

How 'Learning from Home' Research Highlights the Need for Flexibility and Choice

Students with Disabilities and Covid-19

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In this presentation

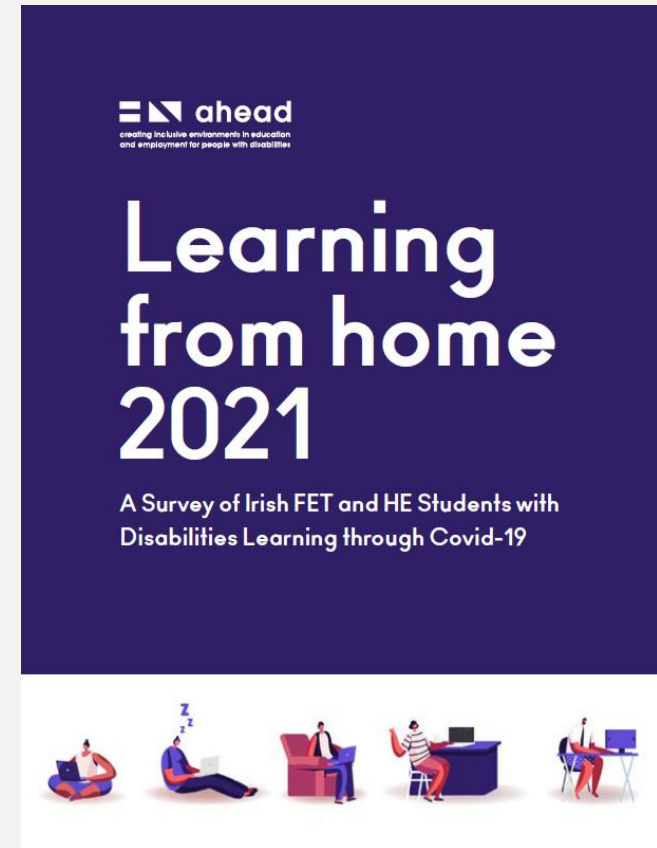
- Introduction and Methodology
- Key Theme – Mixed Experiences and Desires
- Demonstrating the need for flexibility and choice
- Recommendations/Implications



In this report...but not for today!

- A nuanced exploration of the digital divide, (including the home environment).
- Disability Support and Communication.
- Student motivation and challenges in structuring their learning.

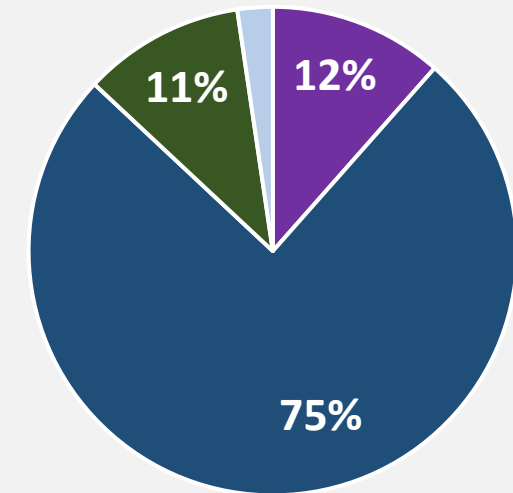
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Methodology and Sample

- Survey – quantitative and qualitative – FET and HE
- 2020>2021 comparison
- 729 FET/HE students with disabilities – all disability categories represented
- All counties in ROI represented

Breakdown of Respondents by Course or Programme Type



■ FET ■ HE Undergrad ■ HE Postgrad ■ Other

Key Theme – Mixed Experiences & Desires

- Most questions split - slight majority/significant minority dynamic
- Strengthens call for UDL – flexibility, accessibility, choice to meet variable needs
- **Parts of New Dynamic Worked Well For Many – What should we retain and why?**



Well...What is UDL? Providing Options!

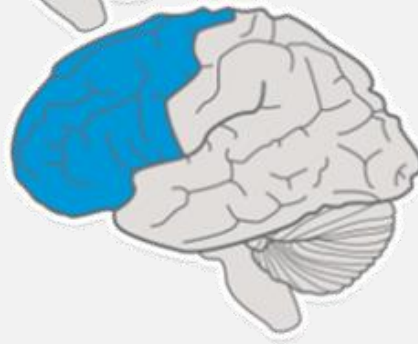
**Engagement
(Why?)**



**Representation
(What?)**



**Expression
(How?)**



- 3 Core Principles
- Broken Into 9 Guidelines
- Supported by 31 Checkpoints
- <http://udlguidelines.cast.org>

Future Hopes – Modes of Engagement Post Covid

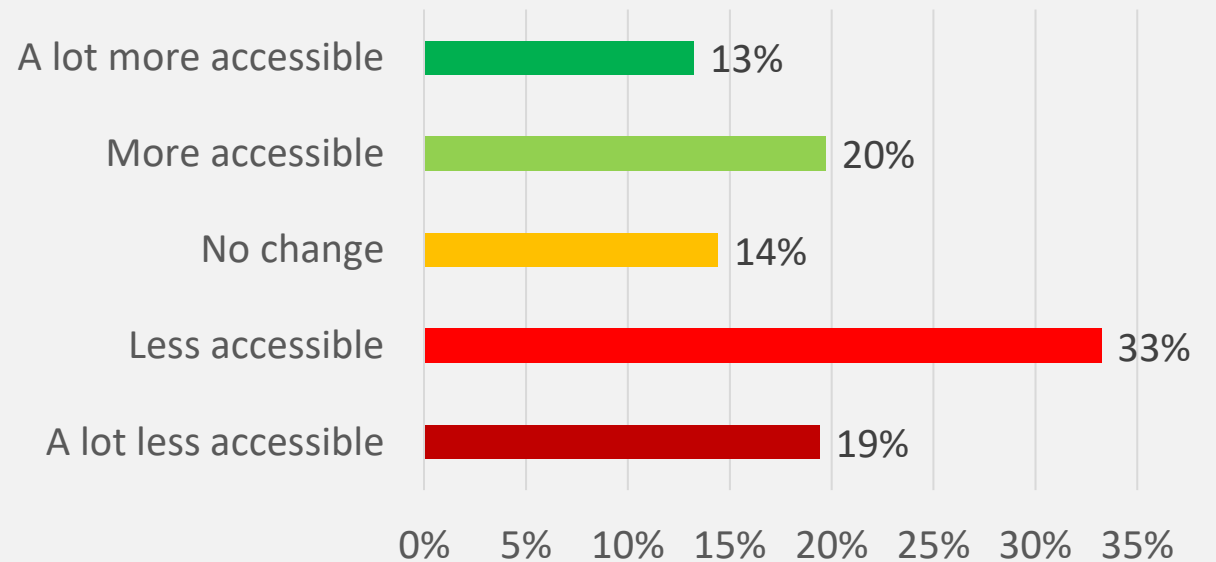
- One half want return to mostly on-campus learning
- One half want either blended (39%) or fully online (9%)



Accessibility – Engaging in Person v From Home

- Half found learning from home less accessible, but one third found it more accessible
- Different depending on disability
- Almost half said accessibility considered by teachers
- Comments highlighted it is teacher-dependent

Do you think learning online has resulted in a more or less accessible learning experience for you than on-campus learning?



How Students Coped – Mixed Responses

“Learning from home has worked really well for me in so many ways. Not having to travel to college on the days I feel the worst physically has meant I have missed far less classes than last year.”



“I cannot function as a student at home and online classes do not work for me at all.”

Recording - #1 High Priority - Representation

**Top rated (of 10 listed) high priority
for the future was:**

Retention of
recorded/captioned
lectures (88%)



Recording – Options for Representation

“I feel a combination of the lectures that I can go back and play again (not a speedy note taker) because they are videos that have been such a massive improvement for my learning.”



“Ensuring all lectures are recorded. This THIS please!!!! The amount of extra emotional and physical harm I've put myself through forcing myself to get to class because I was already behind and the only person missing out was me...I don't want anyone else to be let down and not have the opportunity to study because of a health issue keeping them from classes. It's not right.”

Assessment - #2 High Priority – Action/Expression

2nd highest rated (of 10 listed) high priority for the future was:

More choice for students in how they are assessed (78%)



Assessment – Options for Action/Expression

“1 thing I'll miss from having things be online - No memory alone based exams. In 1st year, I failed my psychology exams and scraped passes in my criminology ones. Now in 2nd year, in both of my subjects for my end of term assignments...I've been top 5/10 of my entire year.”



“The design of assessments, all written work. I am so worried...I really wish we could have done more interactive assessments and this would have been taken into account.”

Key Recommendations

- Retention of Recorded Lectures
- National/Institutional commitment to more options in learning mode (online, blended, hybrid)
- Commitment to UDL approach – meeting diversity with flexibility, accessibility, choice



Contact Us

[Learning from Home Research](#)

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creating inclusive environments in education
and employment for people with disabilities

