



TITLE PAGE	
ASPIRE PILOTING MODULES No: 4	
TITLE OF MODULE: Provision for third level Education Accessibility	
/ACCESS LIAISON OFFICER TRAINEE PROGRAM/	
TABLE OF CONTENTS	
MODULE DESCRIPTION.....	1
MODULE STRUCTURE	4
ASSESSMENT SCHEME	4
DESCRIPTION OF ASSESSMENT	5
COURSE PLAN	5
TRAINERS GUIDE.....	9
LIST OF SUGGESTED LITTERATURE	12
MODULE DESCRIPTION	
Type: Special Needs Introductory Module Training	
Semester: TBD	
Target Audience: university staff - potential access liaison officer in future, teachers, employees of Employment centers	
Teacher expertise: MA and/or PhD	
Teacher: Hripsime Nazaretyan, Hovhannes Harutyunyan	
E-mail: hripsime_nazaretyan@bridgeofhope.am ; hovhannes.harutyunyan@eiu.am	



Language:Armenian

Prerequisites: N/A

Restrictions: N/A

Supplementary regulations: N/A

Summary:

Access to higher education for the disabled people is no longer impossible, and concern about provision for that is gaining more importance and interest. There has been a noticeable rise in enrolment of students with special educational needs in many countries. University staff and lecturers need to have increased awareness of disability related issues in education and about practical support these students may require. This module is shaping the ground for development of the relevant services and provisions within universities.

This module covers general information on disability, issues of equal rights and accessibility for people with disabilities, access liaison officer responsibilities. Module is compilation of joint workshops and assignments to increase knowledge base and awareness level of the training participants on rights based approach to people with disabilities.

The development of Disability Support Services varies across universities and institutes and there is a wide range of practices and resources available across different colleges. The course will introduce the international best practices of the Disability Support Services, as well as the UN Convention on rights of people with disabilities, International Classification of Impairments, Activities, and Participation.

Assistive technology and its classification, IT role in Assistive technology, e-Accessibility, the different roles and functions of Access Liaison Officers, support services for specific learning difficulties will be the core of the course. The planned and systematic approach to making learning relevant and accessible to students with disabilities in higher education will be emphasized throughout the course.

During the sessions the following topics will be covered:

- Disability definition – medical and social approach to disability
- What are the rights of people with disabilities?



- Language and ethics – How to speak on disability issues?
- What is inclusive education?
- What is reasonable accommodation?
- What is individual needs assessment?
- Equal rights and accessibility for people with disabilities,
- UN Convention on rights of people with disabilities
- Assistive technology and its classification
- IT role in Assistive technology
- e-Accessibility
- The different roles and functions of Access Liaison Officers

Key areas of the module include need identification, increased participation promotion, basic interaction skills, sensory issues, also assistance-advocacy and cooperation techniques, with the output of increased accessibility at various education levels.

Overall aim:

The module is designed to deal with issues of special education for students with disability and provide University staff and lecturers with the awareness and training to support them.

To develop knowledge and understanding of learning characteristics and communication strategies of people with special needs and to get introduced to existing assistive techniques and technologies for increased communication and participation opportunities, when needed.

Learning outcomes:

Knowledge and understanding:

1. Understanding of philosophy of inclusion and provision of access.
2. Realizing the relative role in a supportive process: as a liaison officer/coordinator, as a librarian and/or education assistant
3. Understanding the UN Convention on right of people with disabilities



Subject specific understanding and skills:

4. Understanding teaching and assistive strategies for people with disabilities and special needs in a process of education and employment.

Key skills

- 5. Software and hardware awareness and use
- 6. Application skills of some softwares available and relevant for the target group
- 7. Interest and need assessment knowledge and basic practical skills

MODULE STRUCTURE

ECTS credits: 1 credit

Study Hours:**30 Hrs**

Taught Hours: 30Hrs

Day 1: 3Hrs

Day 2: 2 Hrs

Day 3: 2 Hrs

Day 4: 2 Hrs

Day 5: 2 Hrs,

Day 6: 2 Hrs,

Independent Hours:**17Hrs**

Total:**30Hrs**

ASSESSMENT SCHEME

Types of Assessment:	Units:	Weighting:	Learning Outcomes:
Pre-test–awareness assessment Knowledge indication test		Not Relevant	Learning outcomes: <u>Knowledge and understanding:</u>
Assignments	1	Not applicable	



		/Assignment are not evaluated	1. Understanding of philosophy of inclusion and provision of access.
Post-test–awareness assessment Knowledge indication test		Not applicable /Assignment are not evaluated	2. Realizing the relative role in a supportive process: as a liaison officer/coordinator, as a librarian and/or education assistant 3. Understanding the UN Convention on right of people with disabilities <u>Subject specific understanding and skills:</u> 4. Understanding teaching and assistive strategies for people with disabilities and special needs in a process of education and employment. <u>Key skills</u> 5. Software and hardware awareness and use 6. Application skills of some softwares available and relevant for the target group 7. Interest and need assessment knowledge and basic practical skills

DESCRIPTION OF ASSESSMENT

Assignment 1:

Adaptation of a course plan based on the student special needs

Assignment Criteria

Not applicable /Assignment are not evaluated

COURSE PLAN

Activity	Lesson Topic	Lesson Activities	Estimated student	Lesson Outcome	Assessment Forms
----------	--------------	-------------------	-------------------	----------------	------------------



Day			work time in minutes/ hours		
Day 1	The social and medical model of disability	a) Introduction (project overview) b) Icebreaker, get to know each other c) Pre-test d) Brainstorming: Questions for group discussions. Brainstorm the following questions and then summarize yourself with the theoretical definition: What are the rights of people with disabilities? How to speak on disability issues? e) Presentation by the teacher: The social and medical model of disability f) Group work –I group identifies definitions to PWD from the perspective of medical model, and the II group from the perspective of social model, g) Presentations by groups and QA	10 minutes 15 minutes 15 minutes 50 minutes 30 minutes 40 minutes 20 minutes	1. Understanding of philosophy of inclusion and provision of access. The participants will also have an increased knowledge base and awareness level on rights based approach to people with disabilities	Pre-test NA
Day 2	UN Convention on rights of people with disabilities	a) Reflecting from the first session b) Role play c) Presentation by the teacher: UN Convention on rights of people with disabilities d) QA and discussion	20 minutes 40 minutes 30 minutes 30 minutes	3. Understanding the UN Convention on right of people with disabilities	NA



<p>Day 3</p>	<p>Learning support</p>	<p>a) Presentation by the teacher: Learning support in higher education and availability of support services for students</p> <p>b) Discussion</p> <p>c) Role play</p> <p>d) Discussion</p>	<p>20 minutes 40 minutes 20 minutes 40 minutes</p>	<p>2. Realizing the relative role in a supportive process: as a liaison officer/coordinator, as a librarian and/or education assistant</p> <p>4. Understanding teaching and assistive strategies for people with disabilities and special needs in a process of education and employment.</p>	<p>N/A</p>
<p>Day 4</p>	<p>Designing and adapting educational materials for different types of disabilities</p>	<p>a) Presentation:</p> <ul style="list-style-type: none"> - Universal Design for learning, designing and adapting educational materials - The role of access liaison officer and the university staff in ensuring support for students and teachers with special needs <p>b) Group Work - Practical Activity: In the small groups adapt the presented course materials for students with</p>	<p>20 minutes 60 minutes 40 minutes</p>	<p>2. Realizing the relative role in a supportive process: as a liaison officer/coordinator, as a librarian and/or education assistant</p> <p>4. Understanding teaching and assistive strategies for people with disabilities and</p>	<p>N/A</p>



		<ul style="list-style-type: none"> - Visual Difficulties - Hearing Difficulties - Dyslexia - Physical needs - Mental issues <p>c) Presentations</p>		special needs in a process of education and employment.	
Day 5	Virtual environment and assistive technologies	<p>d) Presentation: Assistive technologies</p> <p>e) Discussion</p> <p>f) Presentation: E-learning, E-accessibility</p> <p>g) Group work and application of the presented material</p>	<p>20 minutes</p> <p>40 minutes</p> <p>20 minutes</p> <p>40 minutes</p>	<p>5. Software and hardware awareness and use</p> <p>6. Application skills of some softwares available and relevant for the target group</p> <p>7. Interest and need assessment knowledge and basic practical skills</p>	N/A
Day 6	Developing institutional policies for accessibility	<p>a) Post-test</p> <p>b) Group work- familiarization with the policy documents of other universities.</p> <p>c) Discussion about approaches, services and wording</p> <p>d) Drafting and editing university policy about accessibility</p>			N/A



TRAINERS GUIDE		
Activity title (exact list of lesson activities)	Activity description (detailed description of trainers activities)	Suggested materials
Day 1. The social and medical model of disability	<ul style="list-style-type: none"> • Start the session with an icebreaker helping the participants to get acquainted and reveal their attitude towards disability issues • Questions for group discussions. Brainstorm the following questions and then summarize yourself with the theoretical definition: What are the rights of people with disabilities? How to speak on disability issues? • Presentation by the teacher (See PPT: Class 1. The social and medical model of disability) • Group work – Divide the participants into two groups: I group identifies definitions to PWD from the perspective of medical model, and the II group from the perspective of social model, and then they make presentations. 	PPT 1. The social and medical model of disability
Day 2. UN Convention on rights of people with disabilities	<ul style="list-style-type: none"> • Teacher asks the following questions to reflect upon the first session: • What is inclusive education? • What is reasonable accommodation? • What is individual needs assessment? • Equal rights and accessibility for people with disabilities, • Role Play– One of the participants covers his eyes and plays the role of a blind student, the other becomes his peer classmate. They try to enter the class, find their seat, and write something on the board. At the end the trainer asks about their feeling, attitude change. • Presentation: The teacher presents the UN Convention on rights of people 	PPT 2: UN Convention on rights of people with disabilities



	with disabilities(See the PPT: Class 2: UN Convention on rights of people with disabilities)	
Day 3.Learning support	<ul style="list-style-type: none"> • The teacher presents the material (PPT 3. Learning support) and initiates a discussion • Role play. Training Participants will experience the difficulties caused by various types of visual impairments by using various tools and resources in a university auditorium and halls. To experience the needs of persons with visual impairment the resources are used, such as: white canes – Hoover Canes, simulative eye-glasses and so on. The training participants have an opportunity to move around while using the mentioned tools. 	PPT 3. Learning support
Day 4.Designing and adapting educational materials for different types of disabilities	<ul style="list-style-type: none"> • The teacher presents the material (PPT 4. Designing and adapting educational materials for different types of disabilities) • Group Work - Practical Activity: In the small groups participants should the presented course materials for students with (i) Visual Difficulties, (ii) Hearing Difficulties, (iii) Dyslexia, (iv) Physical needs, (v) Mental issues • The groups present the outcomes 	PPT 4. Designing and adapting educational materials for different types of disabilities
Day 5. Virtual environment and assistive technologies	<ul style="list-style-type: none"> • The teacher presents Assistive technologies (PPT 5. Virtual environment and assistive technologies) • The teacher initiates a discussion on assistive technologies, the availability in Armenian higher educational institutions and challenges • Presentation:E-learning, E-accessibility (PPT 5. Virtual environment and 	PPT 5. Virtual environment and assistive technologies)



	assistive technologies) <ul style="list-style-type: none"> • Group work and application of the presented material in the computer lab 	
Class 6. Developing institutional policies for accessibility	<ul style="list-style-type: none"> • The Post-test is conducted for measuring the student achievement through the course and then the results are compared to pre- test • The teacher distributes policy documents of other universities (national and international) on accessibility and inclusive education • The teacher initiates discussion about approaches, services and wording used in the distributed documents • The participants drafting and present university policies about accessibility 	
Presentations:	Trainer Conducts a presentation on the basis of pre-prepared overheads and provides training participants with information about topics presented in learning outcomes.	Internet Sources, Video, and reading materials, stationary and so on.
Plenary presentation	Participants after small group or home assignment are encouraged to presents work result to all participants.	
Video materials	The video and audio materials may be aired to highlight certain ideas and refresh the students	<p>The following video materials are suggested to be used</p> <p>https://youtu.be/FCMq3JdMFn4</p> <p>https://youtu.be/yHMIoTzr7ns</p> <p>https://youtu.be/ogWL7WwK61o</p>



<p>Evaluation</p>	<p>The pre and post test, questions and vignettes are used as the means of verification training efficacy.</p> <p>Pre-test and Post-test content</p> <p>The course is evaluated on the basis of anonymous testing. Participants are given test with course related content and their knowledge and attitudes are evaluated. Only pass or fail options will be available, which will lead to issuance of Certificate of Completion</p> <p>The pre assessment is presented as the series of statement related to the session content and overall rate of success is indicated.</p> <p>The post assessment covers all topics and serves to summarize training outcomes for each participant. The results are summarized and over success rate in indicated.</p>	
--------------------------	--	--

LIST OF SUGGESTED LITERATURE

Course basic Reading Materials

Universal Design

1. Sheryl E. Burgstahler and Rebecca C. Cory,(2008) Universal Design in Higher Education From Principles to Practice
2. David T. Gordon, Jenna W. Gravel, and Laura A. Schifter, foreword by Martha L. Minow (2009) A Policy Reader in Universal Design for Learning
3. William Lidwell, Kritina Holden, Jill Butler ,(2010) Universal Principles of Design, Revised and Updated: 125 Ways to Enhance Usability, Influence Perception, Increase Appeal, Make Better Design Decisions, and Teach through Design.
4. Sheryl Burgstahler, **Universal Design in Education: Principles and Applications, An approach to ensure that educational programs serve all students**, University of Washington Copyright©2012.DO-IT. From http://www.washington.edu/doit/Brochures/PDF/ud_edu.pdf revised November 2013.
5. CAST (2011). Universal Design for Learning Guidelines version 2.0. Wakefield, MA: Author.
6. Quest of Learning Partners, '*Disability Awareness : Module 3 Language and Etiquette, Module 4 Disability – Understanding the Issues*', Quest of Learning Retrieved November 10,2013, from <http://www.questforlearning.org/html/teachers.html>



International classification of functioning

1. UN, 2010, Report of the Committee on the Rights of Persons with Disabilities
2. WHO , International Classification of Functioning, Disability and Health (ICF-10) 2001.<http://www.who.int/classifications/icf/en> 12.12.2013.

Learning difficulties

1. Loftus T.(2009) Supporting Students with Dyslexia, ahead
2. DAWN, NAIRTL (2008) “Guidelines for Academic Staff Teaching Students with Disabilities”. Retrieved From http://www.dcu.ie/sites/default/files/students/disability/word/dawn_teaching_guide_for_academics.pdf on 11.12.2013
3. Oblinger D.G Ed.Learning Spaces (2006), Retrieved from <https://net.educause.edu/ir/library/pdf/PUB7102m.pdf> on 12.12.2013
4. KinaLearn.com: How a Dyslexic Brain Works - A Simple Demonstration [Fromhttp://www.youtube.com/watch?v=Z2CijD1gEiE](http://www.youtube.com/watch?v=Z2CijD1gEiE)On 09.12.2013.
5. [Dyslexia international.com : Dyslexia and Perception](http://www.youtube.com/watch?v=TxArvSNpx80), From <http://www.youtube.com/watch?v=TxArvSNpx80>On 09.12.2013.

Making excellenceinclusive

1. **ThomasL. and MayH.(2009), Inclusive learning and teaching in higher education.From http://www.heacademy.ac.uk/assets/documents/inclusion/InclusiveLearningandTeaching_FinalReport.pdf on 21.01.2014**
2. WilliamsA.D., Berger J. B. , McClendon S. A. “Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions” (2005). The Association American Colleges and Universities. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.129.2597&rep=rep1&type=pdf>on 14.01.2014
3. The National Post-Secondary Education Disability Network Incorporated. New Zealand Code of Practice for an Inclusive Tertiary Education Environment for Students with Impairments, **from <https://www.fmhshub.auckland.ac.nz/4/3/files/kiaorite-codeofpractice-1.pdf>.**
4. Fry, H., Ketteridge, S., & Marshall, S. (Eds.). (2009) *A handbook for teaching and learning in higher education: enhancing academic practice*, (3rd ed.). New York: Rutledge; revised from <http://122.129.75.35/articles/0415434637.pdf> on 19.02.2014.



Public Attitudes and Views towards People with Disabilities

1. Providing public services to people with disabilities, A Self-Study Guide, The National Disability Authority from <http://elearning.nda.ie/>

Physical Disability

1. **UCCS Diversity Summit 2013 Dr. Rosemarie Garland-Thomson** from <http://www.youtube.com/watch?v=G2HeKpYdc3Y&list=PLW8x9svgCihA1Icj5kpAyNbwogCqMbukn>