

# Effective E-Learning

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## An Holistic Approach to Inclusive E-Learning

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# The JISC TechDis Advisory Service

- TechDis is the leading educational advisory service providing advice and guidance on technology and disability to promote an accessible and inclusive experience for students and staff.
- TechDis is a **JISC** funded advisory service (Joint Information Systems Committee) based in York, that:
  - Advises funding bodies and policy makers.
  - Provides guidance to strategic partners and intermediaries.
  - Provides advice for management, front line and specialist staff.
  - Provides effective resources for practitioners.



# Conclusions

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- Ambiguous instructions can be difficult to follow.
- Instructions and details should be tested to ensure they work as expected.
- Students with a disability may not be able to react in the expected manner. Students with a cognitive disability may react in an unexpected way – everyone's instinct and interpretation will differ.



# The Holistic Approach

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- Need to provide accessible learning experiences, not necessarily accessible e-learning experiences.
- Accessibility is primarily about people and not about technology, so staff should take into account an individual's specific needs, institutional and subject factors when providing accessible resources.
- Need for a quality assurance framework for the development of accessible e-learning resources.
- <http://www.ukoln.ac.uk/web-focus/papers/alt-c-2005/>



# Staff Development & Support

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- Staff packs [www.techdis.ac.uk/staffpacks](http://www.techdis.ac.uk/staffpacks)
- Senior Managers Pack / E-Assessment (both coming to HE next year)
- TechDis Online services [www.techdis.ac.uk](http://www.techdis.ac.uk)
- Community site [www.techdis.ac.uk/community](http://www.techdis.ac.uk/community)
- Accessibility Essentials  
[www.techdis.ac.uk/accessibilityessentials](http://www.techdis.ac.uk/accessibilityessentials)
- HEAT Scheme [www.techdis.ac.uk/index.php?p=2\\_1\\_7](http://www.techdis.ac.uk/index.php?p=2_1_7)



# Best Practice with Fonts and Colour

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- Ideally allow users to select according to their own preferences.
- The chosen font (for on-screen) should be Sans Serif and be no smaller than 12 point.
- Avoid large amounts of underlining, capitalising or italicising.
- Try to achieve good contrast without the glare issues of black on white. Increase font depth for light text on dark background.



# Use of Headings and Styles in Word

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- Ensure left-aligned text to avoid ‘rivers of white space’
- Using Headings and Styles in Word is possibly the single most important thing you can do to make your materials more accessible. See *Accessibility Essentials* for detailed instructions.



# Appropriate use of Images

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- Insert Alternative Text where relevant (easy in Word – see Accessibility Essentials 2)
- Explore whether meaning is more difficult to grasp if whole image cannot be viewed at once.
- If materials are to be printed, check image in grayscale.



# Pixelation

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- The image below is a section from which million-selling album cover from 2004 ?



Simulations: not the real thing, but they  
give some idea of what it's like

- [www.techdis.ac.uk/simdis](http://www.techdis.ac.uk/simdis)
- [www.webaim.org/simulations/...](http://www.webaim.org/simulations/...)
  - [...screenreader.php](#)
  - [...lowvision.php](#)
  - [...cognitive.php](#)



# A few technologies worth looking at...

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- Instant Presenter! [www.instantpresenter.com](http://www.instantpresenter.com)
- Dasher [www.inference.phy.cam.ac.uk/dasher/](http://www.inference.phy.cam.ac.uk/dasher/)
- PenFriend [www.penfriend.ltd.uk/](http://www.penfriend.ltd.uk/)
- Inspiration [www.inspiration.com/](http://www.inspiration.com/)
- Smirk [smirk.herts.ac.uk/](http://smirk.herts.ac.uk/)
- Skype [www.skype.com](http://www.skype.com)
- Natural Reader [www.naturalreaders.com/](http://www.naturalreaders.com/)  
and/or Audacity for podcasts



# Institutional Staff Roles

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- **Marketing and Admissions**
  - Responsible for 'outward face' of course/department – explicit/implicit messages
- **Teaching and Learning (and Pastoral element)**
  - Readiness of staff to understand and adapt
- **Library / Learning Resources / Learner Support**
  - Is everyone up to speed?
- **Technical Teams**
  - Are you limited by technology? Why?
- **Examinations and Assessment**
  - Are Learning Outcomes clear, fair and valid?



# External Support

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- TechDis [www.techdis.ac.uk](http://www.techdis.ac.uk)
- Academy [www.heacademy.ac.uk](http://www.heacademy.ac.uk)
- Subject Network  
[www.bioscience.heacademy.ac.uk](http://www.bioscience.heacademy.ac.uk)
- Netskills [www.netskills.ac.uk](http://www.netskills.ac.uk)
- ALT/CMALT [www.alt.ac.uk/cmalt](http://www.alt.ac.uk/cmalt)
- AbilityNet [www.abilitynet.org.uk](http://www.abilitynet.org.uk)
- SEDA [www.seda.ac.uk](http://www.seda.ac.uk)



# Contact Details

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