

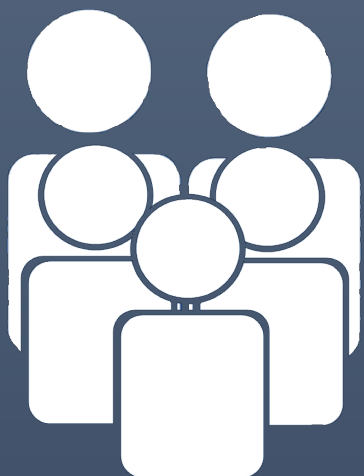
Using Assistive Technology to Create an Inclusive Classroom

Dr. Rob Power
Assistant Professor, Education
Cape Breton University

Land Acknowledgement

Cape Breton University's Department of Education recognizes that Cape Breton Island is in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People. This territory is covered by the "Treaties of Peace and Friendship" which Mi'kmaq and Wolastoqiyik (Maliseet) people first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations.

My Perspective







Reasons to Leverage Technology for Inclusivity



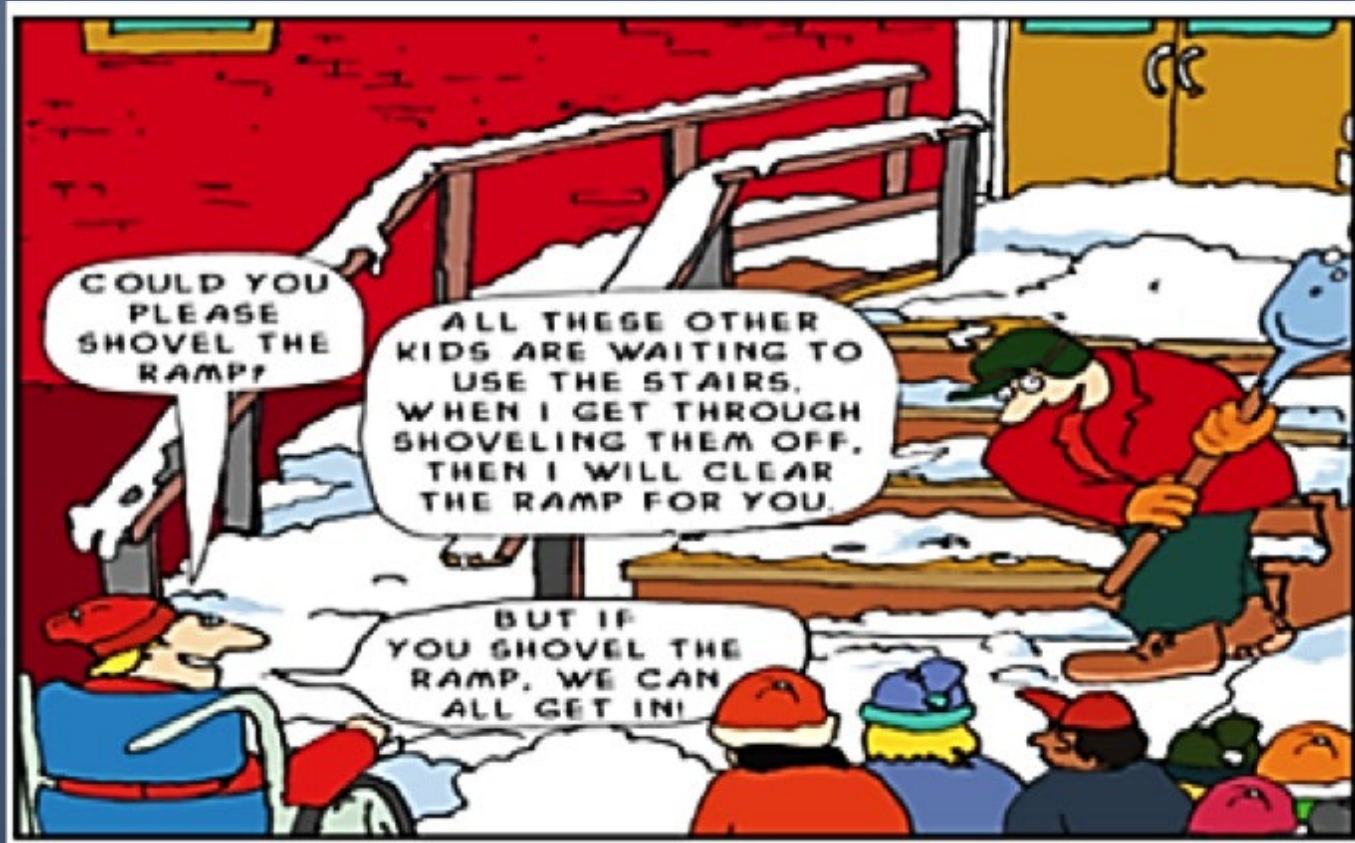


Image: Shovel the Ramp (Giangreco & Ruelle, 2002)

“Could you please shovel the ramp?”

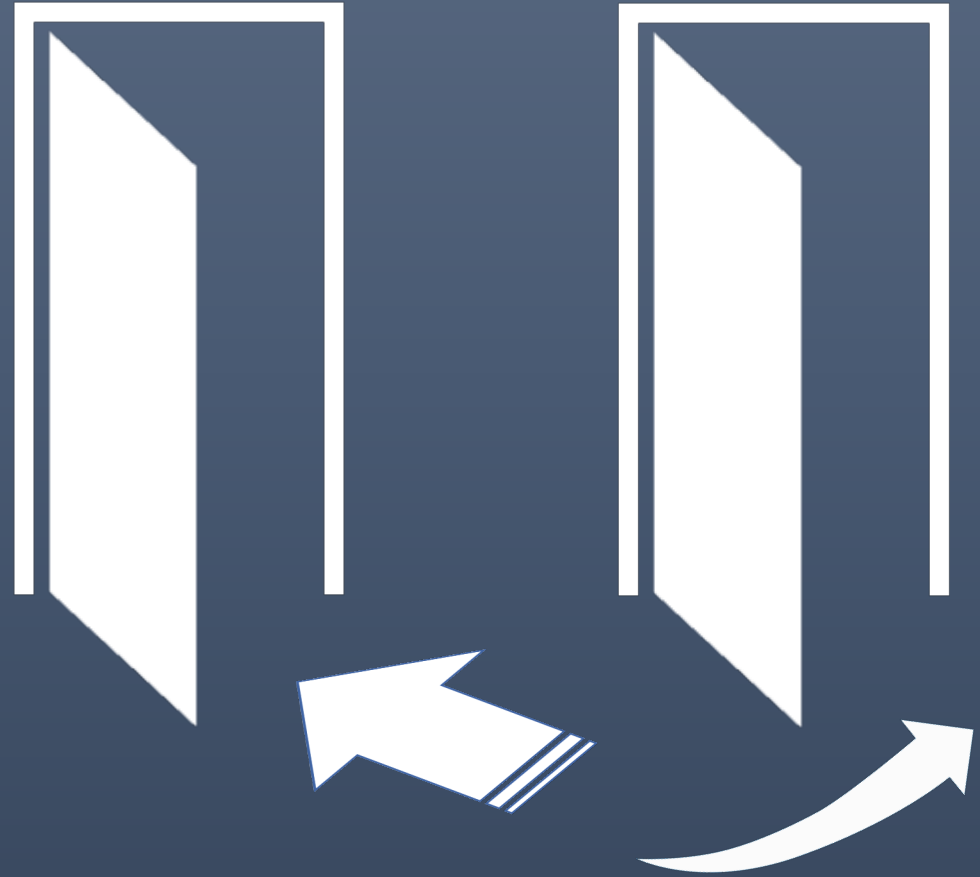
“All the other kids are waiting to use the stairs. When I get through shoveling them off, then I will clear the ramp for you.”

“But, if you shovel the ramp, we can all get in!”

ACCOMMODATION



MODIFICATION



ACCOMMODATION



What About the Students' Perspectives?





Image: The Hushme voice muffler (Dormehl, 2017)



Image: The Magic School Bus (Scholastic, 2020)

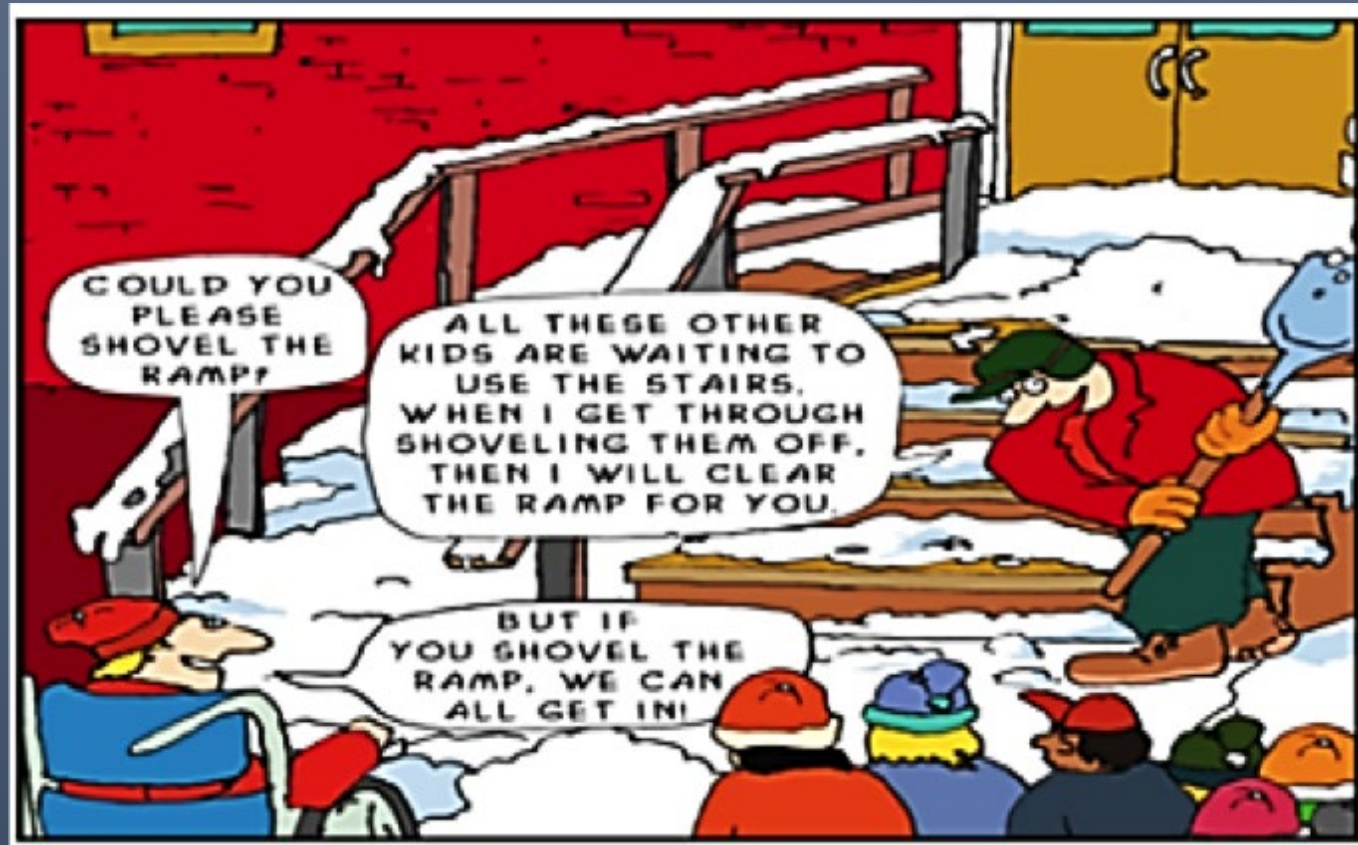
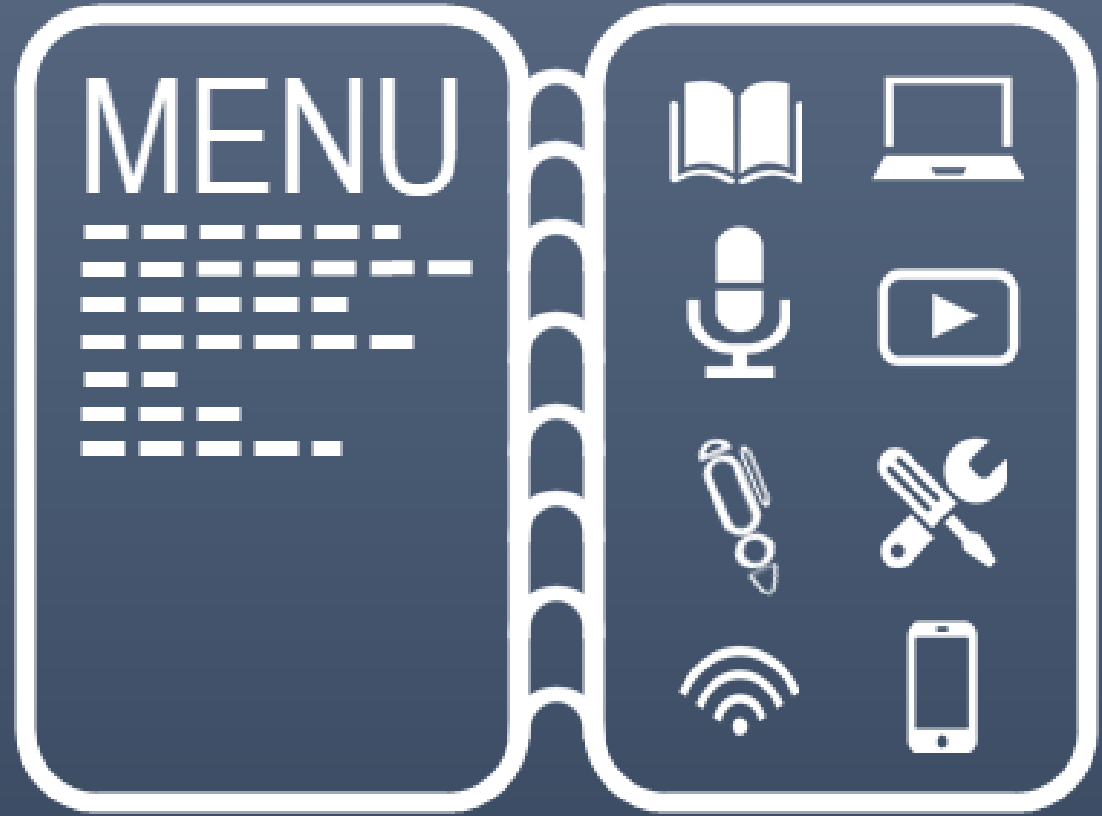
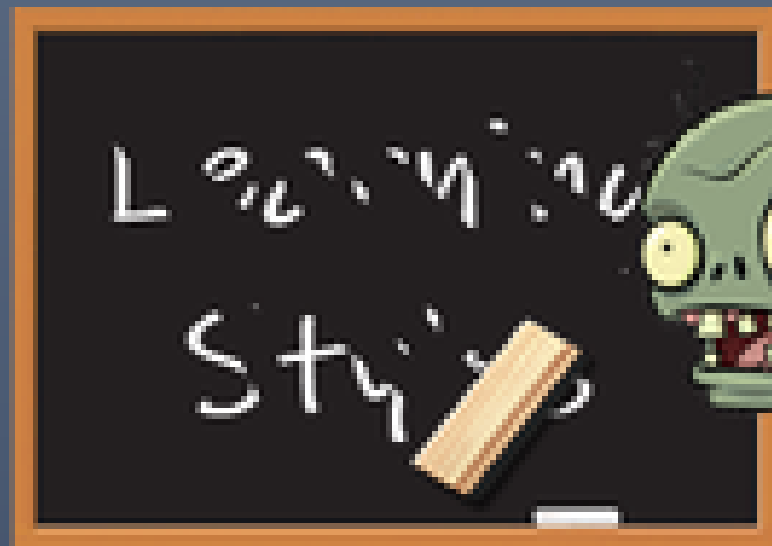


Image: Shovel the Ramp (Giangreco & Ruelle, 2002)








Strategies to Promote Inclusivity with Technology

RAPID TRANSITION SURVIVAL GUIDE

STRATEGIES FOR A RAPID TRANSITION TO REMOTE AND ONLINE TEACHING


PLANNING & SCHEDULING




MESSAGES AND PHONE CALLS
DEVELOPMENT TIME
"LIVE" SESSIONS
DOWN TIME

PREPARE SHORT AND LONG-TERM PLANS OF ATTACK, AND DAILY AND WEEKLY SCHEDULES. AND SHARE YOUR SCHEDULES WITH YOUR STUDENTS.


LEARNING MATERIALS



PROVIDE "LOW-TECH" (PRINT) ALTERNATIVES




FIND EXISTING MEDIA RESOURCES




PRE-RECORD NEW MATERIALS

DON'T REINVENT THE WHEEL IF YOU DON'T HAVE TO. FIND AND SHARE EXISTING RESOURCES (ADD COMMENTARY IF NECESSARY). AND PROVIDE BOTH LOW AND HIGHER-TECH ALTERNATIVES.


COMMUNICATIONS



PRINTABLE (OR MAILABLE) SUMMARY COMMUNICATIONS




SHARE A PHONE NUMBER AND TIMES WHEN YOU'LL MAKE OR ACCEPT CALLS




USE "LIVE" ONLINE TIME COLLABORATIVELY

DON'T WASTE YOUR SCARCE "LIVE" CONNECTION TIME PRESENTING NEW MATERIAL THAT CAN BE DONE WITH SHARED MATERIALS. INSTEAD, USE "LIVE" TIME TO CONNECT, ANSWER QUESTIONS, TROUBLESHOOT, AND ENGAGE IN COLLABORATIVE GROUP ACTIVITIES. BE SURE TO PROVIDE BOTH LOW AND HIGH-TECH WAYS TO CONNECT.


ASSESSMENTS & FLEXIBILITY



MULTIPLE WAYS TO COMPLETE AND SUBMIT



USE AUTHENTIC, PROBLEM-BASED ASSESSMENTS



PROVIDE FLEXIBILITY WITH TIMELINES

EMPATHY, ENGAGEMENT, AND AUTHENTICITY ARE KEY. USE AUTHENTIC, PROBLEM-BASED ASSESSMENTS RATHER THAN SIMPLE TESTS. AND UNDERSTAND THAT NOT ALL STUDENTS WILL HAVE THE TOOLS OR CONNECTIVITY TO COMPLETE HIGH-TECH ASSESSMENTS, OR THE SAME TIME AVAILABLE (ESPECIALLY IF THEY ARE WORKING OR CARING FOR FAMILY AT HOME).

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DIGITAL ACCESSIBILITY CHEAT SHEET

Easy strategies to increase Digital Accessibility for documents and online content created by students, instructors, and instructional designers.



HEADINGS

Do not manually alter font, sizes, or colors, to create headings.

Use the formatting toolbar in your word processor or web editor to tag your headings as "Heading 1," "Heading 2," "Heading 3," etc., and your main text as "Paragraph." This will allow digital screen reader applications to navigate your document or web content using a keyboard or digital switch.



IMAGES

Do not embed text within an image. It is not machine readable, so it is not accessible.

If the image is purely decorative, check the "Mark as Decorative" option when inserting it. Digital screen reader applications will ignore it.

If the image contains important content, include ALT text. Add a sentence or two that describes the image for visually impaired audiences.



COLOR

Do not rely on color to convey important messages. Some audiences may not be able to distinguish the different colors for a variety of reasons.

Use a strong contrast between the color of your text and your background. When in doubt, stick to black and white.



VIDEO CAPTIONS

Many users may not be able to hear the narration in videos you choose or create to add to your course or web-based content. Many other users frequently choose to watch videos with the sound turned off.

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Visit <https://www.powerlearningsolutions.com/blog/helping-everyone-access-your-online-learning-resources> for more tips and tricks to increase digital accessibility in your documents and web-based content.

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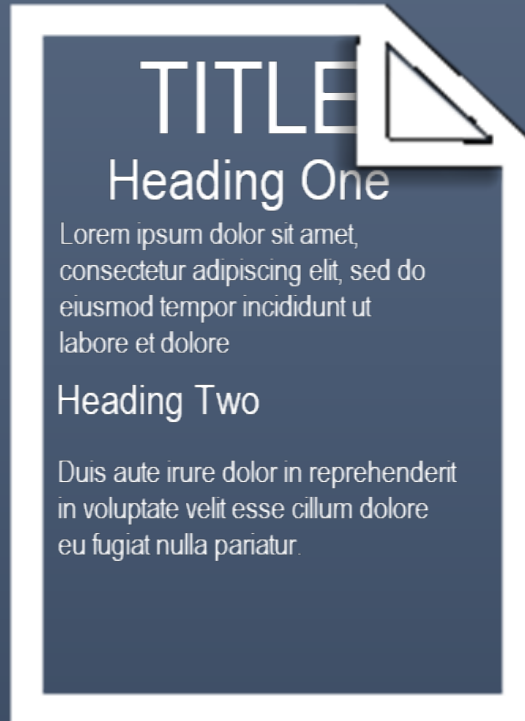
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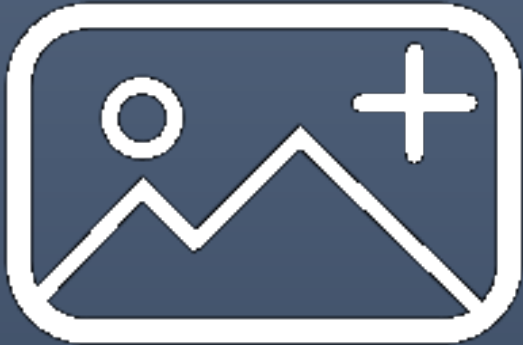


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TITLE

Heading One

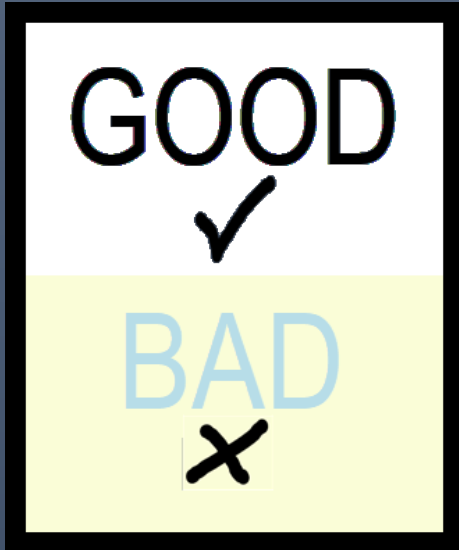
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Heading Two

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HOW-TO DEMONSTRATION



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HOW-TO DEMONSTRATION

Colour Contrast Analyzer (CCA) (The Paciello Group, n.d.)

<https://developer.paciellogroup.com/resources/contrastanalyser/>



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HOW-TO DEMONSTRATION

THANK-YOU

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