

NOT JUST FOR “THOSE” STUDENTS: ASSISTIVE TECHNOLOGY FOR USERS WITH & WITHOUT DISABILITIES

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Background

Disability Studies gives us two models for defining disability:



Medical Model: ability is solely within the individual domain



Cultural Model: nature of ability “is a socially constructed phenomenon based upon how individuals are perceived within larger social structures” (Hadley &

Archer, 2017). Under the cultural model, our definition of “disability” is reconsidered as a constructed byproduct of hegemonic norms.

Barriers to receiving disability documentation as a student:

- Administrative burden
- Financial costs (McGregor, 2016)
- Stigma
- Isolation from other diversity work on campus

PURPOSE

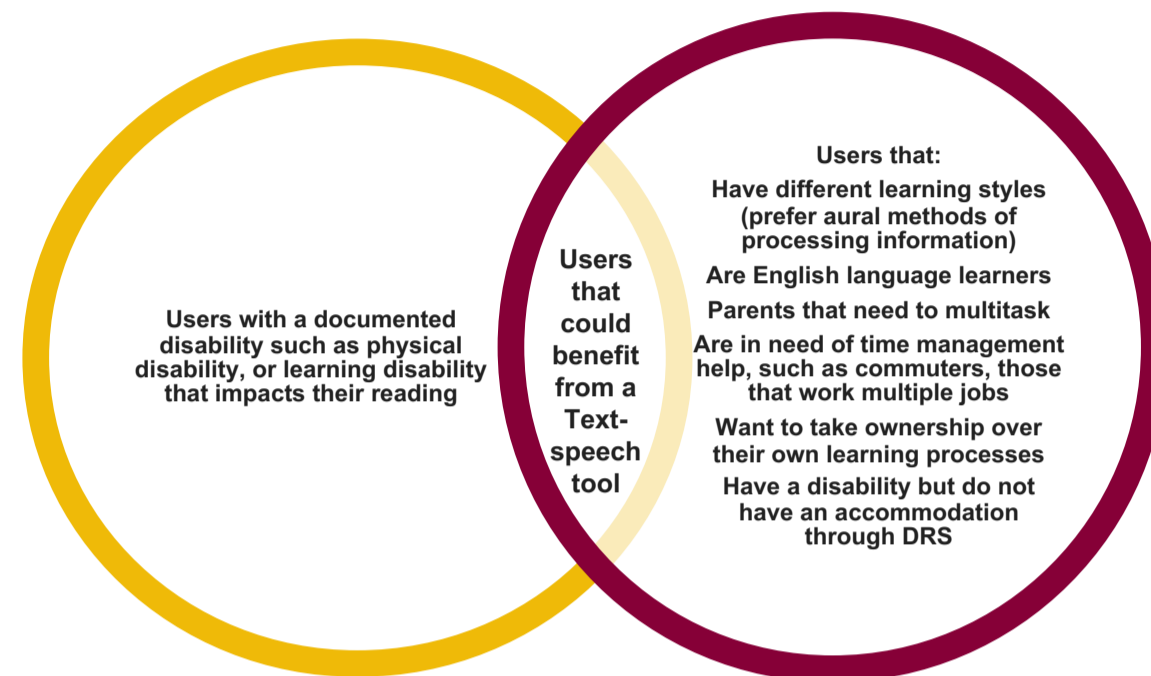
1. Extend text-speech tool to all users including those with and without disabilities
2. Develop campus partnerships to resolve budget issues
3. Market this service to all users

Literature Review

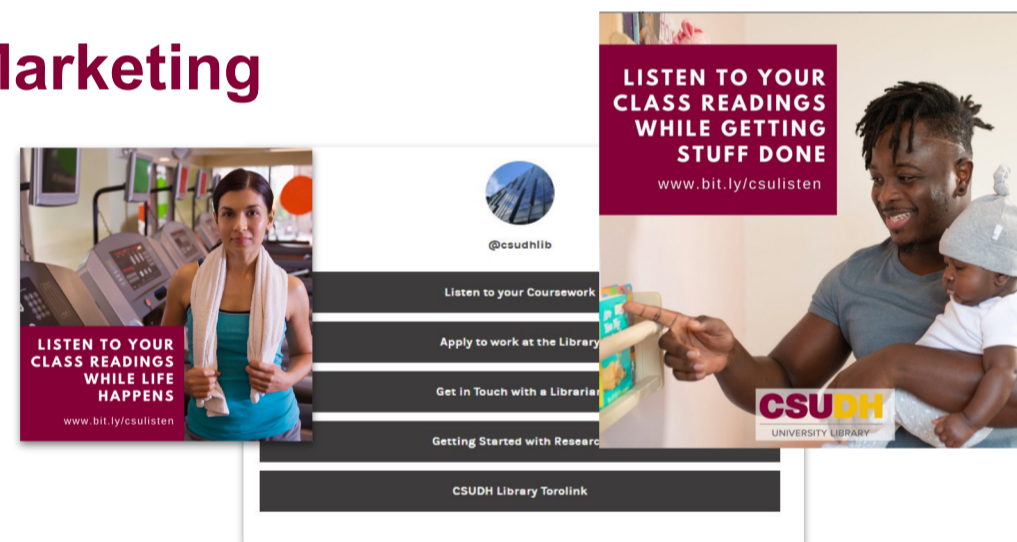
- Only a handful of institutions in our analysis offer this service to general users in a library setting.
- No literature was found that out how the service has been deployed to general users campus-wide and how users use the service.
- Most literature discusses how students with learning disabilities make significant academic gains by using text to speech to assist with reading (mostly in K-12 setting)

Our project will expand the research by looking at college-focused cases studies and examining how our distance learning students, general students, faculty and staff make use of this assistive technology (AT) service.

Universal Design & Text-Speech



Marketing



TARGETED TO

- Students
- Student Government representatives
- Learning Center representatives
- Student Success Hub personnel (counselors/advisers)
- Other Student Service personnel (ex. Dreamers, Guardian Students)
- Faculty
- Academic Senators

DELIVERY FORMATS

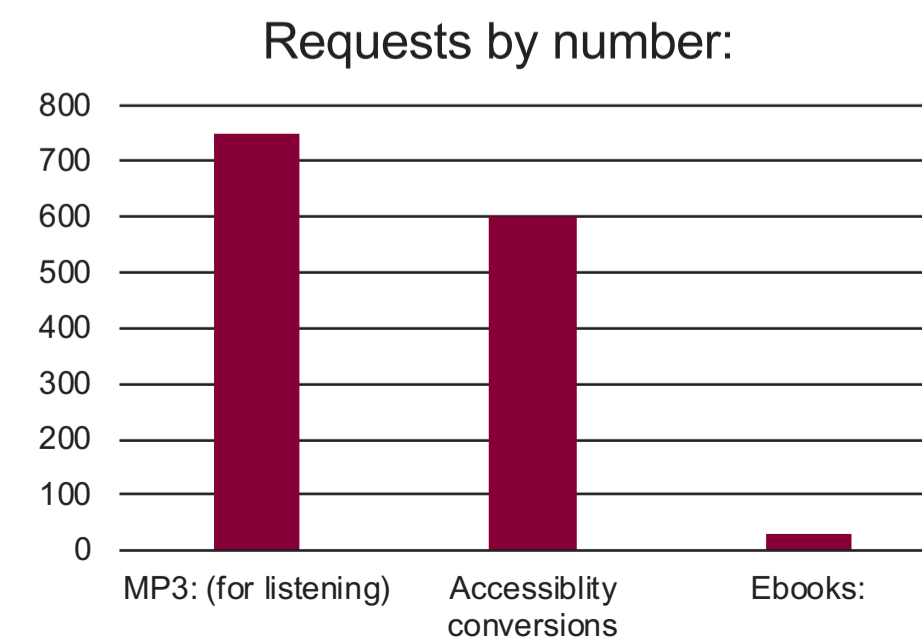
- In-person presentations
- Library website and FAQs
- Digital signage
- Printed flyers & bookmarks at service desks and campus office locations (ex. Student Union, Library Reserves Desk, Library Circulation Desk, Student Research Day Service Desks)
- Social Media
- Tabling at student events
- Emails-liaison emails and campus-wide emails

Campus Partnerships

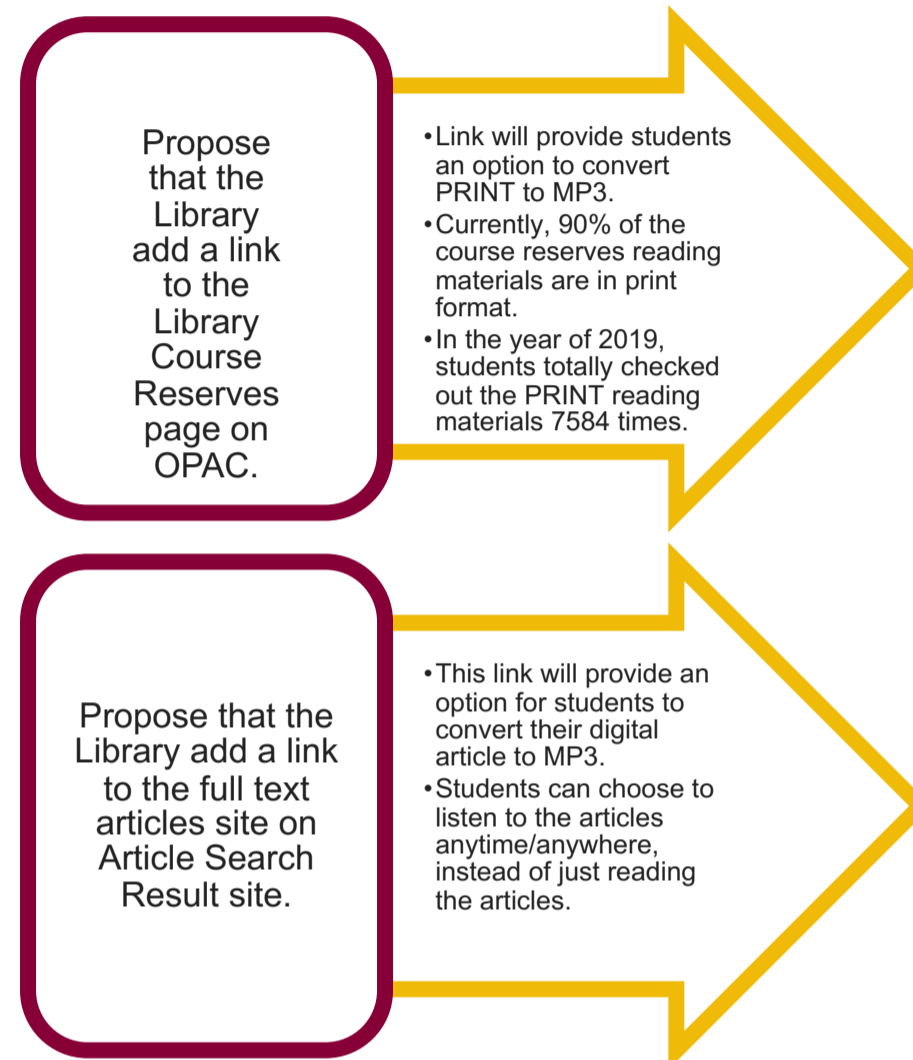
University Library:	Student Disability Resource Center:	Campus IT:
<ul style="list-style-type: none"> • Grant to purchase the computer hardware & the special equipment • Provide a space in the library for AT equipment • Provide on-site user assistance on any AT usages. • Provide tips on how to use a specific command, such as database searching, website navigation, etc. • Marketing text-speech tool 	<ul style="list-style-type: none"> • Have NO space in the SdRC for AT equipment & services. • Support the Library with the software & annual license renewal. • Send the users to the Library & Campus Computer Labs. • Provide comprehensive training on the AT software usage. 	<ul style="list-style-type: none"> • Help install & maintain software and hardware. • Pay for continuation of license subscription fees of SensusAccess

Outcome

Reporting period: 2/1/2019 to 4/31/2020
 Total requests: 1,383



Future Directions



References & Credits

Hadley, W. & Archer, E. E. (2017). College students with learning disabilities. In E. Kim & K. C. Aquino (Eds.), *Disability as diversity in higher education: Policies and practices to enhance student success* (pp. 75-88). New York, NY: Routledge.

McGregor, K. K., Langenfeld, N., Van Horne, S., Oleson, J., Anson, M., & Jacobson, W. (2016). The University Experiences of Students with Learning Disabilities. *Learning disabilities research & practice: A publication of the Division for Learning Disabilities, Council for Exceptional Children*, 31(2), 90-102.

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