Manuals+ — User Manuals Simplified.

Lumio Increase Student Accessibility To Learning Impact Card User Guide

Increase student accessibility to learning

Why is student accessibility important?
How do Lumio users increase accessibility in their classrooms?

Contents

Increase Student Accessibility To Learning Impact Card

Research on accessibility to learning

Taking steps to increase accessibility to learning has a 1,2 positive impact on student outcomes and classroom culture:

- Classrooms become more inclusive
- Learners take more responsibility for their own learning
- Learners develop curricular flexibility and strong links within the classroom community
- Learners develop a growth mindset and understand that individual circumstances can require additional support
- Teachers develop more-positive perceptions of learners and employ fair disciplinary policies
- Learners develop metacognitive skills
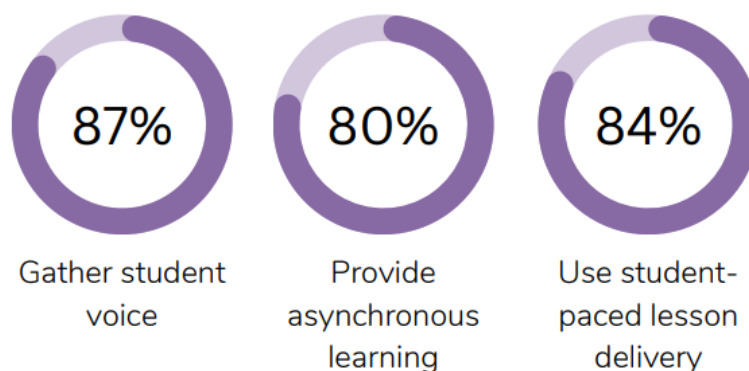- The class develops a culture of collaborative problem solving

How to increase accessibility

A Universal Design for Learning (UDL) approach has been shown to increase accessibility in classrooms. Some ways to incorporate this:

- Provide multiple means of engagement
- Optimize student choice and autonomy
- Increase regular mastery-oriented feedback
- Offer alternatives for auditory information
- Clarify vocabulary and syntax
- Promote understanding across languages
- Build mastery with graduated levels of practice
- Foster collaboration and community

In a recent user survey, educators across all grades confirmed that they use Lumio™ by SMART to make their lessons more accessible.
They use Lumio to:

87% Gather student voice

80% Provide asynchronous learning

84% Use student-paced lesson delivery

Lumio educators use the following features most frequently to meet the needs of their students, including students with special needs:

Immersive reader	Instructional audio on slides	Ad free videos
Individual handouts	Individual game-based activities	OpenDyslexic font

Lumio features that help make learning accessible to all

Immersive reader
Provide the ability to have the text read aloud or translated into the preferred language.
Guide students in using the picture dictionary to build fluency and aid in reading comprehension.
Help students use the multisensory tools to customize different colors, spacing, and focus options to support reading comprehension.

Instructional audio

Use audio to read text aloud to support early readers, special needs students, and English Language Learners.

Support learning with audio explanations and instructions to accompany any lesson page, activity, or collaborative workspace.

Add instructional audio to asynchronous lessons to support students anytime and anywhere.
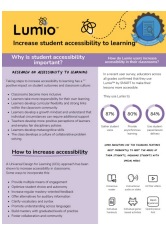

Student pacing on lesson delivery

Provide student choice with student-paced mode, including a variety of activity options for students to demonstrate their learning.

Allow students to work at their own pace through activity pages while providing scaffolded assistance to students.

Give students ongoing access to reference material, notes, or instructions on other lesson pages.

1. Hollenbeck, K., Rozek-Tedesco, M. A., Tindal, G., & Glasgow, A. (2000). An Exploratory Study of Student-Paced versus Teacher-Paced Accommodations for Large-Scale Math Tests.

   Journal of Special Education Technology, 15(2), 27–36. **https://doi.org/10.1177/016264340001500203**

2. Tullis, Jonathan G., and Aaron S. Benjamin. (2011). On the Effectiveness of Self-Paced Learning. Journal of Memory and Language, 64(2) 109–118., **https://doi.org/10.1016/j.jml.2010.11.002**

Documents / Resources

Lumio Increase Student Accessibility To Learning Impact Card [pdf] User Guide
Increase Student Accessibility To Learning Impact Card, Accessibility To Learning Impact Card,
Learning Impact Card, Impact Card

References

- **doi** **Redirecting**
- **doi** **An Exploratory Study of Student-Paced versus Teacher-Paced Accommodations for Large-Scale Math Tests - Keith Hollenbeck, Marick A. Rozek-Tedesco, Gerald Tindal, Aaron Glasgow, 2000**
- **User Manual**