

The HKU Teaching and Learning Festival 2022
29 April 2022 TDG Workshop

Fostering inclusive teaching and learning for students with visual impairment at universities



Speakers:

Dr. Patcy Yeung, Dr. Gloria Ma

Background (1)



- Funded by the Teaching Development Grant
- Title: Enhancing Learning Experience for Students with Visual Impairment in Higher Education
- Collaborators
 - Ms. Beina Chan
 - Dr. Simon Ng
 - Dr. Florence Wu
- Project manager
 - Dr. Gloria Ma

Background (2)



- **Ms. Beina Chan**

- Chan, B. L. F., & Yeung, P. P. S. (2020). Support for Students with Special Educational Needs in Universities in Hong Kong: An Overview of the Issues.

- **Mr. Billy Yau**

Aim



- To advance the equality and diversity in the learning environment and experience
- To examine the learning experience of students with visual impairment in higher education
- To explore effective and innovative practices to enhance whole-person development in higher education

Methodology (1)



- Focus group interviews
- Review of public information on websites of 76 higher education institutions worldwide

Methodology (2)



- Focus group interviews Participants
 - Undergraduate/postgraduate students and alumni with visual impairment (n= 18)
 - Undergraduate/postgraduate students without visual impairment (n=7)
 - Academic and non-academic staff (n= 5)

Preliminary Findings (1)



- Positive learning experience

- Enjoyable social life with the increased participation or leadership in social activities and friend-making in residential halls
- equal opportunities for practicum and work placements
- rapport established with both VI and non-VI peers
- support from the staff members with the thoughtful arrangements of learning and assessments

Preliminary Findings (2)



- Barriers to learning

- Hardware: such as the use of Braille to indicate the room number of the classrooms
- Resources for learning: such as the accessibility of the read-aloudable lecture notes or references
- Opportunities for involvement: such as the opportunities to be involved in policy-making for students with VI

Implications (1)



Support systems for enhancing the quality of learning life of the students with visual impairments include:

- Hardware (increase of physical accessibility),
- Software (advancement of assistive technology), &
- Humanities perspective (the change of attitudinal biases)

Implications (2)



- Hardware (increase of physical accessibility)
- Software (advancement of assistive technology)
- ➔ **Guidelines on policy (as a start)**

Guideline on fostering practices for disability inclusion at higher education institutions in Hong Kong



Trial Version – November 2021

Aims of the Guideline



1. To raise awareness of significance of inclusion
2. To facilitate staffs and students to promote an inclusive campus
3. To recommend inclusive practices, and those that should be avoided
4. To make existing support services more comprehensive

Guideline development



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Sources of information



1. Review of websites of 76 higher education institutions worldwide regarding accessibility support services
2. Verbatim of the focus group interviews with 30 participants from 6 UGC-funded universities in Hong Kong
3. Copyediting by a person with visual impairment
4. External review by an international panel
5. Project team members' expertise and disability experience

Framework



- An “inclusive teaching and learning environment” cuts across different levels
- Follow the temporal stages of university education from students’ perspectives



Guideline structure

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Guideline overview



- Chapter 1 : Project background
- Chapter 2 : Rights-based guiding principles
- Chapters 3-8 : Establishing and managing an inclusive campus
- Chapters 9-16 : Stages of higher education

Chapter 2



- 2.1 Co-creating an inclusive culture
- 2.2. United Nations Convention on the Rights of Persons with Disabilities
- 2.3 Disability Discrimination Ordinance

Chapters 3-8



To introduce essential practices of the co-creation and management of an inclusive campus at different ecological levels

3. Concerted efforts by universities and the community
4. Intra-university coordination
5. Campus environment accessibility
 - the physical environment, emergency evacuation, transportation, web and multimedia, terminology, and symbols
6. Awareness-raising
7. Effective and inclusive communication
8. Accessible event planning

Chapters 9-16



To echo the temporal stages of higher education from students' perspectives to respond to students' needs at different situations and contexts

9. University application
10. Accessibility service initiation
11. Orientation series for new students
12. Living on campus
13. Non-academic support and activities
14. Academic support
15. Career planning and development
16. Graduation

A 3D rendering of a puzzle with one green piece standing out. The puzzle pieces are light beige and have a glossy finish. The green piece is in the center, slightly raised, and has a darker green, more saturated color. The background is a light beige color, matching the puzzle pieces.

Application

Using the Guideline



- Go through the whole Guideline for deeper understanding
- Explore the references at the end of the chapter
- Use the Guideline as starting point
- Look for key terms or concepts to further look for relevant resources

Examples of practical resources at HKU



Examples: Chapters 2 and 4



- Chapter 2: Rights-based guiding principles

[Disability Discrimination Ordinance: Code of Practice on Education, EO Unit](#)

- Chapter 4: Intra-university coordination

[Introduction to HKU's Equal Opportunity Policy and Procedures, EO Unit](#)

Examples: Chapter 5.1 (a)



Chapter 5: Campus environment accessibility

Chapter 5.1: Physical environment

- ✓ Campus accessibility, Estates Office
- ✓ Campus Accessibility and Other Resources, CEDARS

Examples: Chapter 5.1 (b)



Chapter 5: Campus environment accessibility

Chapter 5.1: Physical environment

✓ Teaching Space, Information Technology Services

Examples: Chapter 5.4



Chapter 5: Campus environment accessibility

Chapter 5.4: Web and multimedia

- ✓ [Web Accessibility, EO Unit](#)
- ✓ [Web Accessibility Guidelines \[Login required\]](#)
- ✓ [Preparing Teaching Materials for Persons with Visual Impairment, EO Unit](#)

Examples: Chapter 5.5



Chapter 5: Campus environment accessibility

Chapter 5.5: Terminology

- ✓ Guidelines on Use of Inclusive Language in Student Work, EO Unit
- ✓ Use of Inclusive Language in Academic Work – A Guideline for Undergraduate and Taught Postgraduate Students, Teaching & Learning

Examples: Chapter 6



Chapter 6: Awareness-raising

- ✓ Introducing Disabilities, CEDARS
- ✓ SEN PIN - Peer Impact Network, CEDARS

Examples: Chapter 7



Chapter 7: Effective and inclusive communication

- ✓ Tips on How to Communicate with Persons with a Disability, EO Unit

Examples: Chapter 10



Chapter 10: Accessibility service initiation

- ✓ Advising Students with Special Educational Needs, Academic Advising Office
- ✓ Registration and Assessment, CEDARS

Examples: Chapter 13.1



Chapter 13.1: Financial aids

Fund for SEN, CEDARS

Examples: Chapter 14 (a)



Chapter 14: Academic support

- ✓ [Preparing Teaching Materials for Persons with Visual Impairment, EO Unit](#)
- ✓ [TIPS On Designing For Inclusivity Online, CETL](#)

Examples: Chapter 14 (b)



Chapter 14: Academic support

- ✓ Assistive Devices and Equipment, CEDARS
- ✓ SEN Support Services, Library

Examples: Chapter 14 (c)



Chapter 14: Academic support

- ✓ [Special Room For Visually Impaired Students, Library](#)
- ✓ HKU Library [360 degree virtual tour of the HKU library](#)

Points to note



- It is not an exhaustive list of support services at HKU.
- Please contact corresponding units for details and up-to-date arrangements.

Sustainable efforts (Future directions)



Contact us



Email: ideaprojects@hku.hk

Thank you very much!

Acknowledgement (1)



- All the participants!
- Administrative support
 - Silky Poon
 - Virginia Cheung
 - Karen Leung
 - Cherry Choi
- Research support
 - Elaine Ip
 - Wayne Ip
 - Sharon Choi
 - Miracle Cheung
 - Michelle Fan
 - Billy Yau
 - Karina Lai
 - Alison Lai

Acknowledgement (2)



Dr. Kennedy Chan

Ms. Tanya Kempston

Ms. Nicole Tavares

Dr. Rhoda Wang

Dr. Valerie Yip

Thank you very much!