

researchers with special needs decided to prepare a doctrine to address the inequities in their residential hall. In the end, these young people prepared a powerful, vivid statement that was distributed to and discussed with everyone living in the residence hall. The doctrine and the results of residence hall deliberations will be shared with conference participants. This session will also explore the research process as it attempted to apply an emancipatory research model to the research team relationships. It will conclude with a brief discussion of the policy implications of this project for literacy education for disabled people.

→ **Eye Construction and Ear Navigation: Educational Technology within the Social Matrix of Blindness**

Shelley Kinash • Room 4016AB

The context of this paper is the growing prevalence of online courses within post-secondary education, and the assumption that the accessibility of computer-mediated information and the convenience of distance delivery are beneficial to blind students. An inquiry into whether online learning might be an advisable post-secondary avenue for blind adults implicates numerous interactive issues regarding the way in which blindness is viewed publicly contrasted with the perspective of the 'organized blind,' the morality of technology as an educational 'solution,' and the history of applications at the intersection between blindness and technology. Theoretically, the paper 'traverses the chasm' through troubling phenomena of blindness, technology, and online learning as socially constructed, and defining, applying, and suggesting a critique of social constructionism. Of practical application, is an applied discussion of whether online learning should (rather than can) be advocated by and for blind online learners, considering, in particular, the impact on inclusion versus segregated education.

**Justice, Disability and Education: A Philosophical Perspective**

Kevin McDonough • Room 4025