

LEARNING ECOLOGIES IN ONLINE STUDENTS WITH DISABILITIES

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INTRODUCTION



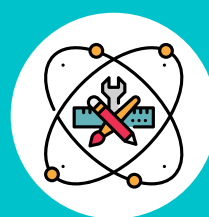
Learning ecology and ICT

E-Learning adapted for
students with disabilities



Accessibility and disability

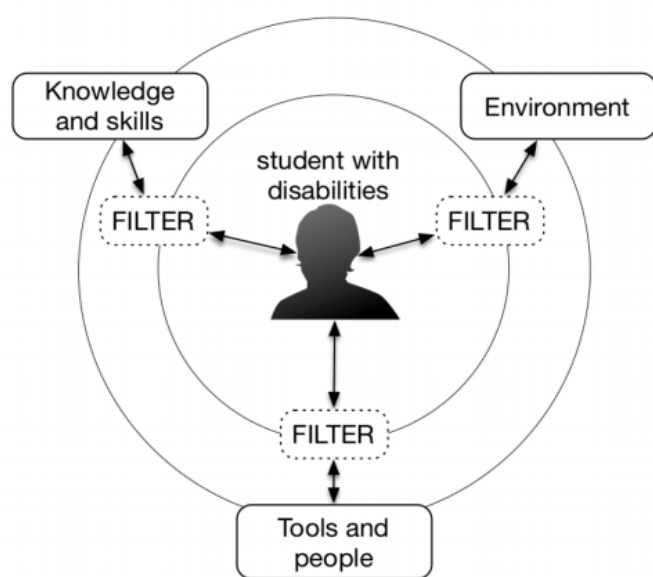
Teachers should have
a clear vision of the
existing barriers



Personal learning environment

Tools or people that (added
to the usual environment)
facilitate student learning

Figure 1. Learning ecologies online for students with disabilities



5 Classification of Learning Ecologies in students with disabilities

- 1) Students with a hearing impairment (EHI)
- 2) Students with a visual impairment (EVI)
- 3) Students with a physical/motor impairment (EPI)
- 4) Students with mental impairment (EMI)
- 5) Students with specific attention or hyperactivity difficulties (EAD)

METHODOLOGY AND RESULTS

Technology Acceptance Model (TAM)

repository of e-learning audio-
visual resources
(CADENA CAMPUS- UNED)

Questionnaire (N= 161 students
with recognized disabilities)

Variables and dimensions

- 1) Audio-visual recordings
- 2) Textual transcriptions
- 3) Usefulness of the support tools
- 4) Ease of use in the support tools
- 5) Folksonomy of accessibility

Hypothesis

1. Which learning ecologies can be identified in online students with disabilities?
2. How to assess whether the support tools provided in online environments are sufficient and suitable for students with disabilities to learn?

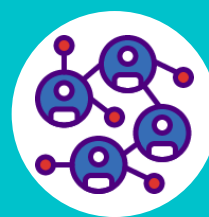
CONCLUSIONS



The results are
exploratory and should
be taken with caution as
they are based on a
sample of 161 out of 7,397
students with recognized
disabilities



Audio-visual recordings
and textual transcripts
are essential as an
element of assistance for
any student



Downloading materials
allows students to customize
contents and organize their
study without sequencing
or depending on an Internet
connection

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