

A Tech initiative starts with 'HEARTware':

A look at the Integrative Technology Initiative (ITI) at Dyslexia Association of Singapore.

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DAS AND ASSISTIVE TECHNOLOGY

The Dyslexia Association of Singapore (DAS) has always adopted an inclusive approach to technology in its literacy classrooms as increased use of technology can facilitate students with specific learning differences to learn and lead productive lives.

In 2005, touch typing software and phonics based software complemented literacy lessons.

Backed by supportive leadership and armed with new innovations, devices and access to world class technology, DAS strives to keep abreast with educational technology.

DAS' PREFERRED POSITION

In a US National Reading Panel's technology report:

- rapid development of capabilities of computer technology,
- speech recognition & multimedia presentations
- successful applications in literacy for the future.

As new software and devices are introduced, **educator mindsets and beliefs** emerged as the challenge to effective implementation.

EDU-TECH THEORIES

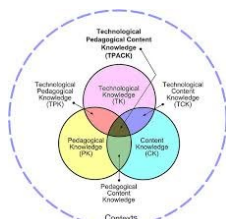


Fig. 1

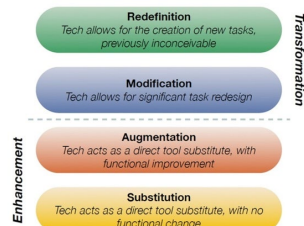


Fig. 2

DESIGN OF ITI

Sep 2014 - Present

2 phases of implementation:

Administrative Tools (P1), Teacher-led Tools (P2)

2 groups: Phase 1, then Phase 2A (G1), Phase 1 & 2A (G2)

Respondents surveyed - 37 educators, 91 students

PHASE 1

An administrative Tool in the following ways:

- ❖ Taking minutes
- ❖ Creating worksheets
- ❖ Attendance marking
- ❖ Reward system
- ❖ Classroom management
- ❖ Assessments (quizzes and reviews)
- ❖ Parent-teacher (Communication)

PHASE 2

Teaching and learning tools, through teacher-led applications:

- ❖ dedicated focus group selected apps that complemented the literacy programme
- ❖ Focus on i-apps related to Vocabulary and Language component.
- ❖ Allowed educators to learn in depth how the applications could assist them in lessons specifically catered to the specified component.

ANECDOTAL EVIDENCES

I think it's really up to the teacher to integrate all this stuff into a lesson. The iPad itself, doesn't help much if left it the hands of the students... the strength is in the lesson planning.

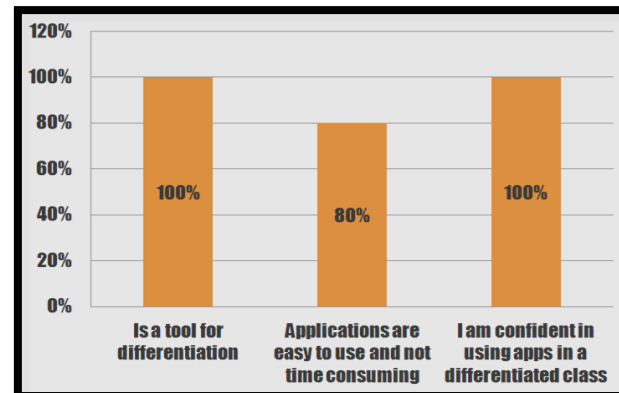
I liked that I could merge my lesson plans with the activities on the iPad, not even being tech-savvy.

For me, its mobile, light to carry and more convenient to use both in terms of teaching and administration and I also use it ...for meetings.

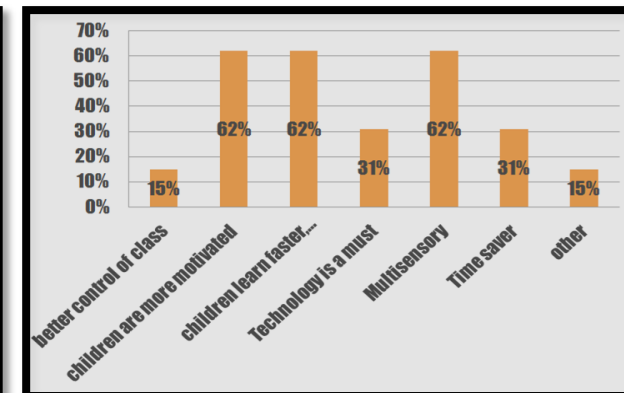
I have a whole list of apps I use in class. I would like to share it.

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SURVEY FEEDBACK



iPads in the differentiated classroom



I enjoy the iPad because...

CONCLUSIONS AND IMPLICATIONS

Users more inclined to using iPads as a teaching tool after familiarising themselves with iPads as a personal administration tool

Clear benefits in phased approach - G1

All used iPads for instruction

Most enjoyed using iPads for instruction, (not administrative or entertainment)

I. Critical for continued effectiveness:

- ❖ Internet connectivity*
- ❖ on-going training**
- ❖ tech support***

II. Training should emphasis:

- ❖ time management
- ❖ Classroom management

III. Future plans:

- ❖ Student-led use
- ❖ Curriculum based assessments(digital)

REFERENCES