



UD Evolution

Reading Technology Transitions from AT Lab to Entire Campus Community

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Overview

- I. Overview of our guiding principles
- II. Funding Resources
- III. Reading Technology Pilot
- IV. Pilot led to bringing Reading Technology out of the lab and into the hands of the entire campus community.



Concepts & Principles that Guide Our Philosophy


- Universal Design
 - Universal Design for Learning
 - Multisensory Learning Approaches



Universal Design


“UD is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.”

-Center for Universal Design
North Carolina State University




Principles of Universal Design

- Equitable Use
- Flexibility in use
- Simple and intuitive use
- Perceptible information
- Tolerance for error
- Low physical effort
- Size and shape for approach and Use




Universal Design for Learning

- Multiple Means of Representation
- Multiple Means of Expression
- Multiple Means of Engagement




Multisensory Approach to Learning

- **Wanted to focus on technology that encourages a multisensory approach to learning**
 - Leads to improved learning for all
 - Dovetails with UD principles
 - Highly desired by this generation of traditional college students (millennials)



Starting Point- Spring 2005

- **Reading Technology Available**
- **Limited Access for Students**
 - Location
 - Only Available to Students with Disabilities
- **Knew we had a LONG way to go!**



Step 1: Funding

- **Applied for a Meredith College Diversity Council TEAM Grant (Spring 2006)**
 - Together Everyone Achieves More
 - focused on Universal Design benefitting all users
 - Annual Grant
 - Averages \$250-\$1500
- **Received \$1200**

Step 2: Pilot Study- Planning


- **What we wanted:**
 - To focus on Reading Technology (RT)
 - Technology that embodied UD/UDL principles
 - Technology that encouraged multisensory learning
 - RT needed to be more widely available
 - Didn't want to focus just on students with disabilities.
 - Participation of a diverse group of students
 - Various learning styles
 - With disabilities & without disabilities
 - Various class distribution

Step 2: Pilot Study- Planning

- **Other Considerations**
 - Budget
 - Timeline (Fall 2006 & Spring 2007)
 - Types of Reading Technology to assess?
 - Partnerships with others
 - Meredith's system & demographics
 - Meredith's laptop program
 - Timing of other projects on campus
 - Where to house these programs?


Step 3: Learning Technology Lab

- **Timing was crucial!**
 - Lab in one academic building was removed
- **Partnership with Technology Services made this happen.**
 - 6 recycled computers, desks, chairs
- **Disability Services was in process of moving—space was available**
 - Located on the same hall as Disability Services



Step 4: Choosing Reading Technology Programs


- Decided to compare the basic & the expansive
- Other considerations
 - voices
 - importing text
 - ease of use
 - flexibility
 - Conversion to mp3
- Partnered with companies
- Purchased copies of both and loaded them in the lab



Step 5: Pilot- Designing

GOALS

1. Orient participants to the purpose and benefits of Reading Technology.
2. Train participants to use the Reading Technology programs effectively and efficiently.
3. Obtain feedback about Reading Technology programs from participants in order to guide future funding and availability.



Step 6: Pilot- creating a Blackboard@course

- Outlined Expectations
- Two modules– one for each program
 - Series of training videos for each module
- Discussion Board
- Survey
- Resources

Outlined Expectations

Thank you for participating in the Reading Technology Pilot program! We hope that this training experience will provide you resources to enhance your academic skills. This program should help to make you a more effective student!

During this training you will be learning about two different reading software programs- basic and **WYNN**. You will find many differences between these programs. In addition to becoming trained to use both programs, we will be asking for regular feedback. We want to know what you think! Be honest. The more feedback we get the better. The knowledge you provide will assist us in obtaining funding for future technology.

Before you begin the pilot, please take a few moments to review the following:

- You are asked to choose a textbook or two from one of your current academic courses to use throughout the training process. (Enrolled in EDU 241 - Intro to Instructional Technology)
- Choose a course in which there is a significant emphasis on the text. **Please note:** your textbooks will most likely need to be scanned in order to be used with the reading software. (Does not apply to students enrolled in the EDU 241 course.)
- You will complete the **Reading Request Form** and the **Textbook Scanning Agreement Form** and turn these in to 201-A Carroll Hall. (Does not apply to students enrolled in the EDU 241 course.)
- Once your book has been scanned, you can begin the Reading Technology Pilot.

Outlined Expectations cont.

You will be asked to use the reading software a **minimum** of 30 minutes per week using the scanned textbook. The reading software is located in the **Learning Technology Lab** in 210 Carroll Hall.

- Please sign in on the log sheet in the lab, each time you visit.
- You will enroll yourself in the Reading Technology Pilot site on Blackboard- **UURPILOTS07**

There will be training modules on BB for both basic and WYNN. Each training section of the module will build upon the one before. You will be asked to complete both modules as a part of this training. Start with module one- basic.

Follow the procedures below for both the basic Module and the WYNN module:

- First, watch the training videos located under **Student Guide** on the BB course site.
- Then, spend a **minimum of 30 minutes** each week using the reading software in the Learning Technology Lab in 210 Carroll Hall.
- (The lab is open until 11:00pm daily. After 11:00pm, you may stay, as long as you have someone with you. Campus Police will let you in if it is locked.)
- Please submit your comments on the **software** to the **discussion board** located on the BB course site after **each 30 minute session**.
- Use the **scanner** and the **microphone** features and submit your comments to the **discussion board** located on the BB course site.
- Complete the **online survey** after you complete each Module. You will find the link to the survey under the Survey button on the BB course site

Two Modules: Basic & WYNN


READING TECHNOLOGY PILOT (UURPILOTS07) - TRAINING MODULES

Module 1

- Tutorial Section I Video
- Tutorial Section II Video
- Tutorial Section I Script
- Tutorial Section II Script


Module 2 WYNN

- Tutorial Section I
- The following link brings you to Digital Locker where you will need to log in to view the video: http://files.marshall.edu/cythsosoft/vebal_sx78607_1
- Tutorial Section II
- The following link brings you to Digital Locker where you will need to log in to view the video: http://files.marshall.edu/cythsosoft/vebal_sx78705_1
- Tutorial Section III
- The following link brings you to Digital Locker where you will need to log in to view the video: http://files.marshall.edu/cythsosoft/vebal_sx78820_1
- Tutorial Section IV
- The following link brings you to Digital Locker where you will need to log in to view the video: http://files.marshall.edu/cythsosoft/vebal_sx81321_1
- Tutorial Section V
- The following link brings you to Digital Locker where you will need to log in to view the video: http://files.marshall.edu/cythsosoft/vebal_sx82024_1
- Tutorial Section VI
- The following link brings you to Digital Locker where you will need to log in to view the video: http://files.marshall.edu/cythsosoft/vebal_sx83087_1
- Tutorial Section VII
- The following link brings you to Digital Locker where you will need to log in to view the video: http://files.marshall.edu/cythsosoft/vebal_sx83094_1



Step 7: Pilot- advertising & enrollment


- Advertised to DS students
 - Posters
 - Asked students individually
- Advertised to across campus
 - Posters
 - E-news on website
 - Word of mouth
- Personal connections to faculty and staff
 - Partnership with Education faculty
 - EDU 241: Instructional Technology course
 - Resident Technology Assistants (RTA's)



Step 8: Implementation

Participants were expected to:

- Explore two different programs housed in the lab
- Enroll in the Blackboard course & follow the instructions
 - Begin with Module 1 - watch the training videos
 - Use the program for at least 30 min
 - Post questions on the discussion board
 - Complete survey at end of module
 - Repeat with Module 2



Step 8: Pilot- Implementation

Each student was provided with the following:

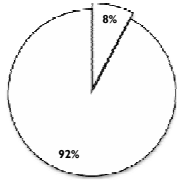
- A short training by us before enrolling into the blackboard course
 - Intro to RT, overview of UD
 - Communicated expectations
 - Short demo of each program
- One e-text for at least one of their current courses
 - Signed a copyright agreement
 - Received permission from pub for EDU 241 text

Pilot Results

- 52 students participated
- 92% report no disability impacting reading

Students' Disability Status

▣ disability impacting reading ▣ no disability



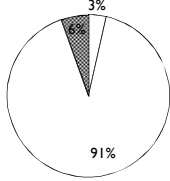
Disability Status	Percentage
no disability	92%
disability impacting reading	8%

Pilot Results

- 91% were required to participate for class

Participation in Pilot

▣ voluntary ▣ required for class ▣ RTA



Participation Type	Percentage
required for class	91%
voluntary	3%
RTA	6%

Pilot Results

- Ease of Use
 - 72% of participants found basic program easy or very easy to use
 - 83% of participants found WYNN easy or very easy to use

Pilot Results

- Would you continue to use the program upon completion of the pilot?

	BASIC	WYNN
YES	47%	52%
NO	53%	48%

- Reasons why students would not continue use
 - Both surveys: found it inconvenient to come to the lab
 - Basic: did not like the voices
 - Both surveys: did not see a need for it in their academic work

Pilot Results

Which program students thought was a better fit for their needs?

Basic WYNN

Program	Percentage
Basic	79%
WYNN	21%

Pilot Results


What students said about WYNN

“WYNN is extremely useful. It has more ‘human-like’ voices and is really easy to understand. I like how I can multi-task while using it!”

“I like being able to take notes, organize and highlight text as I read!”


“Having the words read aloud helps to keep me focused and there are lots of options to personalize it to my learning style”

“I loved using the internet and microphone using WYNN”




Step 9: Pilot-Reporting Results

- Reporting results to
 - Diversity Council
 - Annual report
 - Dean of Students
 - New Head of Technology Services (CIO)
- Expressed our goal to work towards having increased availability of WYNN across campus




Step 10: Partnerships

- Technology Services/CIO
 - to share our long term goal to move RT out of the lab and onto every computer on campus
- Freedom Scientific
 - Feasibility
 - Media




Step 11: Campus Wide License

- Standard Load
- Marketing
 - External- media relations
 - Internal- students, faculty, staff
- Training
 - Blackboard site
 - Series of 1-hour training sessions
 - Individual tutorials
 - Weekly tutorial/problem solving hour




Step 12: Acquiring a Scanner

- Copy Center
- Technology Services
- Associate VP, Chair of Diversity Council



Step 13: Staffing

- Results from Pilot were included in proposal for additional Disability Staff
- New DS Counselor/RT Specialist- July 08
- Considerations:
 - Workflow
 - Scanning
 - Questions/Problems




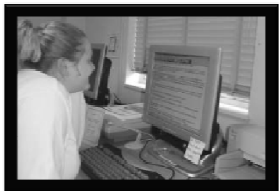
Partnerships are Key

- Diversity Council
- Technology Services
- Academic Departments
- Faculty & Staff
- Students
- Dean of Students
- Freedom Scientific
- Marketing Department

Suggestions

- Look for opportunities to partner with others with common goals
- Outside funding resources
- Pay attention to timing
- Do research-numbers speak louder than words!
- Student input

WYNN in Action



Meredith's Learning Technology Lab

Resources



THANK YOU!

CONTACT US ANYTIME

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