Lumio™ Increase student accessibility to learning

Why is student accessibility important?

RESEARCH ON ACCESSIBILITY TO LEARNING

Increasing accessibility to learning has a positive impact on student outcomes and classroom culture by:

- Creating more inclusive, collaborative classrooms
- Encouraging learner independence and self-advocacy
- Supporting metacognition, flexibility and growth mindset
- Improving teacher perceptions and equitable practices
- Deepening engagement through multimodal content

HOW TO INCREASE ACCESSIBILITY

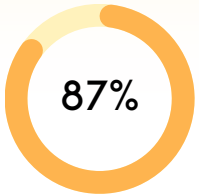
A Universal Design for Learning (UDL) approach has been shown to increase accessibility in classrooms. Some ways to incorporate this are:

- Using multiple means of engagement and expression
- Offering student choice and autonomy
- Incorporating assistive tools like audio and Immersive Reader
- Clarifying language and support multilingual learners
- Providing scaffolded practice and collaborative learning

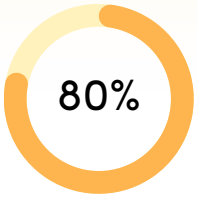
How do Lumio users increase accessibility in their classrooms?

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

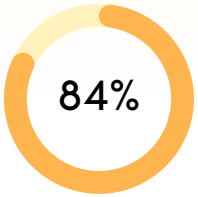
They use Lumio to:



Gather student voice



Provide asynchronous learning



Use student-paced lesson delivery

KEY FEATURES EDUCATORS USE TO SUPPORT DIVERSE LEARNERS

Lumio features that help make learning accessible to all

Immersive reader

Provide the ability to have the text read aloud or translated into another language.

Improve reading comprehension and build fluency with line focus and picture dictionary tools.

Reduce cognitive load by adjusting text size, spacing and background colours for students with dyslexia or visual processing difficulties.

Promote independent learning by allowing students to control how they engage with written content.

Help students decode unfamiliar words with the syllable breakdown feature.

Instructional audio

Provide step-by-step guidance for students who need additional scaffolding.

Reduce reading barriers by recording lesson text, allowing students to listen instead of relying only on written instructions.

Make assessments more inclusive by recording questions and answer choices for students who need reading support.

Personalise feedback by providing recorded comments on student work.

Add instructional audio to asynchronous lessons to support students at any time and anywhere.

Use audio to read text aloud to support early readers, special needs students and students with English as an additional language.

Student pacing on lesson delivery

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

Support executive functioning skills by letting students revisit instructions, reference materials, notes or explanations as needed.

Allow students to learn at their own speed, reducing stress and supporting different processing needs.

Provide extra time for comprehension, especially for students who need more time to read, listen or process information.

Reduce anxiety during assessments by letting students work through practice tasks without time pressure

1. Harrison, M., Rowlings, J., White, E., Vallence, M., Potemkin, N., & Woolnough, R. (2024). Neurodiversity and digital inclusion: creating the conditions for inclusive education through universal design for learning (p. 110). The University of Melbourne. https://doi.org/10.17613/sj8sk-vts95
2. 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
3. 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