



賽馬會無障易學計劃

**Jockey Club E-Learning For All Project**

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# CASEBOOK

使用者分享集

Jockey Club E-Learning For All Project 賽馬會無障易學計劃

Accessible e-learning 學習易 無障礙

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# 序言 FOREWORD

香港失明人協進會會長莊陳有先生

Mr. CHONG Chan-Yau, MBE, President, Hong Kong Blind Union

點字是一項偉大的發明，它帶給我及許多失明朋友知識、學習及夢想。但點字書籍的翻譯需要經過手抄、複印、釘裝及郵遞，往往幾個月後需要點字書籍的學生也還是在等。

到了電子時代，我們可以使用一些輔助器材如點字顯示器，接駁電腦閱讀，書籍可以只是一個電腦文檔而已。我曾聽龍應台介紹她的新書《親愛的安德烈》，電郵問她可否給我一個電子檔案，拿到檔案，便能與眾多失明朋友分享。

可惜，每年出版的新書少於千分之一可以讓失明人閱讀，這是一個「閱讀鴻溝」，但是可以消除的。聯合國殘疾人士權利國際公約及本地法律都保障傷殘人士有平等的權利，卻在閱讀上難於體現。香港法例賦予傷殘人士免受版權法限制，2013年6月世界知識產權組織(WIPO)通過馬拉喀什條約，定明無障礙閱讀格式書籍免受國際版權規範。現時的問題是在於投放製作無障礙電子書籍的資源嚴重不足。如果藉著資訊科技的應用，可以令有需要的學生學習得輕鬆一點，成效理想一點，我相信政府、辦學團體以及社福機構也應盡力支援，以體現平等權利。

本會於2011年得到優質教育基金資助，推出一個嶄新的電子學習計劃，為有閱讀障礙的人士，包括視障、肢體殘障以及讀寫障礙的中小學生，提供各種支援服務。有關計劃於2013年8月獲香港賽馬會慈善信託基金撥款資助，得以繼續運作，並改名為「賽馬會無障易學計劃」。除繼續協助轉譯教科書及教材為可閱讀的電子版本外，計劃更免費提供相關的輔助軟件，以及向師生及家長提供電子教材應用的培訓。此計劃在2014年6月推出

「無障易學網上資源平台」，提供一站式有關電子學習的資訊及服務，並設置無障礙教材資料庫，方便有需要的同學及老師。

祝願各位同學無懼障礙，發揮潛能，並立志貢獻社會。



Braille is a great invention. It is a window of knowledge, learning opportunities and dreams for blind persons worldwide, including many of my friends and myself. However, producing braille books requires hours of transcription, copying, binding and mailing. Getting a book is a matter of months' waiting.

We are in the electronic era. Braille is still braille, but you can now view it on an electronic display attached to a computer. A book can be minimized into just one electronic text document. One time, I listened to Lung Ying Tai's introduction on her book "Dear Andreas". I wrote to ask for an electronic version so that I could read the book in braille. The publisher sent me an e-copy of the book, allowing me and many of my blind friends to share the joy of reading.

Sadly, less than 0.1% of books published each year are accessible to the blind. This is a "reading divide" that could have been closed by technology. Even though the United Nations Convention on the Rights of Persons with Disabilities and local laws promise equal rights for disabled persons, it is seldom realized when it comes to reading. Hong Kong laws state that disabled persons are exempted by copyright laws. In June 2013, World Intellectual Property Organization (WIPO) passed the Marrakech Treaty which allows the legal sharing of books used by visually impaired persons across countries. Still, the biggest challenge is the lack of resources put into the production of electronic books. If technology can make learning easier and more effective for students with special needs, I am sure that it is the responsibility of the government, schools and organizations, to invest in supporting disabled students.

Hong Kong Blind Union introduced a new electronic learning project in 2011, supported by the Quality Education Fund. The project provides support services for persons with print disabilities, including primary and secondary students who are visually impaired, physically handicapped and dyslexic. Since August 2013, thanks to the support of The Hong Kong Jockey Club Charities Trust, the project can continue to run and was named as "Jockey Club E-Learning For All Project".

Besides helping transcribe textbooks and learning materials into accessible electronic versions, the project also provides free assistive software. We also offer training for teachers, students and parents on using electronic materials. In June 2014, we launched the "E-Learning For All Online Resources Portal" to provide e-learning information and services. The portal includes a learning material database for use of disabled students and teachers.

I urge every student to face challenges fearlessly, realise your potentials confidently and make it your goal to contribute to society.



# 序言 FOREWORD

香港賽馬會慈善事務執行總監蘇彰德律師  
Mr. Douglas SO, Executive Director, Charities,  
The Hong Kong Jockey Club

香港賽馬會很高興支持香港失明人協進會推出「賽馬會無障易學計劃」，透過先進科技如將教材轉換成電子或觸覺版本，全方位照顧有視覺或閱讀障礙同學的學習需要，讓他們獲得平等的學習機會，同時亦為其父母及老師提供技術支援。

馬會支持協進會的工作已逾三十年，並資助協會為視障人士開展各種支援服務。多年來，協會積極推動針對視障人士的資訊科技發展，並不斷研發創新的電子學習設備及軟件，以改善視障人士的學習環境。期望此計劃可讓同學輕鬆享受無障礙的學習樂趣！

The Hong Kong Jockey Club is honoured to support the “Jockey Club E-Learning For All Project” which gives students with visual impairment or other print disabilities equal learning opportunities as able-bodied children. The all-round package of services being offered by the Hong Kong Blind Union uses the latest technology to convert textbooks into accessible electronic / tactile format, as well as providing needy students, parents and teachers with technical support in using the e-learning devices.

For more than thirty years, The Jockey Club has been a proud partner of HKBU in providing support services to people with visual impairment. HKBU has pioneered the development of information and communications technology to improve the learning environment of the visually impaired, using innovative e-learning hardware and software. Through this project, students can look forward to an easier learning without barriers.



# 序言 FOREWORD

香港教育局副局長楊潤雄太平紳士  
Mr. Kevin YEUNG, JP, Under Secretary for Education,  
HKSAR Government

數碼科技促進了電子教材的發展，有視覺障礙引致在閱讀印刷版教材上有困難的學生，可透過適當的電子教材學習。香港失明人協進會的「賽馬會無障易學計劃」，開發了電腦文字檔案格式教材，方便有需要的學生運用讀屏軟件在電腦或流動裝置上閱讀，大大提高了教材的便攜性。本文集結了該計劃下的學生、家長及教師等的經驗和感想，以作分享。我祝願這本分享集能給予各位有需要的學生一份「同路人」的感覺，讓他們能得以借鑒，勇敢面對困難，在學業及人生的路上取得成功。

Digital technology facilitates the development of electronic learning materials, which enable the students with difficulties in accessing printed learning materials due to their visual impairment to learn better. Computer-text-based materials developed under the “Jockey Club E-Learning For All Project” of the Hong Kong Blind Union facilitated the students in need to access reading and learning materials through screen reading software on computers and mobile devices. The project also greatly enhanced the portability of the materials. This booklet is a sharing of the experience and feelings of the students, parents and teachers of the project, which I hope will enlighten students encountering similar difficulties in their learning on ways to overcome the obstacles and to achieve success in both academic and personal pursuit.



## 香港失明人協進會 Hong Kong Blind Union

協進會成立於1964年，是香港首個由視障人士組織及管理之自助團體。本會一直發揮視障人士的自助互助精神，以推動平等、機會、獨立為宗旨。

Established in 1964, Hong Kong Blind Union is the first self-help organization founded and managed by people with visual impairment in Hong Kong. It aims at promoting the spirit of 'self-help' and 'mutual help' among visually impaired persons as well as striving for equality, opportunities and independence for them.

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## 閱讀殘障學生的學習需要 Learning Needs of Print Disabled Students

閱讀殘障學生大致可分為以下類別：

- 視力障礙
- 肢體殘障 (無法手持書本或翻頁)
- 讀寫障礙

閱讀殘障學生在學習面對的困難包括：

- 缺乏可閱讀格式的教科書及教材，令他們沒法閱讀足夠的學習資料；
- 由於家長及老師對他們使用的輔助器材不認識，遇到應用上的難題時會求助無門；
- 校內的環境以及網上系統並非完全無障礙，令他們難於使用及接受資訊；
- 參與課外活動及考試的安排未必能切合他們需要，或會影響校內參與和表現。

Students with print disabilities can be divided into the following groups:

- Visually impaired
- Physically handicapped (unable to hold or manipulate a book)
- Dyslexic

Print disabled students are facing the following learning difficulties:

- Unable to read sufficient learning content due to lack of available learning materials in appropriate format;
- Difficult to seek help from others as their parents and teachers are not familiar with the usage of the assistive aids;
- Inaccessible school environment and online system may create hurdle for them to use and access information;
- Participation and performance may be affected as the arrangement of school activities and examination may not meet their special needs.

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## 賽馬會無障易學計劃 Jockey Club E-Learning For All Project

香港失明人協進會承蒙香港賽馬會慈善信託基金贊助，於2013年8月開展為期三年的「賽馬會無障易學計劃」。此計劃希望為閱讀殘障學生提供各類支援服務，協助他們善用電子模式學習，藉此消除他們與一般學生在學習上的差距。

With the sponsorship from The Hong Kong Jockey Club Charities Trust, Hong Kong Blind Union has launched a three-year project “Jockey Club E-Learning For All” since August 2013. The aim of the project is to bridge the learning gap between students with and without disabilities by providing various kinds of supportive services for print disabled students so that they can make the best use of e-learning in their academic pursuit.

### 服務對象

- 閱讀殘障學生
- 有關學生的家長及老師
- 向有閱讀殘障學生提供服務之機構

### Target

- Print disabled students
- Their parents and teachers
- Agencies serving students with print disabilities

### 服務內容

- 製作無障礙電子及觸覺教材  
將中、小學課程的教科書、參考書及教材轉換成可供閱讀殘障學生閱讀的電子 / 觸覺版本。
- 培訓及支援  
向有需要的學生、家長及教師提供電子學習的技術支援及顧問服務。
- 研發相關輔助工具  
檢視最新的輔助科技，研發適合閱讀殘障學生的學習軟件。
- 電子學習網上資源平台 (<http://ELFA.hkbu.org.hk>)  
設置無障礙教材資料庫，提供最新的本地及海外電子學習資訊，同時讓學生、家長和老師交流電子學習經驗和心得。

### Services Content

- **Production of learning materials in accessible electronic and tactile format**  
To convert the textbooks, reference books and other learning materials of primary and secondary levels into accessible electronic / tactile format for students with print disabilities.
- **Training and support**  
To provide technical support and consultation service to needy students, parents and teachers on e-learning.
- **Assistive aids research and development**  
To evaluate latest technical aids and develop suitable software for the use of the target students.
- **E-Learning Resources Portal (<http://ELFA.hkbu.org.hk>)**  
To provide an online database of available accessible learning materials, up-to-date resources and information on local and overseas e-learning; to let students, parents and teachers share their e-learning experiences, skills and knowledge.

## 閱讀變得有趣味了！電子學習令視障學生願意閱讀 被訪者：視障學生訢橋及訢橋媽媽

訢橋是小學二年班的學生，雖然視力狀況只是輕度弱視，但如果要長時間閱讀，仍會令他的眼睛泛紅和疲累。尤其是閱讀理解，對訢橋來說是十分辛苦的。所以在一年班的時候，他已經開始使用電子書來學習和做作業，當中以中文科為主。

讀屏軟件可以把課文內容從頭到尾逐一讀出來，訢橋便可從聆聽中理解課文內容和學習新的生字。事實上，如單靠眼睛閱讀，訢橋需要花大量精神才可看清文章內容，要完成一份簡單的閱讀理解也會很疲倦，這亦嚴重地影響了小朋友的學習動機。

### Reading becomes fun! E-learning makes visually impaired students willing to read

#### Interviewees: Visually impaired student Yan-Kiu and his mother

Yan-Kiu is a Primary 2 student. He has a mild vision loss, but reading for a long time makes his eyes turn red and fatigue. Reading and comprehension is an extremely tiring exercise for him. Yan-Kiu started using e-books since he was in Primary 1 to help him do assignments and revise. Most of the electronic exercises he uses is for the Chinese language subject.

Screen readers read aloud whole textbook passages, which help Yan-Kiu understand the textbook and learn new words through listening. Without screen readers, Yan-Kiu would have to spend much more time and energy to read the textbook thoroughly. A simple reading and comprehension exercise would be exhausting for him, ebbing his motivation to learn.

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## 準備投入主流學習生活 被訪者：視障學生子諾和樂詩

子諾和樂詩都是心光學校的中三學生，他們現在的視力狀況是接近全失明，只能夠看到一些光與影。明年他們便會轉到主流中學繼續升學，二人都期望使用電子書可幫助他們更容易適應主流學校的學習生活。

子諾和樂詩都認為傳統的點字書籍並不方便，學習效率太慢，電子書的出現令他們在學習上得到很大的方便，尤其是子諾，雖然他已學習了點字兩年，大部份的點字都已經學會，但由於不純熟，所以在摸讀點字仍十分慢，擔心會追不上課堂的進度。子諾認為使用電子書聆聽課文內容不但效率高，遇到問題時，可以直接找別人幫忙，同學或老師透過電腦屏幕的顯示，便可知道子諾正閱讀的電子書內容，從而提供適當的協助。

樂詩就認為利用點字機在課堂上做筆記十分不方便，一來點字機較重，難以攜帶，二來打字時會很嘈吵，影響她聆聽課堂內容。如果用點字牌記錄筆記，速度又太慢，未能追上老師講課的速度。使用電子書的話，她便可以直接在電子書上輸入筆記，方便得多。

子諾和樂詩今年都會多用電子書及讀屏軟件，希望能夠盡快熟習以電子方式學習，將來在主流中學上課時可以追得上學習進度。他們現時都喜歡將電子書下載到智能電話或平板電腦中，在外出坐車時也可以聆聽。

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## Preparing for mainstream education Interviewees: Visually impaired students Tsz-Lok and Lok-Sze

Tsz-Lok and Lok-Sze are Secondary 3 students at Ebenezer School. Both of them are profoundly blind, only being able to distinguish light and see vague shadows. Next year, they will transfer to mainstream schools to continue their studies. They both hope that e-books will help them adjust to the new way of learning.

Tsz-Lok and Lok-Sze both think that using traditional braille books are inconvenient. The use of e-books can greatly help them in their learning. Tsz-Lok has been learning braille for two years. Although he recognizes most braille characters, he is still slow when it comes to reading long paragraphs. He is worried about lagging behind in lessons. He thinks that listening to e-textbooks is much more efficient. He can also directly ask for help when he encounters a problem, classmates and teachers can read his e-book on the screen, realizing the problem and offer assistance.

Lok-Sze finds braille (braille typing machine) inconvenient for taking notes. The braille is heavy and not portable. Also the loud noise it produces affects her listening in lessons. If she uses a writing frame, she would not be able to catch up with the teacher. Now she can directly write notes on the e-book.

Tsz-Lok and Lok-Sze will start using e-books and screen readers more this year. They hope that they can familiarize themselves with e-learning, so that they can catch up with the teaching pace when they enter mainstream schools. They love to download e-books on their smart phones and tablets, so they can listen to books even when they are traveling around.



## 資訊科技豐富了我們的生活

被訪者：視障學生子鈴、嘉欣和阿霏

於心光學校內就讀中一的子鈴、嘉欣和阿霏，都有使用電子書及讀屏軟件來學習。讀屏軟件不但解決了她們學習上的問題，而且增加了她們得到資訊的渠道，令她們日常的生活變得更多姿彩。

以往使用傳統點字書學習，效率很低和不方便。由於點字書會分為多冊釘裝，往往需要花很多時間去尋找需要的書本。在使用電子書及讀屏軟件後，她們都認為閱讀效率提高了，不但閱讀的時間縮短了，而且可以直接在電子書上輸入筆記，相對地可花在功課習作上的時間也變多了。

電子書及讀屏軟件不但幫助她們學習課本上的內容，有時候如需要上網尋找學習相關的資訊時，利用讀屏軟件上網變得方便得多。事實上，接觸互聯網亦為她們帶來不少課餘娛樂。跟一般年青人一樣，三個女孩也喜歡網絡上的娛樂及資訊。她們經常都閱讀新聞，得知現時世界各地發生的事情，也喜歡在網絡上聆聽音樂。嘉欣表示，她特別喜歡同叫嘉欣的香港歌手鍾嘉欣，阿霏則喜歡聆聽有鋼琴伴奏或德國的音樂。她們都喜歡瀏覽社交網站「FACEBOOK」，在網站裡留言及與朋友一起玩遊戲。

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阿霏  
Fei



嘉欣  
Ka-Yan



子鈴  
Tsz-Ling



## Lives enriched by information technology Interviewees: Visually impaired students Tsz-Ling, Ka-Yan and Fei

Tsz-Ling, Ka-Yan and Fei are Secondary 1 students at Ebenezer School. They all use e-books and screen reading software to study. Screen readers not only help them with assignments, but also help them access other information, enriching their daily lives.

In the past, they used traditional braille books for studies, which were inconvenient and inefficient. Braille books usually come in many volumes, which means it takes a lot of time to search for the one you need. After using e-books and screen readers, they find reading much more efficient. The time it takes to read an article becomes shorter. They can also write notes directly on the e-books. This saves them more time to work on assignments.

E-books and screen readers not only help Tsz-Ling, Ka-Yan and Fei in reading textbooks, but also useful in browsing online for information. Just like other teenagers, using the Internet has become their favourite hobby. They frequently read the news to know about what is going on in the world. They also love to listen to music online. Ka-Yan's favourite Hong Kong singer is Linda Chung Ka-Yan, who shares the same Chinese name with her. Fei enjoys listening to music with piano accompaniment, and German music. All three girls spend their time on 「FACEBOOK」, chatting with their friends and playing different games.

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## 電子學習有利於準備公開考試 被訪者：全失明學生念璋

現就讀聖保羅中學男校中五班的念璋，對於應付來年的香港中學文憑公開考試(HKDSE)直言有一定的壓力。幸好，電子學習大大幫助了他預備來年的公開考試。

首先，要充足地準備應付公開試，考生必須閱讀大量的教材。但製作傳統點字書需時，故可提供予視障學生閱讀的教材實在有限。另外，點字書本數量多而且很重，十分不方便。就以一本數學教科書為例，一本約三、四百頁的數學書，如轉譯為點字書就會變成二十多本，要帶回校閱讀也十分不便。如使用電子書的話，只需要一部很輕便的手提電腦又或是點字記事簿便可以。念璋表示有很多科目只溫習課本是不足夠的，一定要參考額外的筆記。例如歷史科，老師會在課堂上派發很多筆記，如使用電腦便可直接閱讀這些筆記的電子檔而不用再轉譯成點字。而有一些科目如通識科的筆記，很多時需要在筆記內直接填寫關鍵字，這些在電子文檔上都可輕易做到，但使用點字書就不可以了。

另一方面，念璋認為電子書給予他新的溫習方法，以經濟和數學科為例，試做過去的考試題目是非常重要的。現在只需要將所有試題及標準答案都儲存在點字記事簿內，便可一次過將大量資訊帶回家溫習。而他在溫習試題時，可在點字記事簿中的空白檔案作答，完成後再將自己的答案跟電子檔案內的標準答案核對及修改。這與使用傳統的點字書來比較，優劣立見。

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## E-learning helps examination preparation Interviewee: Blind student Andy

HKDSE is not a small challenge for Andy, who is currently a Secondary 5 student at St. Paul's College. Luckily, e-learning has been a great aid to him during this time of preparation.

Firstly, a candidate must read an extensive amount of learning materials to prepare for public examinations. However, the production of braille books takes a long time, which limits the amount of learning materials available for visually impaired students. Also, braille books come in many volumes and are heavy to carry around. For example, a mathematics textbook of 300-400 pages will become about 20 volumes in braille. If a student uses e-books, he only needs to carry a laptop or a braille notetaker, making it much lighter and easier. Andy says that he cannot only rely on textbooks, but also extra notes and materials. Teachers hand out many sets of notes, for example in history lessons. He can read the electronic notes directly on the computer, without transcribing them into braille. Some subjects like liberal studies require students to write keywords onto the notes. It is not possible to do it with braille books, but it is just a click on an e-book.

Also, Andy thinks that e-books had helped him learn in a new way. Doing past examination paper exercises are very important for some subjects like economics and mathematics. Now, Andy only needs to save the past papers and model answers all on his braille notetaker before he goes home and study. When he is revising, he can open a new document on a notetaker to write down his answers and to check with the model answers afterwards. As compared with using traditional braille books, this is making a huge difference for him.

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## 媽媽的無限支持

被訪者： 讀寫障礙學生家長潘太

潘太的兒子阿楠在六歲時經診斷，證實有讀寫障礙。跟其他有讀寫障礙的學生一樣，因辨認文字的障礙，令他們的學習能力大受影響。在2013年，阿楠參加了協進會的「賽馬會無障易學計劃」，現時她的兒子在學習成績上得到顯著的改善與進步。

在小學階段時，由於當時校內沒有足夠的支援，導致阿楠成績表現不如理想，甚至考試只得零分，所以潘太每天要花數小時去幫助兒子溫習功課，天天也要把書本和功課題目的內容讀出來幫助兒子理解，故此潘太大部份時間都用在兒子身上，實在沒有時間處理其他事情。

參與計劃後，透過電子書及讀屏軟件，阿楠在辨別文字和閱讀能力有很大的進步，自信心也得到提升。當需要備課時，他首先會使用讀屏軟件把書本內容讀出來聆聽一次，然後再一邊閱讀電子書的文字，一邊用讀屏軟件聆聽內容。最後，他會再聆聽內容多一次，這樣便可以在課堂上完全理解老師的講解。另外在學校裡的考試，因可以透過讀屏軟件理解題目才作答，他的成績也得到顯著改善。潘太也因為軟件能夠協助兒子自行溫習，空餘時間也多了。

現在阿楠已經是中四的學生，兩年後將會面對公開考試，她期望軟件及電子書可以幫助兒子應付公開考試，讓兒子能夠考上大學，完成他自己的夢想。

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## A mom's unconditional support

Interviewee: Mrs. Poon, parent of a dyslexic student

Mrs. Poon's son Nam was diagnosed with dyslexia when he was six. Just like every other dyslexic child, Mrs. Poon's son has problems in recognizing words, and therefore has difficulties in studying. In 2013, Nam joined the Blind Union's "Jockey Club E-Learning For All Project". Now, his grades have significantly improved.

When Nam was in primary school, Mrs. Poon spent a few hours to help him study. There was not enough support from the school, and the child did not perform well, even scoring a 'zero mark' in examinations. Everyday, Mrs. Poon reads aloud the textbooks to help Nam understand the contents. Most of her time was spent on helping her son study, and she could not spare time deal with other issues.

After Nam joined the project, he gained access to e-books and screen readers. His ability to recognize words and read books has greatly improved since then and he has gained more confidence. Now when he prepares for a class, he uses the screen readers to listen to the textbook. After that, he reads the text while listening. Finally, he listens to the content again. When he goes to class, he can completely understand what the teacher is saying. Also, when he is having examinations, he uses the screen readers to help him understand the questions. His grades have been significantly improved. Mrs. Poon now has more spare time because her son can study on his own.

Today, Nam is a Secondary 4 student, and he will sit for public examinations in two years' time. Mrs. Poon hopes that e-books and other software can help her son face the examinations, enter university and pursue his dreams.



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## 讀寫障礙學生 - 阿楠的心聲

我會在學習時使用讀屏軟件聆聽，同步查看電腦屏幕及翻看書本。如此一邊聆聽、一邊查字、一邊閱讀內容，方可完全明白書本的內容。回校上課時，便可「時」半功倍。

事實上，使用讀屏軟件學習後，記憶速度加快了。跟未使用讀屏軟件和電子書的時候比較，需要掌握課文內容的時間明顯減少。與其他人所需的學習速度差距拉近得多，對於學習的信心亦有所提升。而一些較困難的字句，因讀屏軟件的讀音及辨字功能而更容易有所印象。好像中文的同音及類音字，之前是極難分辨到，但使用讀屏軟件和電子書後，都有所改善。

預備考試的最佳方法，便是用讀屏軟件讀出由哥哥為我度身訂造的筆記文字檔案。而考試時，遇到不明白的試題只要用讀屏軟件讀出，我便會完全明白。

### Nam's message - story of a student with dyslexia

I use screen reading software to listen to books while I read them. Listening and reading the text together shortens the time it needs for me to understand the contents of the book. When I go to school, it is much easier for me to learn.

In fact, I even gained a better memory after I used screen readers. The software makes comprehension much more easy. I feel like I can catch up with other students and I feel more confident. Screen reading software helps me differentiate difficult words and Chinese characters with a similar pronouciation.

I prepare for my examinations by having the screen readers read out my brother's tailor-made notes. When I am in the examination, screen readers help me comperhen the questions I do not understand.



## 一本書的重量 - 肢體殘障學生的煩惱 被訪者：香港紅十字會雅麗珊郡主學校 高級職業治療師盧景鴻先生

在香港紅十字會雅麗珊郡主學校工作的職業治療師盧Sir表示，電子學習對於一些肢體殘障的學生在學習上帶來很大的改善。好像患有肌肉萎縮症的中五學生Jerry，便常用電子書來學習。

Jerry因為身體的狀況而不能舉起雙手，所以要從書包取出書本或翻頁也會感到非常吃力。但Jerry手指活動的情況理想，只要將書本轉為電子書，他便可以利用平版電腦的觸感屏幕操控，不需其他人協助也可隨時閱讀書籍。

盧Sir認為肢體殘障，如患有肌肉萎縮症的學生，雖然視力沒有問題，但由於身體狀況的限制，使用印刷書籍對他們來說也是困難重重，而電子學習正正可以利用新的閱讀模式，填補他們這方面的需要。

### The weight of a book - the difficulties of students with physical disabilities

Interviewee: Mr. Lo King Hung, Senior Occupational Therapist, Hong Kong Red Cross Princess Alexandra School

Mr. Lo works at Hong Kong Red Cross Princess Alexandra School. He has seen how electronic learning is beneficial to students with physical disabilities. One example is Jerry, a Secondary 5 student with muscular dystrophy who frequently uses e-books to learn.

Jerry cannot raise his hands because of his physical limitations. To get a book out of his bag, or even to flip a page is very difficult for him. But Jerry's fingers can help themselves on the screen of a tablet computer. He can read books independently if there is an electronic version.

Mr. Lo thinks that students with physical disabilities like muscular dystrophy find it very difficult to read printed books, even when they have a normal vision. E-learning can address their special needs and help them read in a new way.



## 不再害怕學習中文了！

被訪者：香港紅十字會甘 迪中心何碧玲老師及學生嘉駿

腦部受損的嘉駿在學習上一直遇到不少困難，尤其是學習中文。由於視力不佳以及身體活動能力所限，要閱讀印刷書籍有一定難度，好像簡單如翻頁也不容易做到。此外，腦部的損傷令嘉駿難以辨認文字，特別是複雜的中文字，要學習和理解往往要花上很多時間和精力，嚴重影響學習進度。

香港紅十字會甘 迪中心中文科的何碧玲老師見證著讀屏軟件和電子書對嘉駿學習中文的幫助。嘉駿中一的時候，何老師負責他的中文科，發現他在學習中文時面對很大的困難。除了要職員或同學協助翻頁外，一些比較長的中文內容，也要別人朗讀出來嘉駿才可理解到。因此，嘉駿如要自行溫習基本上是不可能的，所以學習進度並不理想。

到了去年，何老師再有機會教授升上中四的嘉駿。事隔兩年，何老師發現嘉駿在學習中文上有明顯的進步。只要職員於第一堂協助嘉駿安放電腦及下載他當天要用的電子書，嘉駿之後便可完全自行操作電腦，包括用讀屏軟件閱讀所有的電子書，他可直接於電腦上做筆記及功課，更可隨時溫習課本內容，不用再麻煩其他人為他朗讀課文。

看到嘉駿的轉變，何老師十分欣慰。特別是自主性加強後，嘉駿學習的動力大大提高。她十分希望嘉駿可於兩年後參加香港中學文憑考試的中國語文科目考試，挑戰自己。同時，嘉駿亦多了參與不同的課外活動，包括攝影小組。看到嘉駿所拍攝的相片，我們希望他的心情也時常可如相片一樣，七彩繽紛。

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## Not afraid of learning Chinese anymore!

Interviewees: Miss Ho Pik-Ling, teacher & Kenny, student of Hong Kong Red Cross John F. Kennedy Centre

Kenny's brain damage has caused him a lot of problems in learning, especially in learning Chinese. Due to the limitations in his vision and physical mobility, it is hard for him to read printed books. Simple actions like flipping pages are very hard for him. Also, Kenny's brain damage limits his ability to distinguish text. Complicated Chinese characters would take him hours to learn and comprehend. This has made Kenny's learning progress very slow.

Ms. Ho, a teacher at the Hong Kong Red Cross John F. Kennedy Centre is a witness to how e-learning has helped Kenny learn Chinese. When Kenny was in Secondary 1, Ms. Ho taught him Chinese and discovered his difficulties in learning. Staff or classmates had to help him flip pages, and sometimes read longer passages to him. It was almost impossible for Kenny to study on his own.

Last year, Kenny had become a Secondary 4 student and was in Ms. Ho's class again. Ms. Ho discovered an obvious improvement in Kenny's Chinese learning. School staff members would help Kenny set up his computer and download the e-books he needed. Then, Kenny could control the computer by himself. He used screen readers to read textbooks, take notes and do assignments. He was able to study on his own without anyone's help.

Kenny's change has been a great delight to Ms. Ho. He is now much more motivated to learn. She hopes that Kenny will be able to sit for the Chinese paper of HKDSE after two years, as a challenge to himself. Kenny has become more active in extra-curricular activities, like photography. It is Ms. Ho's and our wish that his life will be as bright and beautiful as his photos are.

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## 無私的付出，帶來黑暗中的一點光 被訪者：義工Stella 及 Alan

Stella 跟Alan 已經參與了「電子書製作」的義務工作一段時間，Alan 更服務超過三年了。

當學生們把課本帶到協進會後，工作人員會把課本掃描成PDF檔案格式，接著用OCR軟件把課本轉換成文字檔案，之後義工便會校對OCR軟件轉換出來的文字檔和原文的誤差，並作出修正，完成後學生便能準確地掌握書本的內容。

Stella退休後，在一次偶然機會下透過電視新聞報導得知香港失明人協進會正招募義工協助製作「電子書」。她覺得這計劃十分有意義，而且可以自由選擇工作時間及地點，故此她主動聯絡協進會並參與成為義工，協助校對電子書的內容。

Alan主要負責以文字表達書內的圖片，他覺得這工作其實一點也不容易，在了解更多失明人士的需要，描述方向、大小及形狀等各方面的溝通方法後，他處理圖片描述的工作便開始得心應手了。

於一次協進會安排的分享活動中，一位閱讀殘障學生的媽媽，分享了電子書如何大大地幫助自己的孩子溫習及理解學校的書本，這令Stella明白到這義務工作的意義，更加投入。現時她一星期會來做一天的義工，為了不延誤電子書製作進度，有時候就算身體有點不舒服，她也不會缺席每星期的工作。

而當Alan知道失明的學生可以透過讀屏軟件閱讀書本，並提升他們閱讀的效率，更令他覺得能參與這項義務工作是十分有意義的。當他知道一些採用了電子書的同學在公開考試中獲得優異成績時，他感覺像打了一支強心針一樣，支持他繼續參與這工作。

Stella跟Alan都認為這些失明的同學是值得讚賞的，他們以堅強的意志，戰勝了身體的缺陷。最後他們希望懂操作電腦文書工作的朋友，可以騰出一些空餘時間參與這義工計劃，為有需要的學生們出一分力。



## A light in the darkness - our volunteers' selfless offerings Interviewees: Volunteers Stella & Alan

Stella and Alan have been volunteering with the production of e-books for a period of time. Alan has served for more than three years.

Whenever students bring their textbooks to the office, the project staff will scan their books into PDF documents, and use OCR softwares to change the document into text. Then, our volunteers will proofread and correct the text documents.

After Stella's retirement, she saw Blind Union's volunteers recruitment appeal for e-books production on television. She thought that the project is very meaningful, and she can help on a flexible schedule. So she joined to become a volunteer. She is responsible for proofreading e-books.

Alan is responsible for describing images. It was not an easy job at first. But when he understood more about blind people, he knew more clearly how to describe with words the shapes, direction and size of things. His job became easy for him.

In a sharing session at the Blind Union, a mother of a dyslexic child shared how much e-books has helped her child learn. Her sharing made Stella realize how meaningful her work is, and made much more motivated and passionate about her work. Stella now comes to the office once a week. Sometimes even when she is ill, she still turns up because she does not want to slow down e-book production.

Alan feels that his volunteer work is meaningful, especially after learning about how blind students using screen readers help them read more efficiently. He is encouraged to know e-books helped needy students achieve excellent grades in public exams.

Both Stella and Alan admire visually impaired students for their determination to overcome their physical constraints. They hope that more people can spare some time to join in the volunteer work, to help more students enjoy learning.



# 義工心聲

## Sharing from Volunteers

透過參與這個義工計劃，令我體驗到助人助己的快樂。一方面可以幫助到同學在學習上的需要，同時也充實了自己退休後的生活。盼望新的一年能夠製作更多書本，滿足更多同學的需求。

I experienced the happiness of helping people and be helped through joining this volunteer project in the past two years. The project not only helped students in their learning, it also enriched my life after retirement. I look forward to producing more textbooks to satisfy the needs of students in the coming year.

Tony

很高興在義工分享中認識一群志同道合的朋友，一同分享在製作無障礙電子教材的經驗。最難得的是親眼見到一位失明人士如何利用讀屏軟件學習、上網、聽歌及搜尋新資訊等，同時更佩服他們在學習上付出的努力。透過一位有讀寫障礙兒子的母親的分享，讓我更了解到這計劃的成效。祝願閱讀殘障的學生能排除萬難，活出精彩人生。最後，更希望這項計劃可繼續延續，讓我們一班義工可繼續為這計劃服務。

Getting to meet new friends during the volunteers' sharing was such a joy for me. We shared about our experiences in helping produce accessible e-learning teaching materials. It is a special experience for me to witness how visually impaired people use screen reading softwares to learn, surf the Internet, listen to music and access new information. I deeply admire the effort they put in in learning. During the sharing by a mother of a dyslexic child, I learned more about how the "Jockey Club E-Learning For All Project" are helping children with disabilities. My hope for the students is that they can overcome all difficulties and create for themselves a wonderful life. I also hope the project can continue to run, and that me and my friends will continue to serve in it.

Pauline

有能力和時間去幫助別人，本身就是一種福氣。在協助製作電子書的過程中，我更加體會到自己是多麼幸運。能夠為有需要的同學略盡綿力，實在是別具意義。

It is a blessing to have the ability and time to help people. When I help to produce e-learning materials, I realize how lucky I am. It's such a meaningful job for me to be able to join in helping these students in need.

Patrick

兩年前，一個機緣的情況下認識了這計劃，覺得好有意義，服務時間亦具彈性及自由，加上自己亦喜歡打字的工作，所以便開始成為此計劃的義工。在過往兩年服務的過程中，我有很多不同的得著。首先是對視障人士在學習上的困難加深了解，其次是在服務過程中令我不斷溫故知新，緊貼香港現今教育水平和質素，更可訓練自己的思路保持清晰及集中注意力，這樣才可清楚及具體描繪書本上的內容，是有很大的挑戰性及滿足感。

Two years ago, I had a chance know about the e-learning project and I found it very meaningful. I became a volunteer because I enjoy typing and working hours are flexible. I learned a lot in past two years. Firstly I understood more about the learning difficulties of blind people. The work also allowed me to refresh my knowledge through reading different textbooks. I now have a better understanding of Hong Kong's education. Also, the work trains my logical thinking and attention. I need to concentrate in order to describe the contents of the textbook accurately. It is a challenging and fulfilling job.

Stella Ngai

足不出戶就可為一群極需支援的學生出一分力，實在很有意義！

It is a great and meaningful in-house volunteer job to help the needy students.

Lilian

好高興可以參加這計劃，希望可以幫到有需要的“同學仔”！

Glad to join this project and hope I can help the lovely students who require support.

May

我對香港失明人協進會「賽馬會無障易學計劃」有很深刻的感受，我很高興能參與其工作以協助殘障學生追求知識，同時慶幸自己擁有正常視力。

I am deeply impressed by the projects carried out by the HKBU in assisting the disabled to obtain the same knowledge as ordinary students. I am grateful that I can work on it and we are so lucky to have normal eye-sight.

Irene

感謝上帝，我們是如此幸運地去做這充滿意義的工作，那些學生在面對學習困難時表現出十分堅強的意志，我們都為你而感到驕傲！

Thanks god that we're so lucky that can do such meaningful things. Those students are really strong and tough even facing their difficult study situation. We are proud of you!!!

Jo



# 無障易學網上資源平台

## ELFA E-Learning Resources Portal

<http://ELFA.hkbu.org.hk>

2014年6月推出的無障易學網上資源平台，為閱讀殘障學生提供全方位支援。

### 計劃資訊

詳細介紹「賽馬會無障易學計劃」的相關資訊，包括服務內容、申請方法、以及設置無障礙教材資料庫，方便有需要的閱讀殘障學生，可隨時查閱計劃可提供的電子教材。

### 免費網上OCR服務

提供光學文字辨識 (Optical Character Recognition OCR) 服務。已登記的使用者可隨時上傳需要轉譯的圖象檔案到網站，系統會在24小時之內，把文字辨識後的文字檔案傳送到指定電郵。文字辨認過程全由機器自動執行，沒有人手操作。

### 電子學習資訊介紹

各款輔助學習工具的詳細說明及示範短片，介紹使用電子教材的最佳方法。

### 無障礙電子教材製作指引

介紹製作無障礙電子教材的三大原則。

### 服務使用者經驗分享

多位服務使用者親身分享參與計劃及使用電子教材的心得。

ELFA E-Learning Resources Portal, launched in June 2014, provides various kinds of supportive services for print disabled students.

### Project information

Provide information related to the “Jockey Club E-Learning For All Project”, such as service content, ways to apply and provide online database of available accessible learning materials.

### Free online OCR (Optical Character Recognition) service

Registered users can upload images for text-conversation to the online portal. The images will be converted into text format file and returned to the users in 24 hours.

### Information on e-learning

Introducing various e-learning assistive devices, with the help of relevant videos.

### Accessible e-learning material production guideline

Introducing three main principles of producing accessible e-learning materials.

### Sharing from members

Members' stories and sharing after using e-learning materials.

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## 曾提供電子檔案之出版商

### Publishers Providing Electronic Files to the Project

培生香港 Pearson Hong Kong

牛津大學出版社 Oxford University Press (China) Limited

啟思出版社 Keys Press

雅集出版社有限公司 Aristo Education Press Limited

教育出版社有限公司 Educational Publishing House Limited

大眾電子教學(香港)有限公司 Popular E-Learning (H.K.) Limited

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### Volunteers Helping E-books Production

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