Keeping up to date: What I need to know about assistive technology research
Greg O’Connor
Teacher
Education Services Manager
Spectronics
Presentation Outline

• Provide an overview of the assistive technology research literature.

• Provide tools for:
  ➢ Locating, Sharing and Documenting research and good practice in assistive technology.
Presentation Information

Information and documents relating to this presentation can be found @

http://gregoconnor.wikispaces.com/
Why Research?

“…delicate balance between no-holds-barred openness to new ideas…and the most rigorous sceptical scrutiny of everything – new ideas and established wisdom.”

Carl Sagan

http://www.carlsagan.com/
Definition

Assistive technology “is a combination of the processes and tools involved in addressing educational needs and problems of students with disabilities with an emphasis on applying the most current tools: computers and their related technologies”

Roblyer, M. D. (2003). Integrating Educational Technology into Teaching
Definitions

Assistive Technology

Digital Technologies

E-inclusion
e-inclusion

- Emphasises interaction between digital tools, contexts and people
- Focuses on the activity of the use of the technology by or with people


http://tinyurl.com/digital-inclusion
Dynamic

- In 2003 there were 25,000 products available.
Making Informed decisions: Baseline

- Underutilised technology
- Abandonment
- Unaware staff
- Poor access
- Inappropriate allocation

lack of integration into curriculum / programs
Assistive Technology Research

- The research base is emerging
- Little published peer-reviewed research concerning the impact of assistive technology on learning
- Limited in scope and rigor
- Technologically determinist perspective
Barriers to Use

Lack of:

- Knowledge
- Training
- Funding
- System support
- Leadership
- Research
- Data driven decisions
Barriers to Use

“special education teachers are using technology to accommodate and adapt curriculum without the use of research or data-driven decision-making processes to guide practice”

Castellani & Castelleni (2005)
BUT……………

there is documented research and good practice available. BUT where?
What does the research say?

Dave Edyburn - What have we learnt lately?

www.uwm.edu/~edyburn
Journals

Closing The Gap

http://www.closingthegap.com

Journal of Special Education Technology

jset.unlev.edu
Journals

• Special Education Technology Practice  
  www.setp.net
• Assistive Technology Outcomes and Benefits  
  www.atia.org/atob/ATOBWeb
• Learning and Leading with Technology  
  www.iste.org
• Assistive technology Journal  
  http://www.resna.org/ProfResources/Publications/ATJournal.php
Books and Publications

Handbook of Special Education Technology Research and Practice

www.spectronicsinoz.com


www.futurelab.org.uk
Research Web Links

CITEd’s Research Center

www.cited.org

TechMatrix

www.techmatrix.org
Blogs

http://teachinglearnerswithmultipleneeds.blogspot.com
Resources and ideas for teachers of learners with severe, profound, intensive, significant, complex or multiple special needs.

http://www.alltogetherwecan.com/
Sam Sennott Blog.

http://teachingeverystudent.blogspot.com
Karen Janowski's Teaching Every Student Blog.
Listservs / E-Newsletter

SENIT
lists.becta.org.uk/mailman/listinfo/senit

QIAT
natri.uky.edu/assoc_projects/qiat/signup.html
Sharing / Networking

Del.icio.us

http://del.icio.us/ocgreg

AssitiveTech

http://assistivetech.ning.com/
Search

Google Scholar


Directory of (Re)search Tools

www.c4lpt.co.uk/Directory/Tools/research.html
Storing / Documenting

- Endnote
Data driven decision making

• Can we wait for the research community to catch up?
• Australian context
• Action Research

“Investigations conducted by and for the people taking the action, on their own action to inform their future actions”

Richard Sagor (2005)
Action research: A teacher-centred approach for self-improving schools

1. How effective is my practice in the work that I do?
2. What actions can I take that will achieve outcomes for my students?

- Reflect
- Plan
- Act
- Observe
- Revised Plan

4. Critical review with others evaluating the outcomes achieved. What worked, what didn’t, why?
5. Modify / adapt practice or introduce a new practice to explore. Where to from here? What do I need to know now based on what I have learnt from cycle 1?

1. Selection of a problem or challenge related to teaching practice. What do I want to know about what I do?
2. Introduction and trial of selected practice. What am I doing that will improve learning?
Future Research?

- Response to Intervention
- Differentiating Instruction
- Universal Design for Learning
- Social Inclusion / Social Justice
- Web 2.0
INCLUSIVE LEARNING TECHNOLOGIES CONFERENCE

[25-28 MAY 2010]

Find us on Facebook

Become a fan!
You can now find the Inclusive Learning Technologies Conference 2010 on Facebook!
http://tinyurl.com/fb-ilt-conference2010
Dr. Caroline Musselwhite
Speech Language Pathologist and AAC Specialist - USA

Dr. Gretchen Hanser
Occupational Therapist and AT Specialist - USA
E.A Draffan
Post-Secondary Assistive Technology Adviser - UK

Dr. Chris Abbott
Teacher and Journal of Assistive Technologies Editor - UK