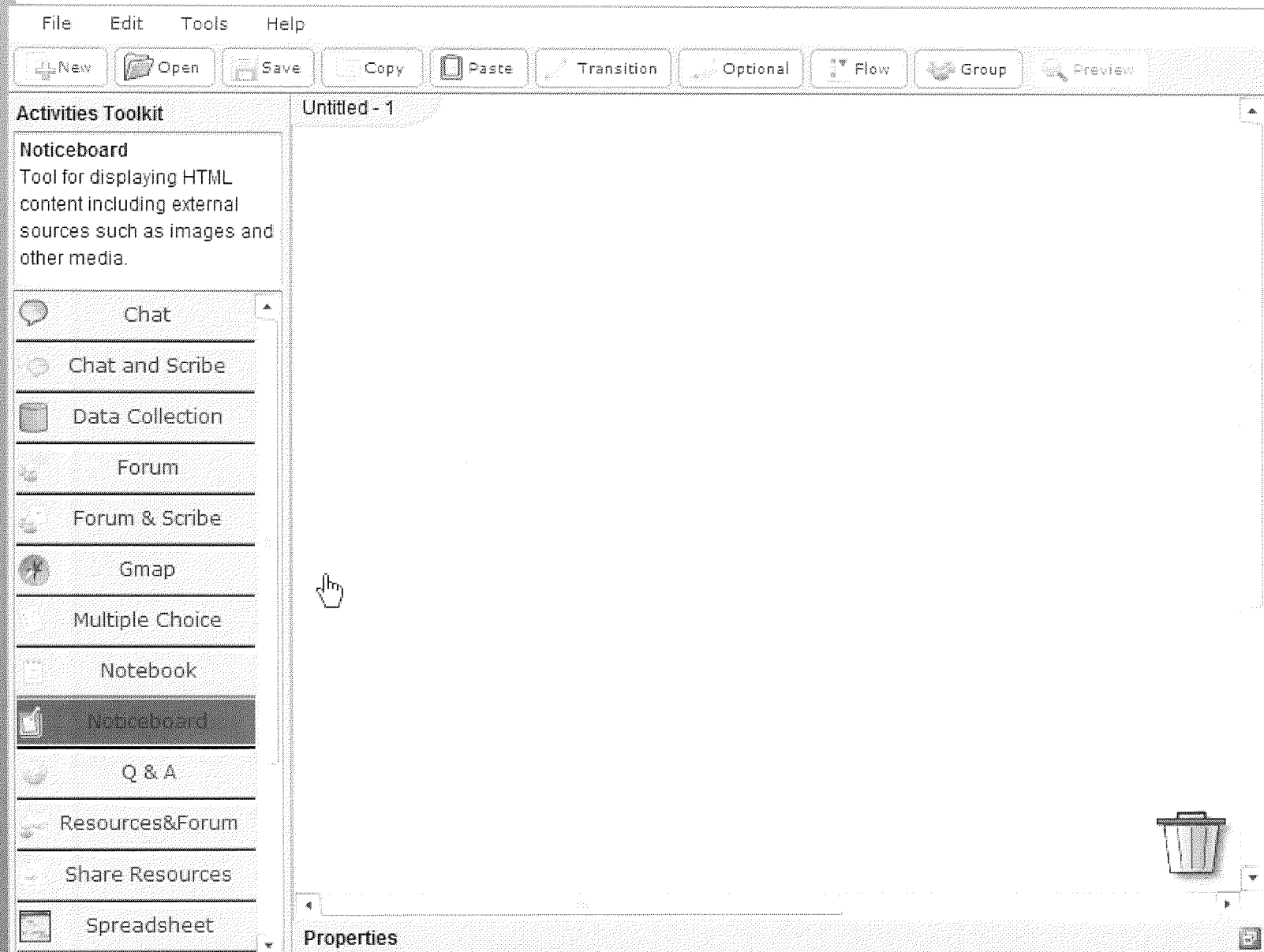
Students



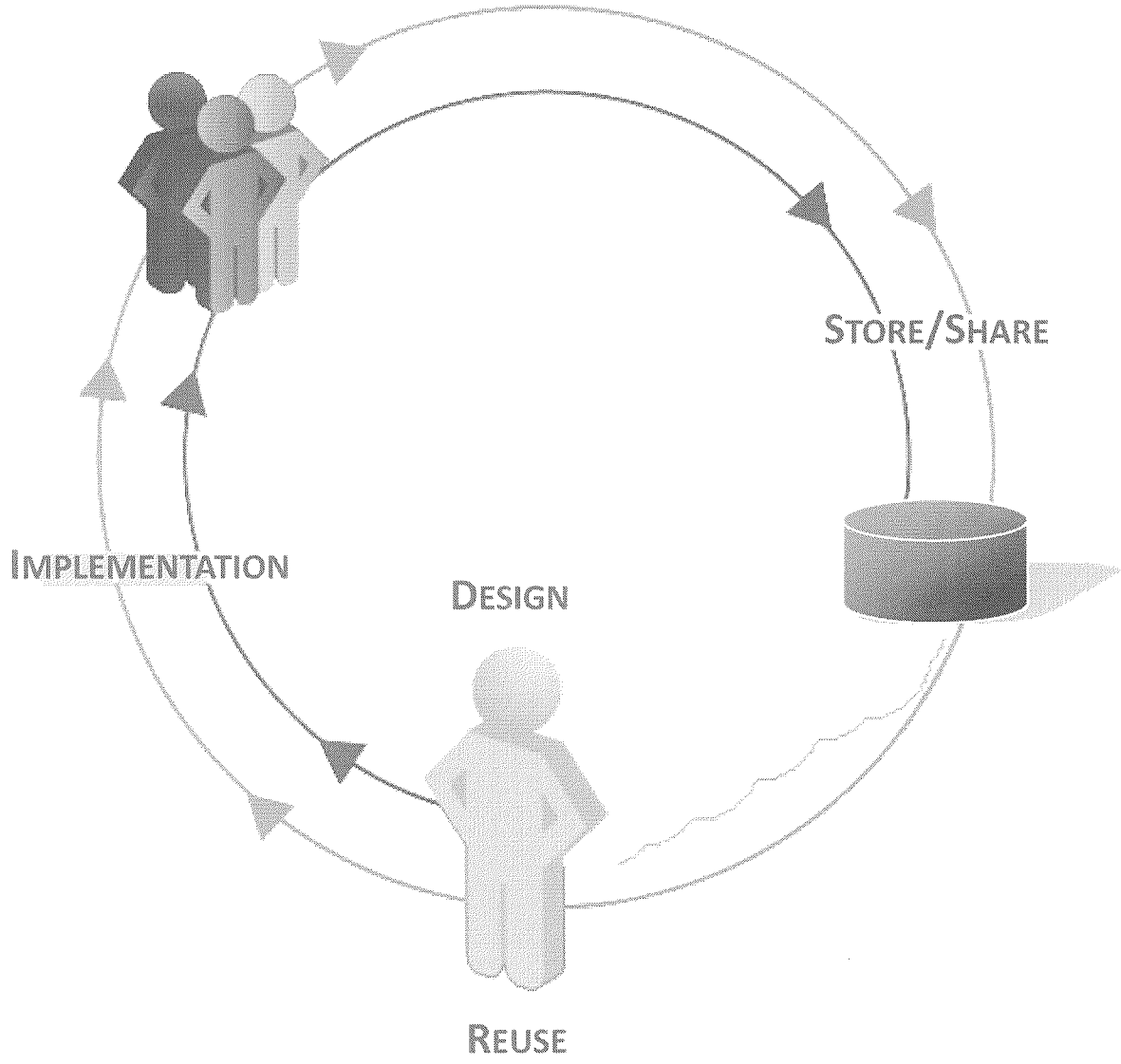
Teacher



LAMS – Learning Activity Management System



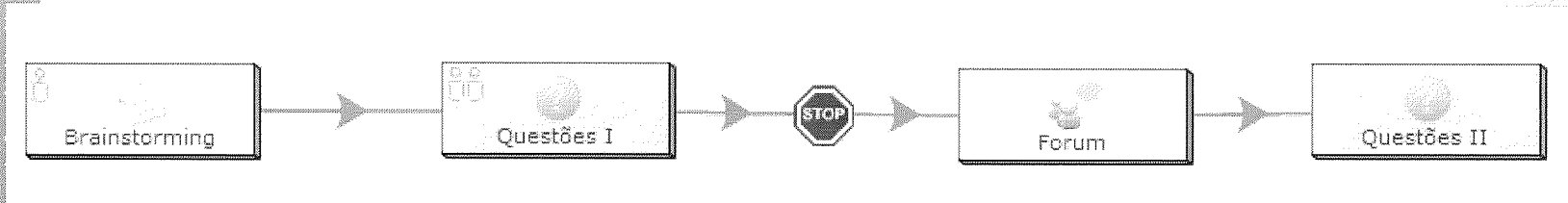
Methodology



How did this work out for teachers?

Types of reuse

Integral reuse

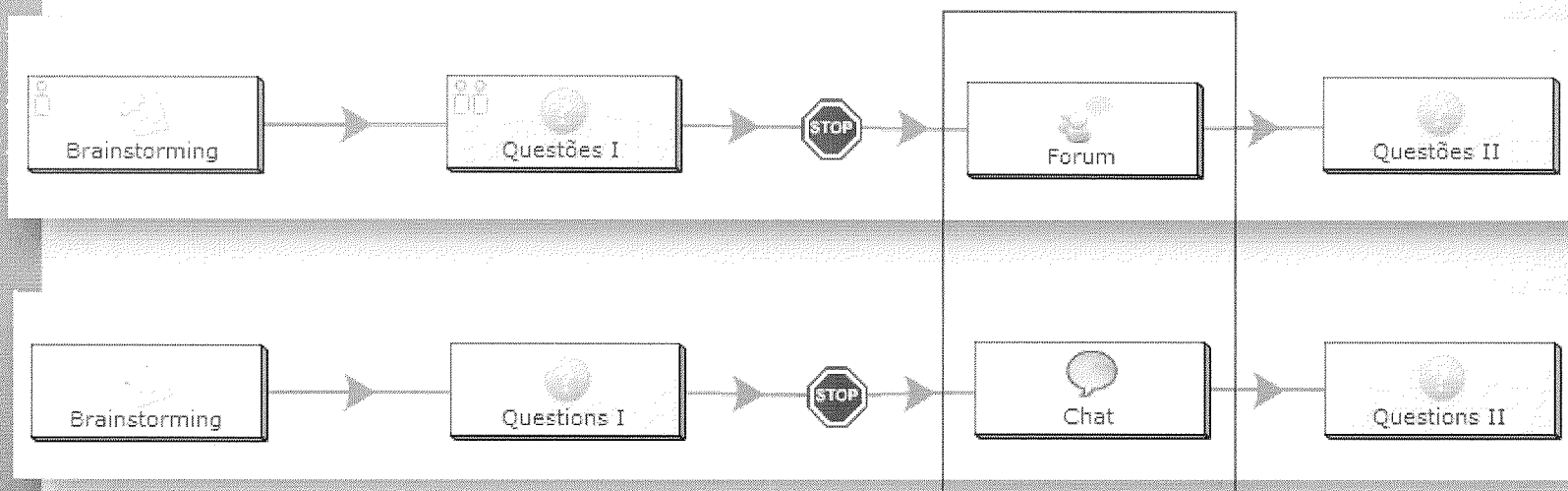


Contexts

Subject	Information and Communication Technologies	Electronic Tools Applied to Translation
Theme	Microsoft Access	Translation Projects
Pedagogical Framing	Introduction	Conclusion
Duration	3 hours (2 sessions)	1,5 hours (1 session)

Types of reuse

Changes in the nature of tasks



Contexts

Subject

**Information and
Communication
Technologies**

Business English

Theme

Microsoft Access

Study of technical
vocabulary

Pedagogical Framing

Introduction

Conclusion

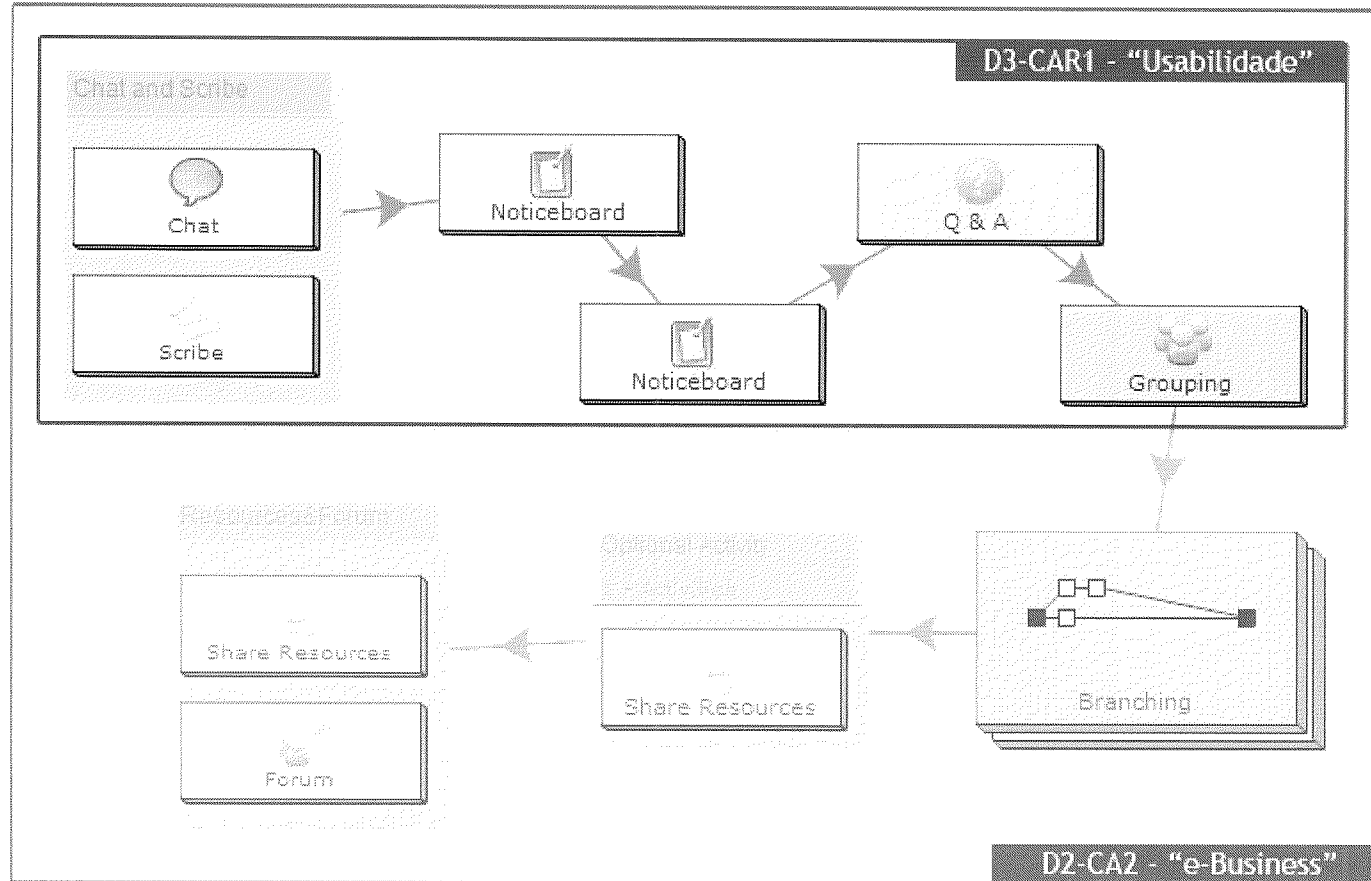
Duration

3 hours (2 sessions)

1,5 hours (1 session)

Types of reuse

Partial reuse



Types of reuse

Partial reuse

	Contexts	
Subject	Business English	Information and Communication Technologies
Theme	Writing and reading english language	Interface usability
Pedagogical Framing	Conclusion	Introduction
Duration	25 min.	60 min.
Tasks	Branches (groups - divergence)	Convergence (presencial forum)

*How much time did you **took** to design your learning scenario?*

Case 1	Case 2	Case 3
4 to 5 hours + 2 afternoons + one night ± 15 hours	One hole day	Can't tell exactly

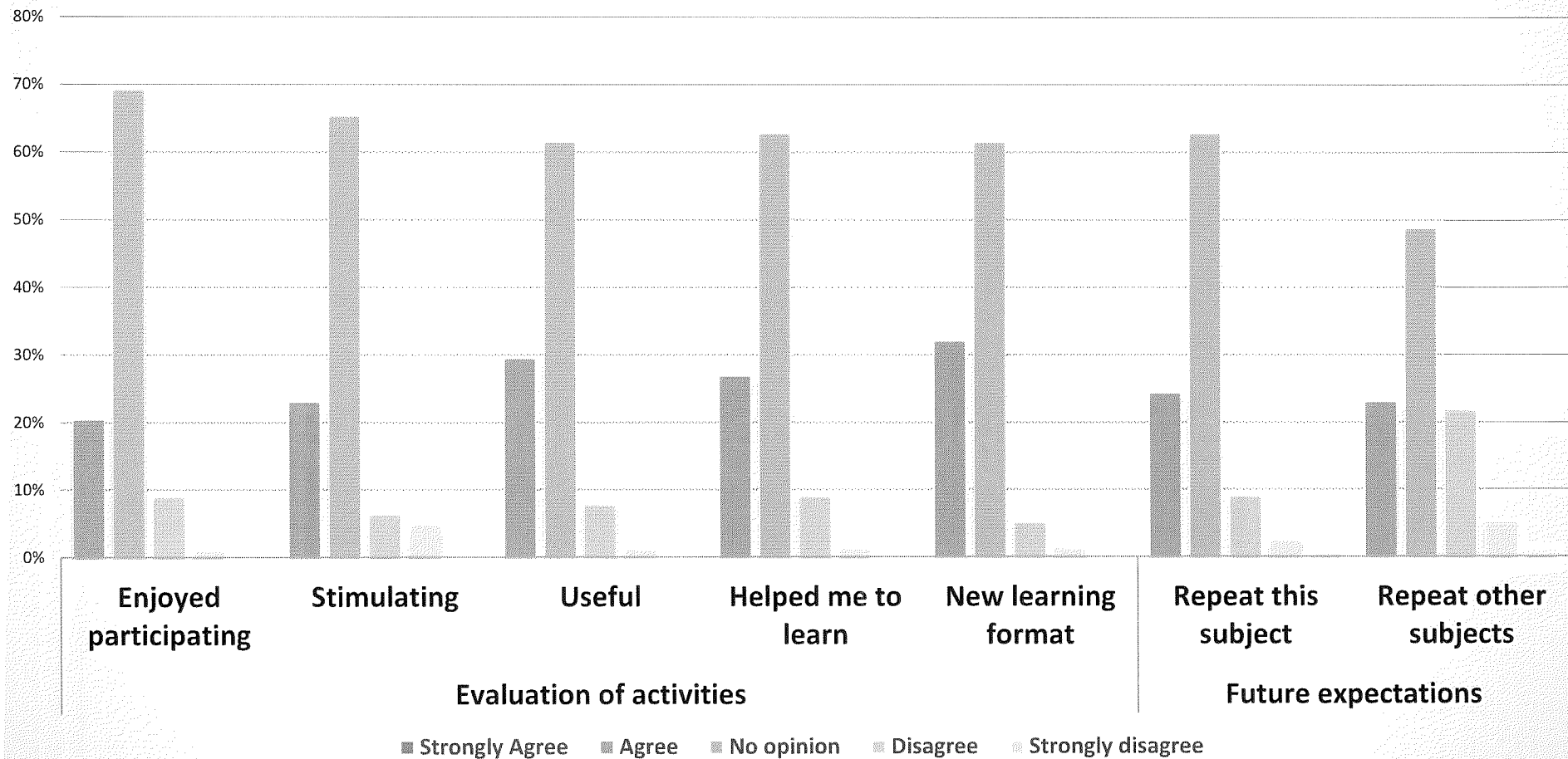
Reuse

*How much time/effort did you **save** when reused a learning scenario?*

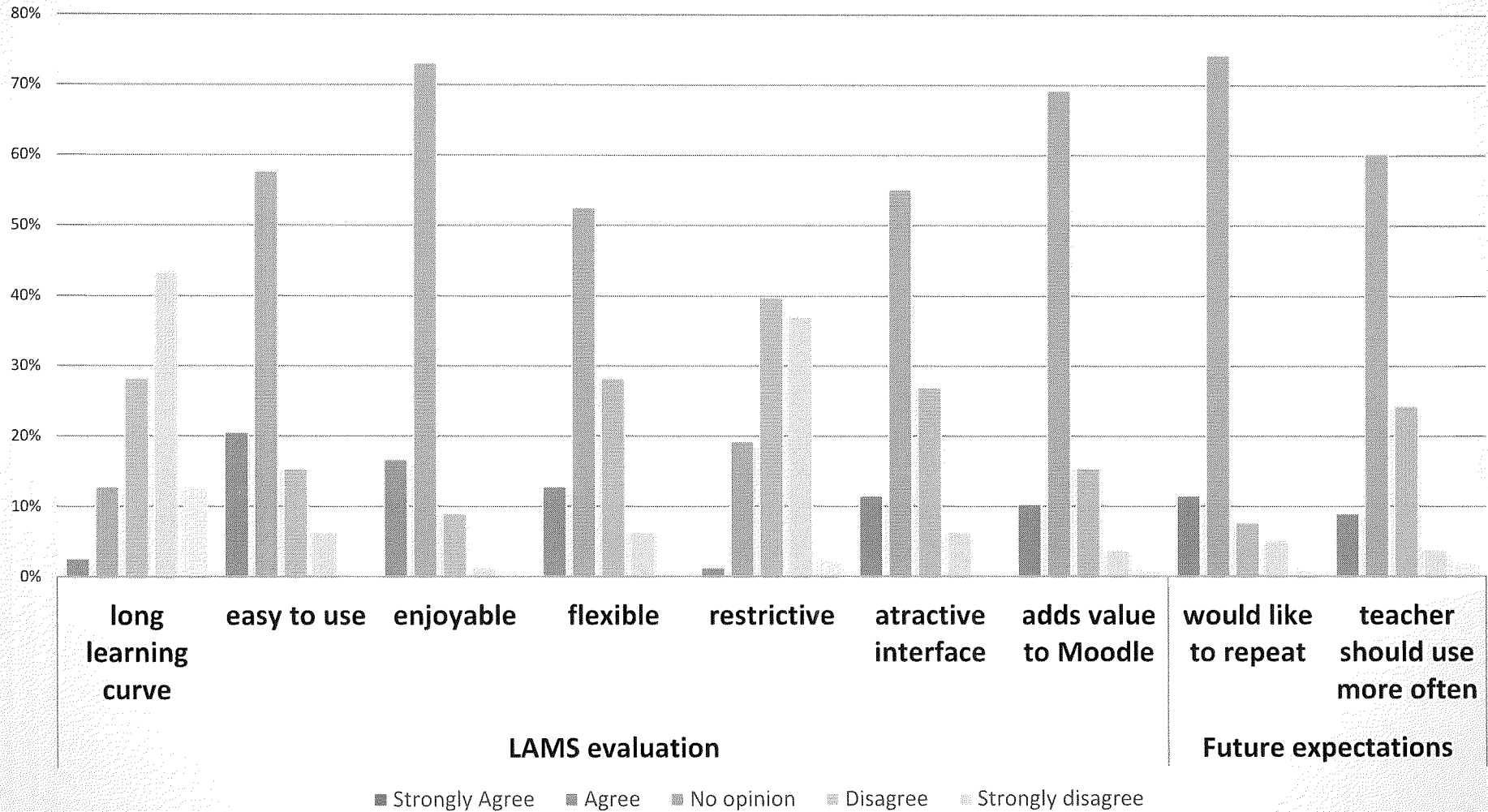
	Case 1	Case 2	Case 3
Time	70%	40%	50%
Effort	50%	70%	50%

How did this work out for students?

Evaluation of pedagogical strategies



Evaluation of LAMS



Impacts

- Increase of the sustainability of e/b-learning practices

- **Enlargement of the concept of reuse**

- Return On Investment: from 40% up to 70%

- Increase teacher availability to do/develop

- There is more potential in reusing

- **Enlargement of the levels of collaboration amongst teachers**

- pedagogical strategies than in reusing just

- learning contents

- **Improvement of teachers' pedagogical skills**

- Teachers collaborate with other groups from different areas of knowledge

- **Refinement and perfection of pedagogical strategies**

- Knowledge construction based on peer's

- shared knowledge and work (good practices)

- **Enlargement of active learning opportunities for students**

- Opportunity to adjust previous errors

- Opportunity to uncover pedagogical models (templates)

- Development of student hard and soft skills

- Enlargement of student motivation through diversified learning structures

- **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**

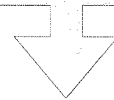
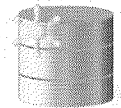
- Foment teachers' awareness
- Include technical protection mechanisms

What's next?

1. Technical and pedagogical **training**

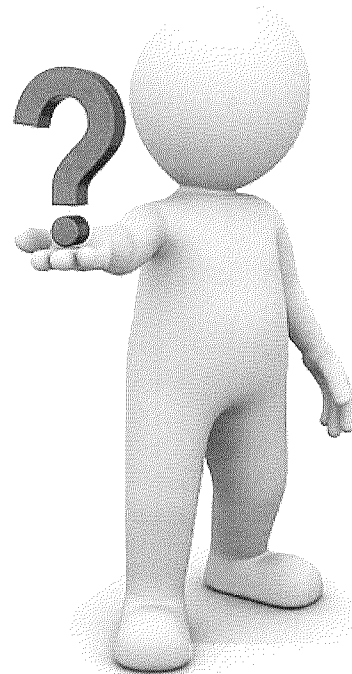


2. **Development of an e-Repository**

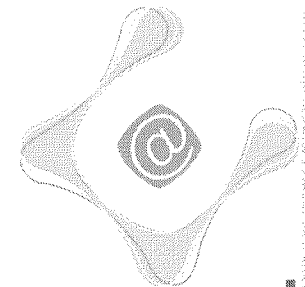


Stimulate design and share habits

THANK YOU!



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questions

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