

# JISC TechDis workshop 2 of 2

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## **Trying out new technologies to enhance teaching, assessment and inclusivity**

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Fair For All: Practical Strategies for Equality and Inclusivity, De Montfort University



# The JISC TechDis Advisory Service

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- JISC TechDis supports the education sector in achieving greater accessibility and inclusion by stimulating innovation and providing expert advice and guidance on disability and technology.
- JISC TechDis:
  - Advises funding bodies and policy makers.
  - Provides guidance to strategic partners & intermediaries.
  - Provides advice for management, front line & specialist staff.
  - Provides effective resources for practitioners.



# Holistic Approach to Accessibility

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- We believe it is best practice to take a holistic approach to accessibility.
- Do not be afraid to add value in different ways for different learners – everybody doesn't have to access the same information in the same way, as long as the learning outcomes are met and the experience is broadly equivalent.
- Broadening the range of what is offered will increase accessibility overall, despite specific barriers that may arise.
- [http://www.techdis.ac.uk/index.php?p=2\\_1\\_11\\_8](http://www.techdis.ac.uk/index.php?p=2_1_11_8)



# Staff Development & Support

- TechDis Online services [www.techdis.ac.uk](http://www.techdis.ac.uk)
- Community site [www.techdis.ac.uk/community](http://www.techdis.ac.uk/community)
- Accessibility Essentials [www.techdis.ac.uk/accessibilityessentials](http://www.techdis.ac.uk/accessibilityessentials)
  - 1. Making your computer work better for you
  - 2. Producing Word documents that are more inclusive
  - 3. Producing inclusive PowerPoints and presentations
  - 4. Making PDFs as accessible as possible
- Staff packs [www.techdis.ac.uk/staffpacks](http://www.techdis.ac.uk/staffpacks)
- Free Software [www.techdis.ac.uk/getfreesoftware](http://www.techdis.ac.uk/getfreesoftware)
- Assistive Technologies [www.techdis.ac.uk/getATreport](http://www.techdis.ac.uk/getATreport)
- Case Studies (HEAT scheme) [www.techdis.ac.uk/getheatscheme](http://www.techdis.ac.uk/getheatscheme)



# Conclusions

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- Ambiguous instructions can be difficult to follow.
- Instructions and details should be tested to ensure they work as expected.
- Students with a disability may not be able to react in the expected manner. Students with a cognitive disability may react in an unexpected way – everyone's instinct and interpretation will differ.



So earlier we saw the really simple stuff – what's the next step?

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Technologies you can use [easily] to develop Inclusive Learning

Please note – wherever you are on the spectrum from 'technically savvy' to 'a bit nervous of trying new things', you should find something that works for you (hopefully!)

# Instant Presenter (also Elluminate, Wimba etc)

The screenshot displays the Instant Presenter web interface within a Mozilla Firefox browser window. The address bar shows the URL: <http://present.instantpresenter.com> - "Accessible and engaging learning" Presenter Control - Mozilla Firefox. The interface is divided into several sections:

- Top Bar:** Includes tabs for Presentation, Attendees, Text Chat, and Help. The Audience URL is <http://www.instantpresenter.com/techdisonline18>.
- Left Sidebar:**
  - TechDis Presenter:** A video feed showing the presenter.
  - Presentation Control:** Buttons for Start Session, Time: Unlimited, and Settings.
  - Attendees:** A list of attendees, currently showing "TechDis Presenter".
  - Users Connected:** 1
- Main Presentation Area:**
  - Slides:** A slide titled "Benefits of structured documents" is displayed. It contains a sample document structure with headings like "Planning for heat wave emergencies in Britain" and "Groups at risk".
  - Format like this..:** A text box showing the desired format for the document.
  - To get automatic hyperlinked summaries like this....:** A text box showing the desired format for the document.
  - See Benevolent Bill staff pack for details.**
  - JISC TechDis:** The JISC TechDis logo is visible at the bottom of the slide.
- Bottom Section:**
  - Text Chat:** A chat area with a "Type here to chat..." input field and a "Send to: Everyone" dropdown.
  - Audio Chat:** A section indicating that audio chat is not currently enabled for the audience, with a button to "Enable Audio Chat".

The interface also includes a "Full Screen" button in the top right corner and a "Load Content..." button at the bottom of the slide area.

# Audacity – free sound recorder/editor

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- Simple route into making podcasts
- Good introductory tutorial at <http://www.techdis.ac.uk/getfreesoftware>
- Can add introductory music etc simply to make a professional sounding podcast.
- Have been used as ‘backup’ for lectures, for additional material for listening in ‘dead time’ e.g. on buses, and for adding supporting material e.g. describing current news items of relevance to the curriculum





# Camstudio (with subtitles via MovieMaker)

[www.techdis.ac.uk/getfreesoftware](http://www.techdis.ac.uk/getfreesoftware)

- Choose images to be used.
- Open Camstudio, define 'recordable' area, move cursor, add commentary.
- Volunteer required to demonstrate!
- Save avi file.
- Open file in Windows MovieMaker
- Add subtitles.
- Et voila!



# DSpeech

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- Allows electronic text to be converted into 'automatic' podcasts using a computerised voice.
- Computerised voices aren't for everyone!
- But they do add a degree of flexibility for those who do not like or have difficulty with reading, or who want to listen whilst doing other things.
- Another Demo is available at <http://www.techdis.ac.uk/getfreesoftware>
- [DSpeech Demo](#)



# Robobraille / ReadTheWords

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- Send Word file attachment (blank email and subject line) to [britspeech@robobraille.org](mailto:britspeech@robobraille.org)
- Within a few minutes you get back an audio version of your file.
- [www.readthewords.com](http://www.readthewords.com) – set up a free profile and get a choice of 15 voices
- Paste in text or convert a whole Word, PDF, web page or RSS
- Here are a couple of examples: [Charles](#), [Nina](#)



# LetMeType

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- Word prediction and spell checking facility.
- You can import glossaries of technical terms, and it will learn words as you type.
- More at <http://www.techdis.ac.uk/getfreesoftware>
- [LetMeType Demo](#)



# WINK

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- Produces more flexible presentations, with image selection, flexible audio and captioning, subtitling and so on.
- Demo on [www.techdis.ac.uk/getfreesoftware](http://www.techdis.ac.uk/getfreesoftware) under Visualisation Tools
- [Demo file](#)



# Xerte

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- Xerte is a generator of Accessible Learning Objects.
- Similar concept to CourseGenie but simpler and produces Accessible Learning Objects.
- Full instructions from [www.techdis.ac.uk/getxerte](http://www.techdis.ac.uk/getxerte)
- Ensure you download the Xerte engine AND the TechDis template, the engine alone is complex to use
- Simple template brings in images, audio files, video and flash animations. 'Advanced' template has quiz facilities, 'nesting' of pages etc
- [Example object 1](#), [Example object 2](#)



# Dasher

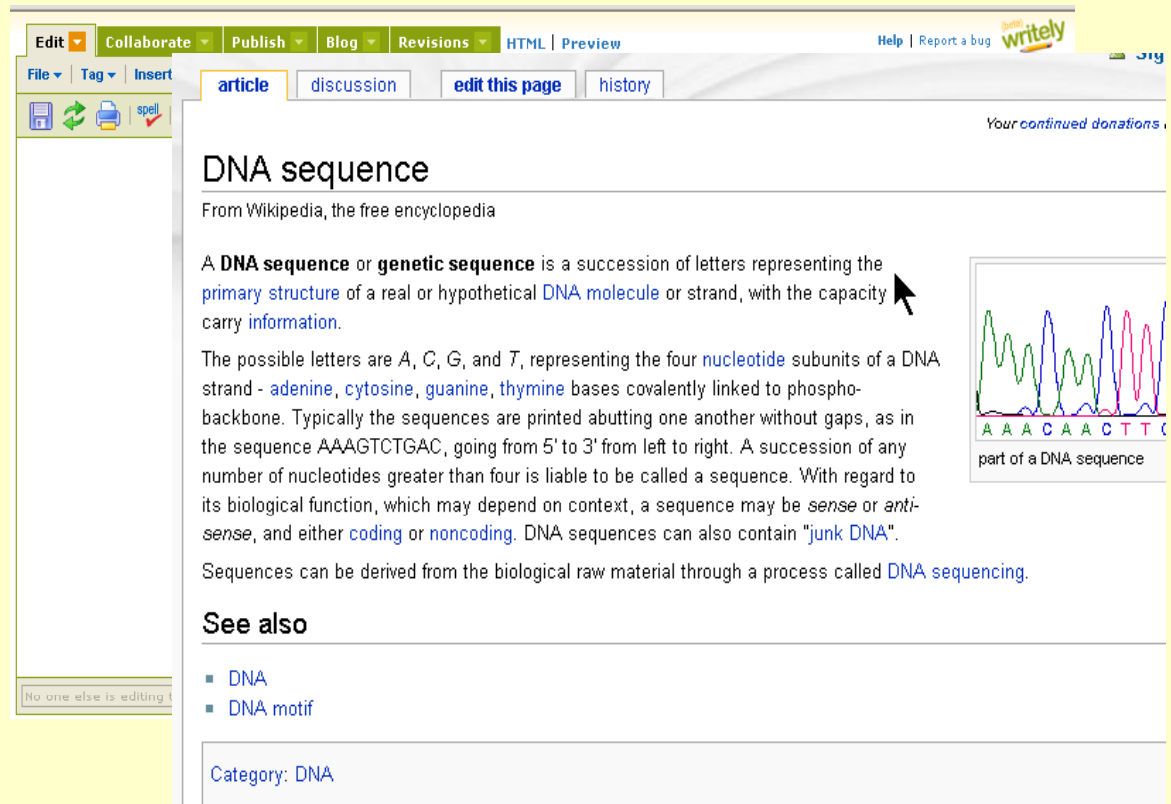
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- A demonstration of Dasher, software that enabled a newly paraplegic staff member to return to work – superb demonstration of the power of assistive technologies



# Collaboration

- Wikis
- Blogs
- GoogleDocs
- Gabbly
- Vyew



The screenshot shows a Wikipedia article titled "DNA sequence". The article is in the "Edit" mode of a wiki interface, with tabs for "article", "discussion", "edit this page", and "history". The article text defines a DNA sequence as a succession of letters representing the primary structure of a real or hypothetical DNA molecule or strand, with the capacity to carry information. It lists the possible letters as A, C, G, and T, representing the four nucleotide subunits of a DNA strand: adenine, cytosine, guanine, and thymine. It explains that these bases are covalently linked to a phospho-backbone and typically printed abutting one another without gaps, as in the sequence AAAGTCTGAC, going from 5' to 3' from left to right. It also mentions that a succession of any number of nucleotides greater than four is liable to be called a sequence, and that sequences may be sense or anti-sense, and either coding or noncoding. DNA sequences can also contain "junk DNA". The article concludes by stating that sequences can be derived from the biological raw material through a process called DNA sequencing. To the right of the text is a diagram showing a DNA sequence with peaks and the letters A, A, A, C, A, C, T, T, T. Below the diagram is the caption "part of a DNA sequence". The "See also" section lists "DNA" and "DNA motif". The "Category" is "DNA".

**DNA sequence**

From Wikipedia, the free encyclopedia

A **DNA sequence** or **genetic sequence** is a succession of letters representing the [primary structure](#) of a real or hypothetical [DNA molecule](#) or strand, with the capacity to carry [information](#).

The possible letters are A, C, G, and T, representing the four [nucleotide](#) subunits of a DNA strand - [adenine](#), [cytosine](#), [guanine](#), [thymine](#) bases covalently linked to phospho-backbone. Typically the sequences are printed abutting one another without gaps, as in the sequence AAAGTCTGAC, going from 5' to 3' from left to right. A succession of any number of nucleotides greater than four is liable to be called a sequence. With regard to its biological function, which may depend on context, a sequence may be *sense* or *anti-sense*, and either [coding](#) or [noncoding](#). DNA sequences can also contain "junk DNA".

Sequences can be derived from the biological raw material through a process called [DNA sequencing](#).

**See also**

- [DNA](#)
- [DNA motif](#)

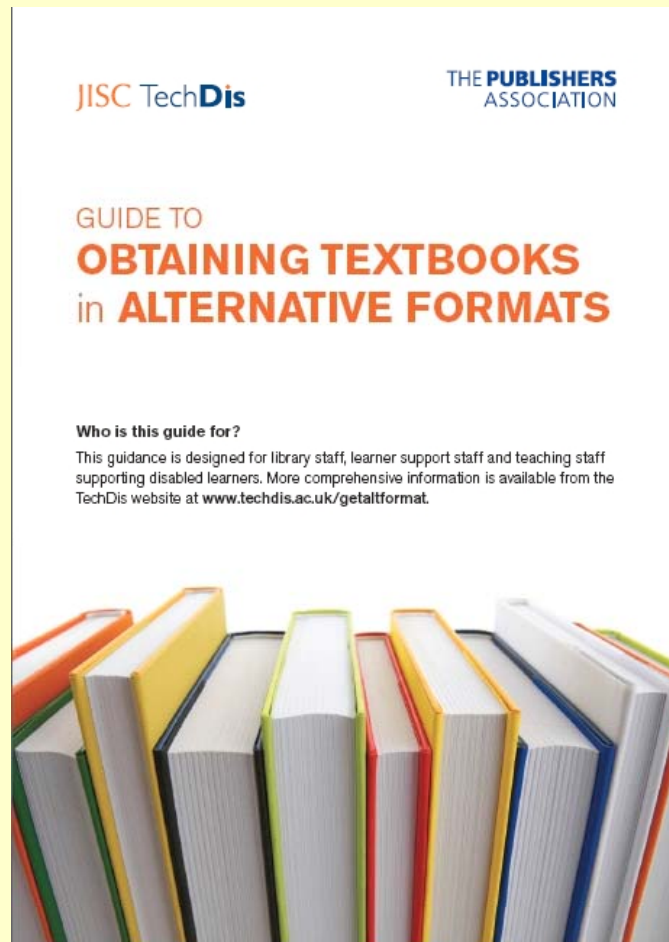
Category: [DNA](#)





# Guide to Obtaining Alternative Formats

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Document created with Publishers Association on how to obtain alternative formats in the quickest and smoothest way.

[www.techdis.ac.uk/getaltformat](http://www.techdis.ac.uk/getaltformat)

Database of contact info for alternative formats at each Publisher:

[www.publisherlookup.org.uk](http://www.publisherlookup.org.uk)



**[http://www.techdis.ac.uk/community/  
course/view.php?id=79](http://www.techdis.ac.uk/community/course/view.php?id=79)**

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