

Practical examples for teachers

Related content: M3-T3-MLC1 – AI-Supported Accessibility and Assistive Technologies

Exercise 1 – for the teacher's own learning

Objective: to discover the AI-supported accessibility features already available on everyday devices and to assess their quality in the teacher's own subject.

Title: Accessibility tour of my own devices

Exercise: trying four built-in or free tools with one of your own teaching materials and evaluating them.

Duration: 30 minutes

Form of work: individual work

Tools: your laptop and smartphone (Windows/macOS, Android/iOS), Edge or Chrome browser, Be My Eyes or Seeing AI/Lookout app

Instructions:

1. Turn on live captions¹ (or, if they are not available in Hungarian on your device, Live Transcribe or YouTube's automatic captions) and play a short video from your subject. Note how accurately technical terms are captioned.
2. Open one of your worksheets in a browser or Word and use Read Aloud / Immersive Reader. Try line focus and a different background colour.
3. Photograph a workshop object or a printed instruction (no people) and ask an AI description app to describe or read it. Check the description.
4. Dictate a short paragraph with the built-in dictation function. Count the corrections needed.
5. Summarise in a table: tool, what worked, what failed, which learners could benefit.

Lessons learnt:

- Many useful accessibility tools are free and already installed.
- Quality depends on language, terminology and noise – testing with your own material is essential.
- Knowing the tools yourself is the first step to offering them to learners.

Exercise 2 – classroom work with students

Objective: to raise learners' awareness of barriers in learning materials and of tools that can reduce them.

Title: Barrier hunt

¹ **Live Captions** is a feature that converts any audio played on the device, such as videos, podcasts or calls, into text in real time and displays it as captions. It can be found in the accessibility settings on Android and on newer Apple devices. **Live Transcribe** is a downloadable app that transcribes speech picked up by the microphone, so a video, for example, needs to be played out loud next to it. Finally, YouTube's automatic captions can be turned on in the video's settings.

Exercise: groups analyse a learning material from the perspective of fictional users and test one tool that reduces a barrier.

Duration: 45 minutes

Form of work: group work (3–4 learners)

Tools: a worksheet, a short video and a workshop instruction; persona cards; school devices with built-in accessibility functions

Instructions:

1. Each group receives a material and two fictional persona cards (e.g. “Dani, who is hard of hearing”, “Eszter, who reads slowly”, “Márk, who cannot use his right hand”).
2. Groups list the barriers the personas would meet in the material.
3. Each group chooses one barrier and tests a tool that reduces it (captions, read aloud, dictation, image description).
4. Groups present their findings: what helped, what did not, and how the material itself could be improved.

Lessons learnt:

- Barriers are often in the material, not in the person.
- Built-in tools can remove many barriers – and help everyone.
- Improving the material is often better than adding a tool afterwards.

Notes for teachers:

- Use fictional personas only; never discuss the needs of individual classmates in the activity.
- Check school rules on camera and microphone use before the lesson.

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