



InSIDE: Including Students with Impairments in Distance Education

Deliverable DEV4.4-III **Report on the training of the trainers-Training Material**

Work Package	WP4: Training
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Project Partners



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Project Information

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Abbreviations

Acronym	Term
HE	Higher education
HEI	Higher education institution
ICT	Information and communications technology
InSIDE	Including Students with Impairments in Distance Education
Iwl	Individual with impairments
JKU	Johannes Kepler University
LMD	Licence, Master, and Doctorate
UABT	University of Aboubekr Belkaid Tlemcen
UAE	Abdelmalek Essaadi University
UB2LA	Blida 2 University
UCA	Cadi Ayyad University
UIT	Ibn Tofail University
UM5R	University of Mohammed V in Rabat
UMMTO	Mouloud Mammeri University of Tizi-Ouzou
UOA	National and Kapodistrian University of Athens
UOM	University of Macedonia
US	University of Sousse
USFAX	University of Sfax
USTO	University of Sciences and Technology of Oran Mohamed Boudiaf
UTM	University of Tunis El Manar
ViHeMo	Visual, hearing, mobility/physical
WP	Work Package

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About InSIDE

The aim of the project is to develop accessible DE programmes for individuals with ViHeMo impairments. The concrete aims are to: a) develop an accessible, inclusive and educationally effective model of DE that will deliver key competences for vocational rehabilitation, and provide opportunities for lifelong learning, skills enhancement, and personal fulfilment with the ultimate aim of suggesting an intelligent solution against the problems of limited access or high percentage of dropouts in HE in Iwl, b) structure a strong cooperation between organisations with sound expertise in accessible and inclusive HE and organisations where both the modernisation of HE and the promotion of the right to education of Iwl is imperative, and c) widen the horizons of local HE towards an international and intercultural education through DE programmes.

The overall objectives of the project are to:

- 1) Develop new and innovative, accessible and inclusive DE programmes improving the quality of HE for individuals with ViHeMo impairments and offering flexible learning and virtual mobility
- 2) Upgrade the facilities through establishing accessibility offices and acquiring assistive technology resulting in modernization of university services
- 3) Build capacity and professional development in administrative and teaching staff in developing and carrying out accessible and inclusive DE programmes, and operating the accessibility offices
- 4) Involve individuals with ViHeMo impairments in a user-center design so that accessibility and usability are achieved in conjunction, and the links between education and society are strengthened

The specific objectives of the project are:

- The preparation of the development stage through an extended literature review for precedent trials in DE for Iwl
- The development of the most suitable educational material for Iwl (ViHeMo) in terms of accessibility, usability and educational efficacy through the study of end-user requirements
- The adaptation of a course delivery system that best serves the needs of Iwl (ViHeMo) in DE
- The foundation of accessibility services in HE so that SwI would be supported during their attendance in HE
- The training of advisors in the services of the accessibility offices, and the training of the trainers (advisors and representatives) so that they will be able to train the end-users (teaching staff and Iwl)
- The examination of the regular co-operation of all the above to deliver inclusive DE courses effectively when learning and skill enhancement are concerned, considering end-users feedback too
- The dissemination and exploitation of the project deliverables on an international level.

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1. Introduction

The present report refers to the 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 programmes, and b) the training of the rest teaching staff in their universities” and to the Activity 4.2.4 “Three-days training in the settings of each participant university (Partner Countries)”. Specifically, the report includes the training material prepared by the University of Macedonia, the Johannes Kepler University and the National and Kapodistrian University of Athens for this training activity (A.4.2.4).

This training was decided to be implemented in two modes - online/from distance and face-to-face - in two distinct time periods. The decision was based on 2 key factors:

a) The partners have not acquired the equipment yet, while this would be important for the right implementation of the training activity.

b) The COVID-19 restrictions which could raise serious challenges (and additional costs) during the visits in the partners’ settings.

The above reasons in combination to the need to continue the progress of the project, lead the consortium to the following decision: the implementation of Activity 4.2.4 in 2 parts: a) a 2-days online training session for each partner (partner countries) separately - 1 day organised and implemented by JKU (Austria) and 1 day organised and implemented by UOM (Greece), and b) 1 day training session organised and implemented by UOA (Greece) in the settings of each participant university (partner countries) with the physical presence of the team from the UOA (Greece). This second part of A.4.2.4 (1 day in the settings of each participant) should be combined with Activity 4.1.4 "1-day training in the settings of each participant university on the use of the proper assistive technology and the services of the accessibility office" (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 programmes) and would be realised later, when the partners would have acquired the equipment. Thus, the project would continue progressing without more delays while the training of the partners will be completed with the quality and the standards of the initial design.

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2. Training material used in Part A – Day 1 (JKU)

2.1. Introduction to the follow-up training



The activity A.4.2.4

Key takeaways for participant universities

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Context within the project



- WP 4
 - TASK 4.1 Training of two accessibility advisors
 - A.4.1.2 8-days training (✓ by UoA)
 - A.4.1.4 1-day training in the settings of each participant university
 - TASK 4.2 Training of the trainers
 - A.4.2.2 12-days training (✓ by JKU)
 - **A.4.2.4 3-days training** (current training)
 - TASK 4.3 Training of end-users (given by you)
 - A.4.3.2 35-days training for teaching staff
 - A.4.3.5 21-days training for individuals with ViHeMo impairments

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Current training



- A.4.2.4 3-days training (Training of the trainers)
 - Review of previous 12-days training
 - Participants: the 2 accessibility advisors + 4 representatives previously trained.
 - Structure:
 - Day 1: Delivery of inclusive DE programmes review.
 - Today by JKU
 - Online
 - Day 2: Development and the use of the adapted educational material review.
 - Tomorrow by UOM
 - Online

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Forthcoming trainings



- In September
- At your university
- Face to face
- Provided by UOA
- Trainings
 - A.4.1.4 1-day training (Training of two accessibility advisors)
 - Use of the proper assistive technology and the services of the accessibility office.
 - Participants: the 2 accessibility advisors previously trained.
 - A.4.2.4 3-days training (Training of the trainers)
 - Day 3: Use of the learning management system review
 - Participants: the 2 accessibility advisors + 4 representatives previously trained.

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2.2. Review of the previous 12-days training



Recap of the 12-days training

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Block 1



Development and the use of the adapted educational material. (Reviewed tomorrow)

- Accessible documents
- Accessible presentations
- Accessible videos
- Braille embossment and tactile pictures
- Verbal descriptions
- Chemical and mathematical alternative representations
- Eye-tracking

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Block 2



Use of the learning management system. (Reviewed in September at your university)

- The Moodle platform
- Teaching with Moodle
- Moodle administration
- Moodle accessibility
- Production of accessible digital documents
- Accessible mathematical and musical notation

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Block 3



Delivery of inclusive distance education programmes.

- Student & environment assessment
- Access to educational material
- Student support infrastructure
- Preparing the university
- Preparing the students
- Adapted educational material provision
- Adaptation of educational material
- Problem solving
- Development of own trainings
- Sustainability

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2.3. Delivery of inclusive distance education programmes.



Review

Delivery of inclusive distance education programmes

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Student & environment assessment



- Recognise your current capabilities as starting point
- Note all services provided by the university
- Know how to get in contact with the students
- Build the support service with the gathered knowledge
 - What do we have?
 - What do students need?
 - How?
 - When?
- Key assets for success
 - Hardware and software
 - People

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Access to educational material



- Wide variety of educational material from diverse sources
 - Published content
 - Course working materials
- Holistic approach for getting the required educational material



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Student support infrastructure



- Identification of assets needed
 1. Staff
 2. Rooms (Spaces)
 3. IT, AT and educational material
 4. Cooperation
 5. R&D

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Preparing the university



- Raising awareness of the importance of the accessibility
- Making the support service visible
- Networking
 - Within the university
 - Outside of the institution
- Training university colleagues and students

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Preparing the students



- Before starting the HE studies
 - Cooperating with other institutions
 - Organising events

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Adapted educational material provision



- What, which kind and when the adaptation is needed.
 - Student needs assessment
 - Getting the educational material
 - Assessment of the educational material
 - Adapting the educational material specific student needs
 - Delivering the adaptation to the student timely
- Sustainability

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Adaptation of educational material



- Format of the source educational material
 - Digital
 - Physical
- Hardware and software tools to make the adaptation
- Adaptors expertise and sustainability

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Problem solving



- Students
- Teachers
- Institutional
- Support office

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Development of your own trainings



- Design effective trainings
 - Target audience
 - Topics to be taught
 - Learning goals

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Sustainability



- Forward thinking: plan ahead to become what you want to be
 - Project
 - Part of the library
 - Administration unit
 - Section of student union
- Setting an strategic plan

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Questions

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Questions: block 3

Delivery of inclusive distance education programmes.

1. Student & environment assessment
2. Access to educational material
3. Student support infrastructure
4. Preparing the university
5. Preparing the students
6. Adapted educational material provision
7. Adaptation of educational material
8. Problem solving
9. Development of own trainings
10. Sustainability

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2.4. How to get support



Support

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Support from JKU



- When
 - Receiving AT material
 - Setting-up the support office
- Who
 - Contact person for InSIDE project at JKU

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Exercises

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Student & environment assessment

1. Set your current status for servicing support to students with disabilities.
 - Services provided by the university
 - List current your capabilities
 - Procedures for contacting students
2. Plan the set-up of the support office
 - What do students need?
 - How could you support the students?
 - Which elements are missing to you support effectively the students?

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Access to educational material



Cooperation with stakeholder groups: publishers, editors, authors, lecturers, administrators/libraries

- Brainstorm to making plans for contacting each stakeholder group in order to get the educational material needed.



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Student support infrastructure



1. Brainstorm on defining the ideal student support office for your institution.
 - Staff
 - Rooms (Spaces)
 - IT, AT and educational material
 - Cooperation
 - R&D
2. What is the gap between the your current status and the defined ideal one?
3. Could you make a realisable plan to close this gap?

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Preparing the university



1. Discuss ideas for raising awareness of the student support service and the importance of accessibility.
2. If you implement trainings and create learning material for colleagues and students, how would they look like?
 - Topic
 - Target audience
 - Method
 - ...

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Preparing the students



Discussion on how to get in contact with students before they start their university studies.

- Cooperation with third-party organisation
- Events

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Adapted educational material provision



1. List key elements to deliver the adapted material to supported students.
2. Define a procedure for adapted material provision that take into consideration the sustainability of this service.

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Adaptation of educational material



- Format of the source educational material
 - Digital
 - Physical
- Hardware and software tools to make the adaptation
- Adaptors expertise and sustainability

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Problem solving



- Make a risk management strategy that list the potential risks faced by the support office and strategies to prevent or reduce their damages.

Suggested categories:

- Students
- Teachers
- Institutional
- Support office

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Development of your own trainings



Design an outline of a training for natural sciences teachers who in the coming months have to start teaching online.

- Learning goals
- Training methodology
- Syllabus

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Sustainability




Discussion on a strategic plan for keeping the student support office running and maintaining the quality of the service.

- Financing the operations
- Getting staff and collaborators
- Kind of entity withing the university

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3. Training material used in Part A – Day 2 (UOM)


3.1. Accessible e-book and Accessible presentation



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Creating Accessible Documents Exercises

Evangelia Georgoula, PhD student, UOM




Erasmus+



Exercise 1

- **Creating an accessible MS-Word document/book**

1. Open the Word file “Exercise 1”.
2. Add a number of bold headings.
3. Define the language of text sections written in a different language from the master language of the document.
4. Add a numbered list to the document using the proper tools.
5. Insert the picture “Flag” in the document.



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Exercise 1

6. Add alternative text by editing the picture properties.
7. Define the start and end of the figure.
8. Add a table to the document.
9. Define the first row as the table header.
10. Define the start and end of the figure.
11. Insert top left page numbering.
12. Insert table of contents.



Exercise 1

13. Insert page breaks in pages.
14. Use a size 12 point font for body text.
15. Use a sans serif font like Arial.
16. Align all text to the left.
17. Use the built-in accessibility checker in Word to check the accessibility of the document.
18. Correct any errors and recheck the document.
19. Repeat until the document is fully accessible.

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Exercise 2

- **Converting a scanned PDF document**

1. Download the file “Exercise 2”.
2. Open the ABBY FineReader.
3. Choose Open > Convert to Microsoft Word > Add file > Convert to Word > Display the folder on the computer so you can save the Word file to the computer > Save



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Exercise 2

- **Converting a scanned PDF document**

OR

1. Download the file “Exercise 2”.
2. Use the online OCR software: <https://www.onlineocr.net/>



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Exercise 3

• Creating an Accessible Presentation in MS - PowerPoint

You can create one of your own presentations or you can download a sample presentation ("Sample Presentation")



Exercise 3

PowerPoint Accessibility Checklist

- ☐ Every slide must have a unique title.
- ☐ Be consistent with the font (e.g. Arial) and font-sizes (e.g. 32) used in your presentation.
- ☐ Background and foreground colors should offer a good color contrast. The highest brightness contrast is between black and white.
- ☐ Avoid using slide transitions, animations or automatic slide transitions.

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Exercise 3

PowerPoint Accessibility Checklist

- ☐ Try not to overcrowd slides with too much content.
- ☐ Delete any empty paragraphs, bullets or lists.
- ☐ Make sure to use text-boxes for text and not shapes.
- ☐ Delete all unnecessary or empty elements on each slide, including any text or boxes behind images.
- ☐ Alternate text is applied to an image (e.g. chart or graph) to describe the overall purpose of the figure.



Exercise 3

PowerPoint Accessibility Checklist

- ☐ Tables should be used to represent tabular data, not to layout text on the slide.
- ☐ Define header rows (in the table properties).
- ☐ Keep your tables as simple as possible.
- ☐ Provide a caption/alt text of the information presented in the table.
- ☐ Avoid merging and splitting cells.
- ☐ Check the reading order.

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Accessibility Quiz

1. Most accessible PDF files are created from Microsoft Word. This means that you must know how to create accessible documents using MS-Word. Which of the following is not useful in creating accessible documents?
 - a) Using italic.
 - b) Headers (H1, H2, and so on).
 - c) Using style formats.



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Accessibility Quiz

1. Most accessible PDF files are created from Microsoft Word. This means that you must know how to create accessible documents using MS-Word. Which of the following is not useful in creating accessible documents?
 - a) **Using italic.**
 - b) Headers (H1, H2, and so on).
 - c) Using style formats.



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Accessibility Quiz

2. A link in a Word document is NOT accessible if it has:
- a) An underline with a colour that stands out.
 - b) Text that is concise.
 - c) The words “click here”.



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Accessibility Quiz

2. A link in a Word document is NOT accessible if it has:
- a) An underline with a colour that stands out.
 - b) Text that is concise.
 - c) **The words “click here”.**



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Accessibility Quiz

3. What should you do when creating lists in a Word document?

- a) Use the built-in list function.
- b) Ignore the difference between unordered and ordered lists.
- c) Use tabs and hyphens.



Accessibility Quiz

3. What should you do when creating lists in a Word document?

- a) Use the built-in list function.**
- b) Ignore the difference between unordered and ordered lists.
- c) Use tabs and hyphens.

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Accessibility Quiz

4. What is not a good reason to use a table?
- a) When you don't have time to mark out the table headers.
 - b) When you have a schedule and plan to show coverage by filling in cells.
 - c) When you have a list of information and you think it would look better in a table.
 - d) All of the above.



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Accessibility Quiz

4. What is not a good reason to use a table?
- a) When you don't have time to mark out the table headers.
 - b) When you have a schedule and plan to show coverage by filling in cells.
 - c) When you have a list of information and you think it would look better in a table.
 - d) All of the above.**



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Accessibility Quiz

5. Should illustrations in a document be provided with alternative text describing the illustrations in order for the document to be accessible?

- a) Yes
- b) No.



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Accessibility Quiz

5. Should illustrations in a document be provided with alternative text describing the illustrations in order for the document to be accessible?

- a) **Yes**
- b) No.



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Accessibility Quiz

6. Is the accessibility checker in Microsoft Word able to determine whether an alternative text has the same meaning or function as the illustration in its particular context?

- a) Yes
- b) No.



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Accessibility Quiz

6. Is the accessibility checker in Microsoft Word able to determine whether an alternative text has the same meaning or function as the illustration in its particular context?

- a) Yes
- b) No.**



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Homework

Convert the PDF file “Homework 1” to an accessible MS-Word document.



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Check

MS Word Accessibility Checklist

- ☐ Language change in content is formatted correctly.
- ☐ Blank paragraph lines or blank spaces are not used to create formatting or space.
- ☐ Headings are correctly styled and programmatically identified in Navigation Pane.
- ☐ Navigation pane headings outline levels match heading levels visually perceived in the document.



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Check

MS Word Accessibility Checklist

- ☐ Link names concisely describe destination, function or purpose.
- ☐ Links to different destinations have unique names.
- ☐ Data table is not a picture.
- ☐ Header row table property is set to repeat row.
- ☐ Table is free of merged or split cells.



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Check

MS Word Accessibility Checklist

- ☐ Data tables do not have more than one header row/column.
- ☐ Table does not have blank rows or columns.
- ☐ “Text wrapping” is set to “None” in Table Properties.
- ☐ Cross-references within your document that point to bookmarked text.



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Check

MS Word Accessibility Checklist

- ☐ Language change in content is formatted correctly.
- ☐ Blank paragraph lines or blank spaces are not used to create formatting or space.
- ☐ Headings are correctly styled and programmatically identified in Navigation Pane.
- ☐ Navigation pane headings outline levels match heading levels visually perceived in the document.



**Including
Students with
Impairments in
Distance
Education**



Thank you for your participation!

Evangelia Georgoula

✉ egeorgoula@uom.edu.gr

University of Macedonia

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Exercise 1



Exercise 2

Accessible Microsoft Word Documents

Microsoft Word provides various options for including accessibility information into the document to support individuals using assistive technologies. Such information also provides improved accessibility when converting the document into other formats (e.g., tagged PDF, ePub, DAISY, etc.). MS Word document accessibility can be improved for the following content items:

- Document Headings
- Descriptions for Images
- Tables for Data
- Multiple Columns
- Document Hyperlinks
- Mathematical Content



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Development through the lifespan

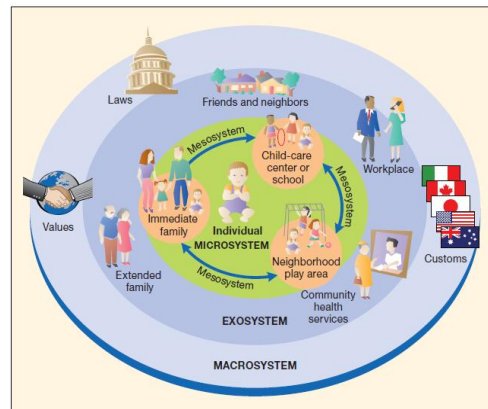
Ecological Systems Theory 1 of 3

- “**Ecological systems theory** views the person as developing within a complex *system* of relationships affected by multiple levels of the surrounding environment.”
- Structure of the environment in ecological systems theory.
 1. The microsystem.
 2. The mesosystem.
 3. The exosystem.
 4. The macrosystem.
 5. The chronosystem.

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Ecological Systems Theory 2 of 3

Figure 1.5 Structure of the environment in ecological systems theory. The *microsystem* concerns relations between the developing person and the immediate environment; the *mesosystem*, connections among immediate settings; the *exosystem*, social settings that affect but do not contain the developing person; and the *macrosystem*, the values, laws, customs, and resources of the culture that affect activities and interactions at all inner layers. The *chronosystem* (not pictured) is not a specific context. Instead, it refers to the dynamic, ever-changing nature of the person's environment.



Ecological Systems Theory 3 of 3

Verbal description of the figure 1.5: There are three layers of circles depicting different ecological systems. The first layer of the circle called microsystem (for example, the individual). The individual is surrounded by the immediate family, the child-care center or school, neighborhood play area. In other words, this is the mesosystem. Around the mesosystem there is the second layer of the circle called exosystem. The exosystem consists of the extended family, the friends and neighbors, the workplace and community health services. Around the exosystem there is the third layer of the circle called macrosystem. The macrosystem consists of the values, the laws, and the customs of different states. The three layers of the circle are joined, as one is within the other, starting from the smallest layer of the circle to the largest.

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Genetic foundations

Chromosomal Abnormalities

- Down Syndrome.
- Abnormalities of the Sex Chromosomes.

Down Syndrome

An 8-year-old with Down syndrome, at right, plays with a typically developing classmate. Despite impaired intellectual development, this child benefits from exposure to stimulating environments and from opportunities to interact with peers.

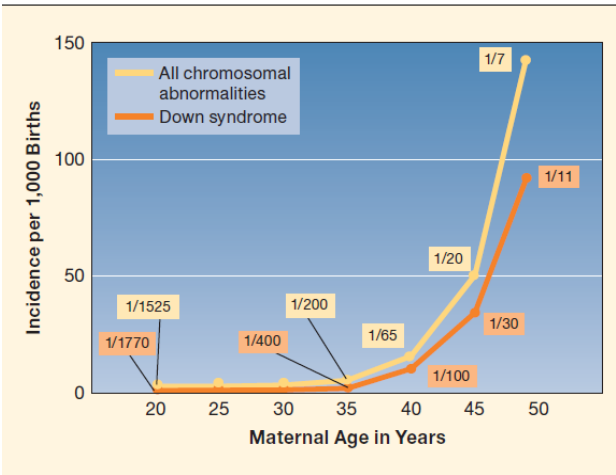


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Down syndrome and all chromosomal abnormalities 1 of 3

Figure 2.5 Risk of Down syndrome and all chromosomal abnormalities by maternal age.

Risk rises sharply after age 35.
(From R. L. Schonberg, 2012, "Birth Defects and Prenatal Diagnosis," from *Children with Disabilities*, 7th ed., M. L. Batshaw, N. J. Roizen, & G. R. Lotrecchiano, eds., p. 50. Baltimore: Paul H. Brookes Publishing Co, Inc.)



Down syndrome and all chromosomal abnormalities 2 of 3

Verbal description of the figure 2.5: This is a line graph. There are two lines in the graph. The first line concerns Down syndrome, while the other one concerns all chromosomal abnormalities. The vertical axis refers to the incidence per 1000 births and the horizontal axis to the maternal age in years. In the vertical axis, the course line representing Down syndrome seems to be on a lower level than the other one, however as the age of the mother increases, the distance between the two lines seems to grow. According to the graph, for a 20-year-old mother, the risk of Down syndrome is at 1 in 1770 births, while the respective risk for all chromosomal abnormalities is at 1 in 1525 births. For a 35-year-old mother, the risk of Down syndrome is at 1 in 400 births, while for all chromosomal abnormalities is at 1 in 200. For a 40-year-old mother, the risk of Down syndrome is at 1 in 100 births, while for all chromosomal abnormalities is at 1 in 65. For a 45-year-old mother, the risk of Down syndrome is at 1 in 30 births, while for all chromosomal abnormalities is 1 in 20 births. Finally, for a 50-year-old mother, the risk of Down syndrome is at 1 in 11 births, while for all chromosomal abnormalities it is at 1 in 7 births. Both course lines, the one referring to Down syndrome and the other to all chromosomal abnormalities, follow an upward trend due to the fact that when the mother's age exceeds 35 years the risk for Down syndrome and all chromosomal abnormalities is also increased.

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Down syndrome and all chromosomal abnormalities 3 of 3

Table start

Maternal age in years	Down syndrome (incidence per 1000 births)	All chromosomal abnormalities (incidence per 1000 births)
20	1/1170	1/1525
25	1/1170	1/1525
30	1/1170	1/1525
35	1/400	1/200
40	1/100	1/65
45	1/30	1/20
50	1/11	1/7

Table end

Bibliography

Berk, L. E. (2018). Development through the lifespan (7th edition). Boston: Pearson Education, Inc.

[Library of Congress; Development through the lifespan](#)

Homework: Turn the chapter [Watters, J. J., & Christensen, C. \(2014\). Vocational education in science, technology, engineering and maths \(STEM\): Curriculum innovation through school industry partnerships. In conference \(pp. 89-110\) accessible.](#)

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3.2. Mathematical equations

The partners were trained on how to create mathematical equations with MathType and Microsoft Word.

Group work:

Create the following equations with MathType

$$x \leq 5x^2 + 5x - 6 = 0$$

$$\int_0^5 x + 2$$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

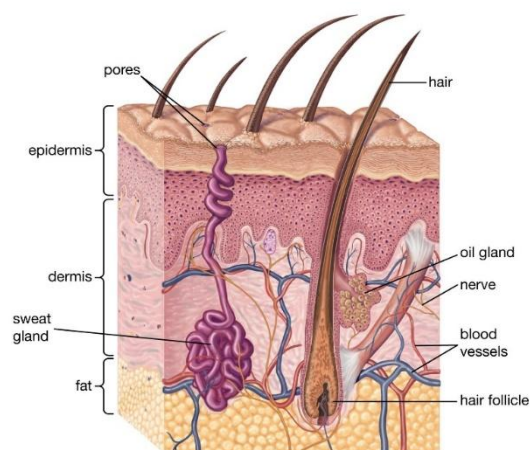
$$\lim_{x \rightarrow \infty} f(x) = 0$$

3.3. Tactile images

The training involved the creation of tactile educational material from different subjects with the use of the free program Inkscape

Examples:

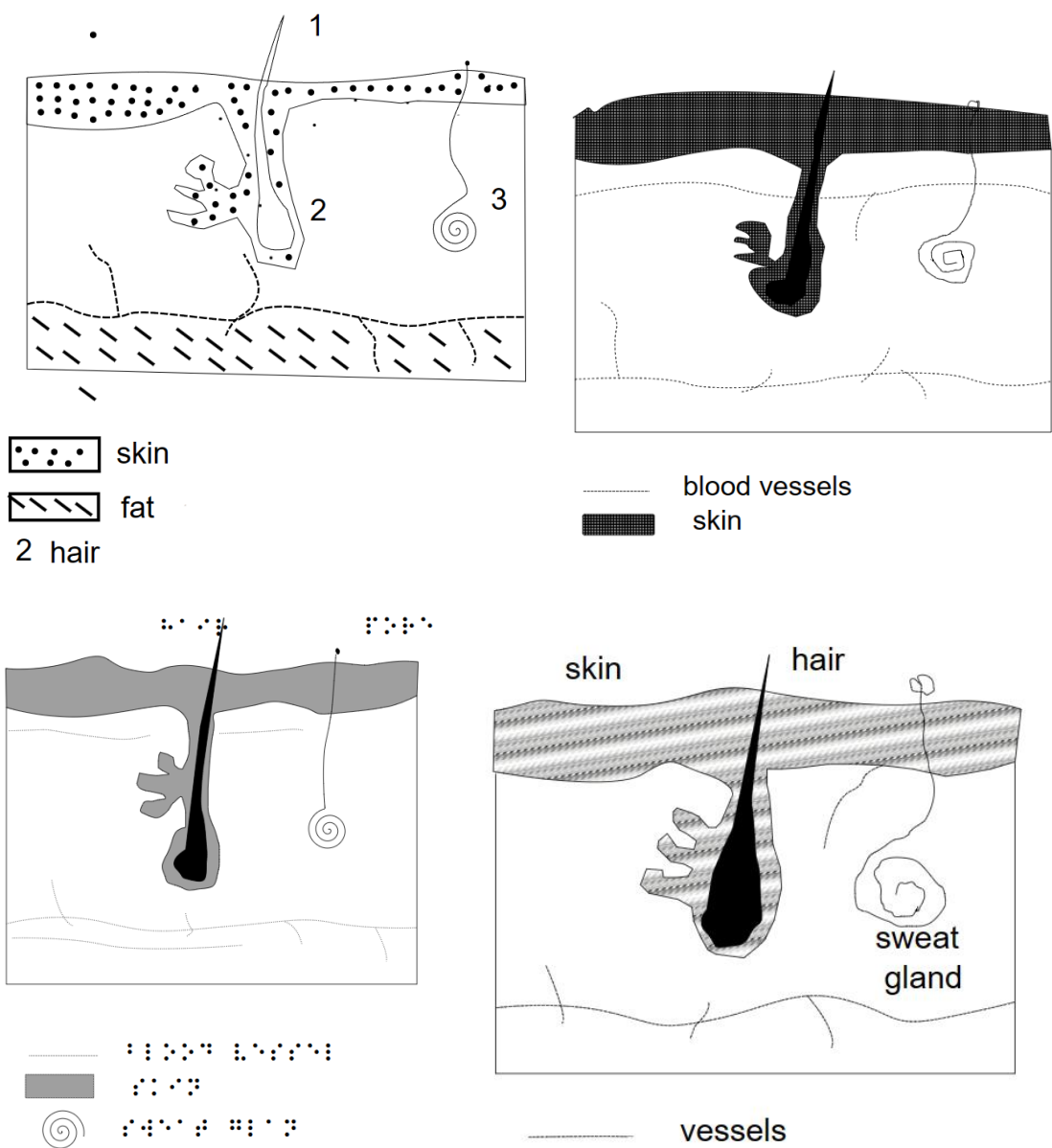
1) Anatomy of the skin



© Encyclopædia Britannica, Inc.

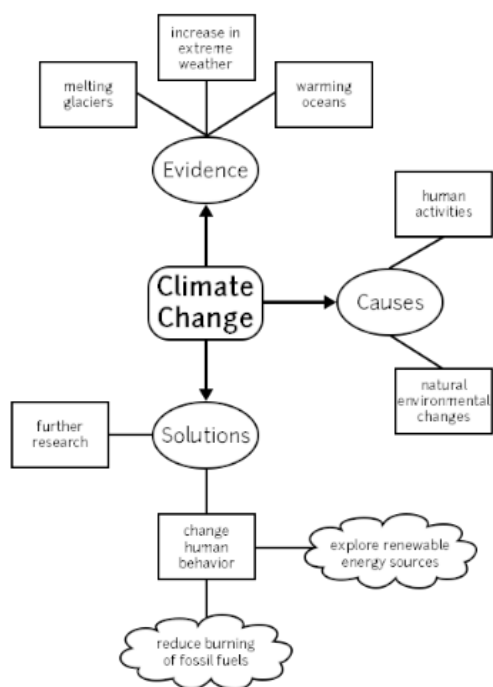
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In-training creations



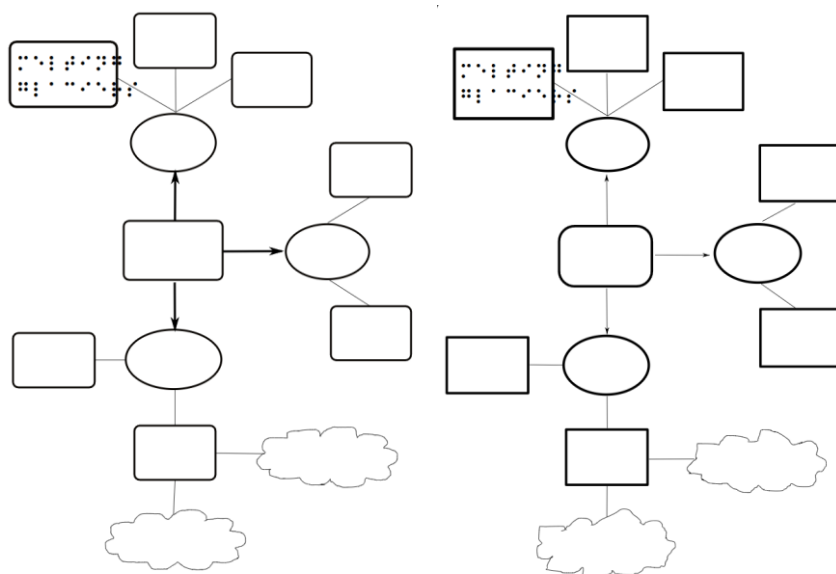
2) Concept map

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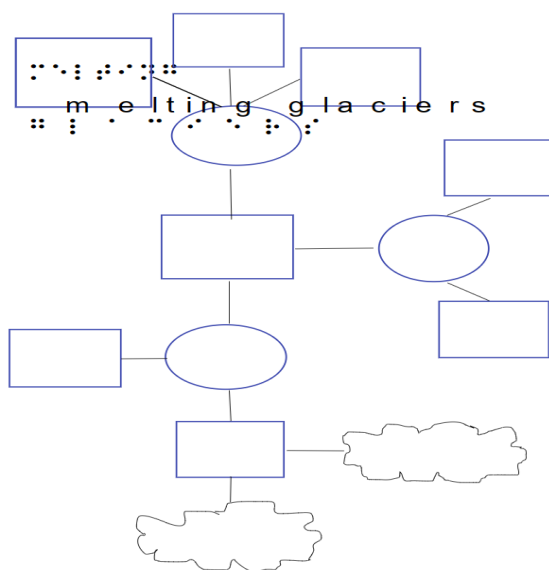


The partners were asked to recreate the concept map

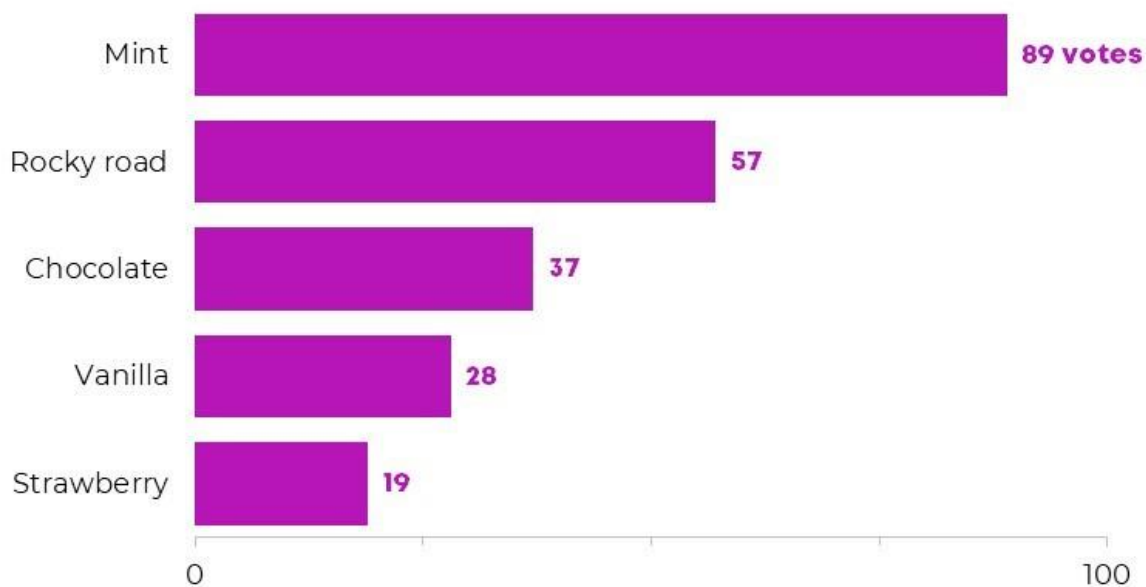
In-training creations



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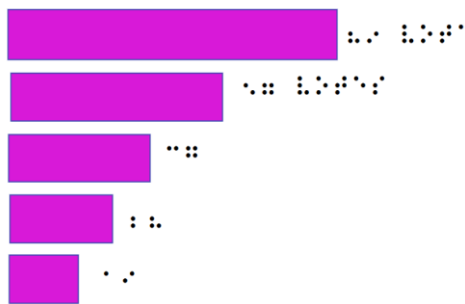
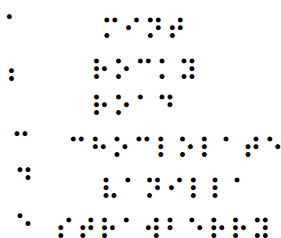
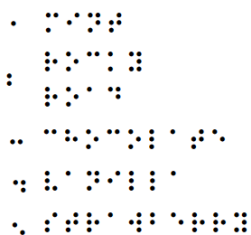


3) Bar chart example



In-training creations

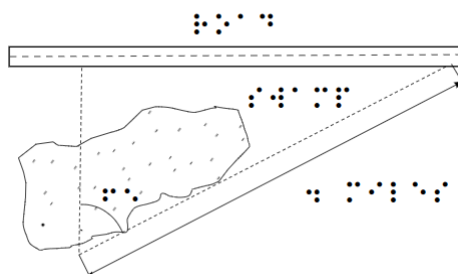
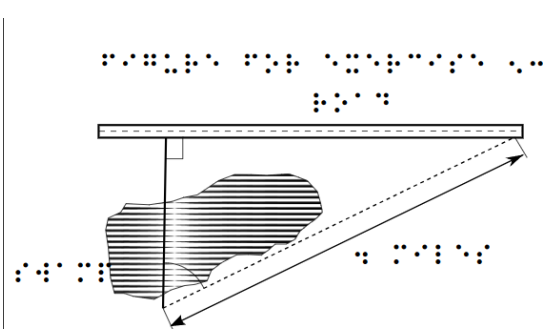
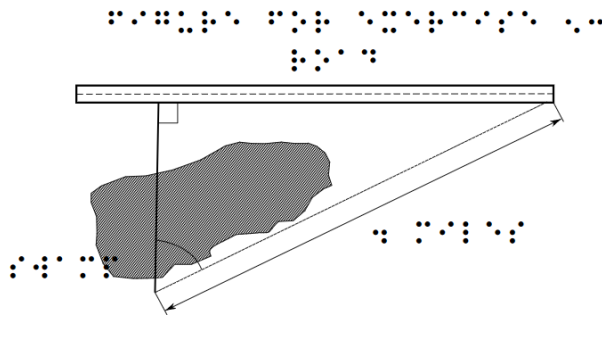
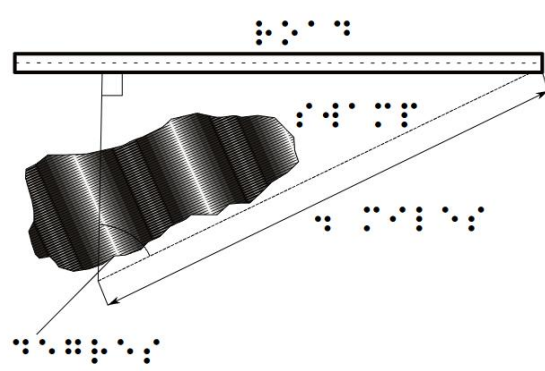
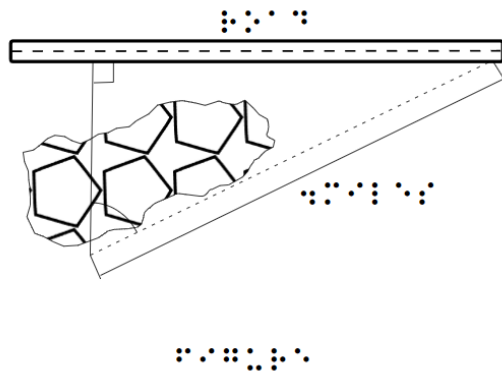
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53. *Avoiding a Swamp* Muriel was hiking directly toward a long, straight road when she encountered a swamp. She turned 65° to the right and hiked 4 mi in that direction to reach the road. How far was she from the road (to the nearest tenth of a mile) when she encountered the swamp?

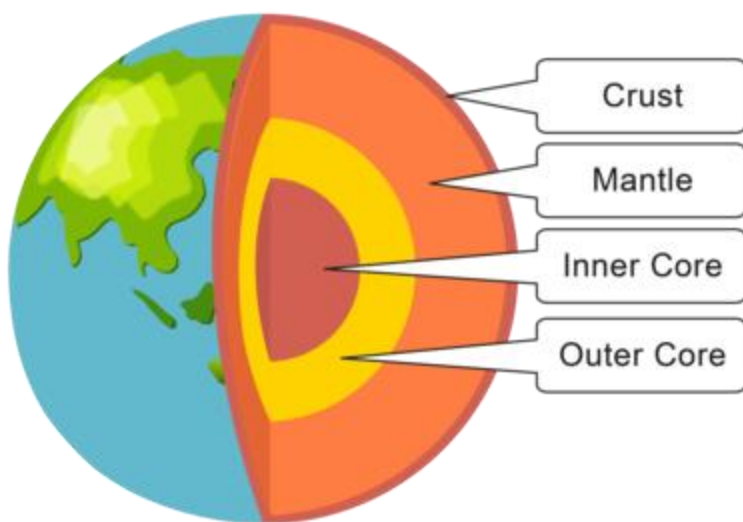
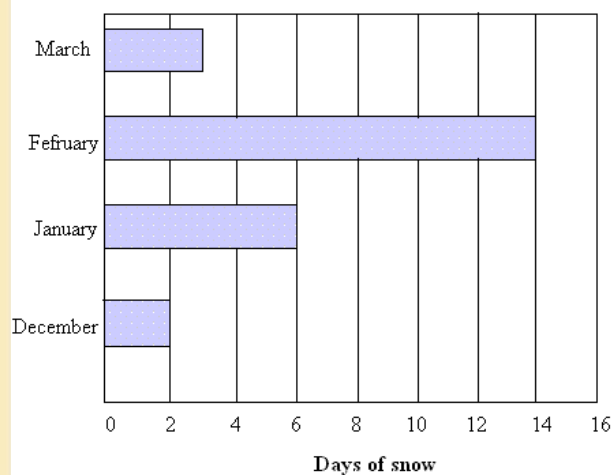
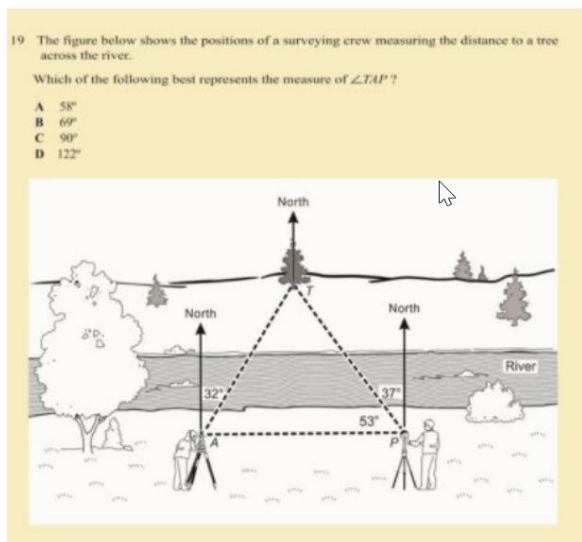
Figure for Exercise 53

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Homework: Creation the tactile images from the images below.

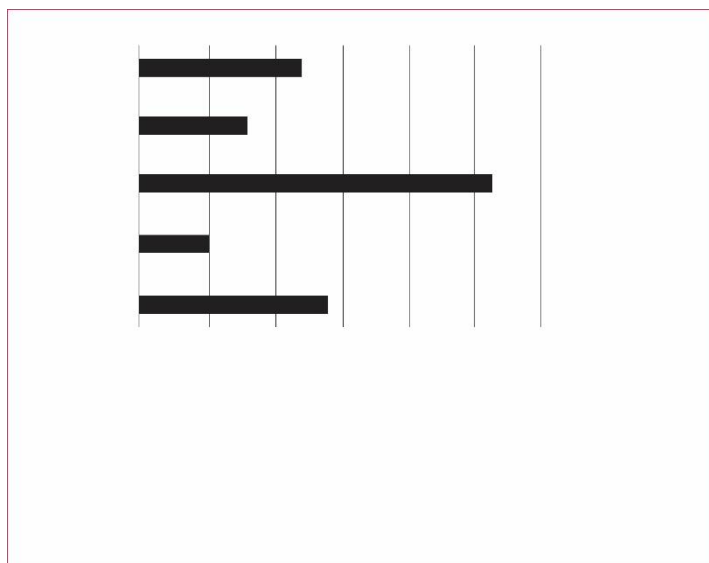
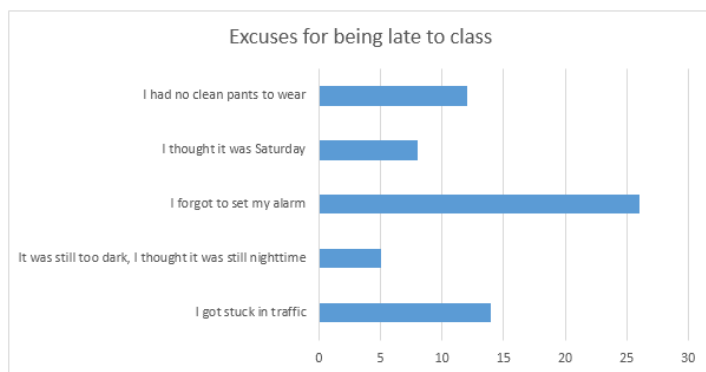
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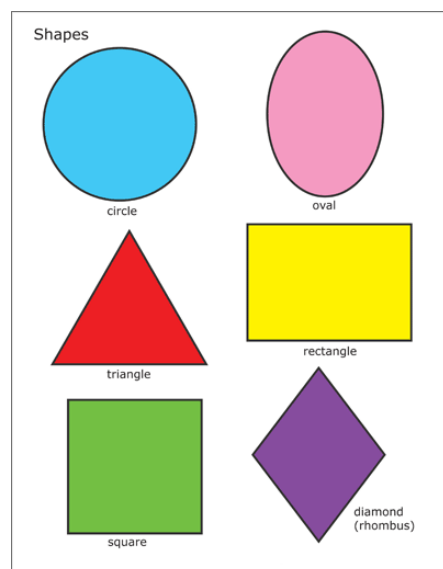
3.4. Audio-tactile images

The Bar chart with *the excuses for being late* was used as an example for the training.

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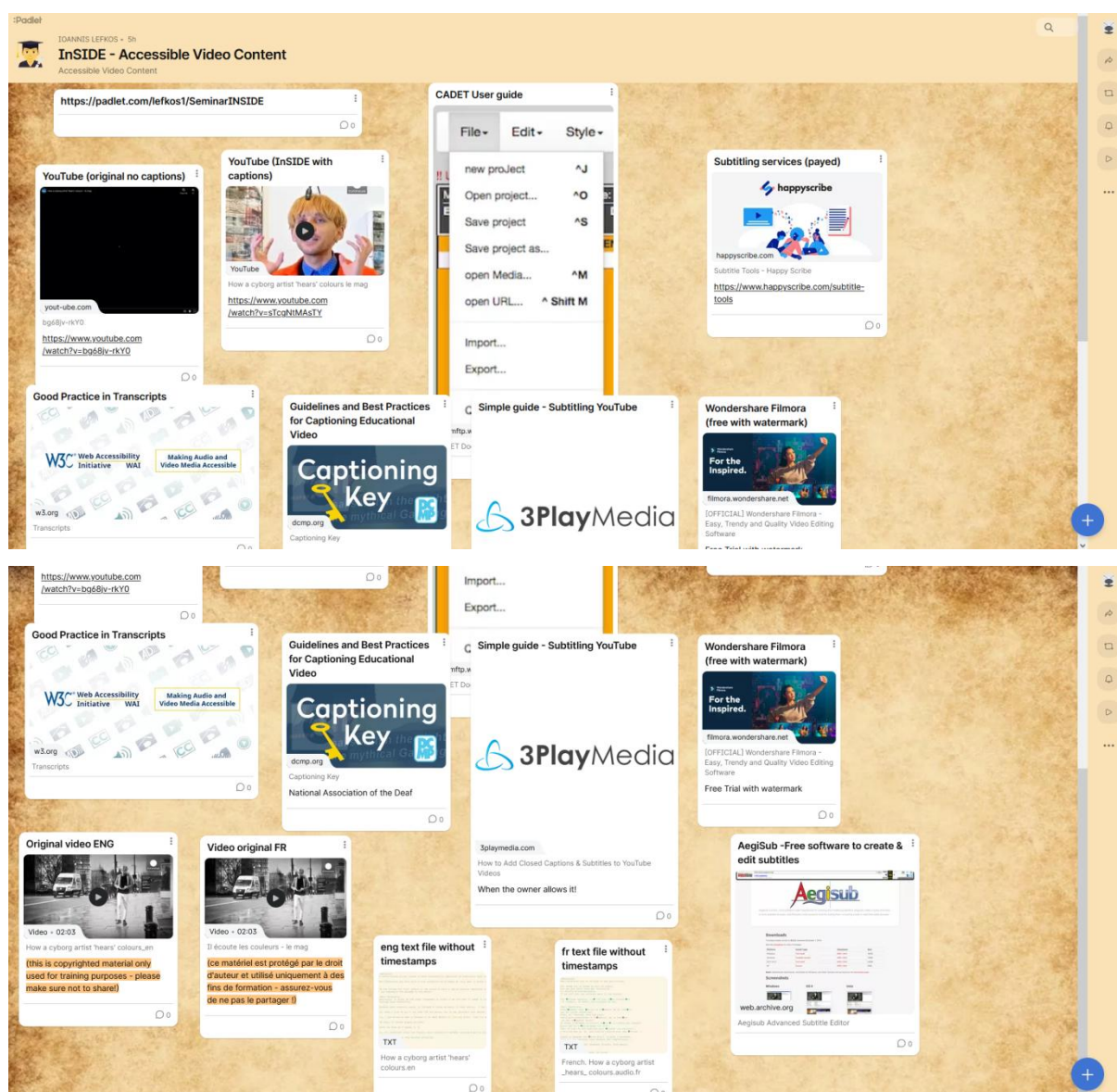
Homework: The partners were asked to insert sound with *Iveo creator* software, to the following image with the shapes



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3.5. Video captioning

The material used for the specific subject can be found in the Padlet following the link <https://padlet.com/lefkos1/SeminarINSIDE>



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4. Training material used in Part B (UOA)

4.1. Settings on the use of the proper assistive technology

**Accessibility Unit**
<http://access.di.uoa.gr>

A.4.1.4 Training in the settings of each participant university on the use of the proper assistive technology and the services of the accessibility office
A.4.2.4 Training in the settings of each participant university

Settings on the use of the proper Assistive Technology

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**InSIDE: Including Students with Impairments in Distance Education**
Project No. 598763-EPP-1-2018-1-EL-EPPKA2-CBHE-JP

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



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Settings on the use of the proper Assistive Technology

Wireless access set

- **Disability:** Physical
- **Model:** 5 x SimplyWorks Switch 75, SimplyWorks Joystick, SimplyWorks Trackball, SimplyWorks Receive 2, Receive Micro, SimplyWorks for iPad
- **URL:** <https://www.pretorianuk.com/simplyworks>
- **Video:** <https://www.youtube.com/watch?v=6GWgyUG3MKI>
- **Quick start guide:**
http://www.pretorianuk.com/images/datasheets/Simply_For_iPad.pdf
- **User manual:** https://www.pretorianuk.com/downloads/SimplyWorks_Range.pdf
- **Extra videos:** <https://www.youtube.com/watch?v=oy-XcPGjGAI&list=PLDyqOJRL8LTy2AH2cOlpM4p1u5ZZ5LqYv>
<https://www.youtube.com/watch?v=hb2GI2DEYY8&list=PLDyqOJRL8LTy2AH2cOlpM4p1u5ZZ5LqYv&index=2>
<https://www.youtube.com/watch?v=ti-BJ4bKVZk&list=PLDyqOJRL8LTy2AH2cOlpM4p1u5ZZ5LqYv&index=3>
<https://www.youtube.com/watch?v=VEWfWqKDsm8>
https://www.youtube.com/watch?v=T0_l48fM6qY
<https://www.youtube.com/watch?v=wT0v-FfvCdo>

Settings on the use of the proper Assistive Technology

Foot Switch

- **Disability:** Physical
- **Model:** G-SWITCH SERIES GS04
- **URL:** <https://glassouse.com/product/foot-switch-glassouse-assistive-device-accessory-hands-free/>
- **Video:** <https://www.youtube.com/watch?v=Lj8y7iwQPjE>
- **Quick start guide:**
- **User manual:** <https://glassouse.com/wp-content/uploads/2017/11/GlassOuse-G-Switch-Series-GS04-Foot-Switch-User-Manual.pdf>
- **Extra videos:**

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Settings on the use of the proper Assistive Technology

Soft round button switch

- **Disability:** Physical
- **Model:** Pillow Switch
- **URL:** <https://www.ablenetinc.com/pillow-switch/>
- **Video:** <https://www.youtube.com/watch?v=ZUItJLdh0Rw>
- **Quick start guide:**
https://files.ablenetinc.com/KnowledgeBase/QuickStartGuides/Wired_Accessibility_Switches-QSG-06-18-21.pdf
- **User manual:**
https://files.ablenetinc.com/BigCommerce/content/html/Downloads/Switch_Downloads/single_switch_quick_start_guide.pdf
- **Extra videos:**

Settings on the use of the proper Assistive Technology

Grasp switch

- **Disability:** Physical
- **Model:** Grasp switch
- **URL:** <https://www.inclusive.com/uk/grasp-switch.html>
- **Video:** https://www.youtube.com/watch?v=3Y9OO_UGbj0
- **Quick start guide:**
https://www.ablenetinc.com/content/html/Downloads/Switch_Downloads/single_switch_quick_start_guide.pdf
- **User manual:** <https://www.spectronics.com.au/article/ablenet-access-switch-comparison-chart>
- **Extra videos:**

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Settings on the use of the proper Assistive Technology

Hard round button switch

- **Disability:**Physical
- **Model:** Jelly Bean Twist
- **URL:** <https://www.ablenetinc.com/jelly-bean>
- **Video:** <https://www.youtube.com/watch?v=rBBJCnIw4nA>
- **Quick start guide:**
https://files.ablenetinc.com/KnowledgeBase/QuickStartGuides/Wired_Accessibility_Switches-QSG-06-18-21.pdf
- **User manual:**
https://files.ablenetinc.com/BigCommerce/content/html/Downloads/Switch_Downloads/single_switch_quick_start_guide.pdf
- **Extra videos:**

Settings on the use of the proper Assistive Technology

Proximity switch

- **Disability:**Physical
- **Model:** LITTLE Candy Corn 2
- **URL:** <https://www.ablenetinc.com/little-candy-corn-2/>
- **Video:** <https://www.youtube.com/watch?v=I-FxdaDLBMo>
- **Quick start guide:**
https://files.ablenetinc.com/KnowledgeBase/QuickStartGuides/BIG_Candy_Corn_and_LITTLE_Candy_Corn_2-QSG-07-23-21.pdf
- **User manual:** <https://www.youtube.com/watch?v=KUfmbUOIUJ0>
- **Extra videos:**

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Settings on the use of the proper Assistive Technology

Switch mounting

- **Disability:** Physical
- **Model:** Ablenet Friction Knob Universal Mounting System and Ablenet Universal Mounting Plate
- **URL:** <https://www.ablenetinc.com/one/>
- **Video:** https://www.youtube.com/watch?v=4U2_nwCYzOk
- **Quick start guide:** <https://files.ablenetinc.com/KnowledgeBase/QuickStartGuides/80000120One-QuickStartGuide-10-15-21.pdf>
- **User manual:** https://www.ablenetinc.com/content/html/Downloads/Mounting/ablenet_mounting_solutions.pdf
- **Extra videos:** <https://www.youtube.com/watch?v=mpLtKZRplpw>
<https://www.youtube.com/watch?v=5dWF-4agiBA>
<https://files.ablenetinc.com/KnowledgeBase/QuickStartGuides/80000118QuickReadyMountingPlate-QuickStartGuide-12-01-21.pdf>

Settings on the use of the proper Assistive Technology

AAC software package

- **Disability:** Physical
- **Model:** GRID 3
- **URL:** <https://thinksmartbox.com/product/grid-3/>
- **Video:** <https://www.youtube.com/watch?v=m8zK9e61Ykc>
- **Quick start guide:** <https://hub.thinksmartbox.com/topic/getting-started-with-grid-3/>
- **User manual:** <https://hub.thinksmartbox.com/wp-content/uploads/2022/04/Grid-Manual-Windows-June-2020.pdf>
- **Extra videos:** <https://hub.thinksmartbox.com/topic/grid-3/>
<https://www.youtube.com/watch?v=TMGViJZdJhI>

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Settings on the use of the proper Assistive Technology

Keyboard with keyguard

- **Disability:** Physical
- **Model:** Maxess Keyguard + Keyboard
- **URL:** <http://www.maxesssite.co.uk/html/mpkeykey21.html>
- **Video:** <https://www.youtube.com/watch?v=zFv2myGVhI8>
- **Quick start guide:**
- **User manual:**
- **Extra videos:** <https://www.youtube.com/watch?v=8y7f72oP7Ww>

Settings on the use of the proper Assistive Technology

Head mouse

- **Disability:** Physical
- **Model:** GlassOuse Assistive Device
- **URL:** <https://glassouse.com/product/glassouse-v1-4-assistive-device/>
- **Video:** https://glassouse.com/wp-content/uploads/2022/06/GlassOusePro-Sub-English-Ver2_3.mp4
- **Quick start guide:** <https://www.youtube.com/watch?v=rtz8D3S6Tpk>
- **User manual:** <https://glassouse.com/wp-content/uploads/2021/07/GlassOuse-V1.4-USER-MANUAL.pdf>
- **Extra videos:** <https://www.youtube.com/watch?v=sL3VmSdeIWw>

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Settings on the use of the proper Assistive Technology

Eye gaze interaction

- **Disability:** Physical
- **Model:** Tobii PCEye Mini with Windows Control
- **URL:** <https://www.tobiidynavox.com/pages/pceye-mini-product-support>
- **Video:** <https://www.youtube.com/watch?v=e-d74yUDWEI>
- **Quick start guide:**
https://download.mytobiidynavox.com/PCEye/documents/TobiiDynavox_PCEyeMini_InstallationInstruction_v1-0_en-US_WEBHQ.pdf
- **User manual:**
https://download.mytobiidynavox.com/PCEye/documents/TobiiDynavox_PCEyeMini_UserManual_v1-2_en-US_WEB.pdf
- **Extra videos:** <https://www.tobiidynavox.com/products/windows-control>
<https://www.youtube.com/watch?v=eAzrA5mWowg>
<https://www.youtube.com/watch?v=EMvEmIXAEAo>
<https://www.tobiidynavox.com/pages/pceye-mini-product-support?tab=0>

Settings on the use of the proper Assistive Technology

Braille embosser

- **Disability:** Vision
- **Model:** IRIE Braille Buddy or VP EmBraille
- **URL:** <https://irie-at.com/product/irie-braille-buddy/>
- **Video:** <https://www.youtube.com/watch?v=CHLMNz6BQdo>
- **Quick start guide:** https://irie-at.com/wp-content/uploads/2021/10/BrailleBuddy_Setup_Instruction.docx
- **User manual:** https://irie-at.com/wp-content/uploads/2021/10/BrailleBuddy_User_Manual.docx
- **Extra videos:** <https://www.youtube.com/watch?v=qykZJLuYNkw>
https://www.youtube.com/watch?v=1tS_pzwCO8s

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Settings on the use of the proper Assistive Technology

Audiotactile tablet (+software for development of audio-tactile graphics)

- **Disability:** Vision
- **Model:** IVEO 3 Hands-On Learning System
- **URL:** <https://viewplus.com/product/iveo-3-hands-on-learning-system/>
- **Video:** <https://www.youtube.com/watch?v=fEqsxsyZSGc>
- **Quick start guide:** <http://viewplus.com/downloads/docs/manuals/IVEO-TouchPad-Installation.docx>
- **User manual:** <http://viewplus.com/downloads/docs/manuals/IVEO-TouchPad-Setup.docx>
- **Extra videos:** <https://www.youtube.com/watch?v=pWQv3OujVL0>

Settings on the use of the proper Assistive Technology

Screen Reader & Magnifier

- **Disability:** Vision
- **Model:** Dolphin Supernova magnifier and screen reader
- **URL:** <https://yourdolphin.com/SuperNova>
- **Video:** <https://www.youtube.com/watch?v=cJeCypqumXg>
- **Quick start guide:** <https://yourdolphin.com/en-gb/support/videos/all?id=4>
- **User manual:** <https://yourdolphin.com/support/manuals?pid=3>
- **Extra videos:** <https://www.youtube.com/watch?v=EUrlzJN3DUg>
https://www.youtube.com/watch?v=W9xgpzg2_XU
<https://www.youtube.com/watch?v=HpXgP2SV9fs>
<https://www.youtube.com/watch?v=ThitpCZzhmM>

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Settings on the use of the proper Assistive Technology

DAISY reader

- **Disability:** Vision
- **Model:** Dolphin EasyReader for Windows
- **URL:** <https://yourdolphin.com/EasyReader>
- **Video:** <https://www.youtube.com/watch?v=RAJyS6dcvOg>
- **Quick start guide:** <https://yourdolphin.com/EasyReader-Support#Category137>
- **User manual:**
- **Extra videos:** <https://www.youtube.com/watch?v=zW2kNDyFoRg>
<https://www.youtube.com/watch?v=v4bHnleFNSM>

Settings on the use of the proper Assistive Technology

Converter to Large Print, MP3, DAISY, audio and Braille formats

- **Disability:** Print disabled
- **Model:** Dolphin EasyConverter for Windows
- **URL:** <https://yourdolphin.com/EasyConverter-Express>
- **Video:** https://www.youtube.com/watch?v=P_-Re_Qp_FM
- **Quick start guide:**
- **User Manual:** https://www.nuance.com/asset/en_us/collateral/dragon/guide/gd-dragon-individual-client-install-guide-v15.6-en-us.pdf
- **Extra videos:** https://www.youtube.com/watch?v=xcBeN_IkJWk
https://www.youtube.com/watch?v=xcBeN_IkJWk

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Settings on the use of the proper Assistive Technology

Equation editor with speech output

- **Disability:** Vision
- **Model:** ChattyInfty
- **URL:** <https://www.sciaccess.net/en/ChattyInfty/>
- **Video:** <https://slideplayer.com/slide/12111397/>
- **Quick start guide:** <https://daisy.org/guidance/info-help/guidance-training/content-creation/chattyinfty-an-accessible-tool-for-including-mathematics-in-daisy-and-epub/>
- **User Manual:** https://www.nuance.com/asset/en_us/collateral/dragon/guide/gd-dragon-individual-client-install-guide-v15.6-en-us.pdf
- **Extra videos:** https://www.youtube.com/watch?v=xcBeN_IkJWk
https://www.youtube.com/watch?v=xcBeN_IkJWk

Settings on the use of the proper Assistive Technology

Speech to text application for computers

- **Disability:** All
- **Model:** Dragon Professional Individual
- **URL:** <https://www.nuance.com/dragon/business-solutions/dragon-professional-individual.html>
- **Video:** https://www.youtube.com/watch?v=1_fBGhPJas
- **Quick start guide:**
https://www.nuance.com/asset/en_us/collateral/dragon/command-cheat-sheet/ct-dragon-professional-individual-en-us.pdf
- **Extra videos:**

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Settings on the use of the proper Assistive Technology

Text to Speech synthesis

- **Disability:** All
- **Model:** Acapela TTS Voices for NVDA
- **URL:** <http://www.acapela-nvda.com/>
- **Video:** <https://www.youtube.com/watch?v=qf9l8L42r6Y>
- **Quick start guide:** <https://www.ceciliaa.com/acapela-tts-voices-for-nvda.html>
- **User Manual:**
- **Extra videos:** <https://www.youtube.com/watch?v=MM03K-h9MrY>
<https://www.youtube.com/watch?v=qOQ7zELFmLE>

Settings on the use of the proper Assistive Technology

Tactile graphics maker

- **Disability:** Vision
- **Model:** PIAF Picture in a Flash Tactile Graphic Maker
- **URL:** <https://piaf-tactile.com/>
- **Video:** <https://www.youtube.com/watch?v=f-mN3G4mTks>
- **Quick start guide:** <https://piaf-tactile.com/docs/whypiaf.pdf>
- **User Manual:** <https://piaf-tactile.com/docs/Piaf.pdf>
- **Extra videos:** <https://www.youtube.com/watch?v=dvtdReQ6Jal>
<https://www.youtube.com/watch?v=Xa7cKxSk584>
<http://www.tactilelibrary.com/>

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Settings on the use of the proper Assistive Technology

Big Keys computer keyboard with keyguard

- **Disability:** Physical
- **Model:** Greystone Digital BigKeys LX White / QWERTY Keyboard και BigKeys LX Keyguard
- **URL:** https://www.ergocanada.com/detailed_specification_pages/greystone_digital_big_keys_keyboard_lx_usb.html
- **Video:**
- **Quick start guide:** http://www.bigkeys.com/bigkeys_lx_flyer.pdf
- **User Manual:**
- **Extra videos:**

Settings on the use of the proper Assistive Technology

Braille translation software

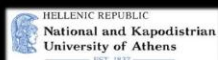
- **Disability:** Vision
- **Model:** Duxbury DBT Win 12.4 sr1
- **URL:** https://www.duxburysystems.com/dbt_main.asp
- **Video:** <https://www.youtube.com/watch?v=IrCak-5UE0k>
- **Quick start guide:** [https://www.duxburysystems.com/documentation/Installation_and_Setup_\(Simple\).pdf](https://www.duxburysystems.com/documentation/Installation_and_Setup_(Simple).pdf)
- **User Manual:** <https://www.duxburysystems.com/documentation/dbt12.6/index.htm>
- **Extra videos:** <https://www.youtube.com/watch?v=ASGi2wI0t3M>
<https://www.youtube.com/watch?v=4pmFw4Y7WVI>

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Settings on the use of the proper Assistive Technology

Reader for math

- **Disability:** Vision
- **Model:** InftyReader
- **URL:** <http://www.inftyreader.org/>
- **Video:** <https://www.youtube.com/watch?v=PHDZEjwWjx0>
- **Quick start guide:**
- **User Manual:** <http://inftyreader.org/inftyreader-help/>
- **Extra videos:** <https://www.youtube.com/watch?v=FyCzsTCaTNE>



Accessibility Unit
<http://access.di.uoa.gr>

Thank you!



InSIDE: Including Students with Impairments in Distance Education
Project No. 598763-EPP-1-2018-1-EL-EPPKA2-CBHE-JP

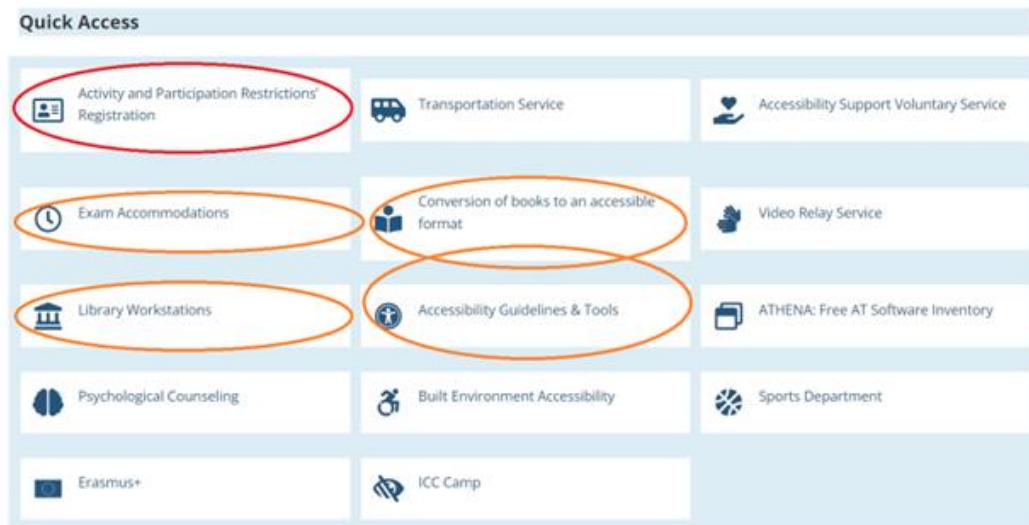
Co-funded by the
Erasmus+ Programme
of the European Union



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4.2. Setting on the Services of the accessibility office

Services



<https://access.uoa.gr/en/services-2/>

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4.2.1. Activity and Participation Restrictions' Registration Service

Activity and Participation Restrictions' Registration

Activity and participation restrictions' Registration

Student's Activity and Participation Restrictions' Registration Form (ReF)

Students with disabilities (SwD), learning difficulties, neurodevelopmental disorders or severe diseases must fill in the ReF in order to receive services from the Accessibility Unit or collaborate with the Accessibility Advisor Professor of their Department/Faculty.

As part of its obligations towards **Students with Disabilities**, the National and Kapodistrian University of Athens (NKUA) aims to **register their activity limitations and participation restrictions systematically**, either they have entered the university by special law regulations or by regular/special national examinations, or they have acquired their disability during their studies. This systematic registration is achieved by filling in the **Activity and Participation Restrictions' Registration Form**. The ReF can be submitted in one of the following alternative ways:

- Print, fill in and submit the ReF during the student's **visit** to the Accessibility Unit.
- Fill in and submit the ReF through **telephone or video call** with a staff member of the Accessibility Unit.
- Fill in and send the ReF per e-mail to access@uoa.gr. In that case you will have to process the ReF as a PDF file and therefore you need to open it with Adobe Reader, in order to fill it in and save the changes you made.

In any case students are advised to **contact a staff member of the Accessibility Unit** before filling in the ReF, in order to get information about the Unit and the services it provides and discuss any questions they have concerning the ReF. Students can submit the ReF at any time during their studies and, if any of the data mentioned in the ReF changes, they can submit a new one.



In order to open the above document you must have installed a PDF Reader. If you haven't, you can download Adobe Reader for free from the link below:



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4.2.2. Accommodations Service

Exam Accommodations

The Rector's Council of the National and Kapodistrian University of Athens (NKUA) approved on the 15th February 2011 the [Guidelines regarding suitable ways of testing students with disability](#)". These Guidelines are addressed to members of the teaching staff as well as to students with disabilities, neurodevelopmental disorders, learning difficulties or severe diseases, in order to achieve inclusion and equal access to the academic function for all students of the NKUA.

The Accessibility Advisor Professor plays an important role in implementing these guidelines.

These Testing Guidelines indicate reasonable adjustments and accommodations depending on the type of each student's disability and the restrictions it imposes; they aim to the uninterrupted participation of all students in the exams. Their purpose is by no means to interfere with the academic function or to restrict the academic freedom of each faculty member.



To open the above document, you must have installed a PDF Reader. If you don't, you can download Adobe Reader by clicking on the link below:



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4.2.3. Accessibility Guidelines & Tools

Software Applications

- [ATHENA Free Assistive Technology Software Inventory](#)
- [mATHENA Free Assistive Technology Software Inventory for mobile devices \(smartphones and tablets\)](#)

[Guidelines for Producing Accessible Documents and Presentations \(in Greek\)](#)

[Guidelines for Accessible Online Teaching](#)

[Accessibility Guidelines for the Websites of the University of Athens](#)

[Web Content Accessibility Guidelines](#)

The Braille Writing System

- [The Braille Code System](#)
- [The Greek Braille System](#)
- [Braille Through Distance Learning](#)
- [WinBraille: Text conversion software into the Greek Braille System \(it also supports the production of tactile graphics\)](#)

The Nemeth Code for Scientific Symbols in Braille Code

- [The Nemeth Mathematical Symbol Code in the Greek Braille System: A Practical Learning Guide for the Primary School, Gymnasium and Lyceum \(in Greek\)](#)
- [Mathematical Symbols in Nemeth Braille Code – Comparison with the Meneides' Code System \(in Greek\)](#)
- [Rules and examples of the Nemeth Code \(in Greek\)](#)
- [The complete book of the Nemeth Code \(The Nemeth Braille Code For Mathematics and Science\)](#)

[UoAMathCorpus: A collection of representative mathematical expressions in MathML](#)

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Ελληνικά | english

[Homepage](#)
[All applications](#)
[Credits](#)
[Contact](#)

Search:

Show All Applications
[Show](#)

Browse by Category
[Alternative Communication \(9\)](#)
[Book Readers \(3\)](#)
[Braille Translators \(3\)](#)
[Calculators \(3\)](#)
[Camera Mouse \(1\)](#)
[Chatting \(2\)](#)
[Click Helper \(14\)](#)
[Clocks \(1\)](#)
[Concept Maps \(2\)](#)
[Contrast/Color Adjustment \(10\)](#)
[DAISY \(4\)](#)
[Document Accessibility \(26\)](#)
[Entertainment \(3\)](#)
[Games \(11\)](#)
[Keyboard Shortcuts \(6\)](#)
[Learning Activities \(17\)](#)
[Math \(4\)](#)
[Mouse Emulators \(4\)](#)
[Mouse Pointers \(8\)](#)
[Multimedia \(3\)](#)
[Optical Character Recognition \(OCR\) \(5\)](#)
[Screen Magnifiers \(13\)](#)
[Screen Readers \(7\)](#)
[Speech Recognition \(2\)](#)
[Text Editors \(2\)](#)
[Text to Speech \(3\)](#)
[Time Scheduling \(5\)](#)
[Virtual Keyboards \(3\)](#)

Εργαστήριο Φωνής και Προσβασιμότητας ΕΚΠΑ > Ελεύθερα διαθέσιμα βοηθήματα > Homepage

ATHENA Free AT Software Inventory aims to inform and provide persons with disabilities, their facilitators as well the professionals of the domain, with the available costless **Assistive Technology (AT) solutions** (Open Source or Freeware). Free Assistive Technology applications for smartphones and tablets are given in the website **mATHENA Free AT Software Inventory for mobile devices**.

The AT software applications provided in ATHENA are presented in an organized and systematic way after they have been installed and tested in the [Speech and Accessibility Laboratory](#), University of Athens. For each free AT software, the following information is given: application name, developer, version, AT category(ies), related disability(ies), description, operating system(s), installation procedure, settings and hints, download links, and a screenshot.

Blindness

Motor Disability

Low Vision

Hearing Loss

Speech Disability

Dyslexia

Autism

ADHD

Learning Difficulties

There are three ways to browse the ATHENA online free AT software inventory:

Browse by Disability: lists the related applications based on the chosen disability (Speech, Hearing, Motor, Blindness and Low Vision).

Browse by Category: lists the applications by type of AT software category (Voice Recognition, Screen Daisy Reader, Calculator, Mouse Cursor, Click Helper, Virtual Keyboard, Camera Mouse, Alternative Communication, Text To Speech, Screen Magnifier, Braille Translator, Web Browser, Mouse Emulator, Contrast Adjustment, Keyboard Shortcuts, Voice Mail, Clock, Video Call).

Show All Applications: simply lists the whole inventory's applications in an alphabetical order.

More information

A. Pino, G. Kouroupetroglou, H. Kacorri, A. Sarantidou, and D. Spiliotopoulos: "An Open Source / Freeware Assistive Technology Software Inventory" Lecture Notes in Computer Science, Vol. 6179, pp. 178-185, 2010

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Home



General Filters

You have a nonactivated version which displays up to 10 search results. Activate your module here: [MyExt.eu](#)

Disability

- ☐ Blindness [0]
- ☐ Hearing Loss [0]
- ☐ Low Vision [0]
- ☐ Motor Disability [0]
- ☐ Speech Disability [0]
- ☐ ADHD [0]
- ☐ Autism [0]
- ☐ Dyslexia [0]
- ☐ Learning Difficulties [0]

Operating System

- ☐ Android [0]
- ☐ iOS [0]
- ☐ MS-Windows 8 [0]

Category

- ☐ AAC [0]
- ☐ Application Access [0]
- ☐ Behavior [0]
- ☐ Book Reader [0]
- ☐ Braille [0]
- ☐ Clock - Calendar [0]
- ☐ Code Reader [0]
- ☐ Color - Contrast [0]

mATHENA aims to inform and provide persons with disabilities, their facilitators as well as the professionals of the domain, with the available freeware Assistive Technology (AT) applications for mobile devices (smartphones and tablets). **mATHENA** is complimentary to the [ATHENA Free AT Software Inventory](#) for computers.

The AT software applications provided in **mATHENA** are presented in an organized and systematic way after they have been installed and tested in the [Speech and Accessibility Laboratory](#), University of Athens. For each free AT software, the following information is given: application name, developer, version, AT category(ies), related disability(ies), description, operating system(s), installation procedure, settings and hints, download links, and a screenshot.

There are three ways to browse **mATHENA**:

- **Browse by Disability:** Lists the related applications based on the chosen disability (Speech, Hearing, Motor, Blindness and Low Vision).
- **Lists the applications by the operating system of the device that uses it (Android, iOS).**
- **Browse by Category:** Lists the applications by type of AT software category.
- **Show All Applications:** Lists the whole inventory's applications in an alphabetical order.

More information

- G. Kouroupetroglou, A. Pino, P. Riga ["A methodological approach for designing and developing web-based inventories of mobile Assistive Technology application"](#) Multimedia Tools and Applications International Journal, Springer, 2016 DOI 10.1007/s11042-016-3822-3
- G. Kouroupetroglou, S. Kousidis, P. Riga, A. Pino: ["The mATHENA Inventory for Free Mobile Assistive Technology Applications"](#). Lecture Notes in Computer Science (LNCS), Vol. 9416, pp.: 519-527, 2015, DOI 10.1007/978-3-319-26138-6_56

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[Home](#) » All software categories

Filters for All Categories

You have a nonactivated version which displays up to 10 search results. Activate your module here: [MyExt.eu](#)

Disability

- ☐ Blindness [0]
- ☐ Hearing Loss [0]
- ☐ Low Vision [0]
- ☐ Motor Disability [0]
- ☐ Speech Disability [9]
- ☐ ADHD [0]
- ☐ Autism [1]
- ☐ Dyslexia [1]
- ☐ Learning Difficulties [1]

Operating System

- ☐ Android [9]
- ☐ iOS [0]
- ☐ MS-Windows 8 [0]

In this section, we list the AT applications by the type of AT software category. **Choose your AT software category.**

AAC [140] 	Behavior [1] 	Concept Maps [11] 	Learning Activities [72] 	Math [8] 	Media Player [0] 
Messaging [8] 	Multimedia [12] 	Organization / Priorities Management [0] 	Visibility Test [5] 	Voice Dictation [5] 	Voice Recognition [1] 
Application Access [9] 	Book Readers [31] 	Braille [21] 	Voice Call [3] 	Clock-Calendar [8] 	Code Readers [10] 
Color-Contrast [13] 	Weather [0] 	Communication Codes [2] 	Daisy [3] 	Deaf Community [3] 	Entertainment [23] 
Games [17] 	Hearing Test [3] 	Loud Sounds [3] 	Magnifiers [19] 	Medical [14] 	Morse Code [0] 
Navigation / GPS [22] 	News [8] 	Note Taker [11] 	Notifier [9] 	Object Recognition [13] 	Screen Readers [3] 
Sign Language [80] 	Sign Language to Text [0] 	Sound Amplifier [24] 	Speech Recognition [2] 	Speech to Sign Language [0] 	Speech to Text [48] 
Subtitled Videos [1] 	Text Access [8] 	Text Communication [2] 	Text to Sign Language [26] 	Text to Speech [14] 	Translator [19] 

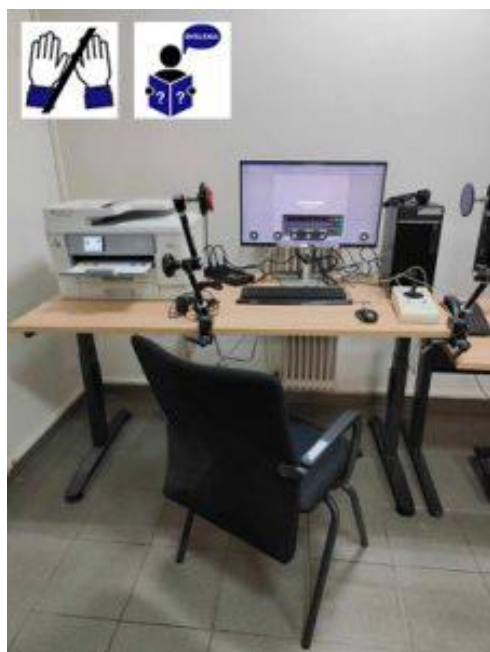
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4.2.4. Library Workstations for SwD

Workstation for students with visually impairment or students with hearing impairment



Workstation for students with motor impairment or students with learning disability



Workstation for students with low vision

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4.2.5. Accessibility Support Voluntary Service

The Accessibility Support Voluntary Service (ASVS) aims to coordinate the systematic, discrete and safe support of students with disabilities (SwD) of the NKUA in matters related to their studies by properly trained volunteer-students.

The ASVS coordinates a network of solidary students wishing to accompany their fellow students on a voluntary basis within the framework of a formal collaboration based on the peer-to-peer model.

Volunteers support SwD in multiple ways, thus contributing to the improvement of SwD's access to the academic functioning and to the university premises as well as of their socialization.

The type of support is decided in accordance with the SwD's activity limitations and participation restrictions related to the academic functioning.

Some Tasks

For example, volunteers can undertake one or more of the following tasks:

Welcoming first-year students

- Familiarization of SwD with the university premises and in particular the lecture rooms, halls and laboratories.
- Advising first-year students on matters regarding academic life.

Accompanying SwD in their route to NKUA premises:

- Seminar rooms, laboratories, lecture halls,

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- Canteen,
- Restaurant,
- Secretariat,
- Library,
- Faculty members' offices,
- Public transportation stations around the university premises.

Enhancing the participation of SwD in lectures, laboratory or clinical work:

- Taking notes.
- Support in handling objects.
- Relaying visual or audio information presented during lectures.

Converting educational material in digital accessible form

- Notes taken by fellow students.
- Notes and presentations by faculty members.
- Textbooks.

Support during studying

- Study groups.
- Guidance by senior students.
- Developing study plan.

Offering workshops for SwD's skills development

- Using software applications.

Keeping the SwD up-to-date in case of his/her absence

- Informing the SwD about what happened during the skipped session.
- Relaying announcements.

Collecting the textbooks from the distribution points

Collaborations

Collaborations between volunteers and SwD can be either through personal contact or remotely.

The SwD may know personally the volunteers supporting him/her or get anonymous support. In that case volunteers offer support to SwD without knowing each other or having any personal contact.

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A SwD's support through personal contact can be undertaken by one volunteer or by a group of volunteers.

The collaboration with a SwD can have the following forms:

- Systematic collaboration, from the beginning till the end of each semester.
- Particular collaboration, when there is a particular demand.
- Collaboration during the exam period.

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What tasks do volunteers undertake?

Volunteers can choose one or more among the following tasks:

- They undertake the familiarization of first-year students with the university premises and give them advice on matters regarding academic life.
- They accompany SwD within the university premises (e.g. lecture halls, seminar rooms, laboratories, canteen, restaurant, secretariat, library, public transportation stations surrounding the buildings) thus ensuring their access to the university premises.
- They enhance the participation of SwD in lectures, seminars, laboratory and clinical work by taking notes, supporting them in handling objects or relaying visual or audio information presented during classes.
- They facilitate the access of SwD to the educational material by converting it in digital accessible form or collecting their textbooks delivered through the EUDOXUS system from the distribution points.
- They support SwD with their study by taking part in study groups every week or helping them develop a study plan.
- They offer workshops for skills development (e.g. using software applications).
- They play an important role as links between SwD and the academic function.

Are there any limitations regarding the tasks which can be undertaken by volunteers?

- Volunteers cannot undertake the support of SwD on their own initiative. The Accessibility Support Voluntary Service (ASVS) assigns the support of SwD to suitable volunteers based on objective criteria.
- Volunteer students offer support to SwD only in matters related to their academic studies. Voluntary support is offered only within the NKUA premises and the exact places are determined in collaboration with the ASVS.
- Students wishing to become volunteers must give an interview; they are offered preparatory training for the tasks they are going to undertake.
- Under no circumstances can volunteers undertake tasks that are potentially dangerous for them, for the SwD or other members of the academic community (e.g. administering medicines, accompanying SwD in the toilet). Furthermore, volunteers do not provide psychological support services.
- Volunteers cannot support SwD in anything they consider unethical (e.g. using drugs, cheating in the examinations) or contradicts anything stated in the "Terms of participation in the voluntary support program".
- Volunteers don't undertake anything SwD can do themselves (e.g. communication with other members of the academic community).
- The collaboration between volunteers and SwD is not expected to evolve into a personal relationship, such as close friendship. Volunteers are persons who help SwD feel comfortable and make friends of their own.
- Volunteers communicate directly with the SwD. If the presence of a member of the SwD's family in the university premises is inevitable, he/she can distance himself/herself during the collaboration between SwD and volunteers; for example, he/she could go for a coffee.
- The NKUA does not depend only on volunteer students in order to achieve the inclusion of SwD. The ASVS collaborates with other services and departments of the NKUA, whose aim is to help SwD overcome the obstacles they face, without overlapping their duties. The tasks undertaken by volunteer students are complementary.

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I want to participate in the voluntary support program for the first time.

In order to participate in the voluntary support program of the Accessibility Unit for the first time, you must do the following:

- take part in an introductory meeting,
- give a brief interview,
- submit a formal declaration stating that you do not suffer from any psychological disorder which could result in potentially dangerous behavior for the physical integrity of yourself as well as of others (e.g. suicidal tendencies, use of substances, uncontrollable temper tantrums, impulsivity),
- comply with the procedures of the Accessibility Unit of the NKUA and sign the "Acceptance Statement of the Terms of participation in the voluntary support program".

Contact the Accessibility Unit per telephone 0030 210 7275130 or per e-mail at access@uoa.gr.

Do I need to have any previous experience or special knowledge?

No. The ASVS offers fast-track preparatory training to volunteers (either in person or remotely) in order to prepare them for the tasks they will undertake. Training sessions are held either in groups or individually and according to the volunteers' availability. Volunteers are advised to take part every semester in the training sessions offered by the Accessibility Unit, if their schedule allows it.

The Accessibility Unit offers training in the following topics:

- disability, stereotypes and prejudices (experiential workshop, 2 hours)
- wheelchair users' escort techniques (experiential workshop, 4 hours)
- guiding techniques for the visually impaired (experiential workshop, 4 hours)
- collaboration with students with loss of hearing (2 hours)
- collaboration with students with autism spectrum disorders (2 hours)
- collaboration with students with ADHD (2 hours)
- print-disability and educational material: accessible notes and textbooks (informatory session, 2 hours)
- recording built environment accessibility issues (4 hours)

The schedule of the training session will be announced at the Accessibility Unit's website.

Registration is mandatory.

Attendance certificates will be available.

How long is my commitment as a volunteer?

Your commitment as an active volunteer is for one semester. You can offer voluntary support to SwD every semester for as long as you are a student.

How many hours do I need to volunteer each week?

That depends on your schedule. For example, you can choose tasks related to the courses you attend or escort a SwD studying in the same Department/Faculty as you, so that voluntary support may be combined with your schedule and everyday routine.

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Apart from that, you can spend from 20' up to 15 hours per week for the support of SwD depending on your free-time.

Will I support SwD from my department/faculty?

The ASVS ideally assigns the support of SwD to volunteers studying in the same department/faculty, are at the same semester and attend the same courses; that is to ensure that volunteers will be familiar with the SwD's field of study and their schedules will coincide. However, if that is not possible, SwD may be supported by older students of their department/faculty or even by students from other departments/faculties, if they express such interest. If you wish to support SwD studying in departments/faculties other than yours, your contribution can be useful. Do not hesitate to express your interest.

My time schedule is full / I do not attend classes regularly / the periods of free time between the courses I attend are not regular. Could I participate in the voluntary support program nonetheless?

There are tasks that may fit you and you may be able to undertake. You should contact the ASVS in order to get information about the tasks you could possibly undertake.

Will I choose the tasks I will undertake?

At the beginning of each semester, you will fill in the Volunteer's Form (VF), in which you will mention how many hours a week you would like to engage in the voluntary support program.

After that, you will be informed about the available tasks in each Department/Faculty. You can choose among them the tasks you could undertake.

The ASVS assesses the suitability of the volunteers who have expressed their interest for each task. Then, it will contact the chosen volunteer in order to provide more information regarding the tasks assigned to him/her and to confirm that he/she wishes to undertake it.

I want to declare my availability for the current semester.

If you have followed the required steps, fill in the Volunteer's Form (VF).

I have filled in and submitted the Volunteer's Form (VF). Which are the next steps?

1. You will receive a link to the file containing the available tasks in the current semester per e-mail. There you will be able to choose those you would like to undertake.
2. The ASVS will contact you to provide you more information regarding the tasks you are going to undertake. If you consent to undertake them, a meeting with the SwD you will be supporting will be arranged.
3. That first meeting will take place in the Department/Faculty of the SwD. The conditions of participation in the voluntary support program will be mentioned in detail during that meeting. In case the SwD will be supported by a group of volunteers, the tasks undertaken by each of them will be specified. After that, you will sign the Voluntary Support Agreement, which defines the framework of your collaboration.
4. During your collaboration with the SwD you will send feedback to the ASVS every week (Cf. Collaboration Journal). If any problem arises, the ASVS will seek a solution.
5. At the end of the semester you will fill in some brief evaluation forms in order to evaluate your experience from your collaboration with the SwD.
6. You must submit the VF every semester on your own initiative.

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7. If you do not wish to participate anymore in the voluntary support program, you will have to fill in the Volunteer's Withdrawal Form.

Will the ASVS supervise my collaboration with the SwD?

Yes. **The ASVS supervises the collaborations between volunteers and SwD** in the following ways, **in order to ensure that they are effective and pleasant for both parties**:

- Every party involved in the voluntary support program must give feedback to the ASVS every week; this is to ensure that the collaborations progress within the agreed framework and that there are no problems (cf. Collaboration Journal).
- Volunteers have the opportunity to meet every week with a member of the Accessibility Unit's staff, if they wish to share their experiences, concerns or indicate good practices.

The ASVS intervenes immediately, if any of the parties involved reports a problem.

Which will be my obligations towards the Accessibility Unit?

- You must comply with the ASVS's terms and conditions of participation.
- You must send feedback to the ASVS systematically (cf. Collaboration Journal)
- You must inform the ASVS in time, if you won't be able to undertake tasks which have been assigned to you.
- You must fill in the evaluation forms at the end of the semester.
- You must fill in a questionnaire, in case you don't wish to be an active volunteer any more.

I am a student with disability

How will I benefit from my collaboration with volunteer students?

Your collaboration with volunteer students will contribute to the following:

- it will allow you to disengage the members of your family or your professional personal assistant for some time, during which you don't need specialized personal care,
- it will encourage your fellow students to add you to their social circle,
- it will make you an equal, autonomous member of the academic community and facilitate the acquisition of social skills which are typical of persons at your age, especially in matters related to the academic life.

What tasks can be undertaken by volunteer-students?

Volunteers can choose one or more among the following tasks:

- The familiarization of first-year SwD with the university premises and give them advice on matters regarding academic life.

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- To accompany SwD within the university premises (e.g. lecture halls, seminar rooms, laboratories, canteen, restaurant, secretariat, library, public transportation stations surrounding the buildings) thus ensuring their access to the university premises.
- To enhance the participation of SwD in lectures, seminars, laboratory and clinical work by taking notes, supporting them in handling objects or relaying visual or audio information presented during classes.
- To facilitate the access of SwD to the educational material by converting it in digital accessible form or collecting their textbooks delivered through the EUDOXUS system from the distribution points.
- To support SwD with their study by taking part in study groups every week or helping them develop a study plan.
- To offer workshops for skills development (e.g. using software applications).
- To play an important role as links between SwD and the academic function.

Are there any limitations regarding the tasks which can be undertaken by volunteers?

- Whether your demand for voluntary support can be met or not, depends on the availability of active volunteers during each semester and their interest to undertake the tasks related to your support.
- Volunteers cannot undertake any task directly from you. You must express your demands to the Accessibility Support Voluntary Service (ASVS). The ASVS will assign them to suitable volunteers respectively based on objective criteria.
- Volunteer students offer support to SwD only in matters related to their academic studies. Voluntary support is offered only within the NKUA premises; the exact places are determined in collaboration with the ASVS.
- Volunteers must give an interview and receive preparatory training for the tasks they will undertake. However, one cannot expect that volunteers will have the attitude or the experience of a professional personal assistant or a person who supports you for years.
- Under no circumstances can volunteers undertake tasks that are potentially dangerous for them, for you or other members of the academic community (e.g. administering medicines, accompanying you in the toilet). Furthermore, volunteers do not provide psychological support services. In case you need any of the above mentioned types of support, you must provide for it independently from the voluntary support you will receive from your fellow students.
- Volunteers cannot support you in anything they consider unethical (e.g. using drugs, cheating in the examinations) or contradicts anything stated in the "Terms of participation in the voluntary support program".
- Volunteers don't undertake anything you can do yourself (e.g. communication with other members of the academic community).
- Your collaboration with volunteers is not expected to evolve into a personal relationship, such as close friendship. Volunteers are persons who will help you feel comfortable and make friends of your own.
- The NKUA does not depend only on volunteer students in order to achieve the inclusion of SwD. The ASVS collaborates with other services and departments of the NKUA, whose aim is to help SwD overcome the obstacles they face, without overlapping their duties. The tasks undertaken by volunteer students are complementary.

When can I apply for voluntary support?

You can apply for voluntary support:

- at the beginning of the semester, in order to receive systematic support from volunteers throughout the semester,
- whenever a particular demand arises, you can apply for particular voluntary support,
- before the examination periods.

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Will I be supported by one only volunteer?

If you have numerous demands, you will probably be supported by a group of volunteers. Each volunteer will undertake specific tasks, which will be decided at the beginning of your collaboration.

The tasks undertaken by volunteers are not interchangeable without prior notification and consent of the ASVS.

Will volunteer students follow the same classes as me?

The ASVS ideally assigns the support of SwD to volunteers studying in the same Department/Faculty, are at the same semester and attend the same courses; that is to ensure that volunteers will be familiar with your field of study and your schedules will coincide.

However, if that is not possible, SwD may be supported by older students of their Department/Faculty or even by volunteer students from other departments/faculties, if they express such interest.

Will volunteers have access to my personal data and the data mentioned in the diagnosis certificate I have submitted?

The Accessibility Unit shares your contact details and the data mentioned in the diagnosis certificate you have submitted with the Student's Activity and Participation Restrictions' Registration Form (ReF) with the volunteers you are going to collaborate with. Volunteers are committed to treat your personal data in whatever way you wish. You will state your preferences regarding the disclosure of your personal data in the Acceptance Statement of the Terms of participation in the voluntary support program; for example you can have your personal data treated with discretion and prevent their disclosure to your fellow students and mutual friends.

If you do not agree with the disclosure of your personal data to volunteers even under these conditions, you can apply for types of support that do not involve personal contact between volunteers and SwD. These types of support can become totally anonymous thanks to the intervening role of the ASVS. You won't have personal contact with the volunteer(s) supporting you and they won't know the SwD they are supporting personally. Volunteers will only receive knowledge of your activity limitations and participation restrictions, whereas your personal data will be withheld.

Will all my demands for voluntary support be met?

The ASVS depends on the contribution of students who wish to spend some of their time offering voluntary support to their fellow SwD undertaking specific tasks, which could improve the access of SwD to the academic function. They choose to undertake tasks, in which they think they can be proven really useful.

Some semesters, however, active volunteers or do not respond to every task.

In any case, if you believe that you can benefit from human multidimensional support by volunteer students, don't hesitate to apply to the ASVS every semester for voluntary support. Each new application results in a new targeted search for new volunteers.

Are there any prerequisites for joining the accessibility support voluntary program?

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You can receive voluntary support as long as you are an active student, i.e. you attend classes regularly (either in person or remotely), you participate in laboratory or clinical work, you submit assignments, you study and take exams.

In order to join the voluntary support program you must:

- have submitted the Student's Activity and Participation Restrictions' Registration Form (ReF),
- have submitted to the Accessibility Unit a recent thorough diagnosis certificate issued by an official/state entity or healthcare provider. The diagnosed disability/severe disease/other condition must justify the services you are applying for. It must also certify that you do not suffer from any psychological disorder which could result in potentially dangerous behavior for the physical integrity of yourself as well as of others, such as suicidal tendencies, use of substances, uncontrollable temper tantrums, impulsivity etc. (*Instead of a formal certificate you can submit a signed Official Statement stating that you do not suffer from any psychological disorder; this is required only in case you are applying for voluntary support that involves personal contact with volunteers*),
- have participated at least once in an introductory meeting with a staff member of the ASVS,
- have met at least once with the Counseling Professor of your Department/Faculty in order to confer with him/her about the limitations and restrictions you face when you attend classes, study and sit for an exam; you should have reached an agreement regarding the accommodations to be applied. You should inform the Counseling Professor about the classes you are going to attend every semester.
- have understood and **accepted the rules and procedures** followed by the Accessibility Unit and have signed the Acceptance Statement of the Terms of participation in the voluntary support program. You must send feedback to the ASVS systematically (cf. Collaboration Journal) and fill in the Evaluations Form at the end of every semester.

I want to apply for voluntary support during the current semester.

As soon as your class schedule has been announced and you have decided which classes you are going to take, write an email to ariadni@di.uoa.gr stating your demands including the following details for each one of them:

- Type of support you wish to receive (e.g. notes taking, converting notes in accessible form)
- Day
- Time and duration of the support
- Title of the class (if there are more than one groups of the same class, mention which group),
- Instructor's name
- Exact place of the support
- Other details

In case you wish to receive particular support, you can apply by sending an email with the same details, whenever such a demand arises.

If it's your first time applying for voluntary support, your collaboration with the volunteer(s) may begin within a period of one month.

If it's not the first time you apply for voluntary support, your collaboration with the volunteer(s) may begin within a period of two weeks.

I have sent my demands. What are the next steps?

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1. You will receive an email from the ASVS confirming that your demands have been received. Maybe, there will be further questions.
2. The ASVS will notify active volunteers about your demands, so that they can express their interest to undertake any of them.
3. The ASVS will assign each of your demands to the most suitable volunteer and provide him/her fast-track preparatory training according to the tasks he/she is going to undertake.
4. A staff member of the Accessibility Unit will inform you about the fact that your support has been assigned to a certain volunteer or a group of volunteers and arrange a meeting.
5. The first meeting will take place in your Department/Faculty. The conditions of participation in the voluntary support program will be mentioned in detail and the tasks undertaken by each volunteer will be specified during that meeting. After that, you will sign the Voluntary Support Agreement, which defines the framework of your collaboration.
6. In case no active volunteer responds to (any of) your demands, the ASVS will seek new volunteers. A search for new volunteers is carried out in the following ways: either there will be an announcement by the secretariat of your Department/Faculty calling your fellow students to join the voluntary support program or the instructors of the classes you attend will upload an announcement in eclass. In either case your name and contact details won't be disclosed; only the tasks that are to be undertaken by volunteers and the activity limitations and participation restrictions you face will be mentioned in these announcements. Should new volunteers be found through this procedure, your support will be assigned to them (see steps 4, 5 above).
7. During your collaboration with volunteers, you will give feedback to the ASVS every week in whatever form suits you best (cf. Collaboration Journal). If any problem arises, the ASVS will seek a solution.
8. At the end of the semester you will fill in some brief evaluation forms in order to evaluate your experience.
9. The commitment of volunteers lasts till the end of the semester.
10. The same procedure is to be repeated for every new demand at the beginning of or during the semester on your own initiative.

I want my EUDOXUS textbooks collected by volunteers.

You can have your EUDOXUS textbooks collected by volunteers. In order to apply for that, you must send an email to ariadni@di.uoa.gr; that email must contain the details mentioned in the summary table appearing at the last step of the textbooks declaration procedure in EUDOXUS system. (Example of the summary table). You must also send a filled and signed Authorization Statement for the collecting of your textbooks. As soon as your textbooks are collected, the Accessibility Unit will contact you in order to inform you about the next steps. Your textbooks will be collected within seven workdays. *(If you have difficulty sending any of the above per email, please contact the ASVS).*

I want to apply for voluntary support during the exam period.

First, you must inform the Counseling Professor of your Department/Faculty about the exams you are going to take and the accommodations you would have applied for. He/She will subsequently inform other faculty members for your intention to take the exam in their courses and for your wish to be supported by a volunteer during the exams. If other **faculty members** agree to the proposed accommodations, they **will apply for volunteer escort or writing assistant at the Accessibility Unit**. They will also confirm the exact day and time of the exam and provide an outline of a suitable volunteer for each exam. You will be informed by the faculty members about the accommodations agreed.

Warning: The timely notification of your exam schedule (at least seven days before the beginning of the examination period) is prerequisite for processing your request.

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4.2.6. Adding users to Moodle platform

InSIDE project's accessible LMS is a modified Moodle site at <http://insidemoodle.di.uoa.gr/>. Users must be added to the site to implement pilot courses and training. First, Teachers will be added, and then they will be able to add Students themselves. You can find instructions for these tasks in this document. Extensive help is available at https://docs.moodle.org/401/en/Add_new_users.

In the Appendix, we have added a form to be sent to project partners to declare their first InSIDE Moodle users who should be Teachers.

Add users to the site

For people to enter your courses, they first need an account on your site. The **Administrator** of the Moodle platform can create these accounts for Teachers. These instructions are addressed to him/her. The two most common ways to add users to the site are:



Create a user account for them yourself, manually.

Enable sign-up so they can create their own accounts on the site

NOTE: The site Administrator will use the first way "Create a user account" to add the first Teacher accounts to the platform. Then, Teachers can select the way that suits them to add Student accounts.

Create a user account

Manual authentication is enabled by default in Moodle and requires the Administrator to manually create all the user accounts. Extensive help can be found at https://docs.moodle.org/311/en/Manual_accounts. The Administrator or a Teacher can manually fill the new user's fields to fully control the data entered into the platform (e.g., the user's personal data like name, username, and password).

1. Log in with your Administrator account
2. Click **Site administration**
3. Click the **Users** tab
4. Click **Add a new user**
5. Add your user details, using the icon  for extra help. There are required fields in this form marked .

The Administrator should have the following required information:

- the new user's first name
- the new user's surname
- the new user's email address
- the new user's username
- a password, that must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 non-alphanumeric character(s) such as *, -, or #.

Note: You can check the **Generate password and notify user** checkbox so that Moodle will generate a new password for the new user and will send an email to the

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user's email address notifying him/her about the new account creation and giving him/her the new password. If this option is chosen, the new user will have to change the auto-generated password at his/her first log in and set a password of his own (only the new user will know this password).

6. If you want their new account details emailed to them, click '**Generate password and notify user**'

7. Click **Create user**

The screenshot shows the 'Add new user' form in Moodle. The 'General' tab is active. Fields include: Username, Choose an authentication method (Manual accounts is selected), checkboxes for 'Suspended account' and 'Generate password and notify user', a password strength indicator, 'New password' field, 'First name', 'Surname', 'Email address', 'Email display' (with a dropdown for visibility), 'MoodleNet profile', 'City/town' (ATHENS), 'Select a country' (Greece), 'Timezone' (Europe/Athens), 'Preferred language' (English (en)), and a 'Description' field with a rich text editor.

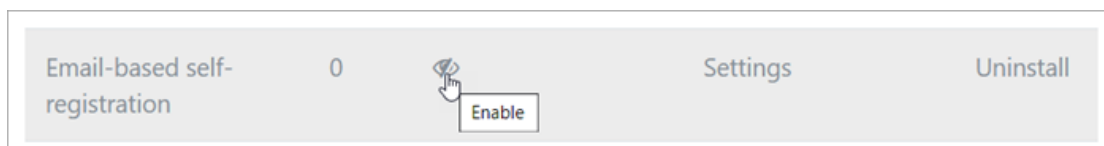
Figure 1. Adding a new user to Moodle platform

Enable sign-up

The email-based self-registration authentication method enables users to create their own accounts via the 'Create new account' button on the login page. They then receive an email at the address they specified in their account profile to confirm their account. By default, Moodle's email-based self-registration is disabled. If you'd like to allow your users to sign up to your site via email, you need to enable the option manually. **We have already enabled self-registration in the InSIDE Moodle site.** You can find extensive help at https://docs.moodle.org/311/en/Email-based_self-registration.

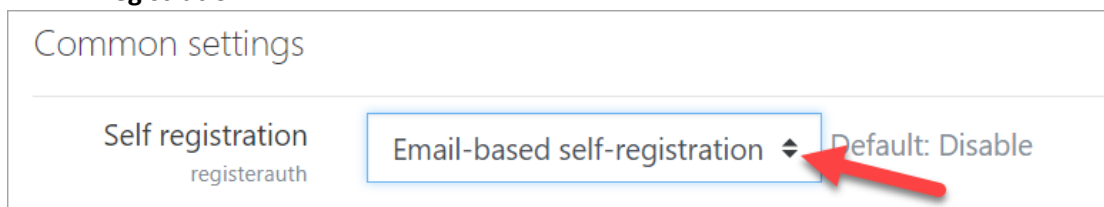
1. Log in with your Administrator account
2. Click **Site administration**
3. Click the **Plugins** tab and scroll down to **Authentication**
4. Click **Manage authentication**
5. Click to open the 'eye' icon of **Email-based self-registration**:

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• *Figure 2. Enable email-based self-registration by clicking the eye icon*

6. Scroll down and from the 'Self registration' dropdown section, select **Email-based self-registration**:



• *Figure 3. Confirm email-based self-registration by selecting it on the dropdown menu*

7. Scroll down and click the button **Save changes**

Note: For the InSIDE project new users who will have the role of Teachers it is recommended for the Administrator to add Teachers using **Create a user account**, then Teachers can add new users (Students) using **Enable sign-up** or stick to the more controlled **Create a user account** option.

Note: No matter who added a new user, the next step is to **Enrol** the new users to courses before they can interact with the courses according to their role (Teacher or Student). See the next section on how to **Enrol** users.

Adding users to a course

Once users have accounts, you then need to give them access to courses. The two most common ways are:

- **Add teachers and students** to the course yourself **manually**.
- **Enable course sign up** so they can enrol themselves

Add teachers and students

The manual enrolments plugin allows users to be enrolled manually via a link in the course administration settings. The plugin has to be enabled by the site and should normally be enabled as certain other enrolment plugins, such as self enrolment, require it. **The InSIDE Moodle site already has this plugin enabled**. Extensive help can be found at https://docs.moodle.org/401/en/Manual_enrolment.

1. Log in with your Administrator account and go to the course where you want to add Teachers and Students.
2. Click **Participants**
3. Click **Enrol users**
4. From the dropdowns, select the users you want and the role you want to give them:

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Enrolment options

Select users

No selection

Assign role

Student

[Show more...](#)

Enrol users

Cancel

• Figure 4. The Enrolment options dialog box

Enrol users

×

Enrolment options

Select users

×

New User newuser@gmail.com

Assign role

Teacher

[Show more...](#)

Enrol users

Cancel

• Figure 5. Enrolling a Teacher to the course

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Enrol users

Enrolment options

Select users ✕ ■ New User newuser@gmail.com

Search ▼

Assign role Student ↕

[Show more...](#)

Enrol users Cancel

• *Figure 6. Enrolling a Student in the course*

5. Click **Enrol users**.

Enable course sign up

Self enrolment is the method whereby users can choose to enrol themselves into a course, either immediately by clicking "Enrol me in this course" or by typing in an enrolment key they have been given. The enrolment plugin needs to be enabled by the site Administrator in Enrolment plugins and has to be enabled within the course. The manual enrolment plugin has to be enabled in the same course as well. **We have prepared all necessary plugins**. Extensive help can be found at https://docs.moodle.org/401/en/Self_enrolment.

1. Log in as an Administrator or Teacher
2. Go to the **course** you want to allow users to access
3. From Course navigation click **Participants**
4. From the dropdown select **Enrolment methods**
5. Click to open the eye of **Self enrolment (Student)**

Managing user roles

The image below depicts the dummy participants of a dummy course (it is displayed when pressing **Participants** for a course menu):

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Participants

Match: Any Select

+ Add condition

6 participants found

First name: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

	First name / Surname	Email address	Roles	Groups	Last access to course	Status
<input type="checkbox"/>			No roles	No groups	Never	Active
<input type="checkbox"/>			Teacher	No groups	20 mins 43 secs	Active
<input type="checkbox"/>			No roles	No groups	289 days 3 hours	Active
<input type="checkbox"/>			No roles	No groups	Never	Active
<input type="checkbox"/>			No roles	No groups	1 year 334 days	Active
<input type="checkbox"/>			Student	No groups	Never	Active

With selected users: Choose...

Figure 7. The participants of a course

Now, the user assigned the role “Teacher” has the ability to enrol Students in the course (already added users to Moodle platform by the Administrator or self-sign up) by assigning them the role “Student”. Roles are visible in the column “Roles” and can be changed by pressing the pencil icon next to a role.

4.3. Appendix – Part B



Inclusion of
Students with
Impairments in
Distance
Education

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Please fill all the fields in English by typing into the blank cells. In fields with choices in parentheses, please write one of the choices. You can copy and paste more tables if needed. The Username you will write is a new one of your choice, the LMS administrator may change it for uniformity reasons. You will be notified about your final username and your password (for your login to the LMS of InSIDE) by e-mail from the LMS administrator.

List of trainers

University full name:	
Partner acronym	

#		
1	First name:	
	Surname:	
	Title (Mrs/Mr/Dr/Prof):	
	Username:	

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	e-mail:	
	City:	
	Country:	
	Role (Accessibility Advisor/Trainer-Representative):	
	Position or job in the university:	
	HEI Degree (none/BSc/MSc/PhD):	
	Member of committee of practice (Yes/No):	

#		
2	First name:	
	Surname:	
	Title (Mrs/Mr/Dr/Prof):	
	Username (for your login to the LMS of InSIDE):	
	e-mail:	
	Role (Accessibility Advisor/Trainer-Representative):	
	Position (job) in the university:	
	HEI Degree (none/BSc/MSc/PhD):	
	Member of committee of practice (Yes/No):	

#		
3	First name:	
	Surname:	
	Title (Mrs/Mr/Dr/Prof):	
	Username (for your login to the LMS of InSIDE):	
	e-mail:	
	Role (Accessibility Advisor/Trainer-Representative):	
	Position (job) in the university:	
	HEI Degree (none/BSc/MSc/PhD):	
	Member of committee of practice (Yes/No):	