

Tablet computers in schools, and for students with special needs

“Transforming the classroom: tablets as
assistive technology”

Katja Engelhardt, European Schoolnet



USE OF TABLETS/MOBILE BY PUPILS/STUDENTS WITH SEN

SENNET PROJECT THEMATIC REPORT NO. 3
NOVEMBER 2014



The SENnet project is partly financed by the European Commission's Lifelong Learning Programme

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Research Evidence

- **first research evidence:** Tablet for Schools report (UK, 2013), Curtin University (Australia, 2013), Kennedy Krieger institute (US, 2013) – autistic children, Lancaster University – visually impaired (UK, ongoing)
 - first promising results
 - still lack of definitive research
 - issue: small size of existing research

Tablets in schools

- **advantages:** simple interface, portability, speed, affordability, built- in camera, internet connection, variety of apps
- easy access to learning opportunities, information, organisational systems, communication, emotional support
- tool to enhance teaching and learning

Tablets as assistive technology

- **advantage:** mobile, include variety of activities, tablet used by all students
- offer variety of accessibility features (VoiceOver, Zoom, Large Font, Black on White Display, Mono Audio, Voice Control)
- tablets replace assistive technology in some cases
- tablets & apps less expensive/ easier to replace

Unique features

- 1) touchscreen offers immediate feedback, sensor input and experiences (element of tactile learning)
- 2) possibility for highly individualized use, via apps
- 3) support move to cloud-based and web-based software (easy to switch between devices)

Benefits

1) motivation

2) personalisation

- easier to individualize instruction, track progress and to erase, change customize content
- alternative ways of accessing/ presenting knowledge

3) Inclusivity

Contacts

katja.engelhardt@eun.org

Project ref. 518426-LLP-1-2011-1-BE-COMENIUS-CNW

Duration: 36 months to November 2014

This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

