

Using massive open online courses to empower educators of learners with severe to profound disabilities

National Health and Rehabilitation
Conference
22-23 August 2019
Jane Kelly, Judith McKenzie and
Richard Vergunst



UNIVERSITY OF CAPE TOWN
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Co-funded by
the European
Union

Presentation overview



- Introduction
- What is a MOOC?
- Development of MOOCs
- The TEDI MOOCs
- Preliminary findings
- Conclusions

Introduction



- Despite policy commitment, slow progress towards achieving quality education for learners with severe to profound disabilities (SPD).
- Teacher education programmes need to be developed in order for quality education and support for learners with SPD to be provided.
- Lack of teacher training can be addressed through development of massive open online courses (MOOCs) within landscape of in-service and continuing professional development opportunities.

What is a MOOC?



- Massive Open Online Course
- Self-directed, open to public, developed in partnership with universities
- Hosted on FutureLearn, EdX, Coursera
- Non-formal learning
- More flexible - open to anyone and participants can choose how they want to use opportunities
- People from around the world learn from one another's diverse experiences
- Encourages educators to apply what they have learnt to offline environments

What is a MOOC?



- Less study time - Use videos
- Little direct feedback from lecturers - Use quizzes and peer reviews
- No university library access - Use openly licensed materials
- Everyone not expected to finish - Expect people also to just have a look
- Enrolment can be large - Instructions need to be straightforward for everyone

Development of TEDI MOOCs



- TEDI partnered with Centre for Innovation in Learning and Teaching (CILT)
- Hosted on Coursera platform
- Anyone can participate
- Payment needed to receive certificate, but can apply for financial aid
- Short video lectures (7-10 min), podcasts, quizzes, peer review assignments, discussion forums, readings, additional resources
- Theoretical and experiential lectures
- Spread over 4-5 weeks with 2-3 hours of activities per week

Development of TEDI MOOCs



- Flexibility – participants can enroll at any time and complete the course at their leisure
- Can access and download course content after course completion
- Open education resources:
 - All course content (audio, video and text) released with creative commons licenses (CC-BY)
 - Multiple formats made available to allow maximum re-usability and accessibility (e.g. videos and podcasts with transcripts)

Script writing


Disability Inclusion in Education: x EDC Paper edit: WK1 L6 - Google x +

docs.google.com/document/d/1-85SnWzvY-o0nB6_9gAK6L991theDbd9l9fuEsyGjOc/edit

EDC Paper edit: WK1 L6 ☆

File Edit View Insert Format Tools Add-ons Help See new changes

100% Normal text Arial 11 B I U A

<p>on the Rights of Persons with Disabilities states that you need to recognise and promote the deaf and sign language.</p>	with Disabilities	
<p>Schools for the deaf. It's very important that in the deaf schools within the communities, your language is being acknowledged as well as your culture. The reason for that is when a deaf child enters the school, they need to feel that they belong somewhere. They need to feel a sense of community.</p>	Sign language and Deaf culture Sense of community	
<p>Also remember 90 to 95% of deaf children, many of their families are hearing. A deaf child already grows up with no language accessibility, so they enter the deaf community to gain that. And it's because they cannot hear the spoken language in their homes and that impacts them negatively.</p>		
<p>Teachers in the classrooms, they celebrate the deaf culture through sign language at all times and that's how the children have full understanding. That also assists them in gaining confidence while acquiring the subjects in class. And that's why when they finish school, they can already integrate themselves into the hearing world and they are able to do so without giving up.</p>		
	<p>Teacher signing in the classroom</p>  <p>https://commons.wikimedia.org/wiki/File:Wikimedia_Mexico_-_Outreach_class_for_deaf_children.jpg</p>	

Editing

3:37 PM 2019/08/16

Use of braille

Supporting learners who are blind or have low vision

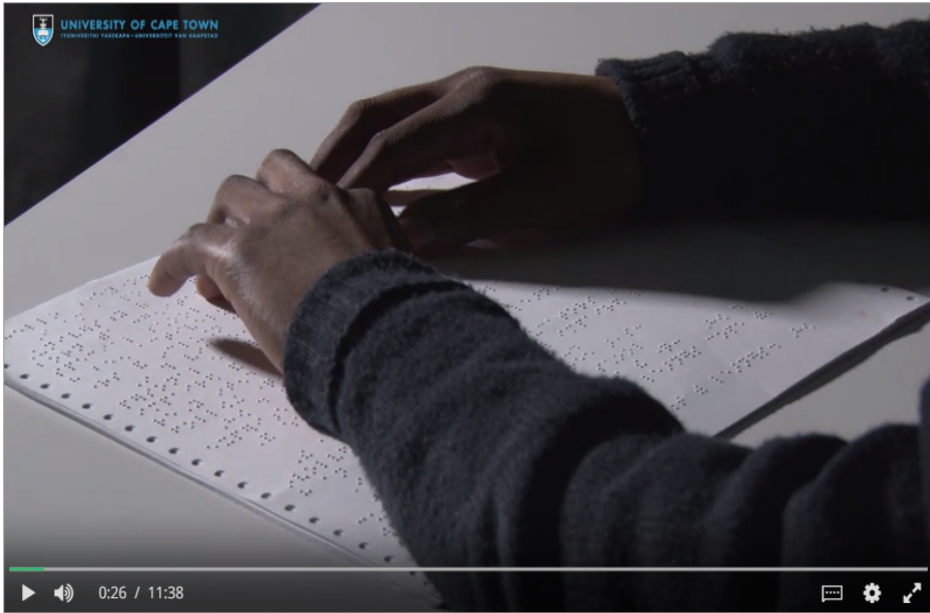
courseware.org/learn/disability-inclusion-education/lecture/5xCmy/supporting-learners-who-are-blind-or-have-low-vision

What do you want to learn?

Viewing: Original Version / Live / July 1, 2019 - August 11, 2019 Archived

Disability Inclusion in Education: Building Systems o... > Week 2 > Supporting learners who are blind or have low vision

Supporting learners who are blind or have low vision



0:26 / 11:38

Save Note Discuss Download

English Help Us Translate

0:10 Hello everyone, my name is Benedict Leteane. I'm a postgraduate student at the University of Cape Town in South Africa. Born with a congenital glaucoma. I attended a special school for the blind in Free State here in Southern Africa. Since high school, I've been actively involved in the disability awareness, rise, and inclusion campaigns. In this video, I am going to be talking about

Empowering the teacher

Personal experiences in education

- Video: Supporting learners who are blind or have low vision 11 min
- Video: Supporting D/deaf and hard of hearing learners 8 min
- Video: Families of people with Intellectual Disabilities 10 min
- Reading: More stories of personal experiences 10 min

Disability confidence

Activities for the week

Notes

All notes

Click the "Save Note" button when you want to capture a screen. You can also highlight and save lines from the transcript below. Add your own notes to anything you've captured.

Use of sign language

The screenshot shows a web browser window displaying a Coursera course page. The browser's address bar shows the URL: coursera.org/learn/educating-deaf-children/lecture/NuhK9/understanding-deaf-culture-and-community. The Coursera logo and navigation menu are visible at the top. The course title is "Educating Deaf Children: Becoming an Empowered Teacher". The current video is titled "Understanding Deaf Culture and Community" and is from the University of Cape Town. The video player shows a man in a dark shirt speaking in sign language. The video progress bar indicates 0:22 / 11:11. Below the video player, there are options to "Save Note", "Discuss", and "Download". A language dropdown menu is set to "English" with a "Help Us Translate" link. The video transcript shows the following text: "0:20 My name is Jabaar, that is my sign name. I work at DeafSA as a provincial director in Western Cape, South Africa. I'm Deaf and I'm proud to be Deaf. The reason for that is because Deafness is my culture. Within socializing many people think that it's difficult for Deaf people to socialize and the reasons are because they cannot hear. There's a lot of assumptions that there's no life for the". On the right side of the page, there is a notification about the user's computer's timezone not matching their Coursera account's setting, and a "Save Note" sidebar with a "Click the 'Save Note' button when you want to capture a screen. You can also highlight and save lines from the transcript below. Add your own notes to anything you've captured." message.

Understanding Deaf Culture and Community

0:22 / 11:11

English [Help Us Translate](#)

0:20 My name is Jabaar, that is my sign name. I work at DeafSA as a provincial director in Western Cape, South Africa. I'm Deaf and I'm proud to be Deaf. The reason for that is because Deafness is my culture. Within socializing many people think that it's difficult for Deaf people to socialize and the reasons are because they cannot hear. There's a lot of assumptions that there's no life for the

Use of screen reader

The screenshot shows a web browser window displaying a Coursera lecture. The browser's address bar shows the URL: `coursea.org/learn/disability-inclusion-education/lecture/q75Uw/social-model-of-disability-and-disability-rights`. The Coursera logo is in the top left, and a search bar with the text "What do you want to learn?" is in the top center. The user's name, "Jane Kelly", is in the top right. Below the search bar, there are tabs for "Original Version", "Live", and "Archived". The breadcrumb trail reads: "Disability Inclusion in Education: Building Systems o... > Week 1 > Social model of disability and disability rights".

The main content area is titled "Social model of disability and disability rights". It features a video player with a teal background and icons representing various disabilities. The video shows a man, Brian Watermeyer, wearing glasses and a purple shirt. A name tag at the bottom of the video identifies him as "Brian Watermeyer, Senior Research Officer". Below the video player are buttons for "Save Note", "Discuss", and "Download". There is also a language dropdown menu set to "English" and a "Help Us Translate" link.

On the left side, there is a sidebar with the following sections:

- Welcome to the course**
- Ways of thinking about disability**
 - Video: Introduction to week 1 (1 min)
 - Video: Social model of disability and disability rights (10 min)
 - Video: Inclusive education and special education (11 min)
 - Practice Quiz: Ways of thinking about disability (5 questions)
- Inclusive education**
- Activities for the week**

On the right side, there is a notification box that says: "Your computer's timezone does not seem to match your Coursera account's timezone setting of America/Los_Angeles. Change your Coursera timezone setting". Below the notification is a "Save Note" button and a text area with the instruction: "Click the 'Save Note' button when you want to capture a screen. You can also highlight and save lines from the transcript below. Add your own notes to anything you've captured."

At the bottom of the screen, there is a Windows taskbar with various application icons and a system tray showing the time as 3:45 PM on 2019/08/16.

Disability Inclusion in Education: Building Systems of Support



Launched January 2019

- **Target audience:**
 - Educators at school, district and provincial levels responsible for supporting education of learners with SPD
 - Members of school and district-based support teams, provincial and district managers, and principals
- **Learning outcomes:**
 - Disability as issue of social justice and disability inclusion within inclusive education framework
 - Educator support needs with regards to disability inclusion
 - Systemic support structures available to educators
 - Impairment specific support needs of learners with disabilities
 - Teaching principles and approaches needed

<https://www.coursera.org/learn/disability-inclusion-education/>

Educating Deaf Children: Empowering Teachers



Launched July 2019

- **Target audience:**
 - Educators at special, full-service and regular schools responsible for supporting education of Deaf learners
 - Class teachers, learning support teachers and teacher assistants
- **Learning outcomes:**
 - Knowledge, skills, and attitudes required to teach Deaf children
 - How being Deaf impacts children's learning and development.
 - How to modify and accommodate learning environment to meet needs of Deaf children
 - Additional barriers to learning and how to resolve them
 - Role of teacher in developing resilience in Deaf children.

<https://www.coursera.org/learn/educating-deaf-children>



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Severe to Profound Intellectual Disability: Circles of Care and Education:



To be launched Sept 2019

- **Target audience:**
 - Educators who work with learners with severe to profound intellectual disabilities (SPID), including teachers, carers and therapists
- **Learning outcomes:**
 - Understand a child with SPID and their support and care needs
 - Understand how children with SPID learn and can be lifelong learners
 - What is support, how it is applied and by whom
 - Rights to education for children, especially SPID children - how to access and translate in a care centre

Teaching Children with Visual Impairment: Creating Empowering Classrooms



To be launched Sept 2019

- **Target audience:**
 - Educators at special, full-service and regular schools responsible for supporting education of learners with visual impairment
 - Also of relevance to principals, education officials and therapeutic professionals
- **Learning outcomes:**
 - Visual impairment and its implications for learning
 - Expanded Core Curriculum
 - How to differentiate and adapt the curriculum and learning materials
 - How to use assistive technology to make learning more accessible
 - Psychosocial aspects of visual impairment

Preliminary findings: Disability Inclusion in Education



- **Uptake and course participation**
 - 1098 total enrollments
 - 111 currently active learners
 - 80 completed the first half; 57 completed the full course (5.3% of total enrollments)
- **Who is taking the course?**
 - 45.6% are 25-34 year olds
 - 76% female
 - 20% from Africa, 25.2% from Asia, 17.4% from Europe, 27.8% from North America
 - Majority (72.9%) have a tertiary qualification
- **Motivation**
 - 66% want to be able to support teachers in their work with learners with disabilities
 - 76% want to learn about disability inclusion in education

Preliminary findings:

Disability Inclusion in Education



Evidence that some participants are using the course with their colleagues and other stakeholders:

“I can apply this knowledge in the classroom and with my colleagues, we can talk about inclusion watching the videos and discussing how to effectively make the school a better place that accepts children and enhances their learning regardless of the barriers they might have”

“Currently, I have been partnering with parents and families, and with school leaders with the goal of sharing and training caregivers and educators to build disability confidence. This course has helped me to be more systematic, more proactive and be more competent with my profession”

Conclusions



Relevance of MOOCs to rehabilitation therapists:

- Rehabilitation therapists play critical role in supporting teachers within inclusive education system
- TEDI MOOCs provide understanding of impairment-specific barriers to learning of learners with disabilities, and how these can be addressed
- Understanding of inclusive education and how to support teachers

Conclusions

How can these MOOCs be used?

- Supplement or support existing educator training – e.g. as module, text-book like resource or tutorial
- Blended learning: Use elements of MOOCs while teaching face-to-face course or qualification
- As part of continuous professional development (TEDI has applied with South African Council of Educators to endorse our MOOCs for CPTD points)
- Communities of practice: Educators and other professionals can do the MOOCs together and learn from one another