# The 3Cs of a Digital Workflow: Capture! Convert! Cloud! Keynotes

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## Keynotes:

1. Digital workflow for blind and low vision students
   * An efficient electronic system needed for accessing, processing, sharing, and storing work
   * The goal is for students to decide which method of technology works best for them, so they have access to the core curriculum and all types of information. This empowers and supports students in their current classes and as they transfer to college and/or career.
   * A successful digital workflow needs an infrastructure system which requires:
     + Reliable internet for cloud computing
     + Training for teachers, paraprofessionals, parents, and administrators
     + Resources for building custom toolboxes
     + Reasonable and equitable expectations
   * The student must have the appropriate technology for their needs and tasks. Technology should be student-centered and have accessible digital media (or physical hard copies provided).
   * Alternate media specialists are vital positions in higher education. In K–12, these roles are filled by any employee supporting a low vision or blind student, such as a teacher of the visually impaired, paraeducator, orientation and mobility specialist, resource teacher, inclusion specialist, etc. This role is essential to ensuring the student has accessibility to the instructional materials in different modes or devices the student may need to access the curriculum fully.
2. Capturing print media in a digital format
   * Students may have items in their toolbox already to capture print media (tablet, smartphone, laptop, document camera, MATT Connect, etc.).
   * Consider the variety of braille devices students might use to access material in the digital workflow. Each is different based on the intended task/purpose. Samples of these devices are the Orbit Reader, Braille Trail Reader LE, Chameleon 20, and Mantis Q40. All of these devices serve a different purpose depending on the assignment and student familiarity with each device.
   * Students need the ability to capture paper media in a variety of digital formats or apps. Several of these are available through the Federal Quota Program with the American Printing House for the Blind.
   * Refer to the Questions, Answers, and Resources document for a list of these apps. Video demonstration of apps and devices is provided in the webinar.
3. Converting digital media into accessible formats tools and apps
   * There are a variety of tools that can be used to convert digital media to accessible formats for students. Consider how the tools will vary depending on the device or available technology.
   * Digital annotation apps will vary as well, depending on the features. Always keep in mind the needs of the student when selecting these.
   * Refer to the Question, Answers, and Resources document for a list of these apps. Video demonstration of apps and devices is provided in the webinar.
4. Sharing instructional materials in real-time via the cloud
   * There are multiple ways to store and save information from transferred notes or scribed to a place where the student can always access. Overall, follow the needs and preferences of the students when selecting a tool.
5. Notetaking in the digital workflow apps
   * The purpose is to encourage students to take notes in a digital format. By doing this, it creates multiple modes of access for students to search and have easy access to their notes. Different apps are available for students to take notes depending on the purpose of the task or how it can be helpful for the student.
   * Refer to the Questions, Answers, and Resources document for a list of these apps. Video demonstration of apps and devices is provided in the webinar.
6. Design and Implementation
   * Complete a needs assessment for the student to identify what devices may be most appropriate for that student.
   * Create a plan to identify infrastructure, training, or support and future considerations.
   * Gather and use data to guide decision making.
   * Collaborate with colleagues such as the occupational therapist to define the motor skills of the student.

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