



# WP1 TASK 1.6.

## Collection of good practices with regards to efficient policies and pedagogical approaches

Main Authors for the deliverable:

Partner No	Name of partner organization	Main authors
P8	University of Latvia	<ul style="list-style-type: none"><li>• Prof. Linda Daniela</li><li>• Artā Rūdolfā</li><li>• Astra Rūdolfā</li></ul>

History of Changes:

Date	Version	History of change
11.12.2021	v1	Artā Rūdolfā and Prof. Linda Daniela, University of Latvia Document preparation
27.01.2022	v2	Astra Rūdolfā, University of Latvia Improvement of the document with comments and other necessary information
07.02.2022	v3	Artā Rūdolfā and Prof. Linda Daniela, University of Latvia Improvement of the document with comments and other necessary information
08.03.2022	v4	Artā Rūdolfā and Prof. Linda Daniela, University of Latvia Final document

**Country:** Latvia

Version 4.0, Date 08.03.2022



INTRODUCTION.....	2
MAPPING.....	4
WHAT BARRIERS DOES IT HELP TO OVERCOME? .....	8
1. Technological .....	8
2. Organisational.....	9
3. Educational .....	9
4. Learning process (methods).....	9
5. Social .....	9
6. Physical.....	10
7. Psychological.....	10
8. Multiple barriers .....	10
CONCLUSIONS.....	11
ANNEX.....	11



## INTRODUCTION

Assistive technology ( AT) includes hardware or software that assists a person with a disability in using the digital opportunities, it may help meet the educational needs of students with disabilities. Technology has the potential to significantly transform the lives of individuals with disabilities by helping them function independently and facilitating their involvement in society (Reham, 2021). Assistive technology helps bridge the gap between students with learning disabilities (LD) and their peers without LD. However, this implies a need for teachers to become well-trained and proficient in the use of AT.

As part of the project, starting work on the collection of good practices in June 2021, all partners involved in the project started collecting good practices. In order to cover the whole field that is important for improving the quality of diversity education during the research, the work is divided and focused on three target groups / three levels. It is the work on the collection of good practices and the analysis of data that makes it possible to look at existing experiences in different countries in relation to all target groups and at all levels, but with a particular focus on the *international level*.

These address for example:

- Example inclusive HEI policies e.g. provided by diversity, equity and inclusion departments
- Inclusive administrative practices
- Accessible learning environment
- Accessible teaching approaches
- Accessible learning content
- creation of accessible course material for higher education (course material can consist of html-based learning material, printed documents, electronic documents, excel sheets, PowerPoint presentations, MSOffice, Libre Office, Open Office, etc.).
- Accessible documents & multimedia
- Accessible PDF documents & eBooks
- Accessible Web – Introduction
- Accessible Web – WCAG 2.1 Part I (Guidelines 1.1 – 1.3)
- Accessible web – WCAG 2.1 Part II (Guidelines 1.4 – 2.2)
- Accessible web – WCAG 2.1 Part III (Guidelines 2.3 – 2.5)
- Accessible web – WCAG 2.1 Part IV (Guidelines 3.1 – 4.1)
- Accessible web – Automatic checking tools
- Accessible software, mobile apps, self-service terminals, etc.



- Accessible design & inclusive design processes
- Creation of accessible OERs (toolkits, guidelines, etc.)
- Creation of accessible MOOCS (toolkits, guidelines, etc.)

To accomplish this task, the project team, after reviewing various proposals and trying out several digital tools, chose to stick to a proven and well-known questionnaire tool that was known to both European partners and Asian project partners - Google Forms. The criteria were developed based on the advice of various education and inclusive education professionals working on the project. It was planned to collect at least 200 good practices within nine months and to perform their analysis by March 2022.

The good practices collection tool is available via:

[https://docs.google.com/forms/d/e/1FAIpQLScidifW\\_CrxgMkrFhKuQUCr3tzMlp7l8nMzEBGo2ClalYYtxA/viewform](https://docs.google.com/forms/d/e/1FAIpQLScidifW_CrxgMkrFhKuQUCr3tzMlp7l8nMzEBGo2ClalYYtxA/viewform)

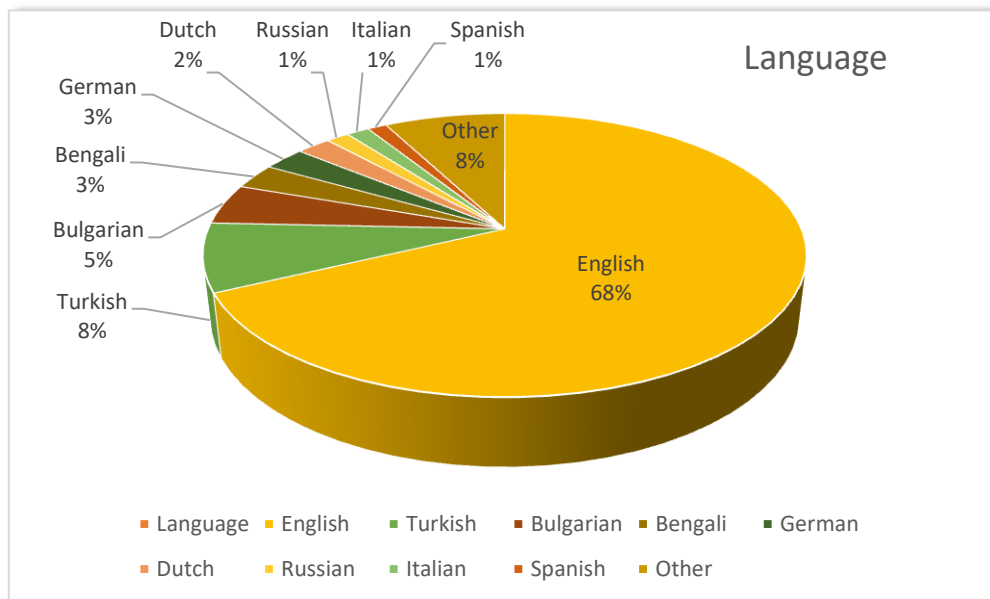
## Next step

In Moodle an online database will be set up by PhoenixKM and customised by SOFTQNR. This will allow uploading, downloading, editing, translation, etc. This data will be equally available through mobile applications.

## MAPPING

### Language

A total of 333 good practices were collected and evaluated during the project. Most of them are in English (278 N), but a significant proportion are also in Bulgarian (32N) and Turkish (19N). Although some of the good practices are not in English, all of the descriptions have been developed in English and can be translated and adapted as needed (at the request of Asian partners).



- **Type of practice**

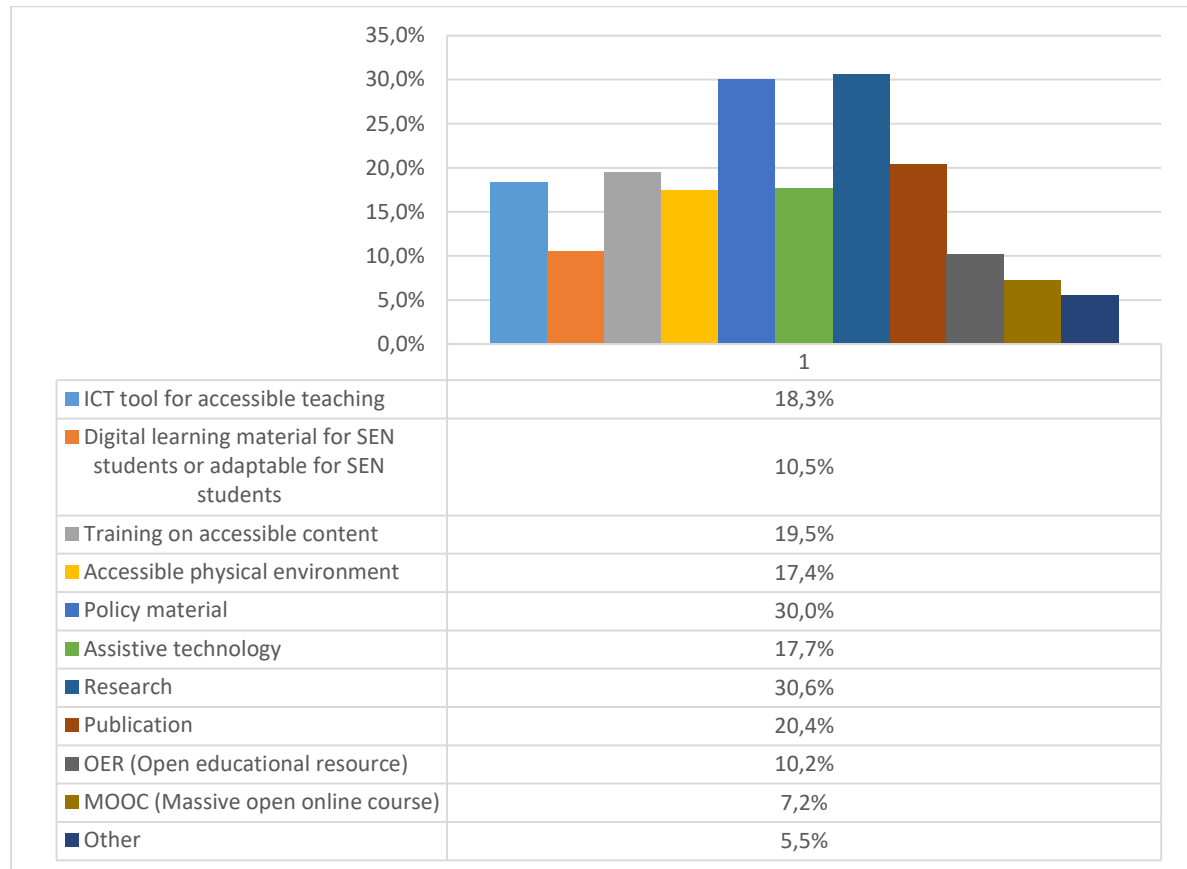
All the collected good practices were also categorized according to the following criterion “**Type of practice**”, dividing them into the following categories:

- ICT tool for accessible teaching
- Digital learning material for SEN students or adaptable for SEN students
- Training on accessible content
- Accessible physical environment
- Policy material
- Assistive technology
- Research
- Publication
- OER (Open educational resource)
- MOOC (Massive open online course)

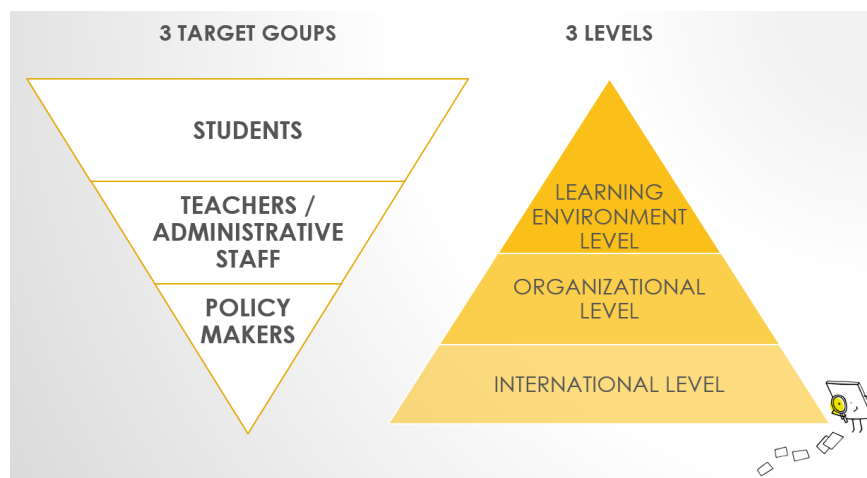
Below is a summary of the data on the types of good practices collected. **Research practices** with 30,6% were collected the most during the project. Also, **Policy material** accounts for 30% of all 333 aggregated practices. Equally high percentages from the DiversAsia good practice database are materials such as – **Publication** (20,4%), **Training on accessible content** (19,5%), **ICT tool for accessible teaching** (18,3%). Below the 18% indicator, very important types of materials remain, which are specific in the field of inclusive education: **Accessible physical**



**environment, Assistive technology, Digital learning material for SEN students or adaptable for SEN students.**



Firstly, it helps to find the right and suitable practice sample by type, and also this is important because it allows to understand the level of impact that good practice can have (learning environment, organizational or international level).





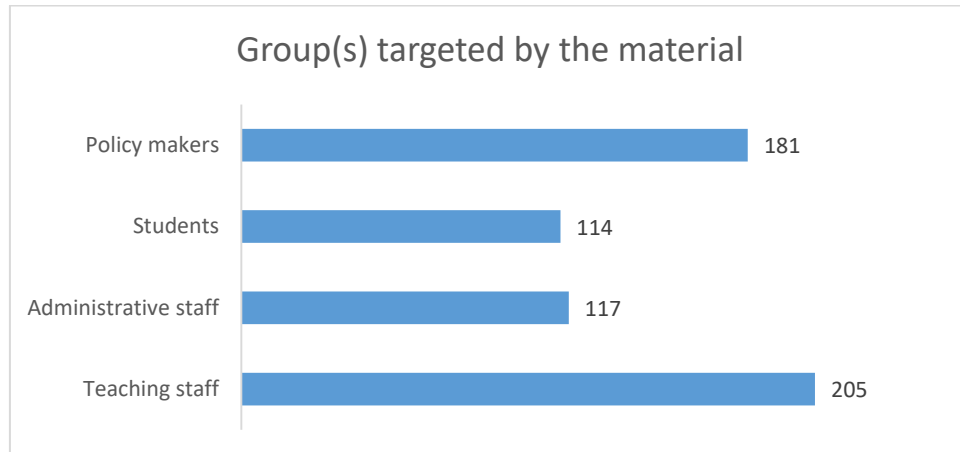
- **Group(s) targeted by the material**

Teaching staff

Administrative staff

Students

Policy makers



- **The level of Creative Commons license**

CC BY

CC BY-SA

CC BY-ND

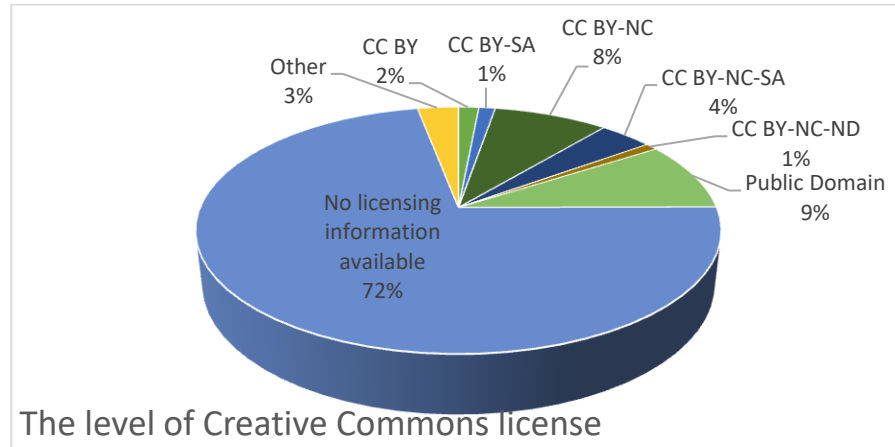
CC BY-NC

CC BY-NC-SA

CC BY-NC-ND

Public Domain

No licensing information available

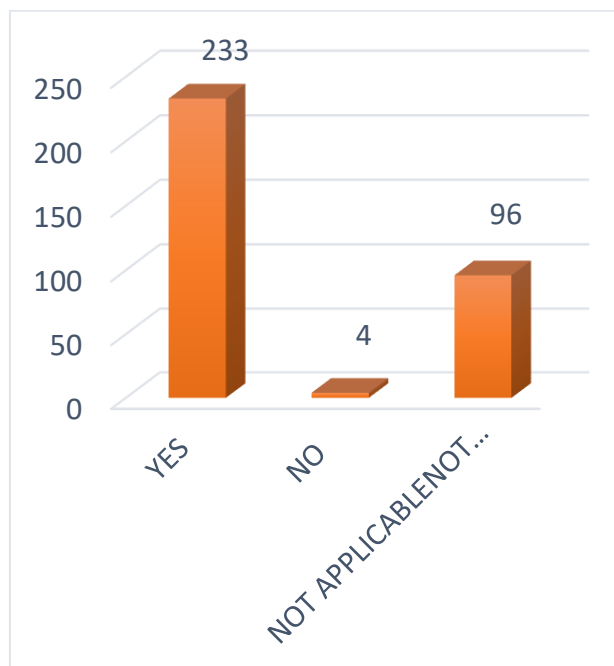


- **Can the practice be reused?**

Yes

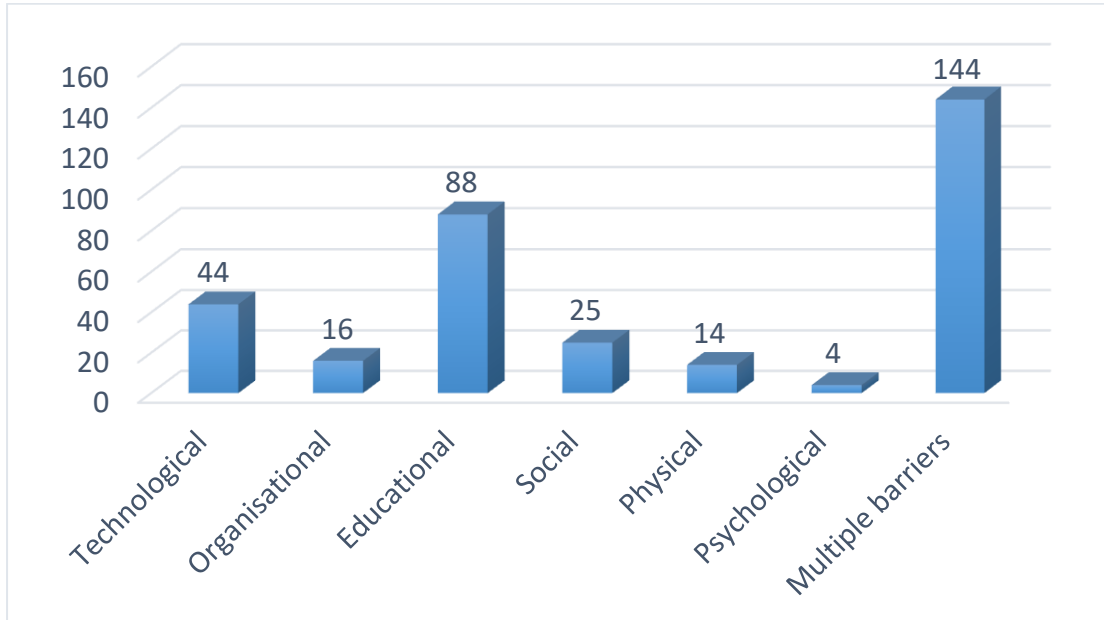
No

NOT APPLICABLE





## WHAT BARRIERS DOES IT HELP TO OVERCOME?





## **1. Technological**

*Technical accessibility*

*Equipment usage*

*Usability of document formats*

*Support arrangements*

*Internet connectivity*

## **2. Organisational**

*Bureaucracy*

*Architectural / spatial*

*Availability of support*

*Reasonable Adjustment Plan and/or Exam*

*Adjustment (opportunities and ideas how to provide support)*

*Provision of Disability Adviser/Officer and/or Inclusive Ambassador*

*Institutional policy on diversity and inclusion*

*Guidelines for inclusive education*

*Re-organizing funding for inclusive education*

*Application for special funding*

*Adaptation of the training process*

## **3. Educational**

*Learning process (methods)*

*Learning environment*

*Teaching approaches*

*Assessment*

*Learning content - existing inclusive education practices*

*Cognitive development*

*Synchronous - asynchronous or hybrid learning*

*Personalised and personal learning*

*Inclusive instructional/training strategies*



*Ubiquitous access and ubiquitous learning*

#### **4. Learning process (methods)**

*Learning environment*

*Teaching approaches*

*Assessment*

*Learning content - existing inclusive education practices*

*Cognitive development*

*Synchronous - asynchronous or hybrid learning*

*Personalised and personal learning*

*Inclusive instructional/training strategies*

*Ubiquitous access and ubiquitous learning*

#### **5. Social**

*Language*

*Social relationships*

*Attitudinal*

*Cultural*

*Policy*

*Religion*

*Gender equality*

*Socio-economic situation*

*Economically disadvantaged groups (Financial barriers - Entry requirements)*

*Applying for funding*

*Ethno-psychological and attitudes*

*National particularities and similarities of the needs*

*Disabled Students' Allowance*

*Understanding of social issues*

#### **6. Physical**

*Hearing*



*Vision*

*Communication*

*Movement*

## **7. Psychological**

*Mental health*

*Neurological disability*

*Intellectual disability*

*Invisible/Hidden disability*

## **8. Multiple barriers**

*A combination of the various barriers mentioned above.*



## CONCLUSIONS

Most of the collected practices are under the category of "multiple barriers", which means that all these 144 (N) good practices cover more than one aspect and help to overcome various barriers. Further, thanks to the developed categories, looking at each practice individually, we will be able to see what specific barriers, difficulties or solutions this good practice solves or offers. The second largest group of materials collected is educational barriers (88N) and the third with 44 materials collected is the technology category.

Most of the material does not indicate - The level of Creative Commons license or other license information, so before using the practice it would be necessary to contact the author and request permission to use, if necessary.



## ANNEX

### Annex 1, A useful tool for evaluating or summarizing various examples of good practice with criteria

Logo		Author / Developer	
<b>GENERAL INFORMATIONS</b>			
<b>TOPIC</b>			
<b>Language</b>			
<b>What barriers does it help to overcome?</b>	Technological	Other...	
<b>URL to the material</b>			
<b>Type of practice</b>	Choose an item.	Other...	
<b>Group(s) targeted by the material</b>	Choose an item.	Other...	
<b>The level of Creative Commons license</b>	Choose an item.	Other...	
<b>Can the practice be reused?</b>	Choose an item.		
<b>COST</b>			
<b>What is the payment model for this material?</b>		<b>What is the cost of using this material?</b>	
Choose an item.			
<b>INSIGHTS</b>			
<b>Short description of good practice</b>			
<b>Notes / Risks / Methodology / Learning outcomes</b>			