Inclusion through Technology

The IATEFL Inclusive Practices and Special Educational Needs SIG (IP&SEN SIG) & Learning Technologies SIG (LTSIG) are organizing an online event to be held on

29 May 2021, 13.00 UK time

Time	Session
13:00	Welcome from the Coordinators
13:15 - 14:00	Arran Smith, Empowering potential
14:15 - 15:00	Šarka Dohnalova — Synchronous/Asynchronous learning apps
15:15 - 16:00	Anna Irvine, Sticky Spelling with Jamboard
16:15 - 17:00	Liliana Silvina Vidal, EDTECH for an Accessible English Classroom (dyslexia)
17:05 - 17.30	Meet the presenters
17.30 - 17.45	Closing remarks

To make a donation to attend the event, please visit the GoFundMe website: https://gofund.me/0c3c7173.

Join Zoom Meeting: https://us02web.zoom.us/j/84997801792

Inclusion through Technology

Programme

Arran Smith, Empowering Potential

At Microsoft, our mission is to empower every person and every organisation on the planet to achieve more. With more than 1 billion people in the world with disabilities, there is no limit to what people can achieve when technology reflects the diversity of all those who use it.

Arran Smith, Microsoft's UK SEND & Dyslexia Consultant, will be talking about Assistive Technology which has been brought into mainstream use which enables teachers, students and dyslexic people of all ages to access the inbuilt assistive technology anytime anywhere.

Arran will talk about the functionality that has been added into Office 365 and Windows 10 that can help to support its dyslexic users. He will also be looking at how it can support students with dyslexia and SEND and the support they may need.

Arran is a dyslexic entrepreneur that was diagnosed with severe dyslexia at age 9, along with other tendencies of neurodiverse conditions. During Arran's working life he has worked in many industries, previously working at the British Dyslexia Association. Arran's career is continued in the field of dyslexia with now being the managing director of the SEND Group Ltd and Founder of the Dyslexia Show LTD. Over the past five years Arran has continued to work in the education and SEND field, more recently with Microsoft as the UK's Dyslexia and SEND consultant. With a special interest in technology Arran uses Assistive technology to support his dyslexia needs daily.

Šarka Dohnalova, Synchronous/Asynchronous Learning Apps

I found that online teaching with a good asynchronous follow-up helps children with various special needs to be able to go through materials from the lesson again if they are presented in a user-friendly way. Therefore, there will be part of the synchronous lesson presented with the aims, lead in, activities and then the asynchronous tools will be shown, i.e. Google classroom for organising the work, screencast-o-matic for presenting grammar and giving feedback, videos with jamboard tasks (where the children do not have to write, only move pictures or words), learning apps for playing games that help children memorize vocabulary as well as chunks of language, and finally, creating escape rooms as round up/revision lessons.

Šarka is a teacher of English and drama in education at the faculty of Education at Masaryk University in Brno, Czech Republic. She has been a Pilgrims teacher trainer since 2007. Being dyslexic herself and a mother of a dyslexic daughter she focuses on multisensory approach in VYl education and on drama as a multisensory method for teaching content like history or literature in ELT.

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Anna Irvine, Sticky Spelling with Jamboard

"They know secret spelling rules." Mo, Year 10 EAL Student

Mo, who had spent some formative years in a refugee camp, was sharing English spelling anxieties, comparing himself with his classmates. From Mo's perspective, his peers were at a distinct advantage having learnt to read and write in UK primary schools. But What did Mo mean by 'spelling rules?' Although a handy aide-memoire, the wellknown 'i' before 'e' except after 'c' is unreliable (exceptions: proficiency/ seize/ albeit/ glacier).

Perhaps Louisa Moat's reassuring and enlightening quote provides clues as to what Mo meant. 'Virtually every word's spelling can be explained by its language of origin, meaning, and/or sound structure'. 'How Spelling Supports Reading', Louisa Moats. Through my work supporting both Mo and others (some of whom have an SEN diagnosis), I've developed a number of inclusive digital techniques to promote a focus on decoding and encoding words as well as phonetics to build reading and spelling skills alongside EAL learning.

The strategies come into their own when students not only adopt but personalise them and in so doing rewrite the spelling rulebook.

Following her undergraduate degree in European Studies at the University of Hull and Universitat de Barcelona, **Anna**'s English teaching travels took her to Sri Lanka, Tunisia, Sicily and Spain. A PGCE at Oxford Brookes University and Diploma in Teaching English to Speakers of Other Languages brought her back to the UK, where she spent a decade teaching IGCSE English, GCSE Citizenship and EAP at an international school as well as study skills and EAL in the SEN department at a British boarding school.

Liliana Silvina Vidal, EDTECH for an Accessible English classroom (dyslexia)

ALL our students, at all ability levels and from all backgrounds, deserve to have access to the content of their classes. A one-size-fits-all classroom is flawed because it assumes that all students learn in the same way. On the contrary, learner variability is the rule. Educational and assistive technologies allow teachers to comply with learners' variabilities and to a create a learning environment that makes the content accessible to all learners and especially dyslexic ones. The aim of this webinar is to show how Accessible technologies and Assistive technology (like Microsoft Word and one note, Balabolka and some inclusive tools in Google Chrome browser) help dyslexic students unlock their full potential and make materials accessible to meet the needs of the students from a wide variety of backgrounds, abilities, and learning styles in their secondary education.

Liliana is a graduate teacher of English (Prof. N 16, Rosario and holds Bachelor's degree in Lengua y Literatura Inglesa at UCEL, Rosario, Argentina and a Master Degree in teaching English as a Foreign Language (Universidad Europea del Atlántico (Spain). Due to her interest in neuroscience and emotional intelligence, she studies Neuroscience and education, multiple intelligences, and self – regulation and neurosicoeducation at Asociacion Educar. She has a formation about neuropedagogy from Nebrija University, Spain. . She is a UDL and Inclusion Advocate. Liliana carries

out research about learning disabilities and other disorders. She gives lectures about Neuroscience, accessible tools, Universal Design for learning (UDL), emotions and how to regulate them, neuroscience and Emotional Intelligence.