

ACCESSIBILITY CARDS

These accessibility cards highlight some challenging situations described by students who have encountered these during their studies, as well as the students' suggestions for improving the situations.

The accessibility cards can be used for organising a workshop or, for example, as part of a development day. The cards are in printable format, i.e. suitable for use when participants are in the same physical space. It is naturally also possible to use these in a virtual meeting through Zoom or Teams. In this case, you can, for example, create a slide show of the situations and show them for discussion one by one.

The cards are divided into four categories:

1. Reading and writing difficulties
2. Attention problems.
3. Anxiety, mental health issues, autism spectrum.
4. Physical limitations.

Each theme consists of 3-5 cards. The cards are two-sided: one side describes a challenging situation, and the other side describes the student's perspective on the situation.

ORGANIZATION OF THE WORKSHOP

The workshop is organized according to the Learning Café method. It is recommended that you reserve two hours for the workshop. During the workshop, participants will be divided into four groups according to the four themes. All groups discuss their own topic at the same time. Every 15 minutes, participants change the theme by moving to another table.

BEFORE THE WORKSHOP:

1. Find out the number of participants.
2. Allocate a suitable space.
3. Print and cut cards.
4. Prepare A3 paper and markers.

15 MIN BEFORE THE WORKSHOP:

1. Arrange tables in groups of four.
2. Place single-theme cards (note "This side up") per one table group. This way, each table has its own theme.
3. Put paper and markers on each table.

DURING THE WORKSHOP:

1. Participants choose their starting table.
2. The facilitator gives instructions:
 - a. Each table decides who will act as secretary.
 - b. Read the description of the situation.
 - c. Discuss: What should we do in this situation?
 - d. The secretary writes down the main points.
 - e. After discussion, turn the card and read the student's point of view.
 - f. After 15 min change the theme / table.
3. The facilitator guides the final discussion:
 - a. Reserve at least 40 minutes for the final discussion.
 - b. Go through each theme together and exchange ideas and experiences with the whole group.
 - c. Consider what you can do to support students and each other.

The 2digi2 Special Needs group wishes you rewarding discussions on the theme of accessibility!

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