InSIDE: Including Students with Impairments in Distance Education

Deliverable **DIS7.5**	**Electronic Newsletters**

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InSIDE - Including Students with Impairments in Distance Education

https://www.inside-project.org

Newsletter No. 1

Welcome to the first Newsletter of the InSIDE project. In this newsletter, we would like to inform you about the project "**Including Students with Impairments in Distance Education (InSIDE)**", the reasons why we initiated the project, who is involved, and what the project's activities are.

The **InSIDE** project is supported by the European Commission under the Erasmus+ Programme, Key Activity KA2: Cooperation for innovation and the exchange of good practices – Capacity Building in the field of Higher Education. Its duration is 36 months, from March 2019 until February 2022.

Project idea

InSIDE (**In**cluding **S**tudents with **I**mpairments in **D**istance **E**ducation) is a Capacity Building in Higher Education (Erasmus+) project that aims at developing accessible, inclusive, and educationally effective Distance Education (DE) programs for individuals with Visual, Hearing and Mobility (ViHeMo) impairments through user-centered design. DE programs will be structured on 3 axes: a) educational material, b) DE delivery system, and c) educational effectiveness / pedagogical approaches. Eleven universities from the Maghreb – 4 from Morocco, 4 from Algeria and 3 from Tunisia – will be trained by University of Macedonia (leading institution – Greece), National and Kapodistrian University of Athens (Greece) and Johannes Kepler University (Austria), and will implement the DE programs at hand. These programs will deliver key competencies for vocational rehabilitation and will provide opportunities for lifelong learning, skills enhancement, and personal fulfillment with the ultimate aim of suggesting an intelligent solution against the problems of limited access or a high percentage of dropouts in Higher Education in individuals with impairments.

Aims and Objectives

- Develop and pilot new and innovative, accessible, and inclusive DE programs aiming to improve the quality in Higher Education for individuals with Visual, Hearing and Mobility (ViHeMo) impairments and offering flexible learning and virtual mobility.
- Reform the operation of Accessibility Units in Partner Countries from the Maghreb and equip them with advanced computer-based Assistive Technologies to support Students with Disabilities.
- Build capacity and professional development for administrative and academic staff to design accessible and inclusive DE programs and deliver novel services through the Accessibility Units for Students with Disabilities.
- Involve students with ViHeMo impairments in user-centered design so that accessibility and usability are achieved in conjunction, and the links between education and society are strengthened.

Implementation & Results

- State-of-the-art analysis on the accessibility of Distance Education (DE) programs, web-based platforms, and educational materials.
- Development of suitable digital formats of educational material for students with disabilities in terms of accessibility, usability, and educational efficacy through the study of end-user requirements.
- Adaptation and delivery of an open-source DE web-based platform that best serves the needs of students with disabilities.
- Reform the operation of the academic Accessibility Units to provide support services to students with disabilities in Partner Countries from the Maghreb.
- Training of trainers (administrative and academic staff) in Accessibility Units to train end-users (teaching staff and students with disabilities) in applying accessible and inclusive DE programs.
- Development of dissemination and exploitation of the InSIDE project deliverables **at an international level**.

Activities

The **InSIDE** project is divided into different phases:

Phase 1: State of the Art

TASK 1.1 Review of literature and other sources with reference to DE programs for individuals with impairments
TASK 1.2 Review of literature and other sources with reference to different kinds of educational material in all the possible types of information output both in printed and in digital form
TASK 1.3 Review of literature and other sources with reference to LMSs that could be used for DE of individuals with ViHeMo impairments, their advantages, drawbacks, and specific features

Phase 2: Adapted educational material

TASK 2.1 Design and development of educational material in a preliminary version based on the needs of students with ViHeMo impairments and the respective pedagogical approaches
TASK 2.2 Assessment of the adapted and the alternative materials with reference to their accessibility and usability adequacy as well as to the end-users' satisfaction
TASK 2.3 Final adaptations applied on the material to improve it over its accessibility, usability, and effectiveness

Phase 3: Distance Education (DE) Delivery System

TASK 3.1 Examination of the most widespread LMSs with reference to their accessibility and usability aspects with the purpose of proposing solutions
TASK 3.2 Detailed investigation of the most appropriate open-source LMS under the prism of accessibility, usability, and educational efficiency
TASK 3.3 Software adaptations on the selected LMS with the aim of accessibility, usability and educational efficiency improvement for both students with ViHeMo impairments and students without impairments

Phase 4: Training

TASK 4.1 Training of two accessibility advisors from each university on the use of assistive technology and the operation of the accessibility office in and beyond the context of DE programs
TASK 4.2 Training of the trainers – the 2 accessibility advisors and 4 representatives – from each participant university (Partner Countries) on a) the delivery of accessible and inclusive DE programs, and b) the training of the other teaching staff in their universities
TASK 4.3 Training of end-users – teaching staff and individuals with ViHeMo impairments – on the processes and stages of a DE programme

Phase 5: DE Pilot courses

TASK 5.1 DE pilot courses: two accessible DE programs per participant university (of Partner Countries)
TASK 5.2 Assessment of the results of the educational process (2 DE programs) in each participant university (of Partner Countries)
TASK 5.3 Examination of the quality of the pilot courses

Phase 6: Quality Assurance

Task 6.1 Planning of Quality Assurance activities
Task 6.2 Internal Quality Assurance evaluation and management activities
Task 6.3 External Quality Assurance evaluation activities

Phase 7: Dissemination and Exploitation

Task 7.1: Design and development of the multilingual project website
Task 7.2: Planning of dissemination and exploitation activities
Task 7.3: Implementation of dissemination and exploitation activities

Highlights of the first 6 months

- **Kick-off meeting at Thessaloniki**: Our kick-off meeting took place on March 14-15, 2019, at Thessaloniki, Greece. This was the first time that we got to know each other personally. It was a good opportunity to coordinate all the work which will take place during the first year.

Figure 1. Project members of the InSIDE consortium attended the kick-off-meeting at Thessaloniki, Greece

- **Project Flyer**: The project flyer (in English, French, German, and Greek) has been designed and produced. It is available for download in electronic form from our website under Promotional Material.

- **Project Poster**: The project poster (in English, French, German, and Greek) has been designed and produced. It is available for download in electronic form from our website under Promotional Material.

Who is involved?

There are eleven partner organizations from five countries working together in the **InSIDE** project. All of them bring a different perspective to the project according to their profile.

- University of Macedonia, Greece, *Coordinator*
- National and Kapodistrian University of Athens, Greece
- Johannes Kepler University, Austria
- Blida 2 University, Algeria
- Mouloud Mammeri University of Tizi-Ouzou, Algeria
- University of Abou Bekr Belkaid Tlemcen, Algeria
- University of Sciences and Technology of Oran, Algeria
- Abdelmalek Essaadi University, Morocco
- Cadi Ayyad University, Morocco
- Ibn Tofail university, Morocco
- University of Mohammed V in Rabat, Morocco
- University of Sfax, Tunisia
- University of Sousse, Tunisia
- University of Tunis El Manar, Tunisia

- **University of Macedonia (UOM),** Thessaloniki, Greece, as the project's leading partner, is in charge of the overall coordination and representation of the project. The Department of Educational and Social Policy of UOM was established in an effort to promote, among others, research in the fields of education of individuals with disabilities, training techniques, development, and evaluation of social policy regulations. In this context, extended research is conducted by the department on a range of vital subjects of visual impairment and blindness, such as spatial knowledge, cognitive maps, assistive technology, perception and comprehension of synthetic speech, tactile maps, orientation & mobility of the visually impaired, adaptive behavior, and social support. The Department has a dedicated laboratory for the accessibility and support of people with disabilities.

- **National and Kapodistrian University of Athens (UoA)** is the oldest and largest university in Greece, with 40 Departments, 2.100 members of the Academic Staff and more than 62.000 students. The research interests of the Speech and Accessibility Laboratory, Department of Informatics and Telecommunications (https://speech.di.uoa.gr) focuses on the area of Digital Accessibility and Voice User Interfaces, as a part of the major domain of Human-Computer Interaction. The Laboratory has strong relations with the Accessibility Unit for Students with Disabilities (https://access.uoa.gr), which serves annually more than 550 students with severe disabilities.

- **Johannes Kepler University (JKU)** is a modern university with extended research activities and participation in many national and international research programs, including H2020 and Erasmus+. JKU presents participation both as a leader and as a partner in projects concerning (web) accessibility/ training in web accessibility as well as ICT for/ with people with disabilities. The Institute Integriert Studieren was established in 1991 in an effort to serve and support blind and partially sighted people in their studies at Linz University as well as provide teaching and research activities in the area of Assistive Technologies (web) accessibility and accessibility

in its most comprehensive context. The Institute also planned, implemented, and held university courses on Assistive Technologies and Accessible web-design and is a partner in an extensive set of academic and vocational programs on (web)-accessibility.

- **Blida 2 University (UB2LA)**, Algeria, has been created as a result of a split that divided Saad Dahleb, (Blida 1), the first main university of the region, into two distinct universities. The Exact Sciences and Engineering remained in Blida 1, and specialties such as the Human and Social Sciences, Economics, Business and Management, Law, Political Sciences, Anthropology, History, Demography, communication, Human Resources, Letters and Foreign Languages have shifted to the huge brand new modern University Blida 2 few miles away from hometown Blida.

- **Mouloud Mammeri University of Tizi-Ouzou (UMMTO)**, Algeria, founded in 1977 in Algeria. It is a multi-disciplinary higher education institution which hosts more than 60.000 students, distributed among 9 Faculties comprising a number of departments each. The departments provide disciplinarily and, sometimes, cross-disciplinary courses to undergraduate and postgraduate students. The Faculties of UMMTO are Biology and Agronomy, Construction Engineering, Economics and Management, Electric Engineering and Computers, Humanities and Social Sciences, Law and Political Sciences, Letters and Languages, Medicine and Sciences.

- **University of Abou Bekr Belkaid Tlemcen (UABT)**, Algeria, was established in 1974. Since then, it continues to grow to become the first university in western Algeria with more than 43.000 enrolled students, including 360 foreign students who come from 27 Arab and African countries. The teaching staff consists of 1.690 teachers, of which 37% are masterful rank. The multidisciplinary nature of the UABT is a great asset. More than eighty sections are currently performed. UABT has adopted the Bologna system since 2004 and delivers 8.000 degrees per year across all specialties. UABT is involved in several cooperation projects targeting the curricula modernization, the implementation of distance learning and quality assurance systems, the development of Lifelong Learning programs, and the organization of the university-industry relationship. UABT also implements a policy of exchange of students and teachers. It records every year more than 900 outgoing mobilities and around fifty incomings.

- **University of Sciences and Technology of Oran (USTO)**, Algeria, was established in 1971. It was designed by the famous Japanese architect Kenzo Tange. USTO is located on 2 sites IGCMO (Institute of Civil and Marine Engineering, Oran) and the main campus Bir El Djir which covers a surface area of 100 hectares. USTO shares many characteristics of universities all over the world. It is one of the largest institutions of knowledge and technological research in Algeria. USTO emphasizes equal opportunities and accessibility of the university for all, for this reason, and since its conception, infrastructure accessible to people with specific needs have been planned installed (ramps, lifts, parking spaces, etc.) but also support cells for all categories (students, teachers, and workers, etc.) are offered to help them during their presences at the university.

- **Abdelmalek Essaadi University (UAE)**, was created in 1989 and covers three main areas: Science and Technology, Arts and Humanities, and Law, Economics,

and Management. The University Abdelmalek Essaâdi is a unique university in the Northern Region of Morocco “Tangiers-Tétouan Region”. It enrolls almost 95.000 students and has 1.000 professors and 560 staff members. It is spread on seven campuses situates in three towns: Tangier, Tetouan, and Larache. Abdelmalek Essaâdi University has been involved in Tempus projects that focused on students with special needs. As part of these projects, UAE has equipped centers for students with disabilities.

- **Cadi Ayyad University (UCA)** Morocco was founded in 1978. It consists of 14 Faculties and Schools that cover all the scientific, technical, economic, legal, medical, and social sciences. UCA is present in 4 cities: Marrakech, Safi, Essaouira and Kelaa Sraghna. The University has about 102.000 students, 1.535 teachers and researchers, 850 administrative personnel, and more than 600 foreign students from 50 nationalities.

- **Ibn Tofaïl University (UIT)** is one of the twelve public universities in Morocco established in 1989. Its faculties include a total of 650 full-time professors and 324 persons as administrative staff for 52.660 students that are enrolled in the undergraduate and graduate courses. It offers training primarily structured around the new teaching architecture of higher education, which is itself based on three levels LMD. The training offered is organized into 3 areas (Science and Technology; Arts, Human Sciences, Humanities and Law, Economics, and Management).

- **University of Mohammed V in Rabat (UM5R)** was founded in 1957 at Rabat, and it is one of the oldest universities in Morocco. More than 85.000 students are enrolled in the UM5R, with 2.048 professors, 1.357 technical and administrative staff. The University of Rabat has 18 establishments (8 Faculties, 5 Schools, 5 Institutes). UM5R is a comprehensive University that covers all the disciplines (Law, Economics, Physics, Biology, Medicine, Dentistry, Engineering, Education, Humanities, Social sciences…), closely combining academic input and research. Its ICT research center has more than 100 professors and 300 Ph.D. students. Several members of this center are working for the accessibility and support of people with disabilities. Moreover, the ICT research center has a business incubator and aims to develop software solutions that can be used for people with disabilities.

- **University of Sfax (USFAX),** Tunisia, was founded in 1986 as a step towards decentralizing higher education in Tunisia. According to News and World Report Best Arab Region Universities Rankings, the University of Sfax was classified as the second-best university in Tunisia. The third best university in the Arab region in Biological Science Subject and fourth in Computer Science. In 2011 the Moroccan Magazine “L’Economiste” ranked the University of Sfax as the best University in the Maghreb Region in terms of academic publications and research quality. University’s demographics include 20 institutions, with 3.000 academic staff, 1500 administrative staff, and 32.985 students.

- **University of Sousse (US),** Tunisia, is a "Multidisciplinary University" consisted of 17 institutions that host 27.000 students, 2.100 permanent teachers, and 1.000 administrative and technical staff. Since 2003, the US has a University Business Liaison Office (BLEU) involving academic and socio-economic actors from the region in the field of Innovation. A big innovation forum is organized every year. In 2012, it was signed with ANPR to install a Technology Transfer Office (BuTT). In

particular, regarding Online learning. The Sousse University has been piloting the Coselearn Project (Cooperation Suisse en Elearning) for six years, which aimed to train University teachers in using Online learning and Instructional Design technologies. At the Sousse University, there is a department of online learning, which is responsible for the coordination of technology-enhanced learning in the institutions related to Sousse University and on the training of trainers on topics related to Elearning such management of LMS (Learning Management systems, Instructional Design, MOOCs, ...)

- **University of Tunis El Manar (UTM)**, brings together the oldest and most prestigious institutions of higher education in Tunisia (Faculty of Law and Political Sciences, Faculties of Science, Faculty of Economics and Management, Faculty of Medicine, National School of Engineers, etc.), the oldest research centers (vegetation research center, Institute Pasteur), training and research…

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InSIDE - Including Students with Impairments in Distance Education

https://www.inside-project.org

Newsletter No. 2

InSIDE marks the end of its first year

Welcome to the second Newsletter of the InSIDE project. In this newsletter, we want to inform you about the progress in the project "Including Students with Impairments in Distance Education (InSIDE)". It has been a year now that the project has been going on. In this issue, we will provide information about what we have accomplished in the second six months of the project.

1st Progress meeting-Linz, 16-17 September 2019 (2nd Project meeting)

Representatives from the partner organizations attended the first progress meeting of the project on 16-16 September 2019 at Linz, Austria. They discussed the project implementation progress and relevant challenges.

Figure 1. Project members of the InSIDE consortium during the first progress meeting at Linz, Austria

Figure 2. Project members attended the first progress meeting of the InSIDE project at Linz, Austria

Highlights of the second 6 months

- **InSIDE website**: We created a multi-lingual website (https://www.inside-project.org/) where all of our work will be publicly available during the next years. The user interface of this website is provided in four languages: English, which is our common language, French, Greek, and German. On this platform, you will find all material developed during the project.
- **Building the Network**: An Electronic Index of all related end-users organizations (i.e., Associations of individuals with impairments and Higher Educational Institutions) all over the Europe, Partner Countries and South Mediterranean countries (Region 3) was integrated into the website so that the outcomes of the project would be exploited and end-users could be reached effectively. The index of organizations will be continuously expanded to include all possible stakeholders in the above regions. Interested organizations can apply via our website to be added to the index.
- **Project Social Media**: facebook, twitter, linkedin

Results

- ### D1.1: State of the Art concerning Distance Education (DE) programs

This is the first delivery of the InSIDE project. It includes the following chapters: Learning Educational Technologies, Distance Learning, and Disability, Learning Education Technologies and Disability, Requirements for accessible educational environment, Distance Education as a favorable environment for accessibility, Inclusion vs. special education for Individuals with Impairments, DE programs for people with special needs, Improvements in the current status of DE programs. It concludes that DE is growing in size, social importance, and usefulness. Technology has changed completely the landscape of this method of teaching. In the last times also, it has been improved more the accessibility and inclusion of people making it easy for all the access to the knowledge. However, the human part of DE, besides technological one, needs improvements. It is the inclusion and for that, the key is awareness and the requirement of following the accessibility standards, procedures, and guidelines of accessibility and inclusion. DE is affected by this need for awareness, training, and regulation like traditional education. But, the increasing importance, in society and between Persons with Special Needs, of DE makes it especially affected, and the great improvements should be made on it.

- ### D1.2: In-depth recording of educational materials

This is the second delivery of the InSIDE project. It includes the following chapters: Mainstream Learning Content and Learning Content in Distance Education. It proposes the formats to support accessible content in DE in the framework of the InSIDE project (Table 1).

Table 1. Proposed formats for accessible content in DE

	Blind students	Students with LowVision	Deaf and hard of hearing students	Students with Dexterity impairment
Web pages (.html, .xml)	+	+	+	+
Rich Text Format (.rtf)	+	+		+
PDF accessible (.pdf)	+	+		+
Digital Talking Book DAISY3	+	+		+
ePUB 3.x	+	+		+
Large print (.docx)		+		
Braille Ready File (.brf)	+			
Tactile Diagrams (.jpeg, .psd)	+			
Plain text (.txt)	+	+		+
MS-Word (.docx)	+	+		+
MS-Power Point (.pptx)	+	+		+
LaTeX (.tex)	+	+		+
Video with captions (.srt)			+	
Signed video			+	
Video with transcript (.txt)			+	
Video (or audio) description	+	+		
MathML	+	+		
MusicXML	+	+		
ChemML	+	+		
R data (.rdata, .rda)	+	+		+

- **D1.3 Recording of the Learning Management Systems (LMSs)**
  This report presents a review the current available alternatives of LMSs based on the study of the literature, previous researches and projects. A detailed list of LMSs with their advantages and drawbacks, their specifications and additional information by the manufacturer, as well as their potential use in the case of students with impairments, has been composed in order to serve as an updated guide in LMSs.

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InSIDE - Including Students with Impairments in Distance Education

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Newsletter No. 3

InSIDE marks the end of its second year

Welcome to the third Newsletter of the InSIDE project. In this newsletter, we would like to inform you about the progress made in the project "Including Students with Impairments in Distance Education (InSIDE)".

2st Progress meeting-Athens, 9-10 December 2019 (2nd Project meeting)

Representatives from the partner organizations attended the second progress meeting of the project on 9-10 September 2019 at Athens, Greece. They discussed the project implementation progress and relevant challenges.

Figure 1. Project members of the InSIDE consortium during the second progress meeting at Athens, Greece

Figure 2. The project officer Mr. Luigi Saia and Project members attended the second progress meeting of the InSIDE project at Athens, Greece

Online meeting, 8 April 2021

Members from the partner organizations attended an online meeting on 8 April 2021. They discussed the project progress of the previous year, the problems raised from the COVID19 pandemic, as well as the Interim Report.

Results

- **D1.2: In-depth recording of educational materials**

The final version of the Deliverable D1.2: In-depth recording of educational materials was published in the project website as a public document.

- **D2.1: Development of educational materials**

This delivery presents the objectivism description and the development procedure based on which the educational material in a preliminary version will be developed in order to meet the needs of students with impairments. The final version of the Deliverable D2.1: Development of educational materials was published in the project website as a public document.

- **D3.1: Assessment of the most widespread LMSs**

This ddelivery provides a comparative analysis on the most widespread Learning Management Systems (LMSs) concentrating their accessibility and usability. The focus is on their use for providing Distance Education (DE) to learners with impairments. The aim of this document in the frame of the InSIDE project is the support of taking a decision about which LMS is going to be used as a foundation to provide accessible DE courses. The final version of the Deliverable D3.1: Assessment of the most widespread LMSs was published in the project website as a public document.

- **D3.2: Detailed assessment of an open-source LMS**

This delivery presents the result of the selection of the most appropriate LMS to continue with in the InSIDE project. Also, a deep analysis in terms of usability, accessibility, and educational efficiency of the chosen system. Finally, it is provided the modification proposals which are going to be done in the LMS in order to meet the requirements that the project set. The final version of the Deliverable D3.2: Detailed assessment of an open-source LMS was published in the project website as a public document.

Publication of papers

- E. Koustriava, K. Papadopoulos, K. Charitakis, V. Salinas, K. Miesenberger, G. Kouroupetroglou, A. Pino (2020) "Including Students with Disabilities in Distance Education" in "Future Perspectives of AT, eAccessibility and eInclusion", ICCHP Open Access Compendium, pp. 153-157, Sept. 2020, ISBN: 978-3-9504630-2-6

- V. Salinas, K. Miesenberger, A. Petz, G. Kouroupetroglou, E. Koustriava, K. Papadopoulos, A. Pino (2020) "How to Select an Accessible Learning Management System for Distance Education" in "Future Perspectives of AT, eAccessibility and eInclusion", ICCHP Open Access Compendium, pp. 159-165 Sept. 2020, ISBN: 978-3-9504630-2-6

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December 2021

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InSIDE - Including Students with Impairments in Distance Education

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Newsletter No. 4

InSIDE marks the end of its third year

Welcome to the fourth Newsletter of the InSIDE project. In this newsletter, we would like to inform you about the progress in the project "Including Students with Impairments in Distance Education (InSIDE)".

3rd Progress meeting – online, 30 November 2021

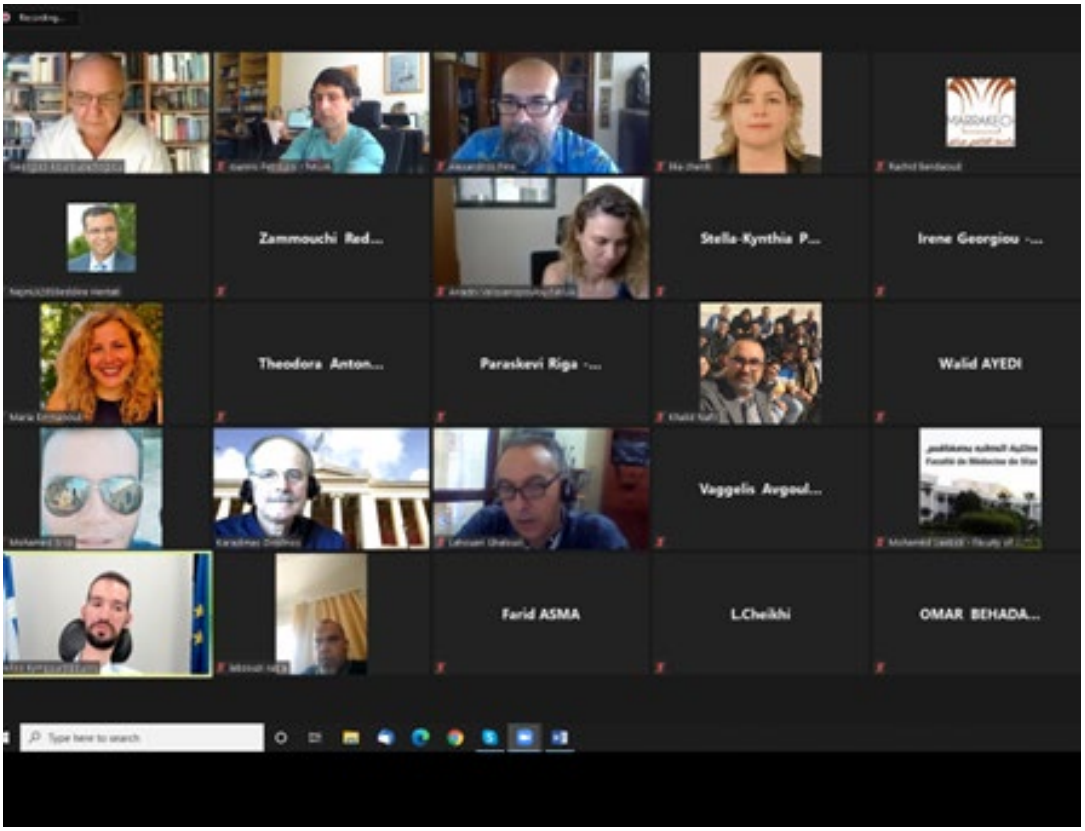
Representatives from the partner organizations attended the online third progress meeting of the project on 30 November 2021. They discussed the procedures, progress of deliverables, steps, and actions to be taken on the project implementation, as well as administrative and financial issues.

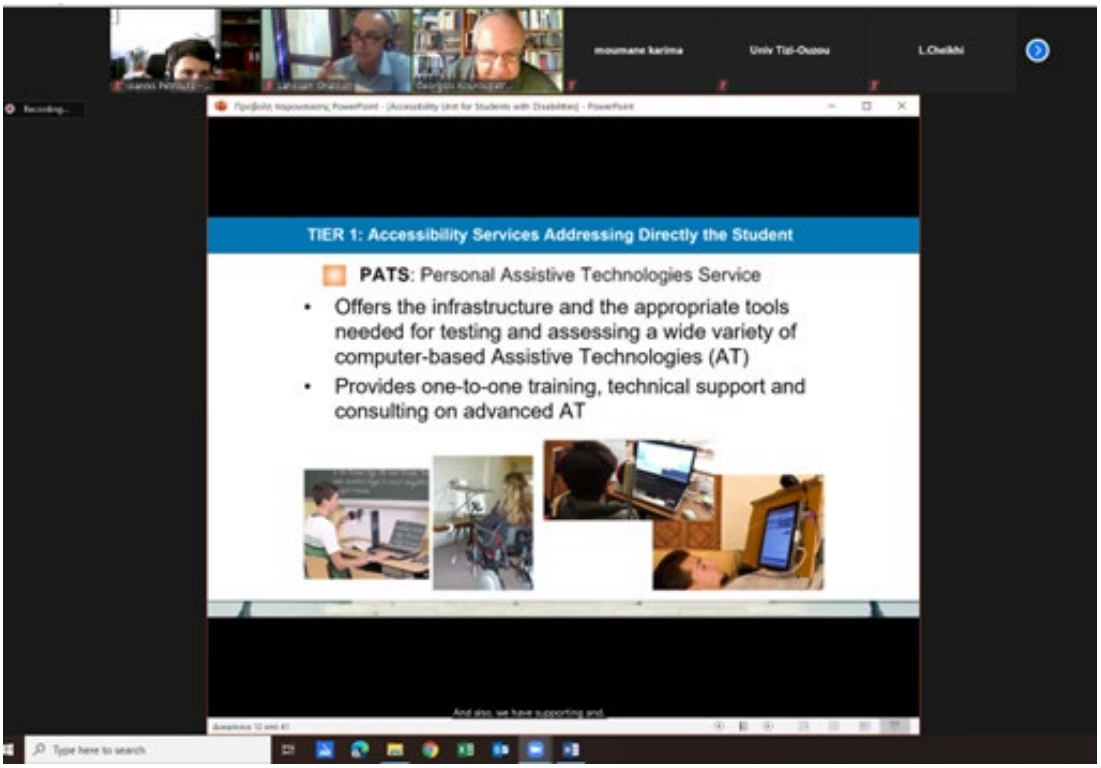
Training event of the accessibility advisors on the operation of the accessibility office

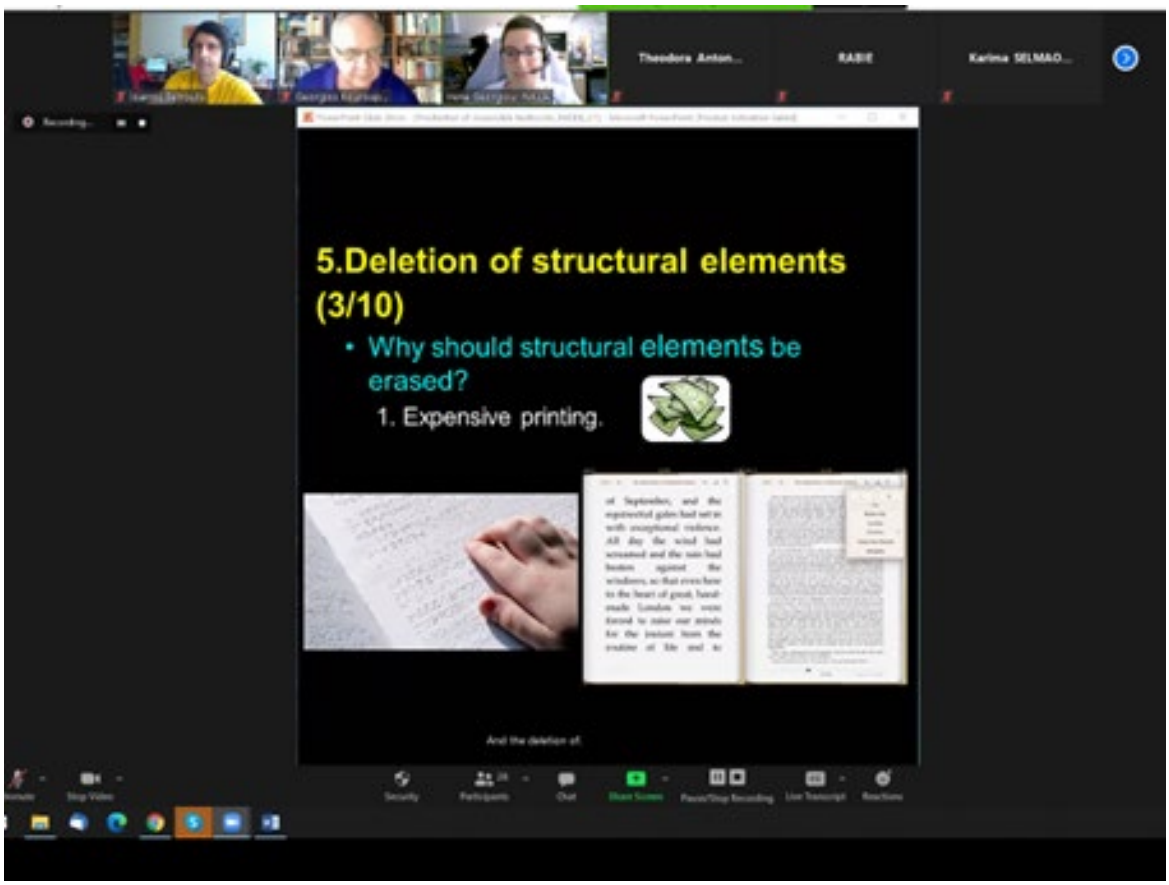
The consortium decided to implement from 5 to 12 April 2020 the activity **A.4.1.2 "**8-days training in Greece (Athens-UoA) on the operation of the **Accessibility Office** for Students with Disabilities" of the **TASK 4.1 "**Training of two **Accessibility Advisors** from each university on the use of Assistive Technology and the operation of the Accessibility Office in and beyond the context of Distance Education programmes". Due to the COVID-19 pandemic the event was not implemented according to the initial plan. Finally, the training was held online from 8 to 11 and from 14 to 17 June 2021. Twenty-eight academic staff participants from the eleven partner universities from Algeria, Tunisia and Morocco were attended the training.

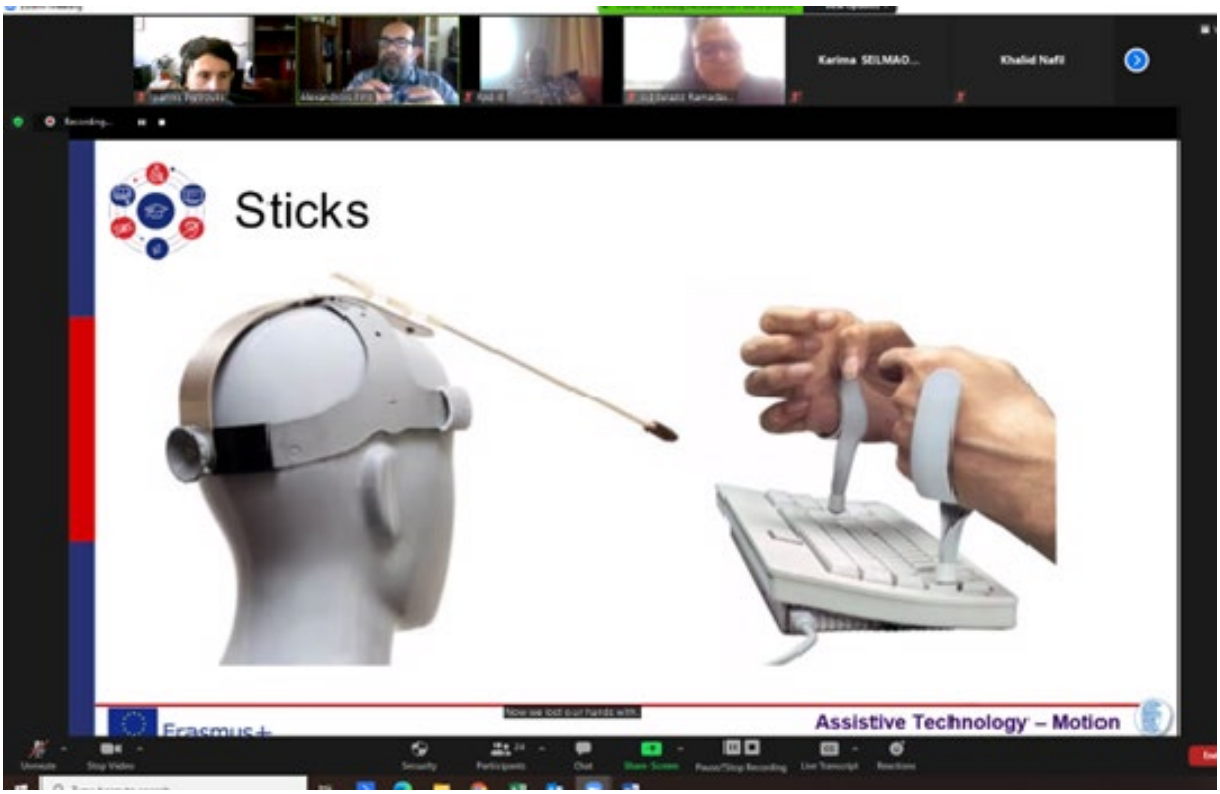
The training program covered the following topics: The Greek national legislation for Students with Disability (SwD), Design for All - Universal Design for Learning, The Accessibility Unit of the University of Athens, Built environment accessibility Service, Support Service for the Academic Secretaries, Academic Advisors Online support system for the Accessibility Academic Advisors, Services for Deaf and Hard of Hearing, Volunteers' service, Transportation Service, Accessible Textbooks life-cycle, Production of Accessible Textbooks, Assistive Technology for SwD. Moreover, five students with impairment presented their experience in relation to the services they receive from the Accessibility Unit of the University of Athens.

Indicative photos from the online training are given bellow.




moumane karima
Univ Tizi-Ouzou
L.Cheikhi
TIER 1: Accessibility Services Addressing Directly the Student
PATS: Personal Assistive Technologies Service
Offers the infrastructure and the appropriate tools needed for testing and assessing a wide variety of computer-based Assistive Technologies (AT)
Provides one-to-one training, technical support and consulting on advanced AT
And also, we have supporting and


Theodora Anton...
RABIE
Karima SELMAO...
5.Deletion of structural elements (3/10)
Why should structural elements be erased?
1. Expensive printing.
And the deletion of



Results

- **D4.2: Educational materials from the training of the accessibility advisors educational**

This delivery includes the presentations used in the training of the accessibility advisors. The final version of the Deliverable D4.2: Report on the training of the accessibility advisors was published in the project website as a public document.

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December 2022

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InSIDE - Including Students with Impairments in Distance Education

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Newsletter No. 5

InSIDE marks the end of its fourth year

Welcome to the fourth Newsletter of the InSIDE project. In this newsletter, we would like to inform you about the progress in the project "Including Students with Impairments in Distance Education (InSIDE)".

Training of the trainers event

In the framework the activity **A.4.2.2 "**Training on the development and the use of the adapted educational material, the use of the LMS, and the delivery of Distance Education (DE) programmes for students with Visual Hearing or Motor impairments" of the **TASK 4.2 "**Training of the trainers", two (2) accessibility advisors and four (4) staff members from each of the eleven participant universities from Algeria, Tunisia and Morocco, attended in January-February 2022 a twelve days training. The training was provided by the University of Macedonia (19, 20, 21, 24 January 2022), the University of Athens (25, 26, 27 and 28 January 2023) and the Johannes Kepler University (31 January and 1, 2 and 3 February 2023). Due to the COVID-19 pandemic the event was implemented online. Seventy-four (74) academic and

teaching staff members from the eleven (11) partner universities from Algeria, Tunisia and Morocco were attended the training.

The training program covered the following topics:

- Tactile graphics with Tiger
- Tactile graphics with Microcapsule
- Braille embossment
- Eye tracking settings
- Verbal descriptions
- Accessible video
- Audio-tactile pictures
- Accessible e-books
- Accessible PDFs
- Accessible mathematical and chemical representations
- Accessible presentations
- Introduction to digital accessibility and assistive technologies
- Introduction to the MOODLE platform
- MOODLE installation
- Course creation in MOODLE
- Languages, users and roles customization in MOODLE
- Issue management in MOODLE
- Test, assignment, and quiz creation in MOODLE
- Interventions in the Moodle MOODLE
- MOODLE accessibility
- Production of accessible educational content in Microsoft Word
- Production of accessible educational content with math and music notation
- Production of accessible text books
- Production of accessible educational PDF
- Production of accessible presentations in Microsoft PowerPoint
- Introduction to the students with disabilities support.
- Student assessment.
- Environment assessment
- Introduction to resources from third parties: The *Buddy project*
- BookAccess: professional educational material adaptation for people with visual disability
- Preparing the support infrastructure
- Preparing the university
- Preparing the students
- GESTU project: supporting hearing disabled people at the Technical University of Vienna
- Learning material management
- Learning material adaptations
- Common issues with adapted learning material

- Exams and settings adaptation
- Sustainability of the support office
- Problem solving
- Resources from third parties: *Inclusive Publishing In Practice* (iPiP) training platform
- Development of own training.

Results

- **D4.4-B: Educational materials from the training of the trainers**

This delivery includes the presentations used in the training of the trainers by the University of Athens. The final version of the Deliverable D4.4-B: Report on the training of the trainers was published in the project website as a public document.

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June 2023

Co-funded by the Erasmus+ Programme of the European Union

InSIDE - Including Students with Impairments in Distance Education

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Newsletter No. 6

InSIDE marks the end of the project

Welcome to the 6th Newsletter of the InSIDE project. In this newsletter, we would like to inform you about the recent training activities of the project "Including Students with Impairments in Distance Education (InSIDE)".

Training events

Training visits were implemented by the National and Kapodistrian University of Athens (NKUA) to the eleven partners in Tunisia, Algeria, and Morocco, according to the following activities of the InSIDE project:

- TASK 4.1 Training of two accessibility advisors from each university on the use of Assistive Technology (AT) and the operation of the accessibility office in and beyond the context of DE programmes.
  - **A.4.1.4 training in the settings of each participant university on the use of the proper AT and the services of the accessibility office**
- TASK 4.2 Training of the trainers – the 2 accessibility advisors and 4 representatives – from each participant university on a) the delivery of accessible and inclusive DE programmes, and b) the training of the rest teaching staff in their universities.
  - **A.4.2.4 Training in the settings of each participant university**

Specifically, the following trainings were implemented:

- 08-09 February 2023: University of Tunis El Manar, Tunisia
- 10&13 February 2023: University of Sousse, Tunisia
- 14-15 February 2023: University of Sfax, Tunisia
- 20-21 March 2023: University of Aboubekr Belkaid Tlemcen, Algeria
- 22-23 March 2023: University of Science and Technology of Oran, Algeria
- 25-26 March 2023: Mouloud Mammeri University of Tizi-Ouzou, Algeria
- 27-28 March 2023: University of Blida 2, Algeria
- 03-04 May 2023: Cadi Ayyad University, Marrakesh, Morocco
- 06-07 May 2023: Abdelmalek Essaâdi University, Tetuan, Morocco
- 08-09 May 2023: Ibn Tofail University, Kenitra, Morocco
- 10-11 May 2023: University of Mohammed V in Rabat, Morocco

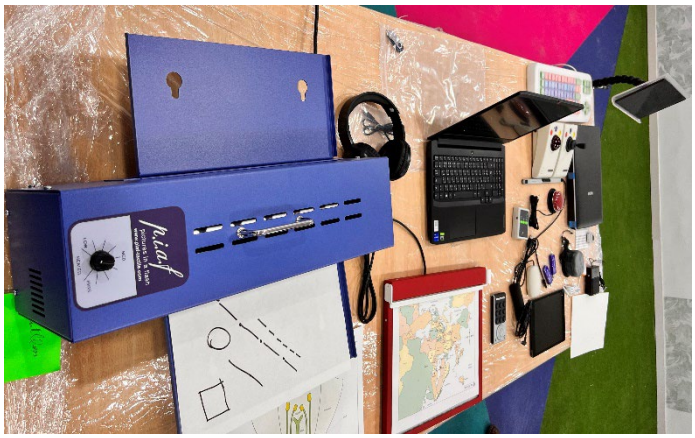
Ninety-eight (98) academic and teaching staff members from the eleven (11) partner universities from Algeria, Tunisia and Morocco were attended the trainings.

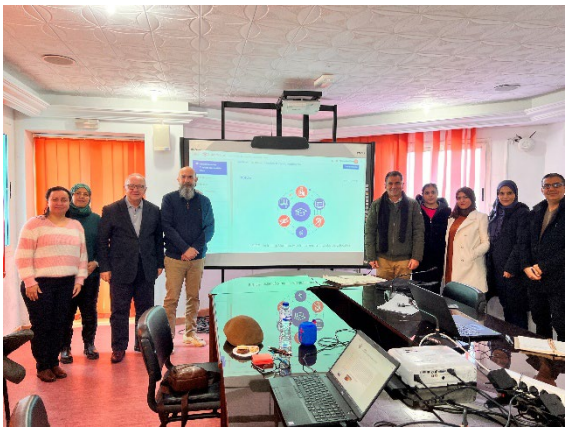
The training program in each partner university covered the following topics:

- Training on the Services of the accessibility office
- Training in the settings of each participant university on the use of LMS
- AAC software
- Braille embossing and Braille translation software
- Converting documents to accessible formats
- Equation editors
- DAISY Reader
- Reader for math
- Mouse alternatives (trackballs, joysticks)
- Screen readers
- Screen Magnifiers
- Switch access
- Alternative keyboards
- Head control
- Eye gaze control
- Tactile graphics production
- Text-to-Speech
- Speech-to-Text software

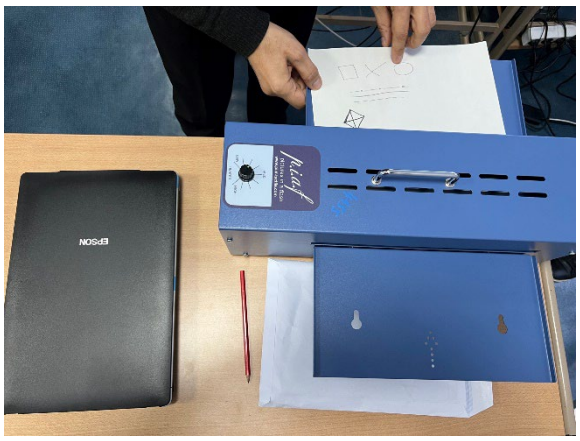
University of Tunis El Manar, Tunisia, 08-09 February 2023

University of Sousse, Tunisia, 10 &13 February 2023

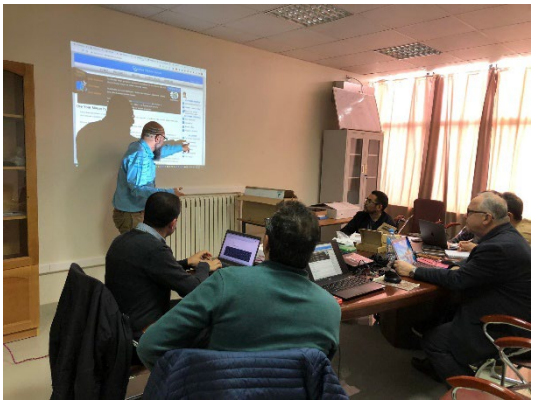




University of Sfax, Tunisia, 14-15 February 2023



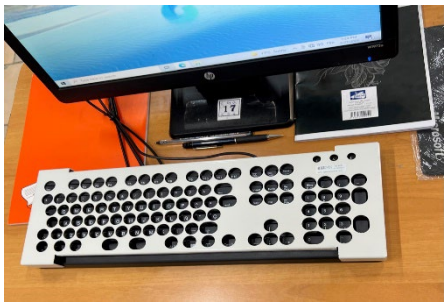
University of Aboubekr Belkaid Tlemcen, Algeria, 20-21 March 2023



University of Science and Technology of Oran, Algeria, 22-23 March 2023

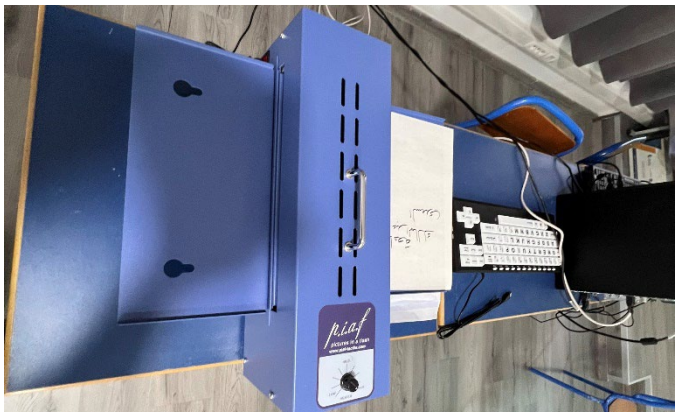
Mouloud Mammeri University of Tizi-Ouzou, Algeria, 25-26 March 2023

University of Blida 2, Algeria, 27-28 March 2023

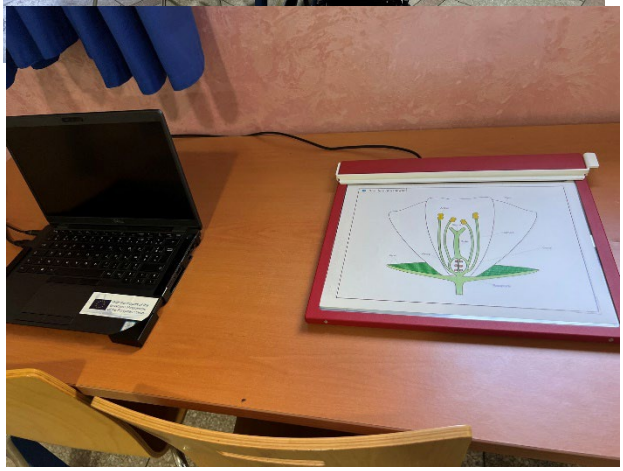


Cadi Ayyad University, Marrakesh, Morocco, 03-04 May 2023

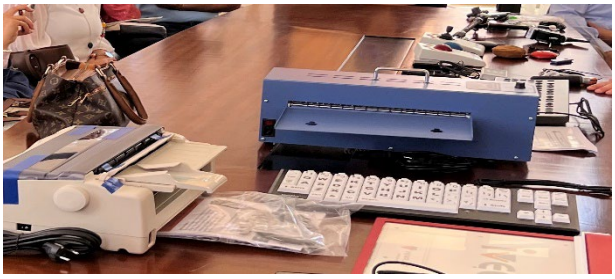
Abdelmalek Essaâdi University, Tetuan, Morocco, 06-07 May 2023



Ibn Tofail University, Kenitra, Morocco, 08-09 May 2023



University of Mohammed V in Rabat, Morocco, 10-11 May 2023



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