

## Module 3: The parent educator training pack: Digital inclusion for inclusive education and reading opportunities

### Purpose

The purpose of this module is for parent educators to gain knowledge regarding meeting parents' diverse needs, understanding the audience and connecting with parents. Throughout this module parent educators will explore issues of children' disengagement and how disengagement/engagement is related to issues of children' inclusion, and more specifically how digital inclusion can be a key to engaging young learners to reading activities.

### Learning objectives

It is expected that upon completion of this parent educators will be able to:

- Identify possible disengaged students' characteristics (who may be a disengaged student and why).
- Identify the basic elements of learners' engagement in reading, especially in relation to home/family environment.
- Suggest activities with the use of technology tools for promoting learners' engagement in reading at home and outside school.
- Define the added value of technology use in relation to learner engagement.

Expected/estimated time for completion: 4 hours

### Outline of course structure and activities

Name of activity	Type of activity	Duration
<b>1.0 Essential Readings and Preparatory Videos</b>  1.1. The Readtwinning approach-Guidelines", main study material of the module (sections 6.1, 6.2, 6.4, 6.5, pages 29-31, 35-38)	Pre-requisites	30 min
<b>2.0 Preparation Activity:</b> Before joining class!	Padlet activity	30 minutes
<b>3.0 Module 3: Pedagogical basis to teaching to read</b>	In Class: Synchronous Meeting (F2F or online)	2 hrs
<b>4.0 After class activity</b>	Wiki	1 hr

### Description of the sections

#### 1.0 Essential Readings and Preparatory Videos

##### 1.1. **Read: ReadTwinning approach Guidelines, main study material of the module)**

*-Strategies and suggestions of inclusive reading for all (sections 6.1, 6.2, 6.4, 6.5, pages 29-31, 35-38)*

This part of the guidelines focuses on the inclusive approach to reading taken by ReadTwinning by considering the diverse students' needs and contexts such as linguistic, cultural and social differences, gender, disabilities.

## 2.0 Preparation Activity: before joining class!

**Padlet activity:** Create a collaborative sticky notes board on briefly sharing ideas according to parents educators how could parents motivate their children to get engaged in reading? What can we learn from the covid-19 period experience on homeschooling and keeping children at home?

## 3.0 Synchronous Meeting (F2F or online)

During the meeting we are going to discuss about (a) Learners' Engagement and Participation in the Digital era: Digital Inclusion and more... (b) Engaging parents in the ReadTwinning approach: The added value of technology.

### *Section 1: Learners' Engagement and Participation in the Digital era: Digital Inclusion and more...*

#### *Activity 3.1. Reflecting on (digital) inclusive education*

During this activity we will use Mentimeter to reflect on digital technologies and inclusive education. We are going to discuss who is included or excluded.

#### *Activity 3.2. Reflecting on the use of digital technologies and reading*

We are going to discuss if digital technologies are hazards or opportunities for reading as well as potential challenges.

#### *Activity 3.3 Group activities and discussion*

Part A. Collaborative sticky notes board @ <https://padlet.com/>

What it takes to be engaged and included in reading in the digital era?

Part B. In groups reflect on you own work and take notes on:

Group 1: Digital Inclusion: ways to: (a) provide for access and accessibility, (b) encourage interaction and participation and (c) develop competencies

Group 2: Opportunities: ways to: (a) expose and involve children in reading outside classroom, (b) initiate motivation for reading and (c) collaborate and share with reading

Group 3: Meaningful experiences: ways to: (a) connect with own values and emotions, (b) reinforce the sense of self with reading and (c) sustain motivation and interest in reading

### *Reflecting on Section 1 – Whole class discussion*

- What did you find important in what we've discussed?
- What are you going to utilize for engaging children in reading?
- How what we've discussed can be connected to ReadTwinning?

### *Section 2: Engaging parents in the ReadTwinning approach-the added value of technology*

- Presentation
- Whole class discussion: specific ideas regarding how you can engage parents and children in the ReadTwinning approach. What is the added value of technology? Resources and tools.

## 4. Additional/optional after-class activity

*4.1: Identify good practices and evaluate reading activities in relation to learners' engagement.*

**Resource:** Check on AT&ME [<https://www.atandme.com/>]

**Wiki:** Have a look at the resource provided and identify tools that can be used by parents to engage their children in reading. Enter one tool in the Wiki and write a few sentences on the added value of this in relation to accessibility, engagement, participation, and how it can be used by parents. Share any other good practices you have identified elsewhere that use technology for helping parents engage their children in reading and indicate the added value of technology.

## Additional Resources

### *Digital Inclusive Education*

Hoogerwerf, E.J. & Mavrou, K. (2020). Inclusive education and digital empowerment as part of wider societal challenges. In E.J. Hoogerwerf, Mavrou, K. and Traina, I. (Eds.). *The Role of Assistive Technology in Fostering Inclusive Education. Strategies and Tools to Support Change*. Routledge.

The book provides a synthesis of political and theoretical discussions as well as practical experiences on the implementation of ICT-AT in education. Analysing international policy frameworks in relation to inclusive education and technology, it discusses examples of school self-assessment and action plan methodologies for digital inclusive education.

### *Student motivation in Literacy*

Irvin, J.L., Meltzer, J. and Dukes, M.D (2007). Taking Action on Adolescent Literacy (Chapter 1. Student Motivation, Engagement, and Achievement). Available at <http://www.ascd.org/publications/books/107034/chapters/Student-Motivation,-Engagement,-and-Achievement.aspx>

This chapter presents the Leadership Model for Improving Adolescent Literacy, the interconnected elements of Student Motivation, Engagement, and Achievement. Well-researched connections between motivation, engagement, and achievement.

Gunn, D. (2016). *Accessible eBook Guidelines for Self-Publishing Authors*. Accessible Books Consortium, WIPO [[http://www.accessiblebooksconsortium.org/export/abc/abc\\_ebook\\_guidelines\\_for\\_self-publishing\\_authors.pdf](http://www.accessiblebooksconsortium.org/export/abc/abc_ebook_guidelines_for_self-publishing_authors.pdf)]

It will introduce you to the ways people with print disabilities like sight loss, dyslexia or a physically limiting disability can read using eBook technologies.

Accessible Multi-modal Electronic Library: <http://amelib.seab.gr/>

Daisy readers / Daisy books (Digital Accessible Information SYstem): <http://www.daisy.org/>

The DAISY Consortium was formed in May 1996 by talking book libraries to lead the worldwide transition from analog to Digital Talking Books.

### ***Examples of good practices:***

**AT&ME:** <https://www.atandme.com/>

[CAST: Until Learning has no limits: https://www.cast.org/](https://www.cast.org/)

[Daisy Consortium: https://daisy.org/](https://daisy.org/)

[Centre of Excellence in Universal Design, Ireland National Disability Authority: http://universaldesign.ie/home/](http://universaldesign.ie/home/)