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ASSOCIATION FOR LEARNING TECHNOLOGY ALT

Rewiring Inclusion: Strategies, tools and techniques to promote barrier-free learning

A national one day conference in Nottingham at the National College on Tuesday 9 February 2010, with an optional evening session on 8 February. Organised jointly by the Association for Learning Technology and JISC TechDis

With an outstanding range of workshop sessions, and plenary contributions from:

- Google's **Julian Harty** - "Wave, Chrome OS, Online Docs, and Android. What impact will they have on the environment for learning?";
- **Jane Seale** from the University of Southampton;
- Yahoo! Europe's **Artur Ortega** - "The Yahoo! approach to accessibility";
- **Dónal Fitzpatrick** from the School of Computing at Dublin City University - "The contribution that computer science is making on inclusion";
- **Peter Hartley** from Bradford University;
- **Alison Mills** from The Manchester College - "How a large urban college has taken inclusion to the heart of its operations";
- **James Clay** from Gloucestershire College.

To book your place at the conference go to http://tinyurl.com/ykhcp72

This is the "large print" version of the programme. The standard version is available at http://www.alt.ac.uk/docs/rewiring_inclusion_feb09.pdf.

ALT is Registered Charity Number 1063519.
For more information visit the ALT web site at www.alt.ac.uk
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Session Chairs and Plenary Speakers

Julian Harty - Google
Biography to follow in next version.

Dick Moore
Dick Moore is Ufi/learndirect's Director of Technology, looking after the four teams that design, build and maintain learndirect's IT infrastructure. Previously Head of Systems Engineering for Ufi, Dick has also spent time as Vice-President for systems and information at the Los Angeles-based .com company 'thedock.com' and has been Director of ICT for two of the UK's largest Further Education colleges.

During the 80s Dick was Director of a new media company 'Interactive Media Resources', working with Interactive Video and Educational Software and wrote educational software and simulations for the Stock Exchange, Shell, and Tandy Corporation amongst others. Dick is an elected Trustee of ALT and is Chair of the ALT Publications Committee.

Jane Seale
Jane Seale is Head of the Social Justice and Inclusive Education Research Centre at the University of Southampton. She has over 20 years of experience examining the role of technology in promoting inclusion. Her 2006 book "E-learning and Disability in Higher Education: Accessibility Research and Practice" is in over 370 libraries world-wide. Jane was a co-investigator for the successful JISC funded project, LEXDIS, which used participatory methods to explore the e-learning experiences of students with disabilities. Currently Jane is convenor of the TLRP Technology Enhanced Learning Digital Inclusion Forum, and has produced a commentary which reviews the current digital inclusion

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research and practice literature and identifies future challenges for digital inclusion research.

Artur Ortega

Artur Ortega is the Accessibility Evangelist for Yahoo! Europe. The blind computer scientist is working as a software engineer in London, UK. He is using a screen-reader for his daily work. His experience regarding accessibility and usability of software, use of assistive technology and all technology related to the internet goes back to 1992, when he commenced his studies at the Technical University of Clausthal, Germany. Since those early days, he tries to drive everyone around him to support accessibility and design for all.

Dónal Fitzpatrick

Dr. Dónal Fitzpatrick is a lecturer in the School of Computing at Dublin City University. He received his Ph.D. in 1999, and subsequently carried out post-doctoral research as a Fulbright Fellow at Florida State University. Since that time, Dr. Fitzpatrick has been interested in carrying out research into MultiModal Human-Computer Interaction (HCI). His present work is based around increasing the accessibility of scientific and other complex visual data to blind people. When not sitting at a computer or standing in classrooms in front of students, Dónal loves to ski, cycle his tandem, and he also revels in living vicariously through the exploits of his beloved Manchester United.

Peter Hartley

Peter Hartley is Professor of Education Development at Bradford University and a National Teaching Fellow with a longstanding interest in the applications of computer technology to student learning. This interest is reflected in his leadership of recent JISC projects (ELP1/2, ASEL, and ITS4EA), his involvement in the award-winning LearnHigher resource on groupwork (http://www.learnhighergroupwork.com/) and the multimedia software he has developed to support students' job-hunting through interactive virtual learning (www.interviewer.org.uk)

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He led the University's Pathfinder project which included a focus on student transition and project managed the Bradford project in the HEA initiative - 'Developing and Embedding Inclusive Policy and Practice in Higher Education.'

Alison Mills

Alison Mills is Head of Assessment for Learning at The Manchester College. She has taught and held management posts in secondary sector and joined MANCAT as specialist teacher assessing and supporting dyslexic students. Alison was appointed Head of the Assessment for Learning Department for newly merged college from February 2009 and introduced a robust programme of initial and diagnostic assessment across all segments and 23 campuses. She also introduced the use of learning technologies as embedded resource within SFL, and for LDD courses across the college.

Alison successfully bid and received funding for assistive and mobile technology from LSC, Molenet 1-3 and college SMT. Alison delivered workshops at the LSIS CPD launch in January 2009 and has an advisory role for initial assessment and assistive technology with offender learning.

James Clay

James Clay is and has been passionate about the use of learning technologies to enhance and enrich the learning experience since 1991. He has used, developed, managed and inspired others in a range of technologies, from DTP, CD-ROM, mobile devices, the internet, the VLE, the MLE, mobile learning through to Web 2.0. James has been ILT & Learning Resources Manager at Gloucestershire College since November 2006. He is responsible for the VLE, the use of learning technologies, e-learning, mobile learning, the libraries, digital and online resources and the strategic direction of the college in relation to the use of learning technologies

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Programme
Last updated 6/1/2010, and subject to minor modifications in the run-up to the event

Monday 8 February (PM)	**17.45 – 18.45**	**Arrival for delegates who are staying overnight**
	18.45 – 19.30	**Pre-dinner plenary session** *Julian Harty – Google.* "Wave, Chrome OS, Online Docs, and Android. What impact will they have on the environment for learning?" Session chaired by *Dick Moore*, trustee of ALT, and Director of Technology at Ufi/learndirect.
	19.30 onwards	**Dinner and networking**
Tuesday 9 February	**07.30 – 08.30**	**Breakfast for overnight delegates**
	09.00 – 09.40	**Arrival, registration and coffee for day delegates** **5 parallel workshops (session one)** For overnight delegates and for those arriving early enough. *Artur Ortega* from Yahoo! will be one of the workshop presenters.
	09.40 – 10.00	**Shuffle and registration**
	10.00 – 11.00	**Opening plenary session** *Jane Seale – University of Southampton* will introduce the day and chair the session, including a reflection on her own work on digital inclusion, and an explanation of *James Clay's* role as "roving rapporteur". *Artur Ortega - Accessibility Evangelist for Yahoo! Europe* will speak about the Yahoo! approach to accessibility and *Dónal Fitzpatrick from the School of Computing at Dublin City University* will talk about the contribution that computer science is making on inclusion. There will be 15 minutes for questions and discussion.

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	11.00 – 11.05	**Shuffle**
	11.05 – 11.45	**5 parallel workshops (session two)** These workshops will be run only once. *Julian Harty – Google* will be one of the workshop presenters.
Tuesday 9 February	**11.45 – 11.50**	**Shuffle**
	11.50 – 12.30	**6 parallel workshops (session three)** **NB**. These will be repeated after lunch.
	12.30 – 13.35	**Lunch and networking**
	13.40 – 14.20	**6 parallel workshops (session four)** **NB**, These are repeats of those that took place before lunch.
	14.20 – 14.30	**Shuffle**
	14.30 – 15.30	**Closing plenary session** *Peter Hartley - Bradford University* will chair this session, introducing *Alison Mills - Head of Assessment for Learning at The Manchester College* and *James Clay - Gloucestershire College*. *Alison* will present on how a large urban college has taken inclusion to the heart of its operations. *James Clay* will reflect on the conference from his vantage point as "roving rapporteur". *Peter* will bring the conference to a close, having allowed 20 minutes for contributions from the floor.
	15.30	**Tea and depart**

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Workshop session one
09.00 – 09.40

Using mind-mapping software for inclusive learning
Dave Foord

The principles of Mind Mapping were developed by Tony Buzan in the early 1970s in his book, 'Use your head' and were based on the use of pen and paper. There are now hundreds of different types of mind mapping software which, used effectively in education, can benefit all learners, including those with disabilities. This session will discuss the use of mind mapping software in education, making reference to the original research of Tony Buzan, as well as explore the ways in which people can introduce this software to their organisations

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Imagine there are no passwords
Matthew Lee

"The easiest way to disable someone is to deny access". This workshop will explore the use of biometric logins to access IT systems. More specifically, the workshop will examine how Pengwern College has implemented a system whereby a learner places their finger on a reader and is then logged in to any college computer. The workshop will consider the wider application of this technology in mainstream provision, whilst highlighting some of the pitfalls and successes of the system.

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The Live Remote Captioning project
Crystal Drury

The Live Remote Captioning project provides deaf and hard of hearing students with full access to lectures by converting the lecturer's live speech directly into displayed text on a laptop in real time, with minimal delay. The service aims to improve support for hearing impaired students by providing wider access to a more flexible and consistent service of lecture note provision.

We will describe:

- How the trial has been rolled out,
- How the service works i.e. booking sessions, setting up equipment, demonstration of the service, costs,
- The student's role,
- The lecturer's role.

A regional approach to accessible learning
Lisa Valentine and Marion Miller

In 2008 Inclusive Learning departments in FE colleges in Yorkshire and Humber and the Northwest of England were invited to bid for a share of £800,000 to provide technology to support learners with learning disabilities and/or difficulties. This session will introduce the Excellence in Inclusivity website, an output of a RSC YH project and discuss the processes that led to a cost effective way of improving the sharing of knowledge about inclusive learning in the YH region. In both regions it was demonstrated that relatively small amounts of capital funding made a major difference to learners' experiences within colleges.

A question and answer workshop on accessibility
Artur Ortega

Artur Ortega, Yahoo!'s Accessibility Evangelist, is a blind IT practitioner, has experienced personally the barriers of school and university education and life-long learning. Artur will provide a brief personal reflection on his experiences as a learner, and then take and respond to questions. Treat this as an opportunity to pick Artur's brains prior to his plenary session later in the day.

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Workshop session two
11.05 – 11.45

Accessibility simulations to raise awareness and promote understanding
George Papadopoulos

This workshop will look at the use of modern tools, including accessibility simulations, as a means to:

- raise accessibility awareness;
- help academics understand the problems that disabled students face when accessing online learning materials that are not designed to be accessible;
- motivate academic staff to embrace accessible teaching practices.

The workshop will begin with a brief introduction to accessibility simulations before the participants will be able to try out the accessibility simulations we have developed. Finally the session will end with an evaluation and discussion exercise.

A menagerie of inclusive innovations from the University of Glamorgan
Dr Liza van Zyl

This session will present several examples of innovative uses of technology at the University of Glamorgan, such as:

- a VLE for law students that simulates a real-world law practice;
- simulation scenarios for nursing students;
- an interactive induction for all new students to accustom them to university life;
- device simulations of laboratory experiments for engineering students;
- innovative use of technology to provide targeted feedback for accounting students;
- interactive animations which explain and illustrate astronomical phenomena.

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Seeing things differently
John Mitchell

The focus of this workshop is to show how having an ILT Strategy has led to the embedded use of cheap technologies by staff and students, thereby creating improved evidence of learning, and greater enjoyment by learners.

The workshop will include a practical element whereby participants will learn how to edit together a short video showing progression through a simple task.

Academic skills development - any time, any place
Carol Elston

Skills@Library at the University of Leeds provides a range of face-to-face academic support for students. This is now supplemented with a range of interactive online tutorials that allow students to access support any time, any place. The tutorials cover a range of topics from academic writing to referencing and plagiarism. The tutorials are open access; uptake has been good and feedback positive.

The aim of this workshop is to raise the profile of these resources; to share our experiences of developing them, and to highlight ways in which to develop engaging online resources that students respond to.

Testing - why it matters and how to do it (*provisional topic)*
Julian Harty

Julian is Quality Assurance Engineer with Google. He is now working closely on the development of the Chrome Operating System, and has had a hand in Android and in Wave.

Julian will provide an initial reflection on his experiences in software testing, aiming to draw out some simple "dos" and "don'ts" for people who deploy content and systems with learners.

He will then take and respond to questions. Treat this as an opportunity to pick (and hear others pick) Julian's brains.

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Workshop sessions three and four
11.50 – 12.30 and 13.40 – 14.20 **NB**. These workshops will each be run twice.

Rewiring participation - how mobile technologies and web 2.0 has transformed inclusivity
Lilian Soon and Ron Mitchell

This workshop gives participants the chance to experience the mobile and Web 2.0 tools and techniques that are used with learners in FE, and to share ideas and solutions using those techniques. Using examples from the JISC RSC YH Inclusivity web site and the MoLeNET and GoMobile publication, as well as other sources, there will be a brief tour of current practices and then the opportunity to participate in activities to experience the tools. Innovative ideas will also be mooted to serve as inspiration for more exploration into the use of mobile technologies and Web 2.0 for inclusivity.

Synote: Enhancing barrier-free learning from video and audio recordings
Dr Mike Wald

Synote is a unique web application that enhances barrier-free learning by synchronising audio or video recordings with:

- transcripts and PowerPoint slide text and images;
- student or teacher created notes and tags.

Synote's synchronised transcripts and text annotations enable the recordings to be searched, whilst also helping non-native speakers and deaf and hearing impaired students to understand the spoken word, and blind or visually impaired students to understand video or images. Synote enables any user to easily bookmark, search, link to, tag and associate their notes or resources with any part of a recording or live lecture.

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Creating and using mobile prompts
Matt Harrison

This workshop will explore the creation of, and varied uses for, mobile phone and digital photo keyring-based visual prompts.
During this session, we will discuss our experience of using these prompts with young adults with learning difficulties, especially acquired and traumatic brain injuries.

A freely available Access Toolkit for Technology Enhanced Learning
E.A. Draffan

This session will examine three free ways to support online accessible teaching and learning. These include:

- An accessible menu for a pen drive with a download page that has a series of tools and guides to help with accessibility for online sites and office documents.

- A website to check Web 2.0 services, such as Facebook, for their ease of use and accessibility. Participants will also have the opportunity to review some of these themselves.

- A web based tool bar allowing users to change the size, look and colour of text on webpages, read text aloud, spell check forms, lookup words in a dictionary and website referencing.

Creating rich, accessible content with Xerte Online Toolkits
Julian Tenney

Participants in this workshop will have an opportunity to explore creating content with Xerte Online Toolkits. This is an open-source suite of browser-based authoring tools for the creation of highly accessible and engaging interactive learning materials, and made freely available to the wider communities. Creating browser-based tools has genuinely produced new and exciting opportunities to support collaboration in content authoring, and to facilitate the sharing, re-purposing and re-use of highly accessible learning materials in innovative ways. Participants will get a chance to try the tools for themselves with a particular emphasis on the accessible features.

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Enabling remote activity – exploring the accessibility of fieldwork courses
Dr Trevor Collins and Dr Jessica Bartlett

The OU have explored the application of mobile technologies to improve access to fieldwork courses. Developed within the context of geology field courses that are run by the OU, a portable wireless network has been produced that can be rapidly deployed to give students remote access to difficult-to-reach locations. The network supports voice telephony between students and lecturers as well as streaming video, photographs and other data. This system has been used with mobility impaired students, enabling them to complete residential courses organised by the OU. The workshop will discuss and explore how these, and alternate, technologies could be applied to support other forms of fieldwork.