

## **Paper 119 – Pecha Kucha**

### **Enabling mobile technologies for all**

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#### **Abstract**

This presentation will provide a reflective overview of our ongoing research. We will explore how mobile technologies can enhance the learning experience for disabled students and with reference to the ‘Social Model’ of disability we argue the benefits of inclusive practice and that “Good access for Disabled People is Good Access for all”.

Our first study Mobile Enabled Disabled Students (MEDS), considered the barriers and benefits of mobile technology for disabled students and found a wide range of benefits, especially for students with dyslexia. The second project (MEDS 2) aimed at exploring how mobile learning and assessment might be embedded in the Higher Education learning experience. The third project, Embedding Mobile Enabling Technologies (EMET), specifically aimed to engage students with dyslexia to trial an innovative mobile assessment suite on a range of cutting edge devices and subsequently made recommendations for embedding mobile learning and assessment on a wider scale. We asked “Does increased desirability of a device improve engagement with mobile learning and teaching?”. EMET provided an interesting insight into the relationship between device desirability and student engagement.

Finally, we will examine current trends around emerging technologies such as the iPad, ‘tablet PC’, e-reader and smart phones.

#### **AIMS:**

- To explore recent research in the area of Mobile Enabling technologies.
- To examine the concept that mobile technologies can enhance learning for all and what is required for this to occur.

#### **OUTCOMES:**

- An understanding of why accessibility and flexibility are vital to engage Disabled Students
- An appreciation that good access for Disabled People is good access for all.