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UNIVERSIDAD DE ALICANTE

Vicerectorat d'Estudis, Qualitat i Llengües
Vicerrectorado de Estudios, Calidad y Lenguas



SeLiD

Senior's Learning in the Digital Society

Technology at your side: implementing
accessible technology to support long-life
learning

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TECHNOLOGY AT YOUR SIDE: IMPLEMENTING ACCESSIBLE TECHNOLOGY TO SUPPORT LONG-LIFE LEARNING


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LA UNIVERSIDAD A TU ALCANCE

Asignaturas online para mayores de 50 años

El proceso de **MATRÍCULA** consta de las siguientes fases:

- **PREINSCRIPCIÓN**
 - Del 7 al 13 de septiembre de 2020
- **MATRÍCULA**
 - Del 21 al 27 de septiembre de 2020



Ciencias Experimentales
 Humanidades
 Informática, Imagen y Sonido
 Salud y Acción Social

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AULA FORMATIVA DERECHOS Y CONSEJOS EN LAS COMPRAS POR INTERNET



Jueves, 5 de diciembre (10:00 horas)



Sede Ciudad de Alicante
Sala Rafael Altamira
 Av. Ramón y Cajal, 4
 Entrada limitada al aforo de la sala

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TECHNOLOGY AT YOUR SIDE: IMPLEMENTING ACCESSIBLE TECHNOLOGY TO SUPPORT LONG-LIFE LEARNING

BEFORE SELID

Subjects or activities focusing on digital skills	Number of students
10	202

INNOVATION INFLUENCED BY SELID

Subjects or activities focusing on digital skills	Number of students
19	369



TECHNOLOGY AT YOUR SIDE:

**IMPLEMENTING ACCESSIBLE TECHNOLOGY
TO SUPPORT LONG-LIFE LEARNING**



5

TECHNOLOGY AT YOUR SIDE: IMPLEMENTING ACCESSIBLE TECHNOLOGY TO SUPPORT LONG-LIFE LEARNING



OBJECTIVES I

- To promote the knowledge of new technologies
- To raise awareness that new technologies do not only pose barriers for older adults, some can even help students to make their lives easier.
- To train older students to use new technologies to diminish the adverse effects of ageing
- To fight against isolation in old age
- To foster active, healthy ageing

OBJECTIVES II

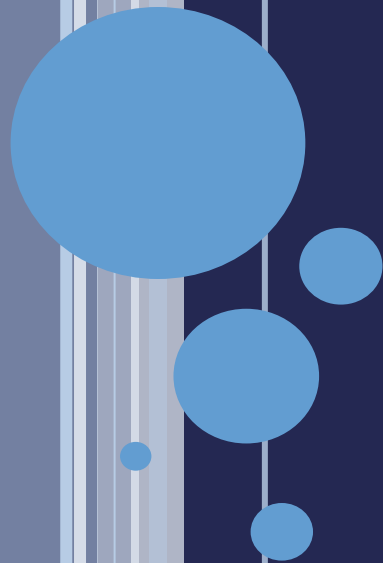
- To promote the knowledge of accessibility among teachers and instructors
- To raise awareness of the necessities of older-aged students
- To raise awareness of the need of providing universally accessible learning
- To train instructors and teachers about accessible technologies
- To evaluate the implementation of accessible technologies

Universal Accessible Design is:

- fundamental for 10%
- necessary for 40%
- comfortable for 100%

© Design for All Foundation

PHASE 1: AWARENESS CAMPAIGN



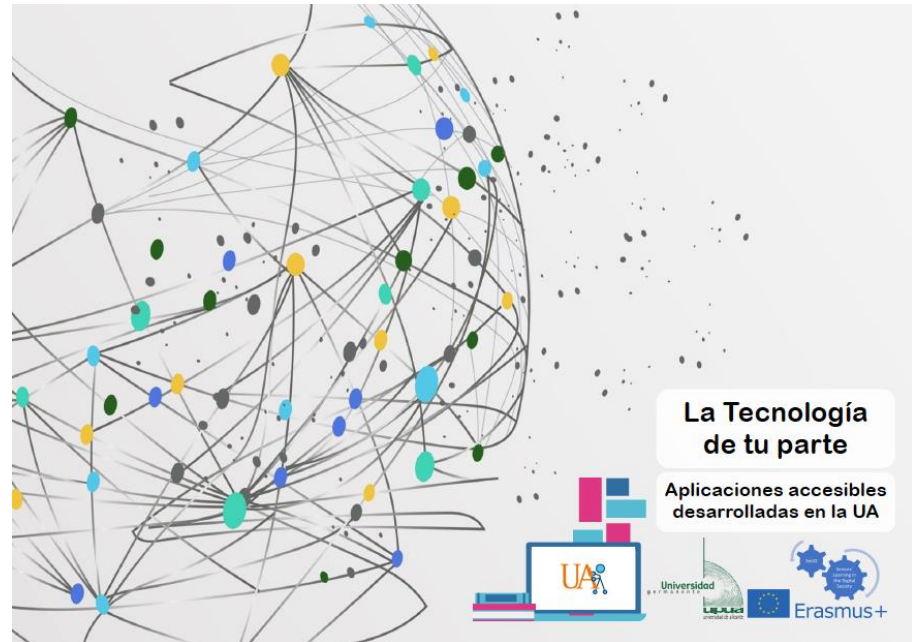
PHASE 1: AWARENESS CAMPAIGN

- Aimed at:

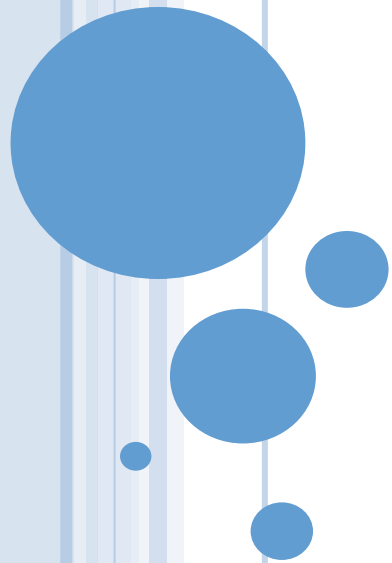
- teachers and,
- students

- Objectives

- Information and support for students with specific needs;
- it informed teachers about the necessity of designing universally accessible courses



STUDENTS' CAMPAIGN



ASSISTIVE TECHNOLOGY

What are they?

Support products, also known as technical aids, are products that allow for certain actions that would be very difficult or even impossible for the individual alone. This way, users with difficulties when using a part of their body damaged, lost or not working properly can be assisted by technology.



Screen reader

It is an application for computers and mobile devices that **interprets and reads** (with a voice system) everything that happens on the screen to allow access to blind people.

[Read more about screen readers](#)

Screen magnifier

It is an application for computers and mobile devices that enlarges screens and applies visual improvements to allow access by people with low vision.

[Read more about screen magnifiers](#)

Assisted listening systems

They are devices that increase and improve sound to understand the voice in particular daily situations to allow people with hearing impairments to hear.

[Read more about assisted listening systems](#)



TEACHERS' CAMPAIGN

ACCESSIBLE ELECTRONIC DOCUMENTS

Presentation

This guide is meant to be a support material for the creation of accessible electronic documents. Throughout the different sections the basic and universal concepts that digital documents must have to be accessible to everyone are introduced.



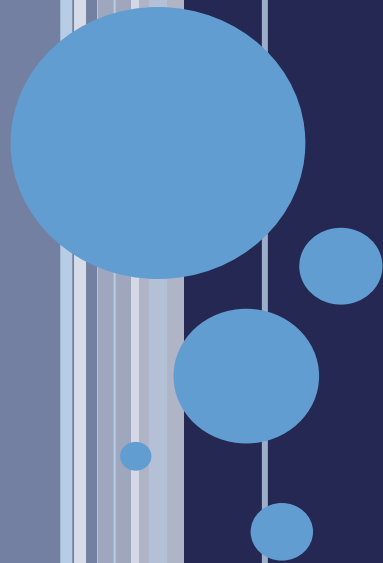
Index and language

- [Text and language](#)
- [Structure and semantics of a document](#)
- [Images and non-textual elements](#)
- [Tables](#)
- [GraphiCS](#)
- [Links](#)
- [Us of color](#)
- [Forms](#)
- [PDF documents](#)
- [Check accessibility](#)
- [PowerPoint presentations](#)
- [Multimedia documents](#)

Summary interactive presentation

Do you want to get an idea of what we are talking about? or ... you don't have time for an in-depth guide? Don't worry. We have prepared an interactive presentation summarized with the basics. Surely you will want to do into detail later! ;-)

PHASE 2: TRAINING



PHASE 2: TRAINING

Vídeo tutoriales de tecnologías accesibles

Descubre cómo la tecnología puede facilitar el acceso y el uso de tu ordenador con Windows 10. Aprende cómo personalizar la apariencia, ampliar el tamaño de los elementos, escribir dictando y controlar el PC con la voz.

Configuración visual de Windows

Descubre cómo personalizar la apariencia de Windows 10 para adaptarla a tus gustos y necesidades. Mejoras visuales, colores, ampliación del tamaño del texto, del cursor del teclado, del puntero del ratón y mucho más.

Dictado y control por voz

Windows 10 ofrece varios sistemas de reconocimiento de voz, entre ellos Cortana, muy útiles para personas con déficit motriz. Aprende cómo ejecutar acciones en el ordenador mediante comandos de voz.

Transcripción de voz a texto

Aprende cómo acceder y utilizar TAL (Transcripción Automática en Línea), una aplicación web para transcripción de voz a texto, destinada a personas con déficit auditivo.

Magnificador y Lector de pantalla

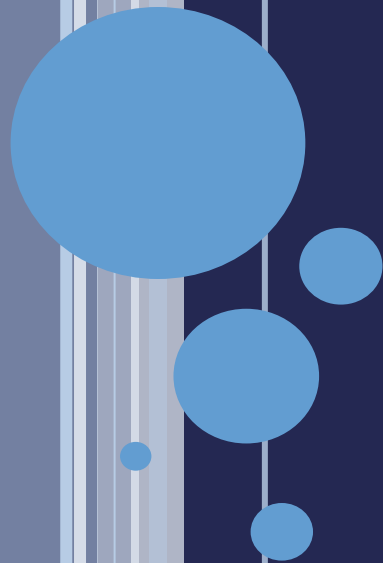
Un magnificador de pantalla, o lupa, permite a personas con baja visión utilizar un ordenador y los programas que contiene.

Descubre cómo utiliza un ordenador y accede a los contenidos digitales una persona que utiliza un lector de pantalla, como pueden ser personas con ceguera o baja visión.

Más información sobre los Vídeo tutoriales

- Both teachers and students needed some training
- A list of tutorials was provided so that users could learn how to implement the recommended technologies.
- Supplementary links with resources and tips for developing accessible electronic documents were also given.
- Teachers could also resort to templates, examples of universally accessible materials

PHASE 3: ASSESSMENT





ASSESSMENT

We plan to assess
the Programme:

- Through interviews
- Through surveys

CONCLUSION

ICTs need to provide the support seniors need to **learn, discover, engage and improve**

CONCLUSION

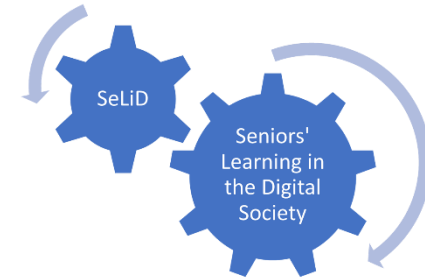
- **Implementing INCLUSIVE Courses does not only improve**
 - quality standards
 - social responsibility standards
 - the prestige of the institution

- **It also fosters human resources' motivation**





Erasmus+



Thank you
for
your
Attention

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