EQUITY
AND
DISABILITY

- Gökçe and myself are going to present the disability module today. With this presentation, our aim is to talk about and to help academicians, who encounter students with different disabilities in their classrooms.

- We focused on measures to improve accessibility and equality of opportunity for Individuals with Special Needs, improve participation and inclusion, and increase respect for the independence of individuals and human dignity.

Our Goals

- Academicians knowing the types of disability

- Mastering concepts such as individuals with special needs and disabilities,

- Recognizing the limitations of the special needs student in the classroom due to their disability,

- Ensuring that the educational tools to be used in the course presentations can be adapted according to the characteristics of the student in order for the student with special needs to fully benefit from the lessons,

- General information such as knowing the intervention methods in case of negative attitudes of other students in the class towards the student with special needs,

AND

- Hearing impaired

- Physically impaired

- Stuttering Individuals

- Knowing the needs of a visually impaired student in terms of full participation in academic life and taking measures related to this.
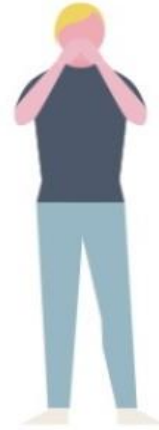
Types of Disability

Artificial foot Hearing impairment Speech impairment Physical disability Visual impairment

- In our module, we have included hearing impaired, visually impaired, stuttering individuals and physically impaired individuals who are much more likely to be encountered in academic life.

- Most of the information comes from the report « Expectations of Disabled University Students from the Council of Higher Education (YÖK), Universities and University Disabled Resources» MARCH 2010

According to The Results of the Report, Disabled Universty Students' Expectations are:

- 1 Involvement in decision mechanisms,
- 2 Anti-discrimination and equality,
- 3 Conflict of isolation and integration,
- 4 Accessibility and barrier-free university,
- 5 Respect for individual differences.

1. Inclusion in Decision Mechanisms

*Be taken into consideration

*Presence of disabled student representatives in commissions

*Immediate removal of bureaucratic and legislative barriers

*Because the decisions and solution proposals are made without students with disabilities; they do not determine the real needs.

2. Anti - Discrimination and Equality

- UN disability rights to be applied

- Disability discrimination

- "It is any discrimination, exclusion or restriction on the basis of disability that eliminates or impedes the opportunity to enjoy all human rights and fundamental freedoms on an equal basis with others "

- Universities are required to act in a way that responds to the needs of all students equally.

3. Combating Isolation and Integration

- The main need of disabled students is to receive education and to participate in social life in the same way as everyone else.

- Cohesive activities should be conducted avoiding separate spaces and situations

4. Accessibility Barrier-free University

UN states that failure to do reasonable harmonization is also within the scope of discrimination.

A barrier-free university can be mentioned only if it is arranged in accordance with the access of the disabled to the following;

- Course materials,
- Syllabus,
- Web pages,
- Physical regulations

5. Respect for Individual Differences

The main focus of our project!!! Not to be tagged and not to be categorized

RESPECT DIFFERENCES

AGAINST DISCRIMINATION

Disabilities, Nationality, Gender, Language, Religion, Belief, Marital Status, Age, Sexual Orientation, Ethnic Origin. Social Origin or any other status;

What we did?

- In order to solve this problem and help universty students with disabilities, when we develop our module:

- solution oriented

- appreciated inclusivity

- targeted to be fair

- And easy to be applied

Feedback we received

- «I think they are great, it is very important to put yourself in their shoes, especially in the case of teachers/future teachers.»

- «The video about Visually Impaired students made me to emphatize with them and very valauble in that sense.»

We had some suggestions

- «The landing page should be "Disability Module" rather than Visual Impairment.»

- «Hearing Impairment – a lot of information is given quite quickly - maybe another slide with the definitions etc would be useful?»

Some corrections

«On the Visual Impairment slide, the narrator says "contendium" (which I don't think is a word) instead of "continuum."»

Some comments

- «Physical Impairment – just wondered why a specifically American definition of disability is given when it's a European course?»

- A very good comment! We will consider this when we revise our module.

Some valuable feedback

- «Stuttering – a couple of the slides come in too early. Should " I am a Stutter" be "I am a Stutterer"? And there are a couple of typos: "comfortabla" and "student" instead of "students."»

Some very positive feedback

- «The 'starting university with hearing loss' video (QR code) is very helpful to understand the perspective of a student with hearing loss.»

Some were to the point

- «Learning outcomes not identified.»

Some related with QRs

- «A simplistic approach to the module but effective – can consider providing a more detail narrative rather than relying too much on the QR links.»

- «QR codes, makes the module clunky and there are too many throughout this module it distracts away from learning. »

- «The videos are appropriate and relevant and provide a deeper level of understanding – I would advise links rather than QR codes.»

Good idea, why not ?

- «It would be good to have a short break, even to stop the video and think about one's own definition.»

We will consider this as well

- «In addition, there is an imbalance in the "Disability" module. Instead of focusing on the life stories of several disabled people, the emphasis should be on presenting useful and practical strategies on how to integrate such people into the classroom and how to facilitate their learning process.»

Some numerical feedback

- When asked to rate the content, the average of the participants in the pilot study was 4,16.

- The average for the whole module was 3,84, which is 76,8%.

- When the participants were asked to rate their learning out of 5, they rated it as 3,64.