

This learning guide is designed for use by Professional Learning Communities, learning coaches and teacher leaders or as a self-paced study to enhance and support teacher practice in learning more about how learning technologies can support student success.

Learning Technologies: *Information for Teachers*

This guide is intended to facilitate conversation after viewing the video, *Using technologies to support diverse learning needs*.



General synopsis

Students and school staff in an Alberta K–6 school discuss the importance of providing students with the technology tools they need in order to be successful learners.

Key understandings


- In today’s learning environments, a wide range of technologies are creating new options for differentiating instruction and supporting the participation of all students, including students with disabilities.
- For some students, using technology allows them to reach their learning goals with greater ease, higher engagement, and more independence.
- Making learning technologies available to all students removes the stigma for individual students who might otherwise deny themselves the support they need.
- When all students are encouraged to explore available learning technologies, individual students who may not be identified with a specific learning need may discover that the technology provides them with useful support.
- To maximize student success, use of learning technologies to support the reading and writing process must be combined and aligned with effective instruction.

Questions for discussion

- Do you agree with the statement that using technology can “level the playing field” for students? Why or why not?
- A teacher in the video declares, “When you are assessing a student’s understanding in science, it is not fair to penalize them for their reading ability.” Do you agree or disagree with this statement?
- What does “we would give someone with bad eyesight glasses...” mean in this context? Do you agree or disagree with this analogy? Why or why not?
- What is something you want to find out more about? What is one question you still have?
- How can we ensure that students have continued access to the learning technologies and supports they need as they move from classroom to classroom or from school to school?




Acknowledgement:

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For more information

- Edyburn, Dave L.
Assistive Technology and Mild Disabilities
[https://googledrive.com/host/0BxFAYVOZ453RTEQyX1hqX2xmV1k/Day%2006%20\(weekend%20reading!\)/ATMildDisabilities.pdf](https://googledrive.com/host/0BxFAYVOZ453RTEQyX1hqX2xmV1k/Day%2006%20(weekend%20reading!)/ATMildDisabilities.pdf)
- Kumar, Kari
University of Ontario Institute of Technology
*A Journey towards Creating an Inclusive Classroom:
How Universal Design for Learning has transformed my teaching*
http://kwantlen.ca/TD/TD.4.2/TD.4.2.5_Kumar_Inclusive_Classroom.pdf
- Lee, Dr. Christopher
A Chance to Read – Access Granted (video)
<http://link.brightcove.com/services/player/bcpid60717629001?bctid=5205385001>
- Rose, David H., & Meyer, Anne
Center for Applied Special Technology (CAST)
The Future is in the Margins: The Role of Technology and Disability in Educational Reform
http://udlonline.cast.org/resources/images/future_in_margins.pdf
- Rose, David, & Vue, Ge
2020's Learning Landscape: A Retrospective on Dyslexia
<http://aim.cast.org/w/resources/indira/text/2020LearningLandscape.pdf;jsessionid=93474B1587953A53C89AFD519FA67CF5>
- Rose, Todd
TEDxSonomaCounty
The Myth of Average (video)
<http://tedxtalks.ted.com/video/The-Myth-of-Average-Todd-Rose-a>

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