



ASSISTIVE TECHNOLOGY: MOBILE LEARNING FOR INCLUSIVE EDUCATION

Dr. Kavita Salunke¹, Rupali Shewale² & Dr. Vaibhav Jadhav³

¹Associate Professor, Y.C.M. Open University, Nasik

²Research Scholar, Savitribai Phule Pune University, Pune

³Post-Doc Scholar, University of Massachusetts, Amherst, USA

Abstract

UNESCO believes that information and communications technology (ICT) has great potential to facilitate knowledge dissemination, improve learning and assist the development of more efficient education services especially for Visually imparted students (UNESCO, 2013). ICT can extend educational opportunities to marginalized groups; increase education quality; and reduce inequalities based on gender, class, race, age, and disabilities. Today, large population is using mobile for communication. Now a day, many researchers point out that mobile learning is an integral part of educational process and best gadgets for current scenario. In the age of ICT, we must commit that ever one gets education without any hurdles, we as part of educational system to devote for inclusion of education (Fraser, & Maguvhe, 2008). The widespread diffusion of mobile technologies offers an opportunity to develop policies aimed at participation and social inclusion. Thus, mobile devices are rapidly becoming the key to making information "universally accessible" (Wellman, 2007). The research is based on Bloom's Mastery Learning Theory, as this theory advocates that any individual who desires to learn can learn and have mastery on learning if learning conditions are modified per individual needs of student (Bloom, 2000). However, mobile learning can contribute to the global commitment to provide quality education for children, youth and adults specially students with disabilities i.e. visually impaired. M-learning has been championed as "a personal, unobtrusive, spontaneous, 'anytime, anywhere' way to learn and to access educational tools and material that enlarges access to education for all" (Kukulka-Hulme & Traxler, 2005). A person is defined as visually impaired who has no vision or greatly reduced vision or partial vision and cannot perform their work without assistance of sighted person or assistive technology as the sighted person can do. In this paper, we focus on interaction of visually impaired users with educational content delivered via mobile devices, posing a special attention to touch screen technology. The paper is organized in 2 sections. In the primary section, we are discussing about learning for especially visually impaired. And other section we have been discussed about our cases. As a case study, we work on some persons, who has no vision but with help of mobile and other supplementary, they can perform their duties. Today some of them are using this gadget for their profession and earn desirable amount for their life. Peoples with visual disabilities will benefit from the significant social, cultural, and economic benefits of assistive technology if the information and services are designed appropriately.

Keywords: Assistive Technology, Inclusive Education



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