



EN-ABILITIES

ENABLING INCLUSIVE EDUCATION THROUGH TECHNOLOGY

2017-1-ES01-KA204-038155

antónio moreira, jaime ribeiro &
margarida lucas

cidtff

centro de investigação

Didática e Tecnologia na Formação de Formadores

Consortium



UNIVERSIDAD
DE BURGOS



universidade
de aveiro



en-abilities

Enabling inclusive education through technology



Institiúid Oideachais
Institute of Education



UNIVERSITY OF
BELGRADE

Aims

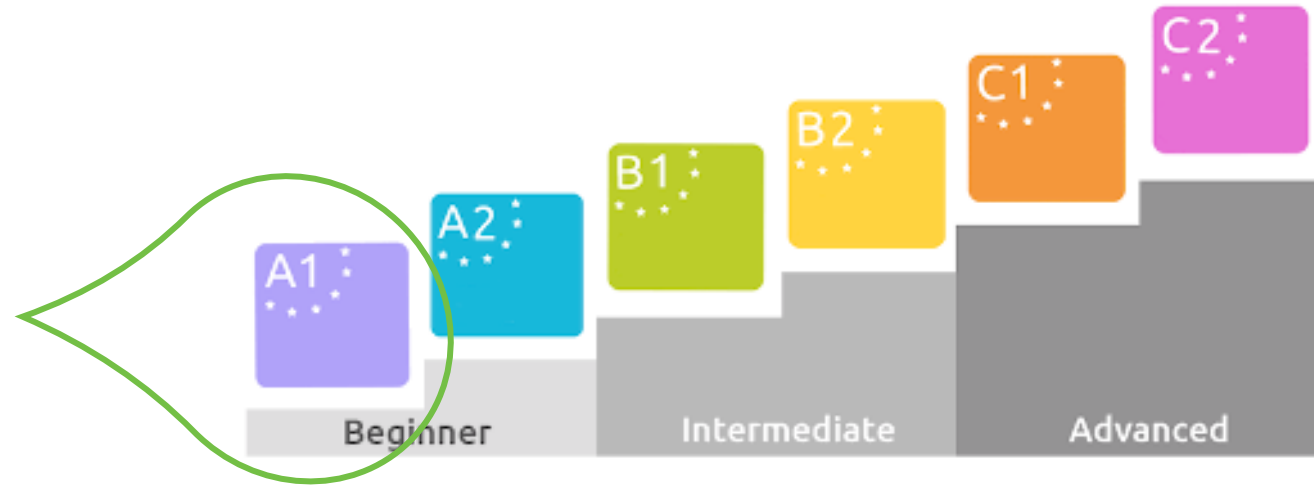
- Develop a comprehensive tool (VLE) so that people with special needs may learn and communicate in a foreign language autonomously
- Create guidelines for teachers, ICT companies and software developers

Background

- Common European Framework of Reference for Languages (CEFR)
- Universal Design for Learning Framework (UDL)

CEFR

- proficiency level set for resources



UDL

- improve and optimize teaching and learning for all people based on scientific insights into how humans learn

UDL guidelines

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Outputs

- A VLE based on sequenced learning and UDL (Sep'17 – Sep'18)
- Pedagogical resources and guidelines to help teachers/trainers adapt their language learning courses to students with special needs (Oct'18 – Oct'19)
- Technical guidelines on UDL for ICT companies and software developers (Oct'18 – Oct'19)

Learning activities

- 5-day training with 15 students with special needs (Oct'19)
- 3-day training with 15 ICT companies, software developers and language teachers (Oct'19)

What has been done so far?

- Definition of target users
 - adults with sensory disability such as visual and hearing impairment
 - adults with physical disability who use support products
 - adults with mild developmental disability with high cognitive functioning
 - adults with autism with high cognitive functioning patterns
- Content for A1 proficiency level decided
- Literature review on:
 - how English is taught for target users in each country, spec. in VLEs
 - political guidelines

More about the project

- <http://en-abilities.eu>
- <https://www.facebook.com/enabilities/>
- <https://twitter.com/EnAbilities>

