

The Use of Mobile Technologies among Students with Disabilities in Higher Education: A Comparison Pilot Study of Canada and Israel (Poster)

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שימוש בטכנולוגיות סלולריות בקרב סטודנטים עם מוגבלות בישראל וקנדה: מחקר חלוץ (פוסטר)

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Abstract

The purpose of the study was to examine the views of students with disabilities in higher education concerning how mobile devices and apps are used inside and outside the classroom. This study also examined uses of mobile devices regarding academic and non-academic uses in Canada and Israel. Both countries do have in common the extensive use of technologies, significant numbers of higher students with disabilities, and concern with the successful academic outcomes of these students.

Previous studies show that integration of mobile devices into the learning process is innovative, challenging and highly relevant for students with disabilities.

The study included eight Israelis and seven Canadians students with disabilities. In each focus group, conducted in Israel and in Canada, participants discuss topics on mobile technologies usage.

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Findings reveal similar comments in Israel and in Canada. For students with disabilities, access to their personal mobile devices for academic purposes, both in and out of the classroom, is crucial to ensure their full inclusion.

Israeli and Canadian students used their mobile devices especially to view projected lecture and recording lectures, they take pictures of diagrams, using online library services, and submitting online assignments. Israeli students also use their devices to watch recorded lectures. More Israeli students use their mobile phone for off-task in class activities.

The findings provide an increased understanding of the needs of students for using personal technologies in class, and an increased understanding of the concerns of students about the use of personal technologies in class.

Keywords: Mobile technologies, Students with disabilities, Higher education.

מילות מפתח: טכנולוגיות סלולריות, סטודנטים עם מוגבלות, השכלה גבוהה.

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