Paving the road to success:
Technology and students with disabilities

By Evelyne Marcil and Catherine Fichten

Many college students with disabilities have to work harder than students without disabilities, and they are often rewarded with results that do not reflect their effort or abilities. Instructors, too, face challenges ensuring that these students perform up to their full potential. The students themselves, teachers and administrators alike often ask what can be done to assist students with disabilities in the classroom.

In a survey of over 300 CEGEP students, the Adaptech Research Network found that virtually all students like it when instructors use technology in class. Be it PowerPoint or videos, students like it all! For example, students feel that PowerPoint presentations add structure to lectures, and when PowerPoint slides are made available online, students are freed from copying what is on the board and can better focus their attention on what is being said in class.

Another technology that works well for all students, particularly for those with disabilities, is videos in the classroom. Although all students like videos, more students with disabilities reported that this technology works well for them. This may be because videos grab their attention, offer a change of pace, illustrate concepts, or address different learning styles. Oftentimes, instructors struggle to find the balance between being an entertainer and an educator, and providing students with the right amount of each. Videos tap into that sweet spot and can be a powerful teaching tool.

Students like using their own technologies in class. Opinion among teachers regarding this practice is divided. Many students surf the web or Facebook during class, and it is well known that students who multitask do so poorly and learn less than those who do not. But for many students, especially those with disabilities, having own technologies in class is an accommodation without which they are disadvantaged. So students with disabilities who need their own tablet, laptop, or phone in class should make sure to ask their instructor to permit them to use it, even when this practice is not generally allowed. If there are difficulties, the college’s office for students with disabilities can help.

All students, and particularly students with disabilities, can benefit from technology in the classroom. So why not use it? The time has come for educators to embrace the harmony between pedagogy and technology and harness its power to enhance students’ motivation and learning.

Evelyne Marcil is a Research Assistant at Adaptech Research Network, Catherine Fichten is the Co-director of Adaptech Research Network. Both are Professors at Dawson College. Other contributors to the article are Laura King, Research Associate at Adaptech Research Network and professor at Cégep André-Laurendeau; Alice Havel, Research Associate at Adaptech Research Network; Mary Jorgensen, Research associate at Adaptech Research Network and CRISPESH; and Jillian Budd, Research Assistant at Adaptech Research Network.

Curb-cuts in the classroom:
French language instruction at Dawson College

By Alice Havel and Susie Wileman

You may be asking yourself “what is the relationship between sidewalk curb-cuts and French language instruction?” Keep reading and you’ll find out. First, let’s talk about curb-cuts. These are often used to describe the concept of Universal Design for Learning; the notion that something specifically designed for users with a disability can benefit others. Sidewalk curb-cuts were built to accommodate wheelchair users, but the benefits have extended to baby carriage pushers, children on tricycles, etc.

Now let’s discuss French. As it is important to be fluent in French, students in English CEGEPs are required to complete two French courses in order to graduate. However, in spite of intensive tutoring, high academic potential and motivation, some capable students with learning disabilities repeatedly fail these courses.

Dawson College’s AccessAbility Centre, responsible for services and accommodations for students with documented disabilities, has long been concerned with the challenges that many students with learning disabilities face in achieving French proficiency. Eligible students receive traditional accommodations and are encouraged to access tutoring through the college’s Centre de Langue Écrite et Orale.

Several years ago, in a collaborative effort between the AccessAbility Centre and the French Department, a further step was taken when a French learning strategist was employed. Through individual sessions, students not only review French course material, but are introduced to cognitive strategies in order to become more efficient and autonomous learners. This support is available to any student referred by their French teacher, based on the student’s identified needs. The outcome is that help is no longer restricted to students with diagnosed learning disabilities. The learning strategist also facilitates an exchange among French teachers regarding effective strategies.

So where do curb-cuts fit in? That’s where two French teachers, Laure Galipeau and Catherine Soleil, enter the picture with their application of Universal Design for Learning. Working alongside the AccessAbility Centre’s pedagogical counsellor, Effie Konstantinopoulos, they have put a range of pedagogical practices into the classroom that benefit not only students with learning disabilities, but all students. In their classes every student has access to a computer with Antidote (French software), a self-editing guide, memory aids and extended time for writing exams. Instructions and texts are read aloud to the class. Students select books at their reading levels. Oral presentations can be submitted in a variety of formats including videos. Weekly journals are handed in but are not graded for spelling and grammar. Visual aids, including graphic organizers, are frequently used. Students develop writing skills by using material they previously wrote, but changing certain components such as the tense or gender. Scaffolding the writing activity in this manner usually results in a better end product and a greater sense of accomplishment.

Students in Galipeau and Soleil’s classes are surveyed at the end of each semester to obtain feedback on the pedagogical practices being implemented. Their students report that they are more confident because they understand what they are learning and are able to apply it. In other words, they find UDL truly makes learning French more accessible.

For information on the UDL French Language Instruction project at Dawson College contact Laure Galipeau at lgalipeau@dawsoncollege.qc.ca.

Alice Havel is a Research Associate with Adaptech Research Network. Susie Wileman is the Coordinator of the Student AccessAbility Centre at Dawson College.