SWING

SUSTAINABLE WAYS TO INCREASE
HIGHER EDUCATION STUDENTS

Tempus

Advisors' Training Handbook

Sustainable ways to increase higher education students'
equal access to learning environments

www.swingproject.eu

Participant institutions:

Coventry University, United Kingdom, Coordinating Institution

University of Alicante, Spain

Alma Mater Studiorum Universita di Bologna, Italy

FOUR ELEMENTS, Greece

Alexandria University, Egypt

Arab Academy for Science, Technology and Maritime Transport, Egypt

Ibn Tofail University, Morocco

Universite Abdelmalek Essaadi, Morocco

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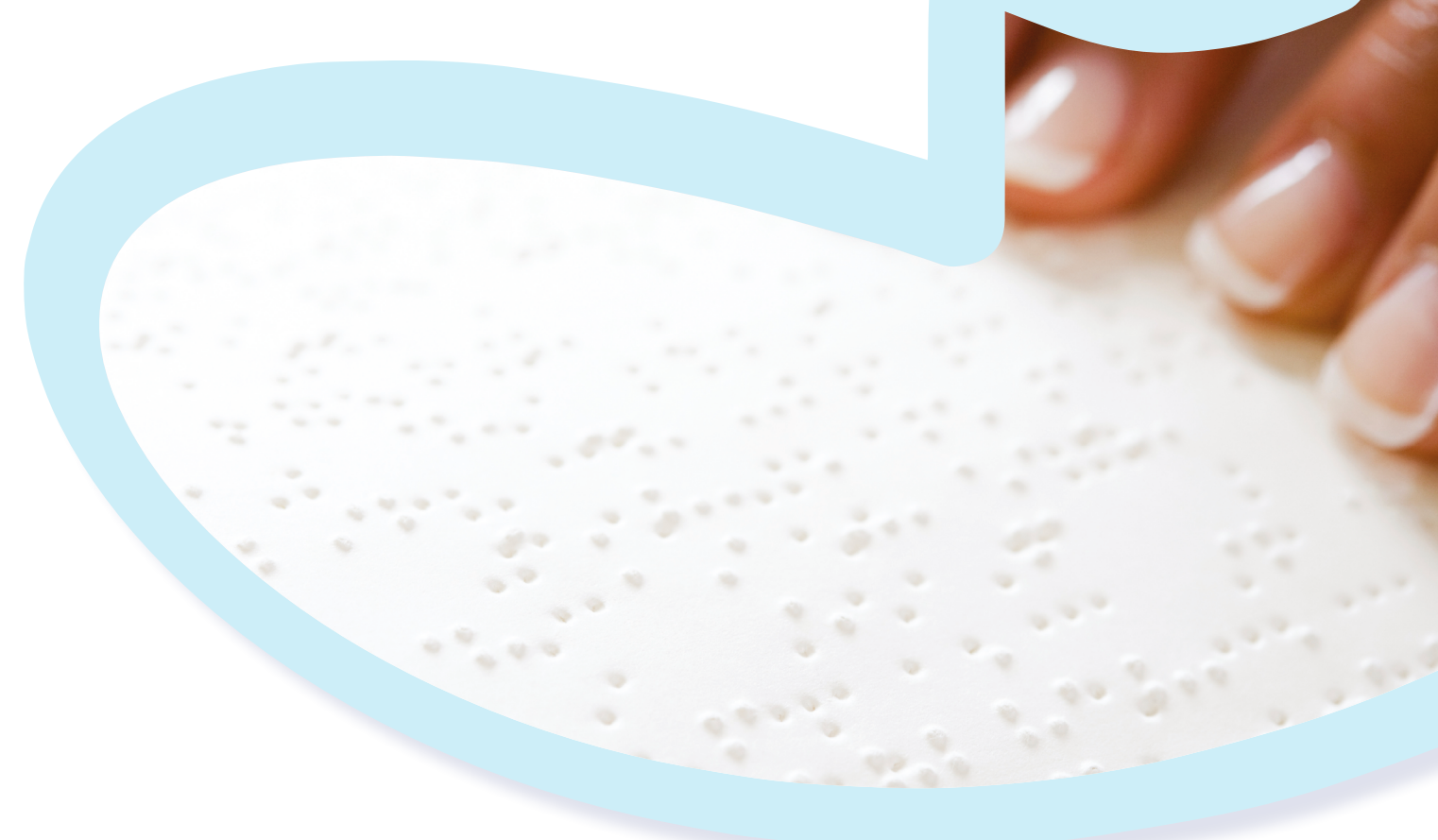## Appendices

1. Executive Summary

The Advisors' Training Handbook is a guide for University staff in implementing the appropriate training to support the SWING project objectives, both in the short term and in the future, of increasing higher education students' equal access to learning environments.

The guide is practical in that it offers step by step guidance on the areas in which training is likely to be necessary. The SWING Accessibility Centre Model provides a framework based on the understanding that disability is a complex mix of biological, individual and social factors. The proposed Accessibility Model places the student as the central focus by thinking about the four major accessibility themes with regard to the student journey: access to higher education, academic study, integration and social life, and employability.

These practical guidelines follow good practice recommendations, but are necessarily context-independent. It is recommended that participating universities consider the guidelines in relation to their individual countries, institutions, and students, and add further recommendations where necessary. The following sections in particular require additional information to ensure that students are fully supported in using Assistive Technology:

4. Providing Information for New Students

8. Providing Accessible Training

2. Introduction

This Advisors' Training Handbook provides a guide for career services staff in implementing the appropriate training to support the SWING project objectives. It introduces the SWING Accessibility Centre Model, which presents four pillars on the student journey through higher education to independence, and examines the factors which are essential to this journey and should be supported by participating universities. Additionally, it includes guidance about the information that disabled students should be provided with when entering higher education, and how to create an environment in which students feel comfortable disclosing information about the nature of their disability.

The Handbook also provides practical guidelines designed to support staff and students at participating universities in choosing, adapting and using Assistive Technologies. It progresses through the journey of assessing student needs, choosing suitable technologies, and innovative methods for delivering Assistive Technology training. These guidelines are designed to be used across a wide variety of contexts, and should be adapted for participating universities' national and institutional contexts.

3. The SWING Accessibility Centre Model

The Accessibility Model is a conceptual framework based on the understanding that disability is a complex mix of biological, individual and social factors.

Given this complexity it seemed crucial to develop a student centred model **(See Figure 1.)**. Regardless of impairment whether minimal or profound the model has applicability and some suggestions have potential to improve the experience of all students.

By identifying what is feasible and what adjustments have been trialled and work for students with disabilities the model will guide policy and practice. At both levels it challenges existing cultural assumptions about the capabilities of people with disabilities and their capacity to succeed in higher education and subsequently in the workplace.

Figure 1. Accessibility Centre Model

Student Support Service
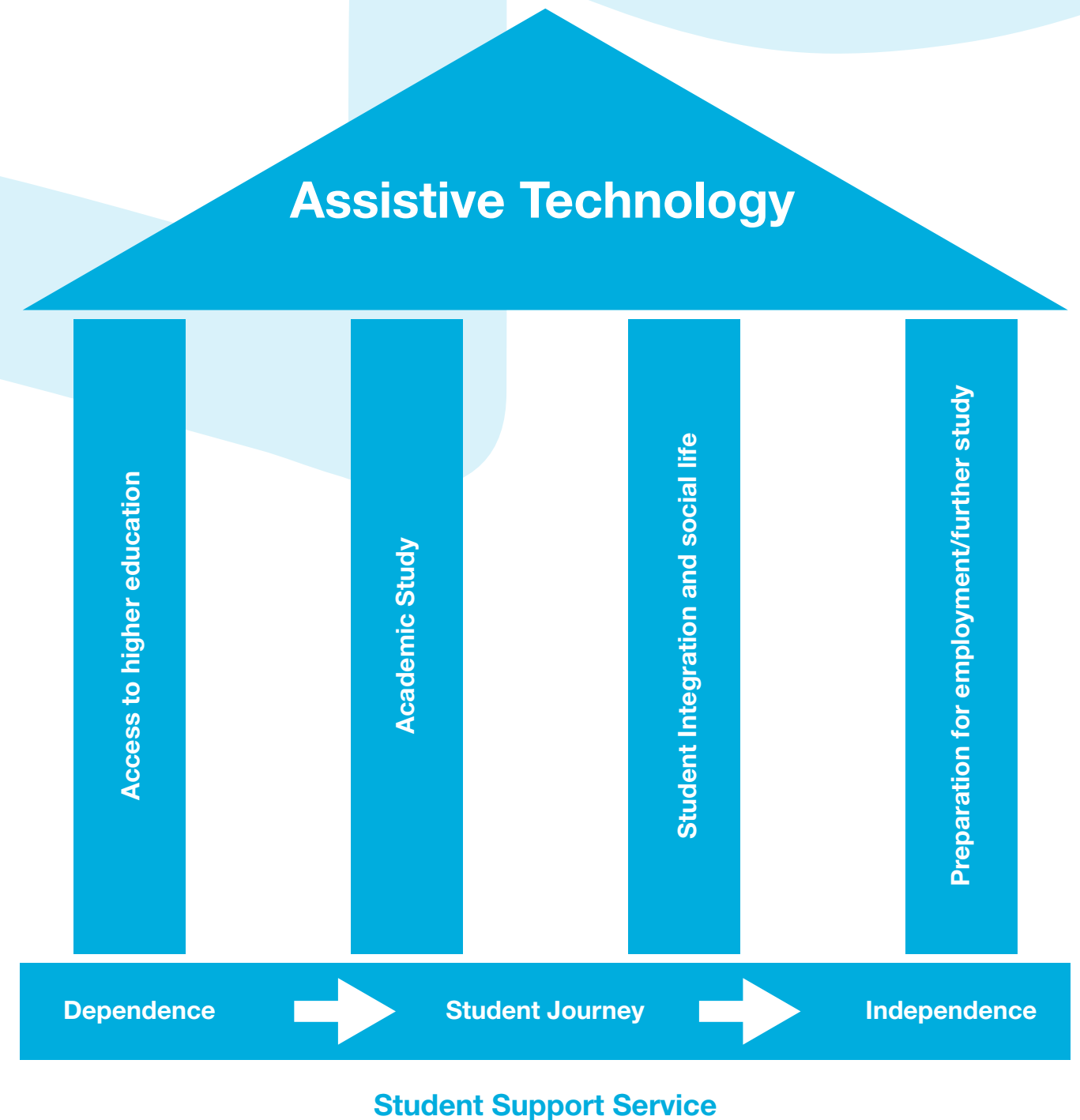
Provides an infrastructure of people and processes, which offers needs assessment of students with disabilities/special needs and training for all stakeholders and facilitates communication between students and academic and administrative staff, IT services and academic registry.

3. The SWING Accessibility Centre Model

The student journey

The journey from dependence to independence begins prior to entry to higher education because it involves the student making an informed decision about what higher education can offer in terms of programmes of study, as well as their disability/special needs support and how support can be accessed. The proposed Accessibility Model places the student as the central focus by thinking about the four major accessibility themes with regard to the student journey: access to higher education, academic study, integration and social life, and employability.

Student Support Service.

Student Support Services is a major infrastructural investment which forms the foundations for all support and training of stakeholders. It provides a point of access for students which also functions to connect administrative systems, academic registry, pastoral support, IT and assistive technology processes.

The infrastructure should involve a core of specialist paid staff and potentially might also involve volunteers. The head of support services must be an effective conduit for information flow up to senior management and down from senior management team to support service staff. A hub and spoke system in which representatives work from the central support services to work with Faculties or Schools ensures equality and quality of provision across an institution. Each School/Faculty should ideally have its own Learning Support Tutor who is a link to student services and acts as a go between and liaises with academic staff/module tutors and students.

A defined staged process is required to provide efficient and timely needs assessment, provision of support and on-going review. All staff and students should be aware of the process.

Assistive Technology

Assistive Technology can be defined in several ways. In its broadest sense it refers to:

'a broad range of devices, services, strategies, and practices that are conceived and applied to ameliorate the problems faced by individuals who have disabilities' (Cook & Hussey, 2002).

Assistive Technology (AT) usually refers to the devices or services aimed at compensating for functional limitations, facilitating independent living, or enabling older people or disabled people with activity limitations to realize their full potential (University of Bologna).

In the context of SWING, the focus is on AT driven by ICT, which includes ICT tools and services:

a) Used by students with disabilities in order to perform learning activities and participate in university life.

b) Used by academic staff for their teaching activities and that can be useful for students with disabilities.

c) Used by administrative staff in order to provide university facilities and that can be useful for students with disabilities.

AT is a broad range of tools and services. AT solutions usually involve the integration of mainstream products and services, accessible hard and software, and specifically designed devices. AT should be customizable, adaptable and where possible open tools that can be either disability-specific or not specific tools, software and hardware, everyday aids and objects, strategies, etc. AT should not be regarded as standard tools for standard needs: there are no off-the-shelf solutions.

AT is a system rather than a solution that is a single tool or piece of equipment. Most of time it is a system composed of different tools, services and skills that interact together.

AT should not be seen as the end itself. How the technology is used is more important than the technology itself. In some situations AT may not be the solution. Above all, solutions need to be appropriate and personalized. An appropriate solution is one that is within the everyday reach of the user and that is fundable, usable, and acceptable to the user across a range of environments.

AT is a mediator (between the person and the context). Disability is always an interaction between features of the person and features of the overall context in which the person lives. Within this interaction AT can be either a barrier or facilitator.

4. Providing Information for New Students

Participating universities should make their students aware of how their countries and institutions define disability and the disabilities that fall within that overall definition is important so that students know their rights.

Ideally, this definition should cover a range of disabilities which include physical, visual, hearing and learning disabilities such as dyslexia, as well as mental health problems. They should also provide information on any legal requirements that are in place for supporting disabled students.

Students should be informed of the support to which they are entitled and how to access it. This includes the support provided by the Student Support Service but also any financial aid that they may be able to access. Students should also be provided with a range of means by which to contact the Student Support Service.

It is also important that students are made aware of the complaints procedure. Whilst students should go to their Faculty contacts as a first approach, they should be advised of procedures for complaint if they are not happy with the support they are receiving from their Faculty contact.

Some students may not wish to approach the Student Support Service but still take advantage of any Assistive Technologies that the institution may provide. Information should be provided at enrolment, on the university webpage, or in other suitable locations, about where ATs are provided in the institution and how students can use them.

5. Encouraging Disclosure of Disabilities

The relationship between disclosure and reasonable adjustment is not always fully appreciated by students therefore this relationship should be made more explicitly and students encouraged to disclose their disabilities as early as possible, and even before starting their course.

Disclosure needs to be presented in a positive light to tackle perceptions of possible stigma and its associated impact. However, the decision to disclose or not to disclose is the responsibility of the student although those with visible disabilities have no choice.

Disclosing a disability also depends on whether or not the student perceives it to be disabling. Admissions tutors, support staff and academic tutors should encourage students to disclose early in their programmes of study and on an ongoing basis as a prerequisite for assessing changing support needs. Disclosing a disability should mean that students are more actively involved in the process as not doing so can have profound implications and it is important that students appreciate this.

The consequences of non-disclosure need to be emphasized in guidance so that students understand its importance for their progress. Willingness to disclose a disability is dependent on staff establishing a good relationship with students and this is a crucial message for Admissions Tutors, Disability Support Tutors, Academic tutors and employers.

The question whether disclosure is 'to one person or to all' is also very pertinent; reinforcing disclosure throughout the course is ideal. However, this openness might be challenging for some students and should be sensitive to the individual's needs.

6. Assessing Student Needs

When undertaking a student needs analysis, it is important to work with the student involved to develop a collaborative understanding of their needs and preferences with regards to Assistive Technology.

This can be referred to as a 'person-centred' approach in which the focus is on the needs of students with disabilities rather than the technologies. Ask students to try and identify the five most important and common problems encountered in the University, or at home, and then rank each problem by degree of difficulty. Then focus on the ways in which Assistive Technology might support students in dealing with these issues, as well as the adaptations that staff at the university can make.

You may want to consider:

- The prior learning experiences of the student

- Their prior experiences with Assistive Technology

- The settings in which they usually work (at home, at the university, or elsewhere?)

- The subjects that they are studying and the types of tasks that they will usually undertake

- Their expectations when using Assistive Technology

- Their family life, such as economic resources

- Their working life, if the student is in employment whilst studying

7. Choosing Appropriate Assistive Technology

In order to choose appropriate Assistive Technology, it is important to be aware of the needs of students at the institution. Whilst many students may not wish to disclose their disabilities for the reasons discussed above, it may be possible to gather general anonymised data on the makeup of the student body and the numbers of students who have specific needs due to a disability. From this information, it can be determined where resources for Assistive Technology should be allocated. It is likely that Assistive Technology will be required to support students with hearing, visual and motor disabilities, but students with learning difficulties such as dyslexia or mental health difficulties may also require support from Assistive Technologies.

ICT-enabled Assistive Technology may come in the form of particular hardware solutions, or it may come in the form of software which can be used on student and institutional computers. Therefore, in order for Assistive Technology to be used, students may have to be provided with access to computers which can either be loaned out or used within the institution.

The Needs Assessment undertaken as part of the SWING project identified the following technologies as some of those most requested by students:

• Braille translators and printers

• Text-to-speech translation software and screen readers

• Speech recognition software

• Predictive text software

• Mouse pointers for students with low vision or mobility difficulties

• Audio recorders

• Audio books and accessible library books

• Electric chairs for stairs/mobility accessibility technology

There may also be free or Open Source software which can support students with disabilities, and Student Support Services should seek these out.

8. Providing Accessible Training

In order to prepare and deliver accessible training, advisors should consider the following aspects:

- Preparation of accessible training material
- Delivering appropriate training sessions
- Suitable teaching methods for training

Preparation of accessible training material.

What constitutes accessible material for training students in the use of Assistive Technology, will depend largely upon the needs of the students involved in the training session. Written material should be prepared according to institutional good practice guidelines with regards to fonts, font sizes, spacing, and text alignment. Trainers should avoid the use of overly technical terms, and consider how the material might come across when students are using screen reading software. Some students may request alternate fonts, extra large fonts, different colour paper, coloured overlays, or that the material is provided in audio format or in Braille. Where possible, specific student needs should be requested in advance of training sessions and every effort made to prepare accessible material, which can then be shared with students in advance of the session. If this is not possible, the material should be provided in a range of formats in order to accommodate individual student needs.

Delivering appropriate training sessions.

As with the provision of accessible training material, what constitutes an appropriate training session will vary according to the needs of the students and the focus of the session. It is recommended that no session exceeds two hours, although many sessions may need to be separated into two one-hour sessions or more, as some students may be unable to concentrate or sit in one place for a full session. If a session is designed to run for two hours, students should be advised that they may take breaks if needed.

A maximum of 30 students should be present in each session. However, if the students attending the training session require individual support, then additional support staff should be present in the session, or the maximum amount reduced in order to ensure all students receive the full benefit of the session. One alternative to reducing student numbers might be to place students in pairs or in groups and encourage collaborative working and peer-to-peer support. It is important to remember that some students may require significantly more time to learn how to use the AT than other students, and therefore groups should be matched up carefully.

Suitable teaching methods for training.

When undertaking training, it is best to use a variety of methods to support different learning approaches, as well as ensuring that the training is accessible to students with different disabilities. Some strategies you may want to consider are:

- Think aloud strategy – using this strategy, student share what they are thinking as they are using a new approach or technology. This may allow you to identify challenges that students are encountering as they are using the technologies.

- Think pair share – using this strategy, students are asked a question that they must first consider alone, then discuss with one to three fellow students. They must then determine a shared answer, which can be shared with the rest of the class.

- Scaffolding – using this strategy, you can progress from teacher-led to individual activities. In the first instance, the focus would be on the trainer (who may give a short talk, or demonstrate an activity), followed by a whole-class activity. Students would then break up into smaller groups, and finally work alone.

You may find your students learn best when they work collaboratively and support one another using peer-to-peer learning. However, the approaches that you use in each of these training sessions will depend upon the needs of your individual students and the focus of each session. You should adapt the recommendations provided in this Advisors' Training Handbook to your own institutional and class contexts.

9. Suite of Training Modules

The following section contains the 10 training modules that have been developed to support disabled students. They are:

1. Support Structures for Disabled Students

2. Supporting Students to Support Themselves

3. Assistive Technology: An Introduction

4. Practical Assisted Technology:
   Tools for Facilitating ICT Access

5. Practical Assisted Technology:
   Reading through Screen Readers & Magnifiers

6. Practical Assisted Technology: Speech,
   Text & Braille Assisted Technology

7. Key Employability Competency Awareness
   and Self-awareness

8. Practical Employment Skills

9. Develop Global Awareness

10. Post Graduate Education Opportunities

Module 1

Support Structures for Disabled Students

Module duration: 3 hours

Trainees addressed:
Training will take place in the participating universities and will address Disabled Students studying at the university for the first time.

Brief description:

This module opens the Training Seminars to be delivered during the SWING trainings in Partner Countries. It will take place at the beginning of the academic year and will have the format of an Information Day. It focuses on **"Support Structures for Disabled Students"** within the partners' universities and it will serve as an introduction to the university policy on disability and the special services in place for disabled students. In particular, it will focus on disabled students rights, accessibility, academic support, student guidance, counselling and volunteer service. When necessary the module will close with a tailored plan for each special need of students.

The aim of the first Module is:

- To inform about students' rights
- To present the Accessibility policy to support staff and teachers
- To interact with students in order to facilitate their integration within the university
- To act as a reference point throughout the year
- To create, when necessary, a tailored plan for disabled students

Learning Outcomes:

- Discover the difference between deficit and disability
- Be able to identify the most common incorrect assumptions for different disabilities
- Be able to identify competences beyond disability
- Be able to work to reduce disability
- Discover the university services available for disabled students
- Understand their rights in the learning process and study life
- Get to know the workers from the Support Office

Content:

Module 1 is divided into 3 sessions:

1 session: 30 minutes

Introduction to disability and its different typologies with its peculiarities in order to understand the special needs of each student.

- A definition of disability
- Difference between deficit and disability
- Overview of the university legislation, the national laws and regulations and the UN convention on the rights of persons with disabilities. A special emphasis will be placed on the rights and duties of disabled students in Higher Education

2 Session: 30 minutes

- Presentation of the Support Service and its organization
- Information about the University own resources to facilitate the learning process, accessibility, Assistive technology, academic support, student guidance and counselling
- Presenting the voluntary service

3 Session: 30 minutes

Tailored plan for each disabled student in particular concerning the academic support and the use of Assistive technology.

Learning Methodology:

1. Theoretical session: Dynamic explanation of the disability and legislation, interaction with students should be fostered and questions and doubts answered giving practical examples when possible.

2. Practical and theoretical session: A short talk about the importance of the Support Structures, the voluntary system and accessible spaces. Brainstorming about the opportunities and shortcomings of the university regarding the integration of disabled students. Disabled students who have benefitted from the support service can present their experience, show the benefit of it and give some advice to new entry students.

3. Practical session: individual plan An individual plan will be started together with the student based on a questionnaire. The plan will contemplate issues of academic guidance, accessibility issues, voluntary help needed, etc. The plan will be carefully designed and completed by the Support Service and presented to the student after its finalised.

All SWING sessions can utilise the following teaching strategies and tools:

Teaching strategies suggested:	Learning tools suggested:
• Testimonies from students • Brainstorming	• Graphics, diagrams, pictures • Infographics • Study guides, course overview, course accompanying material • Videos • Interactive presentations

Infrastructure needed (estimation):

• Room that can accommodate up to 30 students/staff

• Promotional Materials about the university and the Support Service

• Projector

• Photocopier

Accompanying training material:

Legislation on disabled students rights and teaching material developed by SWING project.

Teaching material developed by SWING project:

• Materials on differences between deficit and disability

• Basic Glossary

Module 2

Supporting Students to Support Themselves

Module duration: 1 hour + personal counselling

Trainees addressed: Training will take place in the participating universities and will address Disabled Students studying at the university.

Brief description:

This module is the second module of the Training Seminars to be delivered during the SWING trainings, it will take place at the beginning of the academic year and can happened together with Module 1 during the Information Day. The title is **"Supporting Students to support themselves"** and it will focus on the external academic activities and on boosting students' self-confidence. It can be coupled with an individual counselling service that will be made on individual appointments.

The aim of this Module is:

- Inform about: Student union, social life, student organisations, sport teams, mobility opportunities as the Erasmus Mundus

- Provide a counselling service about students doubts in their self-esteem, career choice, fear of public speaking, coping with anxiety and stress before exams, time organization and planning, study skills, teamwork and about various personal situations that are seriously interfering with the student's academic performance and academic life

Learning Outcomes:

- Discover the university external academic activities and socialise with other students

- Provide support and boost self-confidence through a counselling service

Content:

Information package about the University activities on Student union, social life, student organisations, sport teams, mobility opportunities as the Erasmus Mundus.

In the presence of difficulties related to academic perfomance, the Support Structure should try to offer a complete answer, with group and individual activities:

- Advice to improve learning process
- Vocational counselling
- Study technique workshops
- Workshops to help face exams
- Building up self-confidence
- Getting involved in Social Networks and groups activities

Methodology:

1. Theoretical session: Dynamic explanation of the Student union, social life, student organisations, sport teams, mobility opportunities as the Erasmus, interaction with students should be fostered and questions and doubts answered giving practical examples when possible.

2. Counselling service: Made on individual appointment. The session can be organised as follow:

- The problem is evaluated
- Advice on advisable changes on the way of thinking, behaving and socializing
- Students will be oriented to specialized centres or professionals
- Students will be given objective information on their personal problems

In this SWING Module the following teaching strategies and tools can be applied:

Teaching strategies suggested:	Learning tools suggested:
- Counselling - Testimonies from students - Brainstorming	- Graphics, diagrams, pictures - Infographics - Study guides, course overview, course accompanying material - Videos - Interactive presentations

Infrastructure needed (estimation):

- Room that can accommodate up to 30 students/staff
- Promotional materials about the university extra academic Service
- Projector
- Photocopier

Accompanying training material:

- Information package about the university extra academic offers and counselling service.

Module 3

Assistive Technology: An Introduction

Module duration: 2 hours

Trainees addressed:
Training will take place in the participating universities and will address 30 disabled students.

Brief description:

This module will provide a short overview of the use of Assistive Technology that is provided by partner institutions and which is accessible to students beyond their institutions. It will focus on the use of Moodle in the institution, and this can be used to support students using Assistive Technology. It will also address the use of social media and the broader accessibility of the Internet.

At this point, students will not have undertaken training to use Assistive Technology (to be undertaken in modules 4, 5 and 6), so the delivery of this module should require minimal use of Assistive Technology. Alternately, trainers may prefer to adapt the content of this module and integrate it into later training sessions depending upon the needs of their students and Assistive Technologies available to them.

Learning Outcomes:

During Assistive Technology: An Introduction, students will:

- Learn which Assistive Technologies are available to them at the institution and which they will be undergoing training for in Modules 4, 5 and 6

- Learn how to find, access and use their institutional Moodle using Assistive Technology

- Learn where to look for accessibility information on social media, and who to go to for help in their institution

Content:

Content for this module should include:

- A general overview of the Assistive Technologies available at the institution and those which students will be undergoing training for in modules 4, 5 and 6

- An introduction to the use of the institutional Moodle and how this can be accessed using a variety of Assistive Technologies. Students should also be advised of who to contact on their courses about the accessibility of Moodle

- Information on how to find accessibility information for popular social media websites, e.g:

  - Advert-free youtube, which is easy for screenreaders or students with limited visibility to use: icant.co.uk/easy-youtube/

  - Accessibility information for Facebook: www.facebook.com/help/141636465971794

  - More accessible version of Twitter (not provided by Twitter): www.easychirp.com

This information may need to be adapted according to student preferences in partner countries.

Learning Methodology:

Trainers delivering this module should be aware of the fact that students have not yet been trained in the use of Assistive Technology and should keep its use to a minimum. However, this module is also an opportunity to assess students' current understandings and expectations of Assistive Technology, in order to inform modules 4, 5 and 6.

Teaching strategies suggested:	Learning tools suggested:
- Tutorial - Discussion with students - Assessment of students' current understandings and expectations of Assistive Technology, Moodle, and social media	- Videos - Power point - Simulations

Infrastructure needed (estimation):

- Computer room
- Projector
- Photocopier

Module 4

Practical Assisted Technology: Tools for Facilitating ICT Access Session 1

Learning Outcomes:

During Practical AT Session 1 students will:

- Discover what assistive technology is and how it works in practice
- Comprehend the significance of assistive technology tools for their learning process
- Be able to use Special Keyboards, Trackballs, Joysticks and Buttons in order to use a computer and surf on the web
- Be able to use "Speech Recognition" Tools in order to edit a report, navigate the web, write properly and transcript the voice of others
- Acquire collaborative skills that will help them collaborate, create learning products and share their knowledge with their peers

Module duration: 2 hours

Trainees addressed:
Training will take place in the participating universities and will address 30 Disabled Students in total.

Brief description:

This module is the first of three practical AT sessions to be delivered during the SWING trainings. It focuses on **"Tools for Facilitating ICT Access"**, that is speech recognition tools, special keyboards, trackballs, joysticks, mouse and buttons.

All three SWING practical AT sessions aim at:

- The successful integration of Assistive Technology in participating universities so that students with disabilities have equal access to the learning process
- Providing effective and appropriate learning activities, based on collaborative learning techniques, that will train disabled students on how to use AT tools and create mini-projects in authentic learning practices
- Giving 30 disabled students the opportunity to have an in-depth, hands-on experience of AT tools.

Content:

Practical AT Session 1 will introduce disabled students to different tools for facilitating ICT access:

1) Speech recognition tools

2) Special keyboards, trackballs

3) Joysticks

4) Mouse and

5) Buttons

It will focus on accessing learning resources in the web and/or university moodle.

Learning Methodology:

All three SWING Practical AT Sessions will provide experiential learning. In this context the following teaching strategies and tools can be applied:

Teaching strategies suggested:	Learning tools suggested:
• Role playing • Scaffolding • Think aloud strategy • Think pair share • Jigsaw • Brainstorming	• Graphics, diagrams, pictures • Infographics • Study guides, course overview, course accompanying material • Simulations • Games • Itunes • Videos • Interactive presentations

During Practical AT session 1 a collaborative learning strategy can be used. Students can be divided in pairs or groups for accessing a Computer and searching for learning resources. Based on hand-outs provided by facilitators, students can undertake practical activities using speech recognition tools, special keyboards, trackballs, joysticks, mouse and buttons.

Collaboration is the social process that supports learners' development of capabilities in which they learn to do without assistance things that they could initially do only with assistance. By collaborating, students can learn to approach and solve new problems so that they develop the capability to solve problems that do not exist at the moment of learning. Rather than simply absorbing material, learning rules, and displaying the material and rules on demand, students learn to develop capabilities that they first experience in assisted or collaborative learning situations.

Infrastructure needed (estimation):

• Computer room that can accommodate up to 30 students/staff

• Projector

• Assistive technology software

• Photocopier

Accompanying training material:

• Teaching material developed by SWING project (D3.2)

Module 5

Practical Assisted Technology: Reading through Screen Readers & Magnifiers
Session 2

Module duration: 2 hours

Trainees addressed:
Training will take place in the participating universities and will address 30 Disabled Students in total.

Brief description:

This module is the second one of three practical AT sessions to be delivered during the SWING trainings. It focuses on **"Reading through Screen Readers and Magnifiers"**. A screen reader is an ICT application that attempts to identify and interpret what is being displayed on the computer screen. This interpretation is then represented to the user with text---to---speech, sound icons, or a braille output (see Module 6). Screen readers are a form of assistive technology (AT) potentially useful to people who are blind, visually impaired, or learning disabled, often in combination with other AT such as screen magnifiers.

All three SWING practical AT sessions aim at:

• The successful integration of Assistive Technology in participating universities so that students with disabilities have equal access to the learning process

• Providing effective and appropriate learning activities, based on collaborative learning techniques, that will train disabled students on how to use AT tools and create mini-projects in authentic learning practices

• Giving 30 disabled students the opportunity to have an in-depth, hands-on experience of AT tools

Learning Outcomes:

- Discover what assistive technology is and how it works in practice

- Comprehend the significance of assistive technology tools for their learning process

- Be able to use Screen Readers and Magnifiers

- Acquire collaborative skills that will help them collaborate, create learning products and share their knowledge with their peers

Content:

Practical AT Session 2 will introduce disabled students to different tools for reading so that they can read printed and electronic material and look at photographs and illustrations:

1) Screen readers and

2) Magnifiers

Learning Methodology:

All three SWING Practical AT Sessions will provide experiential learning. In this context the following teaching strategies and tools can be applied:

Teaching strategies suggested:	Learning tools suggested:
• Role playing • Scaffolding • Think aloud strategy • Think pair share • Jigsaw • Brainstorming	• Graphics, diagrams, pictures • Infographics • Study guides, course overview, course accompanying material • Simulations • Games • Itunes • Videos • Interactive presentations

During Practical AT session 2 a collaborative

learning strategy can be used. Students can be divided in pairs or groups per disability for using screen readers and magnifiers. Then they can brainstorm on their experience.

Collaboration is the social process that supports learners' development of capabilities in which they learn to do without assistance things that they could initially do only with assistance. By collaborating, students can learn to approach and solve new problems so that they develop the capability to solve problems that do not exist at the moment of learning. Rather than simply absorbing material, learning rules, and displaying the material and rules on demand, students learn to develop capabilities that they first experience in assisted or collaborative learning situations.

Infrastructure needed (estimation):

- Computer room that can accommodate up to 30 students/staff

- Projector

- Assistive technology software

- Photocopier

Accompanying training material:

- Teaching material developed by SWING project (D3.2)

Module 6

Practical Assisted Technology: Speech, Text and Braille Assisted Technology
Session 3

Module duration: 2 hours

Trainees addressed:
Training will take place in the participating universities and will address 30 Disabled Students in total.

Brief description:

This module is the final one of three practical AT sessions to be delivered during the SWING trainings. It focuses on **"Speech, Text and Braille AT"**. Text in electronic form is a key and increasingly important intermediary in allowing access to information by visually impaired and blind people using assistive technology. Once text is in electronic form it can be transmitted to distant recipients, read aloud using synthetic speech, converted to Braille media and displayed in large print for visually impaired readers. The AT technology used for this purpose is speech-to-text (STT), text-to-speech (TTS), Braille-to-text (BTT) and text-to Braille (TTB).

All three SWING practical AT sessions aim at:

- The successful integration of Assistive Technology in participating universities so that students with disabilities have equal access to the learning process

- Providing effective and appropriate learning activities, based on collaborative learning techniques, that will train disabled students on how to use AT tools and create mini-projects in authentic learning practices

- Giving 30 disabled students the opportunity to have an in-depth, hands-on experience of AT tools.

Learning Outcomes:

- Discover what assistive technology is and how it works in practice
- Comprehend the significance of assistive technology tools for their learning process
- Be able to use speech-to-text (STT), text-to-speech (TTS), Braille-to-text (BTT) and text-to Braille (TTB) technologies
- Acquire collaborative skills that will help them collaborate, create learning products and share their knowledge with their peers

Content:

Practical AT Session 3 will introduce students to speech, text and braille conversion technology. It will focus on students producing their own documents and essays.

Learning Methodology:

All three SWING Practical AT Sessions will provide experiential learning. In this context the following teaching strategies and tools can be applied:

Teaching strategies suggested:	Learning tools suggested:
• Role playing • Scaffolding • Think aloud strategy • Think pair share • Jigsaw • Brainstorming	• Graphics, diagrams, pictures • Infographics • Study guides, course overview, course accompanying material • Simulations • Games • I tunes • Videos • Interactive presentations

During Practical AT session 3 a collaborative learning strategy can be used. Students can be divided in groups that will produce short essays or other written material that will then be presented and assessed by all groups (peer assessment). In this way the facilitator can implement scaffolding activities for the use of the AT tools.

Collaboration is the social process that supports learners' development of capabilities in which they learn to do without assistance things that they could initially do only with assistance. By collaborating, students can learn to approach and solve new problems so that they develop the capability to solve problems that do not exist at the moment of learning. Rather than simply absorbing material, learning rules, and displaying the material and rules on demand, students learn to develop capabilities that they first experience in assisted or collaborative learning situations.

Infrastructure needed (estimation):

- Computer room that can accommodate up to 30 students/staff
- Projector
- Assistive technology software
- Photocopier

Accompanying training material:

- Teaching material developed by SWING project (D3.2)

Module 7

Key Employability Competency Awareness and Self-awareness

Module duration: 6 hours learning (approx)

Trainees addressed:

1) Career advisors and University staff (CAUs)

2) Accessibility Centre staff (ACs)

3) 30 Disabled Students (STU)

Brief description of module content:

- Development of knowledge and self-awareness relating to some key personal skills that will help students in the graduate recruitment market. The module includes three workshops:

- Developing Effective Communication Skills (indicative content: body language/ development of a personal pitch etc…)

- Assertive Communication (indicative content: relevant theory and practical exercises to help students to identify the benefits of assertive communication in the workplace and in the graduate jobs market)

- Personality Traits and Organisational Cultures (indicative content: relevant personality trait theory and practical exercises including a SWOT).

Learning Outcomes:

- Have further understood and developed the skills required to communicate assertively

- Have learnt about effective self-presentation skills and have an opportunity to practice public speaking

- Have begun to understand how developing an understanding of personality and personality models can help in your graduate recruitment search

Content:

Available in Module 7 – CU Moodle – LWX101

Learning Methodology: Learning will be based on the core material produced by Coventry University and extended to suit local provision. The learning approach is based on active and cooperative learning techniques that will give emphasis on hands-on activities.

Teaching strategies and tools:

Teaching strategies suggested:	Learning tools suggested:
• Role playing • Scaffolding • Think aloud strategy • Think pair share • Jigsaw • Brainstorming	• Graphics, diagrams, pictures • Infographics • Study guides, course overview, course accompanying material • Simulations • Games • I tunes • Videos • Interactive presentations

Infrastructure needed (estimation):

- Computer room that can accommodate up to 30 students/staff
- Projector
- Assistive technology software
- Photocopier

Accompanying training material:

- The training programme, the modules description and a brief outline of the aims and activities of the SWING project should be **available in local language before the training begins.**

Module 8

Practical Employment Skills

Module duration: 4 hours learning (approx)

Trainees addressed:

1) Career advisors and University staff (CAUs)

2) Accessibility Centre staff (ACs)

3) 30 Disabled Students (STU)

Learning Outcomes:

- Produce a high quality CV, targeted to the job you are applying for
- Get an understanding of the types of questions on application forms and how to answer them
- Distinguish between positive and negative interview behaviours
- Identify the components that make up a comprehensive interview answer (CARL)
- Describe the preparation and research that will improve interview performance

Brief description of module content:

- CVs and Applications (indicative content: advice on how to create a good CV and how to make strong graduate applications).
- Interview Techniques (indicative content: advice on how to behave at interview and practical opportunities to practice interview technique).

Content:

Available in Module 8 – CU Moodle – LWX101

Learning Methodology: Learning will be based on the core material produced by Coventry University and extended to suit local provision. The learning approach is based on active and cooperative learning techniques that will give emphasis on hands-on activities.

Teaching strategies and tools:

Teaching strategies suggested:	Learning tools suggested:
• Role playing • Scaffolding • Think aloud strategy • Think pair share • Jigsaw • Brainstorming	• Graphics, diagrams, pictures • Infographics • Study guides, course overview, course accompanying material • Simulations • Games • I tunes • Videos • Interactive presentations

Infrastructure needed (estimation):

- Computer room that can accommodate up to 30 students/staff
- Projector
- Assistive technology software
- Photocopier

Accompanying training material:

- The training programme, the modules description and a brief outline of the aims and activities of the SWING project should be **available in local languages before the training begins.**

Module 9

Develop Global Awareness

Module duration: 4 hours learning (approx)

Trainees addressed:

1) Career advisors and University staff (CAUs)

2) Accessibility Centre staff (ACs)

3) 30 Disabled Students (STU)

Brief description of module content:

- **Module 9 - Workshop 1:** Become a Global Graduate. This session will help students to explore issues relating to the development of global graduate capabilities.

- **Module 9 - Workshop 2:** Developing your Online Profile. This session will help students to explore why an online presence is so useful for graduate recruitment. It will also provide opportunities to reflect on their current online profiles and provide practical time to improve them.

Learning Outcomes:

- Students will be able to reflect on what it means to be a global graduate and identify how this is relevant to graduate recruitment

- Students will be able to identify the employability benefits deriving from various forms of international engagement

- Students will develop their awareness of how and why employers seek out candidate online profiles.

- Students will learn how to develop a positive digital footprint.

Content:

Available in Module 9 – CU Moodle – LWX101

Learning Methodology: Learning will be based on the core material produced by Coventry University and extended to suit local provision. The learning approach is based on active and cooperative learning techniques that will give emphasis on hands-on activities.

Teaching strategies and tools:

Teaching strategies suggested:	Learning tools suggested:
• Role playing • Scaffolding • Think aloud strategy • Think pair share • Jigsaw • Brainstorming	• Graphics, diagrams, pictures • Infographics • Study guides, course overview, course accompanying material • Simulations • Games • I tunes • Videos • Interactive presentations

Infrastructure needed (estimation):

- Computer room that can accommodate up to 30 students/staff
- Projector
- Assistive technology software
- Photocopier

Accompanying training material:

- The training programme, the modules description and a brief outline of the aims and activities of the SWING project should be **available in local languages before the training begins.**

Module 10

Post Graduate Education Opportunities

Module duration: 4 hours

Trainees addressed:
Training will take place in participating universities and will address Disabled Students finishing an undergraduate programme at university.

Learning Outcomes:

- Know the post-graduate opportunities and finding sources
- Be able to apply for post-graduates studies
- Make informed based decisions about post-graduates careers

Brief description:

This module closes the Training Seminars to be delivered during the SWING trainings it will ideally take place near in the middle of the academic year and will have the format of an Information Session. It focuses on **"Post-graduate education opportunities"** within the partners' universities and it will serve as academic counselling for future post-graduate students. The Module will look into post-graduates opportunities at home and abroad.

The aim of the first Module is:

- To inform about students' post-graduate opportunities
- To present the post-graduate opportunities abroad
- To inform about the findings sources
- To boost self-confidence from students to start an application procedure

Content:

The content of Module 10 will focus on the following aspects:

- Introduction about choosing to study post-graduates degrees and the different learning opportunities and format (Master, PhD, etc…)
- Information on how to choose a postgraduate course, a University, country and applying for a course while ensuring the maximum chances of success
- Exploring the funding opportunities: University, National, Regional or European
- Providing further information as organisations, websites and useful contacts

Learning Methodology:

To conduct this Module support should be sought from the international mobility's service and postgraduates' studies department.

The first 2 hours should be in the form of dynamic presentations about the opportunities for international mobility and post-graduates studies. During the following 2 hours students can conduct role play about topics related to the Module such as undergoing a selection interview, explaining the motivation behind their candidature, as it will help motivate students to start the application procedure. Also testimonies from former students can be presented during the Module 10.

The following teaching strategies and tools can be applied:

Teaching strategies suggested:	Learning tools suggested:
- Testimonies from students - Role Playing	- Graphics, diagrams, pictures - Infographics - Study guides, course overview, course accompanying material - Videos - Interactive presentations

Infrastructure needed (estimation):

- Room that can accommodate up to 15 students/staff
- Promotional Materials about learning opportunities abroad and post-graduates studies
- Projector
- Photocopier

SWING

SUSTAINABLE WAYS TO INCREASE
HIGHER EDUCATION STUDENTS

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