

Applying a Universal Design for Learning approach to Resource Lists: using audiobooks and screenreaders to remove barriers to engagement with reading

Focus group discussion capturing your thinking.

MICHELLE JUN 28, 2019 10:18AM

Accessibility Aps

Ideas

Identifying app and exploring variety apps and their purpose.

Glossary apps

Time needed to explore and play

Revisit apps to ensure we consolidate

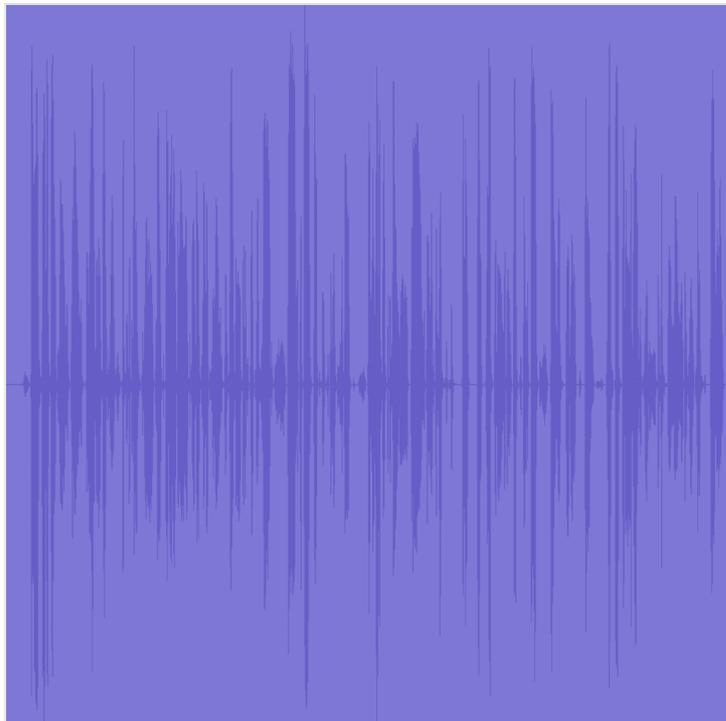
Reliability and troubleshooting

Some online books are not compatible with apps e.g. AT bar

Over reliance on apps

Training program

Peer learning/collaboration



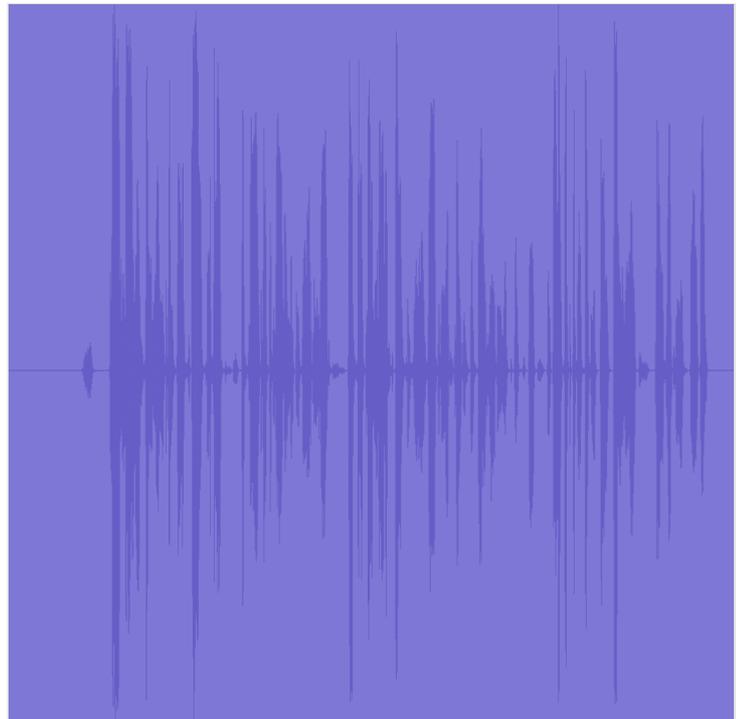
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More training and time

Do not make assumptions that they know how to use apps



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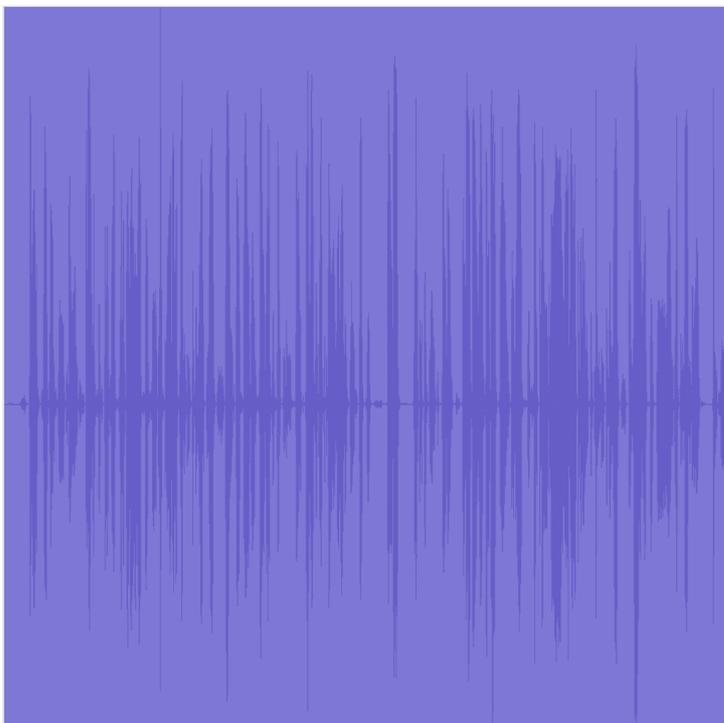
Questions and so what reflections ?

Feelings and Experiences

Fear of using it/lack of confidence

Frustration

Inadequate wifi



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So what question and reflections from the researchers

Having looked at your responses here as a focus group we would be interested in drilling down into some of your responses to ensure that we have understood these.

1. In your responses you stated that you had a concern about students becoming over reliant on the use of the Aps - could you add some more detail here and expand on what your concerns were and where these originate from.

2. What are your concerns about the reliability of the Aps? It would be interesting and helpful to have more specific detail here.

Question 2 concerns on reliability of Aps

Wifi is not always working to support access and not all students have suitable mobiles or room on their mobile to download new Aps

1.Using apps with students has to be beyond 'ordinary'-user confidence/competence as the tutor needs to know what to do if student is having difficulties with the app - ie. the tutor needs to be able to 'trouble-shoot' for student.

2. It would be interesting to see if there is any research on whether apps develop vocabulary in the same way as sight reading. Would reliance on apps hinder or develop students' reading skills - ie. comprehension and criticality? Is there

1. When using apps with students the tutor needs to be beyond 'ordinary'- user levels of competence so that they can troubleshoot when a student is having difficulties with the app.
2. it would be interesting to know whether there is any research on whether reading with an app develops vocabulary in the same way as sight reading. Is there any research on whether reading apps hinder or enable comprehension and criticality? Following an academic article via the spoken word is a different set of skills to following a novel being read aloud - is there any research on this?

Reading Plans

Ideas

Students need to see purpose of the reading plan.

Follow up strategies for set reading e.g. quizzes/comprehension tasks on set reading.

Explicit to learning outcomes.

Opportunity to reinforce the UDL principles.

Empower students to own their reading plans- stretch and challenge to explore own reading material that is relevant.

Reading plans embedded into PAT

Pre course reading plan for preparation

University of Worcester
Study skills advice sheet >>>

Reading efficiently

This Study Advice Sheet introduces you to some basic reading skills that can help you read more efficiently and enable you to get the most from your reading.

We read for a number of reasons:

- Reading for essays
- Reading for reports
- Reading for tutorials
- Reading for revision
- Reading for understanding

There are several skills involved with the reading process, including:

- The actual reading itself
- Prioritising the information you find
- Recording that information in a useful way

Reading for different reasons

We read for many different reasons and for many different purposes. The reading that you do for your studies is often different from reading for leisure. Perhaps the most important difference is the way in which you actually work through the materials:

- You open a novel at the first page and read right through to the end.
- However, you might only refer to a particular chapter in an academic textbook, or flip through for a diagram or chart containing information.

In each case you are reading for different reasons.

Contents

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Reading_efficiently_2018-19.pdf

PDF document

WWW2.WORC.AC.UK

Feelings and experiences

Have not used a reading plan specifically, it has been embedded into weekly teaching.

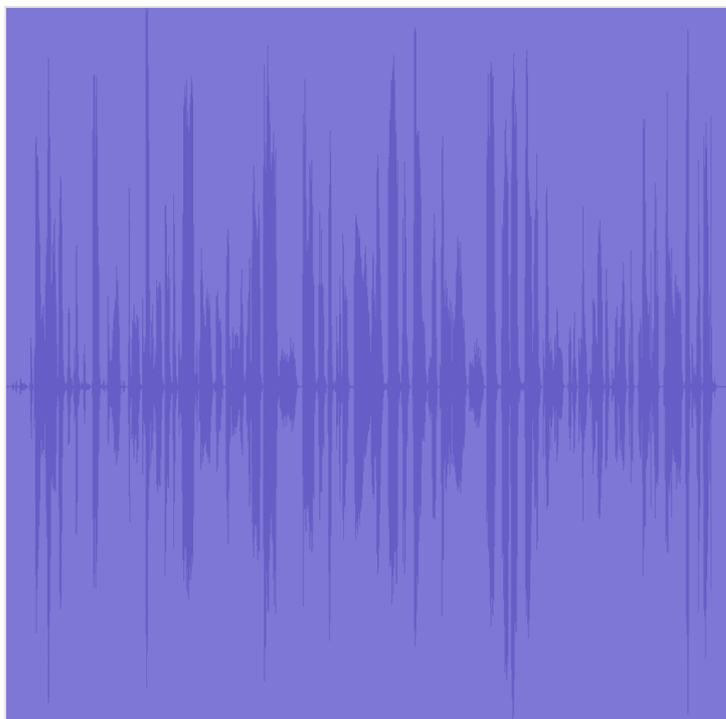


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Questions and so what questions ?



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So what questions and reflections from researchers

Having looked at your responses please could you add more detail to your responses here

1. Why have you not used reading plans before ?
- 2, How could you use a reading plan with students in enabling them to own their reading approaches ?
3. How could a reading plan / reading be linked to the LO's ?
4. In what ways do you feel team teaching strategies could be developed to support the use of reading plans?
5. Your responses suggest that the PAT system could support students reading approaches. In what ways do you see this occurring?

responses to

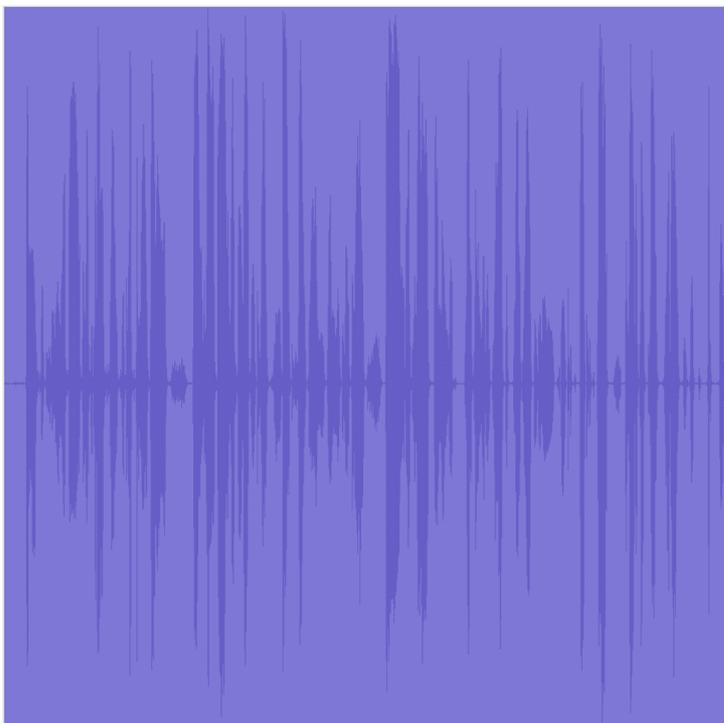
1. time to put a reading plan in place to support the module SOW which includes reading it yourself so you know what aspects you are supporting.
- 2./3 by linking to the LO will support students to own their reading by seeing the how the reading supports their learning. specific chapters would need to be quoted within the lessons to show the relevance.
- 4, time for all tutors to read for themselves specific chapters and then discuss with other tutors teaching the same modules as to how a piece could support certain topics, thus spreading the load
5. Use of SWOT on feedback from assignments where it may highlight more research needed and suggest strategies to use such as skimming and scanning so they don't think they have to read the whole book!

Reading plans with students support to plan when they will read the specific texts in the module outline weekly session, (identified reading) and resource lists. The purpose is to help students recognise that reading needs to be planned in the same way as assignment writing.

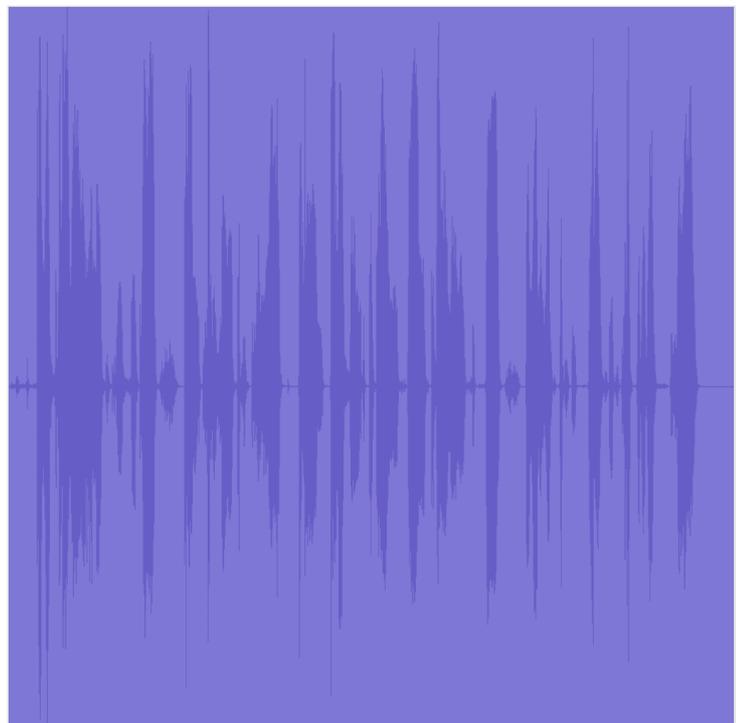
Embedded teaching

Ideas

- Follow up strategies for set reading e.g. quizzes/comprehension tasks on set reading.
- Explicit to learning outcomes.
- Plenary triangle
- Embedding personal goals through PAT and critical self reflection.
- Increased use of technology e.g. phones (accessibility)
- Rethink and read aloud strategy
- Maintaining choice
- Spiral
- Kahoot
- Menti meter
- QR codes on powerpoints



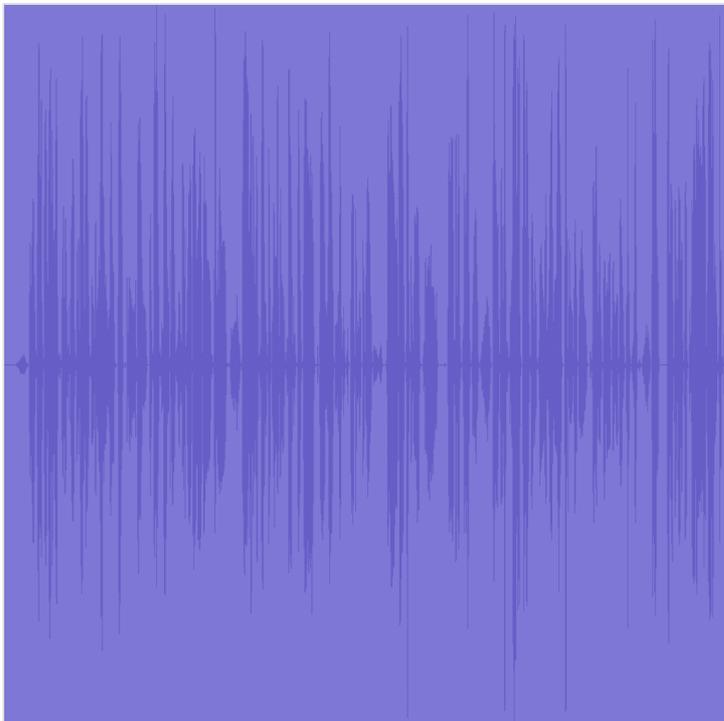
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Feelings and experiences

Confidence and faith in ICT facilities Having time for each app
Regular training
Knowing your learners/group profile



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Questions and so what questions ?

Thoughts about the way forward will be useful here

So what questions and reflections from the researchers

1. Within responses you state personal goals - can you clarify if this is purely around students reading for their degree ?
2. What do you see as the PAT's role in aiding self - reflection for students around their reading?
3. What would choice within a resource list look like ? It would be interesting and helpful to have your views and insight here.

responses to

1. personal goals to achieve their degree and reading will support deeper understanding and higher grades and prepare for next level
2. most of the time students think they have to read every book from cover to cover so supporting reflecting on how to use reading effectively
3. specific chapters available on line to read or listen too. Short Journal articles

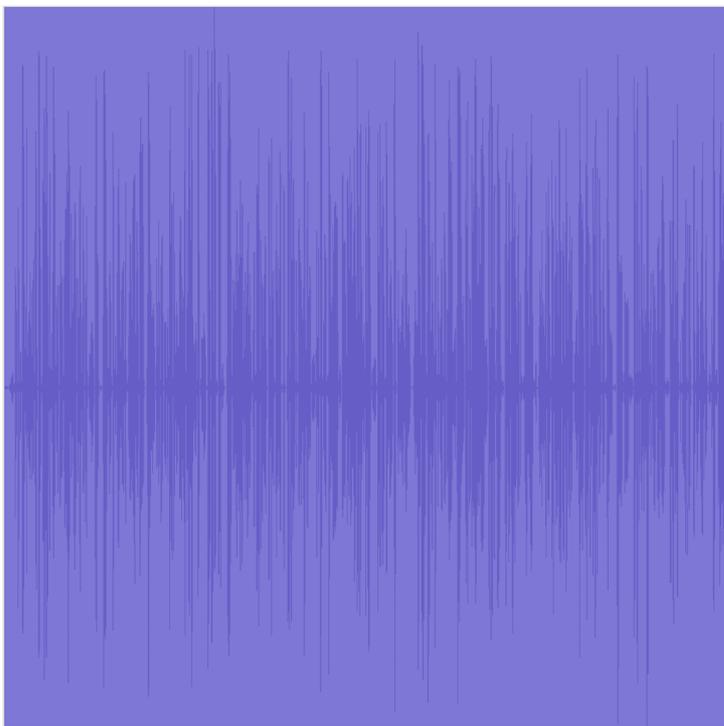
If each student had a personal reading plan, their goals in relation to achieving each part of their reading plan could be reviewed with the PAT - ie. in a supportive way to help overcome/work around barriers to reading.

Other/audio books

Ideas

Any ideas as to the potential value to both lecturers and tutors.

This is the place to post any questions that you might have about the research project



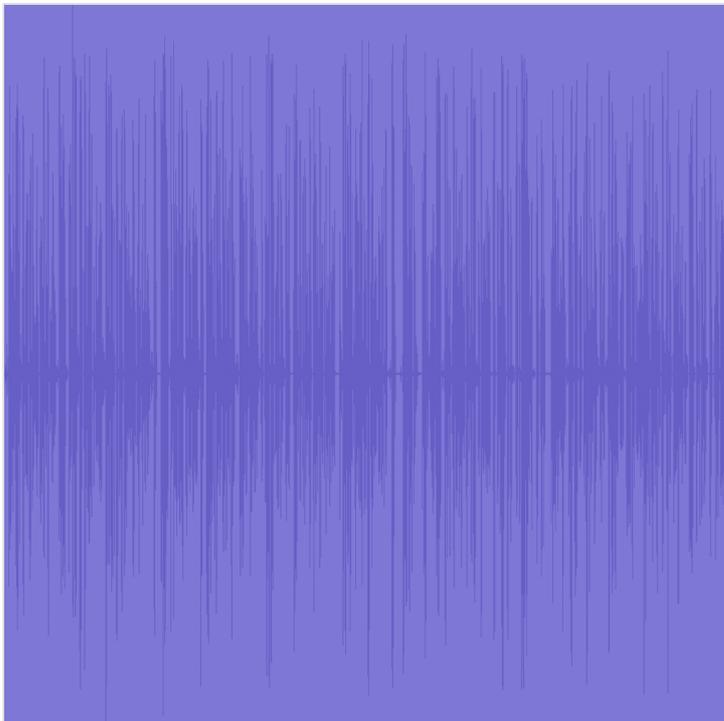
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Experiences and feelings

Here is the place where you can outline the differences and feelings that you might feel about accessibility in this area.. Why aren't students reading like I had too ?



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So what questions and reflection from researchers

Having looked at the gaps in the data here - did you run out of time or unsure about the question or your responses. Please could you re- look the question or respond here for further support or clarification.

further support required as feel like repeating responses

Students are developing a different approach to reading as e-books and pdfs enable the identification of specific words in texts, therefore they can 'speed read' for references rather than reading sections or chapters. However, is it a myth that students used to read more in the past? There were students who enjoyed reading but there were just as many students who read the minimum for the grade they wanted. Considering my current students, I think curiosity is the key; I can see students whose curiosity lead them to read a whole article and follow it up with further research - they are 'thirsty for knowledge' rather than just reading for assignments.

Furthermore, should this research project look at the difference between full-time and part-time students- I would expect full-time students to have more time for reading.

Questions and so what ?

