

Module 3 – Use the Library

Weekly aims checklist

Note:

This module weekly aims checklist document is designed for trainers to assist in planning and checking for the fulfillment of module aims each week.

The weekly schedule provided below is based on the assumption that 1 ECTS credit equals to 30 hours, of which 16 hours are contact hours (8 lessons, each 2 hours).

Due to the fact that the number of hours required for 1 ECTS credit is different among the 3 Partner Countries, partner institutions may adjust the number of contact hours (8 or 7 weeks).

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Name of Trainer: [SURNAME Name]

WEEK ONE

AIMS

To recognize that disability is a natural part of the human experience and develop disability sensitivity

To create awareness of the rights of persons with disabilities as basic human rights, as described in international documents

ACHIEVED AIMS:

Extra Notes:

Week /Class	Topic	Activities (performance)	Assessment	Recommended Materials / equipment
Week 1. Class 1	Introduction to disability & human rights	<p>What are human rights? What is disability? Interactive lecture</p> <p>Historical Perspective of dealing with Disability (evolution of approaches towards disability and important milestones)</p> <p>International and European Human Rights Law instruments dealing with people with disabilities (Comprehensive presentation of standards)</p> <p>Discussion: Group discussions about the rights of people with special needs and about problems of people with special needs</p>	Class participation	<p>Materials kept in Materials Folder –</p> <p>Universal Declaration of Human Rights</p> <p>United Nations Convention on the Rights of Persons with Disabilities</p> <p>CRPD Training Guide– www.ohchr.org/Documents/Publications/CRPD_TrainingGuide_PTS19_EN%20Accessible.pdf</p> <p>World Health Organization's New Definition of Disability – International Classification of Functioning, Disability and Health (ICF 2001)</p> <p>World report on disability 2011</p> <p>Internet Sources & Videos examples</p>

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				<p>Famous people with special needs (video view) https://www.youtube.com/watch?v=WcG6cQjHq5g</p> <p>Video projector Interactive whiteboard</p>
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WEEK TWO

AIMS

To create awareness of the rights of persons with disabilities as basic human rights, as described in state documents.

To know and understand country legislation in the field of inclusive education.

ACHIEVED AIMS:

Extra Notes:

Week /Class	Topic	Activities (performance)	Assessment	Recommended Materials / equipment
Week 2. Class 1	Country legislation regulating disability and rights of people with special needs.	<p>Introduction to country legislation regarding disability and the rights of people with special needs.</p> <p>Introduction to country legislation regulating issues of inclusive education</p> <p>Discussions about the situation in the country regarding problems of people with special needs</p>	Development of research plan	<p>Materials kept in Materials Folder –</p> <p>State law(s) regarding disability and rights of people with special needs</p>

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WEEK THREE

AIMS

To know, understand and recognize the main types of disability.

To identify characteristic signs of disabilities/special needs in library users and get to know how to communicate, interact and work with them.

ACHIEVED AIMS:

Extra Notes:

Week /Class	Topic	Activities (performance)	Assessment	Recommended Materials / equipment
Week 3. Class 1	Introduction to various kinds of disability	<p>Presentation of categories and types of disability</p> <p>Presentation of characteristic features of signs of disabilities/special needs in library users</p> <p>Group discussion: Correct words and phrases in interacting with users with special needs</p>	Class participation	<p>Materials kept in Materials Folder –</p> <p>World Health Organization (2001). International Classification of Functioning, Disability and Health (ICF). Geneva: WHO.</p> <p>World Health Organization (2007). International Classification of Functioning, Disability and Health, Version for Children and Youth (ICF-CY). Geneva: WHO.</p> <p>World Health Organization (2013). How to use the ICF. A Practical Manual for using the</p>

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				<p>International Classification of Functioning, Disability and Health (ICF). Exposure draft for comment. Geneva: WHO.</p> <p>United Nations Children's Fund (UNICEF) 2014, Definition and Classification of Disability, Webinar 2 - Companion Technical Booklet http://www.inclusive-education.org/sites/default/files/uploads/booklets/IE_Webinar_Booklet_2.pdf</p>
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WEEK FOUR

AIMS

To understand the concept and nature of inclusive education

To understand the role of Libraries for persons with disability and the Libraries' essential contribution to inclusive education.

ACHIEVED AIMS:

Extra Notes:

Week /Class	Topic	Activities (performance)	Assessment	Recommended Materials / equipment
Week 4. Class 1	<p>Introduction to the concept and content of Inclusive Education</p> <p>Introduction to the role of libraries as providing meaningful access for all</p>	<p>Definition and concept, terminology and brief review of Inclusive Education.</p> <p>Presentations regarding the role of libraries in : (1) creating an accessible environment, (2) providing individualized and beneficial learning opportunities, (3) ensuring effective communication and the equal opportunity to benefit from school programs and services, and (4) facilitating the use of and access to information technology.</p>	Development of research plan	<p>Materials kept in Materials Folder –</p> <p>Inclusive Education Framework. A guide for schools on the inclusion of pupils with special educational needs.</p> <p>IFLA Library Services to People with Special Needs Section - <i>Glossary of Terms and Definitions</i></p> <p>Alexandria Manifesto on Libraries, the Information Society in Action</p> <p>UNESCO <i>Public Library Manifesto</i></p>

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WEEK FIVE

AIMS

To develop awareness of the principles of *Universal Design* (UD) and understand how elements of UD apply to libraries.

To understand the importance of the physical accessibility to Library premises and arrangement of library spaces for users with disabilities.

ACHIEVED AIMS:

Extra Notes:

Week /Class	Topic	Activities (performance)	Assessment	Recommended Materials / equipment
Week 5. Class 1	Library as an accessible physical space	<p>Introduction to the principles of Universal Design with reference to library premises</p> <p>Introduction to the notion of reasonable accommodation</p> <p>Space arrangements for approaching the library premises, getting into the library, accessing to materials and services (The physical space, Toilets, Circulation desk, Reference/ Information desk, Department for persons with reading, hearing and other disabilities)</p>	Group work: assessment of the accessibility of the institution's library premises	<p>Materials kept in Materials Folder –</p> <p>Birgitta Irvall and Gyda Skat Nielsen, Access to libraries for persons with disabilities – CHECKLIST, IFLA Professional Reports, No. 89 https://archive.ifla.org/VII/s9/nd1/iflapr-89e.pdf</p> <p>Provisions of national legislation regarding accessibility in the design of buildings</p>

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WEEK SIX

AIMS

To familiarize with library resources & services for people with special needs.
To identify information services needed by users with special needs
To identify the challenges faced by users with special needs in accessing information
To recommend possible solutions to remedy the challenges faced by users with special needs in accessing scholarly materials

ACHIEVED AIMS:

Extra Notes:

Week /Class	Topic	Activities (performance)	Assessment	Recommended Materials / equipment
Week 6. Class 1	Library resources & services for people with special needs	Presentation -special media formats for persons with disabilities -Accessible computers -Accessibility of library website and OPAC Discussion on Special services for persons with disabilities Presentation - How to provide information to disabled patrons (visually impaired, deaf or hearing impaired, users with	Individual research topic presentation	Materials kept in Materials Folder – Gyda Skat Nielsen & Birgitta Irvall, Guidelines for Library Services to Persons with Dyslexia (IFLA Professional Report # 70, 2001) Bror Tronbacke, Guidelines for Easy-to-Read Materials (IFLA Professional Report # 54, 1997) Nancy Mary Panella, Guidelines for Libraries Serving Hospital Patients and the Elderly and Disabled in Long-Term Care Facilities (IFLA Professional Report # 61, 2000) Marie-Noëlle Andissac, <i>Accessible</i>

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		<p>reading difficulties, with physical disabilities, cognitively disabled)</p> <p>Discussion: The real picture of facilities of libraries in the country (Kazakhstan, Tajikistan, Uzbekistan) in terms of providing services to the individuals with special requirements</p>	<p><i>and Inclusive Libraries: Some Examples of Best Practice in France, 2014</i> (in French) http://www.ifla.org/files/assets/lsn/conferences/2014/accessible-and-inclusive-libraries-in-france-fr.pdf</p> <p>Association of Specialized and Cooperative Library Agencies (ASCLA) Library Accessibility Toolkits:</p> <ul style="list-style-type: none"> • Assistive Technology • Autism & Spectrum Disorders (ASD) • Children with Disabilities • Deaf or Hard of Hearing • Developmental, Cognitive and Intellectual Disabilities • Learning Differences • Library Staff with Disabilities Management • Mental Health Issues • Mobility Impairments • Multiple Disabilities • Service or Support Animals • Volunteers with Disabilities • What Trustees Need to Know • Blindness and Low Vision <p>ARL SPEC Kit 321: Services for Users with Disabilities</p> <p>Video Introduction to Web Accessibility and W3C Standards https://www.youtube.com/watch?v=20SHvU2PKsM</p> <p>Strategies, standards and resources to make the Web accessible to people with disabilities www.w3.org/WAI Web Accessibility Guidelines –Web Content Accessibility Guidelines (WCAG) –Authoring Tool Accessibility Guidelines (ATAG) –User Agent Accessibility Guidelines</p>
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				<p>(UAAG)</p> <p>Web Accessibility Technical Specifications</p> <p>–Accessible Rich Internet Applications (WAI-ARIA)</p> <p>WAVE web accessibility evaluation tool https://wave.webaim.org</p>
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WEEK SEVEN

AIMS

- To familiarize with using assistive technology software, like Kurzweil 1000 text to speech software (combines traditional reading machine technologies such as scanning, image processing, and text-to-speech with communication and productivity tools) and Kurzweil 3000 writing, comprehension, vocabulary, study skills software
- To familiarize with using equipment like Zoomtext Image Reader (Scanner) and Braille embosser.

ACHIEVED AIMS:

Extra Notes:

Week /Class	Topic	Activities (performance)	Assessment	Recommended Materials / equipment
Week 7. Class 1	Using assistive technology software & equipment	<p>Presentation of Kurzweil 1000 text to speech (TTS) software</p> <p>Using Optical Character Recognition (OCR) software to reproduce scanned print documents with the exact layout and format found in the original.</p> <p>The importance of an appropriate text-to-speech voice: Selecting a text-to-speech voice that matches up to each individual student, as a key element for ensuring optimal learning (listening to a voice that best fits their cultural background advances learners' comprehension and</p>	Hands on exercise	<p>Class to be organized in the institution's Resource Centre premises.</p> <p>Materials kept in Materials Folder –</p> <p>Kurzweil 1000 Quick Reference Guide https://www.kurzweiledub.com/files/k1000-v13/kurzweil-1000-quick-reference.pdf </p>

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		retention of written materials)		
		Presentation of NVDA Screen Reading free, open source software which allows blind and vision impaired people to use computers independently.	Hands on exercise	NVDA Screen Reading software presentation video https://www.youtube.com/watch?v=Ks7AwV_uxO0
		Presentation of Kurzweil 3000 software platform writing, comprehension, vocabulary, study skills	Hands on exercise	Materials kept in Materials Folder – Kurzweil 3000 Getting Started Guide https://www.kurzweilededu.com/files/pdf/2018shared/win_getting_started_guide.pdf Kurzweil 3000 for Web Browsers Overview https://www.kurzweilededu.com/files/pdf/kurzweil3000.com/overview.pdf Kurzweil 3000 demonstration video https://www.kurzweilededu.com/kurzweil-academy/video.html?id=375451029&tab=getting-started
		Presentation of ZoomText ImageReader & ZoomText Magnifier/Reader.	Hands on exercise	Materials kept in Materials Folder – ZoomText ImageReader 1.2 User's Guide https://www.zoomtext.com/docs/imagereader/v121/mageReader_UserGuide_EnglishUS.pdf ZoomText ImageReader demonstration video https://www.youtube.com/watch?v=oSL2grZfyUs

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		<p>Presentation of Braille embosser equipment to emboss braille characters onto (tractor-fed or cut-sheet) paper for tactile reading by a blind reader.</p> <p>Presentation of ODT2Braille free, open-source extension for Open Office & Libre Office which enables authors to print documents to a Braille embosser and to export documents as Braille files.</p>	<p>Hands on exercise</p>	<p>https://extensions.openoffice.org/en/project/odt2braille</p> <p>https://extensions.libreoffice.org/en/extensions/show/odt2braille</p>
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WEEK EIGHT

AIMS

Develop awareness of advocacy strategies for improving access to library programs and services and promote library services to people who have disabilities

ACHIEVED AIMS:

Extra Notes:

Week /Class	Topic	Activities (performance)	Assessment	Recommended Materials / equipment
Week 8. Class 1	Introduction to Advocacy	<p>Definition and concept of Advocacy.</p> <p>Tools and strategies for conducting library advocacy with emphasis on inclusive library accessibility</p> <p>How to develop and execute an advocacy plan</p> <p>Library accessibility advocacy using Traditional Media</p> <p>Library accessibility advocacy using Social Media</p> <p>How to cooperate with faculty and university officers to</p>	<p>Library accessibility</p> <p>Advocacy</p> <p>Group work</p>	<p><i>Turning the Page</i> Advocacy Training Implementation Guide http://publiclibraryadvocacy.org/wp-content/uploads/2015/09/Advocacy-Training-Implementation-Guide_A4.doc</p> <p><i>Turning the Page</i> advocacy training curriculum http://publiclibraryadvocacy.org/wp-content/uploads/2015/06/Advocacy-Training-Curriculum.zip</p> <p>http://publiclibraryadvocacy.org/wp-content/uploads/2015/03/Bringin</p>

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		<p>promote library accessibility</p> <p>Cooperation with representatives of disability organizations in order to reach all citizens and establish credibility for the library's services and programs.</p>	<p>g-the-Lessons-of-Advocacy-Training-Back-to-Your-Library.doc</p> <p>ACRL Advocacy Toolkit—The Power of Personal Persuasion http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/marketing/advocacy_toolkit.pdf</p> <p>ALA Live Stream and Video Storytelling Checklist. http://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/tools/2019ALALiveStreamChecklist.pdf</p> <p>ALA Social Media Advocacy Toolkit. http://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/tools/ALASocialMediaAdvoToolkit.pdf</p> <p>Case study: Indiana Library Federation Advocacy Planning Guide https://cdn.ymaws.com/www.ilfonline.org/resource/resmgr/advocacy/advocacy_plan_2018.pdf</p>
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