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 distrib-
uted 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
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 con-
structionism. 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