



Blended Learning: Levelling the Playing Field for Students with Learning Disabilities

Viewers' Guide



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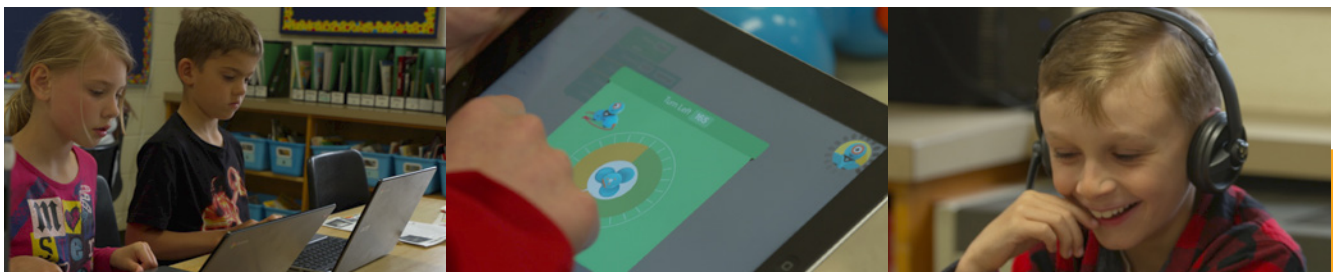
Viewers' Guide

Making digital tools available to all students is part of a model called blended learning: an approach that combines face-to-face teaching and technology. This video demonstrates how all students, including those without learning disabilities, can use technology in the classroom, to access the curriculum and to demonstrate their learning.

This guide provides viewers with the opportunity to reflect on how blended learning engages students with LDs, assists with accessing all areas of the curriculum and demonstrating learning, and how blended learning helps students view themselves as smart, capable learners. Additionally, viewers are able to reflect on their thoughts and practices, both individually and as a group.

The viewers' guide includes the following sections:

- **Technology Belief Statements** is a pre-viewing activity that allows viewers think about their attitudes and beliefs about access to technology in the classroom, for students with and without LDs, and then to reflect on their attitudes and beliefs subsequent to watching the video.
- **Guided Viewing = Key Takeaways** is a viewing activity that uses guiding questions that allow viewers to record key ideas to concepts explored throughout the video.
- **Connecting the Dots** is a post-viewing/application activity, which provides viewers with an opportunity to explore the intersection among technology, UDL and DI, and to consider how these instructional strategies could fit into their current practice.
- **Appendix A** identifies key messages from the video that a facilitator may use to initiate additional discussions and to ensure that all key concepts are understood.
- **Appendix B** provides a list of related resources on the LD@school website and the Internet.



Technology Belief Statements

Pre-viewing Activity

Prior to watching the video, read each of the 8 belief statements on the use of technology in the classroom, then in the first column circle either “agree” or “disagree”. Once you have viewed the video, return to this activity and read each belief statement again – in the last column, and reflecting on the content of the video, circle either “agree” or “disagree” again.

Pre viewing	Belief Statement	Post viewing
Agree Disagree	Only students with special needs should use assistive technology	Agree Disagree
Agree Disagree	Using technology should be a scheduled activity during the day	Agree Disagree
Agree Disagree	All students can benefit from using assistive technology	Agree Disagree
Agree Disagree	Students without special needs don't need to use technology	Agree Disagree
Agree Disagree	Using technology gives students with LDs an unfair advantage	Agree Disagree
Agree Disagree	Students should all use the same technology	Agree Disagree
Agree Disagree	Technology helps students demonstrate their knowledge	Agree Disagree
Agree Disagree	Digital tools should be used for instruction but not for assessment	Agree Disagree

Did your beliefs change after watching the video?

Share your thoughts with an elbow partner.

Guided Viewing = Key Takeaways

Viewing Activity

While watching the video, use the graphic organizer below to record takeaways in answer to the guiding questions.

In what ways did technology contribute to student engagement and collaboration?

Blank area for taking notes on the first question.

How was the use of technology differentiated?

Blank area for taking notes on the second question.

What are the social/emotional benefits of using technology for students with LDs?

Blank area for taking notes on the third question.

How might I incorporate blended learning in my classroom?

Blank area for taking notes on the fourth question.

Connecting the Dots... Exploring the Intersection Among UDL, DI and Technology

Post-viewing/Application Activity

As educators, we know that students differ significantly in their strengths, interests, learning styles, and readiness to learn, including students with LDs. Students with LDs may require a variety of accommodations to access the curriculum, including technology. Students with LDs may also require instructional and assessment accommodations. And we know from the Ministry of Education document, Learning for All, that Universal Design for Learning (UDL) and differentiated Instruction (DI) are two frameworks for effective teaching. So what, then, is the connection, or intersection, among UDL, DI and technology?

When technology is integrated purposely and seamlessly into everyday instructional practice, then it becomes less stigmatizing and isolating for the student with a learning disability, for whom technology is essential.

To get you started, here is an excerpt from an article on assistive technology, on the LD@school website:

Students with learning disabilities may require a variety of accommodations to access the curriculum, including technology. In the student's IEP, accommodations may include voice-to-text software (e.g. Dragon Naturally Speaking), text-to-speech software (e.g. Kurzweil), touch screen technology, interactive whiteboard, etc.

As UDL is strongly linked to technology, teachers can use the framework of UDL in the classroom, not just for students with learning disabilities, but for all students. When technology is integrated purposely and seamlessly into everyday instructional practice, then it becomes less stigmatizing and isolating for the student with a learning disability, for whom technology is essential.

Click here to access the full article, “Assistive Technology for Students with Learning Disabilities: Information, Tools and Resources for Teachers”.

➤ <https://www.LDatSchool.ca/technology/information-tools-resources/>

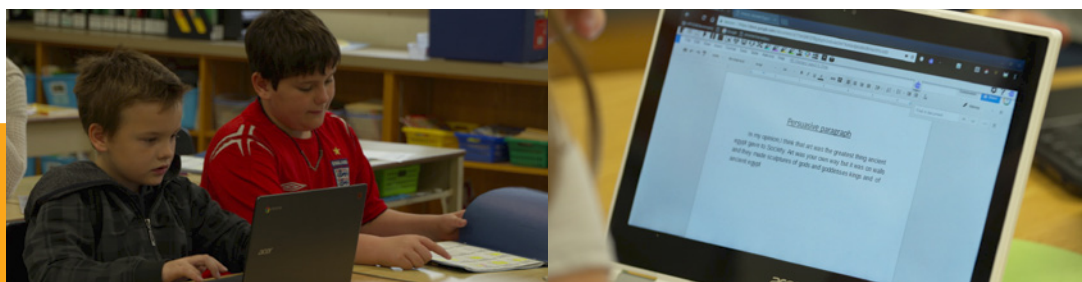


To get you started...

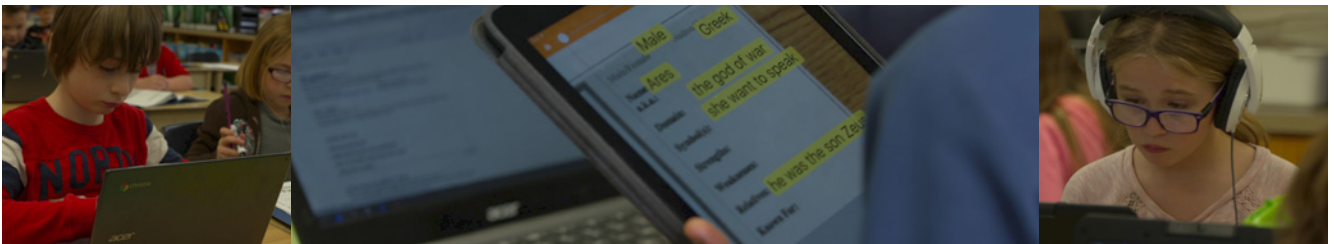
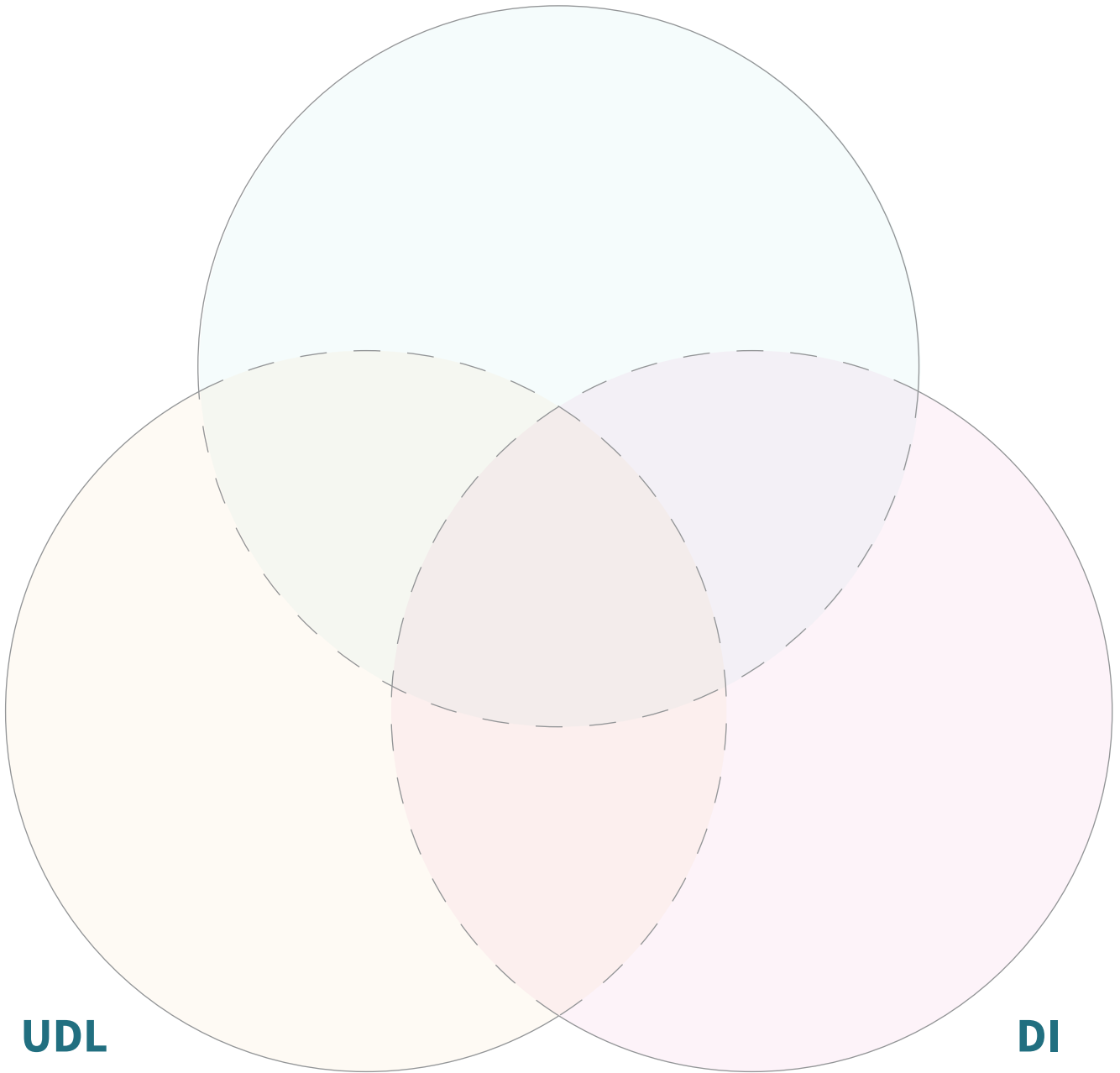
Working on your own, with a partner or within a small group, look at the following words, terms and phrases and decide which of the three areas they should be associated with; write the words in the corresponding circle of the Venn diagram.

Hint: some terms may be associated with more than one area!

Multiple means of presentation	Product of learning
Multiple means of engagement	Digital tools
Multiple means of expression	Differentiating instruction
Accommodations	Flexibility and inclusion
Content of learning	Universality and equity
Process of learning	Assistive technology
Alternative instructional and assessment activities	Differentiating learning environments
Differentiating content, process, and product	



Technology



Can you think of other terms to include on the Venn diagram?

Reflect on your Connecting the Dots diagram – what do you see as the relationship among technology, UDL and DI? What might be the implications for your classroom practice?

Record your thoughts here:

-
-
-
-
-

Need a bit of help or interested in learning more on UDL and DI? Click on the links below:

Click here to visit the LD@school website and access the article on UDL

➤ (<https://www.LDatSchool.ca/educator-supports/universal-design-for-learning-udl/>).

Click here to visit the LD@school website and access an article on DI

➤ (<https://www.LDatSchool.ca/educator-supports/differentiated-instruction/>).



Appendix A:

Key Messages

- Blended learning is an instructional approach that combines face-to-face teaching and technology.
- All students, with and without LDs, benefit from the use of technology.
- Technology increases student engagement.
- Technology allows students with LDs to demonstrate their knowledge and understanding of concepts.
- Blended learning involves making digital tools available to all students.
- Digital technology levels the playing field for students with LDs.
- When all students use the same technology, it reduces the social stigma of “being different”.
- Technology provides students with LDs confidence in themselves and their learning.
- Blended learning provides a means for educators to support the learning of all students – to help every student excel.



Appendix B:

Resources

Related Resources on the LD@school Website

- **Click here to access the article, “Mobile Technology for Learning in a Digital World”**
➤ (<https://www.ldatschool.ca/technology/mobile-assistive-technology-digital-world/>).
 - **Click here to access the article, “Assistive Technology for Students with Learning Disabilities: Information, Tools and Resources for Teachers”**
➤ (<https://www.ldatschool.ca/technology/information-tools-resources/>).
 - **Click here to read the questions and answers on assessments and assistive technology in, “Ask the Expert”**
➤ (<https://www.ldatschool.ca/technology/assessments-assistive-technology/>).
 - **Click here to view the webinar, “Lead with Pedagogy, Follow with Technology”**
➤ (<https://www.ldatschool.ca/technology/webinar-lead-with-pedagogy-and-at/>).
 - **Click here to view the webinar, “The Evolution of Assistive Technology: Mobile Learning in a Digital World”**
➤ (<https://www.ldatschool.ca/technology/the-evolution-of-assistive-technology-mobile-learning-in-a-digital-world/>).
 - **Click here to access the article, “Interactive Whiteboards: An Assistive Technology Tool for Students with LDs”**
➤ (<https://www.ldatschool.ca/technology/smartboards/>).
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Relevant Resources on the Internet

- **Click here to access the Ontario Ministry of Education resource guide, “ Learning for All”**
➤ (<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>).
- **Click here to visit the EduGAINS website and access Technology Enabled Learning and Teaching resources**
➤ (<http://www.edugains.ca/resourcesTELO/CE/TELTEperiences/interface/interface.html>).
- **Click here to visit the EduGAINS website and access digital resources**
➤ (<http://sandbox.edugains.ca/newsite/digitalResources.html>).



Thank you for watching **Blended Learning: Levelling the Playing Field for Students with Learning Disabilities** and for using this viewers' guide.

At this time, we invite you to share your thoughts and comments relating to this video; the feedback we receive will assist in the development of future videos and future content for the LD@school website. Please click here to share your thoughts and comments by completing our **short survey** [➤ \(https://www.surveymonkey.com/r/VIDEO_Blended_Learning\)](https://www.surveymonkey.com/r/VIDEO_Blended_Learning).

Here is an opportunity to help out other educators!

Do you have any information on blended learning to support students with LDs that you would like to share with LD@school? Or do you know of a specific strategy, practice or approach that has worked well in supporting the needs of students with learning disabilities in the area of math at school?

Click here to send your ideas to info@LDatSchool.ca.

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