EXPERIENCES OF STUDENTS WITH VISUAL IMPAIRMENTS IN ADOPTION OF DIGITAL TALKING TEXTBOOKS: AN INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS

Ahamad bin Hussin

Colorado State University

ahamad@iab.edu.my

ABSTRAK

This study was conducted to explore the experiences of Malaysian secondary students with visual impairments in using digital talking textbooks (DTTs) to assist their learning. Data were obtained from individual in-depth interviews. An interpretative Phenomenological Analysis (IPA) was used to understand the findings and confirm the emergent themes. Six super-ordinate themes emerged from the interview transcripts: (a) functionality, (b) user support, (c) knowledge/familiarity, (d) challenges of access, (e) alternative, and (f) adaptation of DTTs are discussed. In conclusion, four high-level recommendations are made for future DTT design: 1) design based on current and projected work habits of students, 2) develop proactive user support, 3) teacher training, and 4) design based on adaptation and flexibility.