

Module 3- Part B

Design and develop digital educational content and activities for digital inclusion

UNIC & INNOVADE



Part B: Key Principles for Accessible and Inclusive Content Design

Engagement: Stimulate motivation and interest.

Representation: Present content in multiple ways.

Action & Expression: Allow learners to show understanding.

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

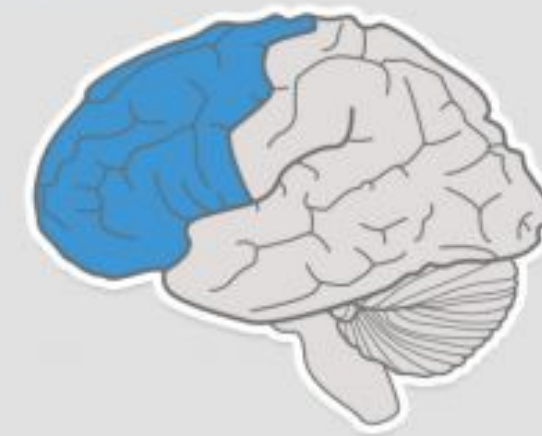
RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.



CAST (2024). *Universal Design for Learning Guidelines version 3.0* [graphic organizer]. Lynnfield, MA: Author.

What is UDL and how we use it?

U- Universal
D- Design
L- for Learning

UDL stands for Universal Design for Learning.

<https://www.youtube.com/watch?v=z-v-kFZngws>



What good practices are mentioned in the article?

UDL EXAMPLE: EDUCATION



Source: [College STAR](#)

"Thanks to the authentic learning activities in the courses taught by Dr. Ringler I know the objectives of each class, I get opportunities to practice leadership skills with my peers, and I get meaningful feedback that I know will help me be a great principal." - ECU Student

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Good Practices for Accessibility and Inclusion

Multiple Means of Engagement:

- Incorporate service learning and group projects for real-world application.
- Use weekly personal reflections to encourage self-monitoring of progress.
- Use real-world job site examples during lectures and labs.
- Implement hands-on training and competitive design projects for active engagement.
- Arrange seating in a circular format to promote interaction.
- Use reflective journal entries to assess student experiences.
- Combine in-class small group activities with flexible online assignments to cater to diverse needs.

Affective networks: THE WHY OF LEARNING



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning

Good Practices for Accessibility and Inclusion

Multiple Means of Representation:

- Facilitate student planning and composition using tools such as guided notes and graphic organizers.
- Create videos and materials aligned with lectures to reinforce learning.
- Offer detailed, accessible homemade resources like outlines and notes instead of traditional textbooks.

Recognition networks: THE WHAT OF LEARNING



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



Present information and content in different ways

Good Practices for Accessibility and Inclusion

Multiple Means of Action and Expression:

- Provide videos and simulations to translate theory into practice.
- Create videos and materials aligned with lectures to reinforce learning.
- Offer detailed, accessible homemade resources like outlines and notes instead of traditional textbooks.

Strategic networks: THE HOW OF LEARNING



Planning and performing tasks.
How we organize and express our
ideas. Writing an essay or solving
a math problem are strategic tasks.



Differentiate the ways
that students can
express what they know

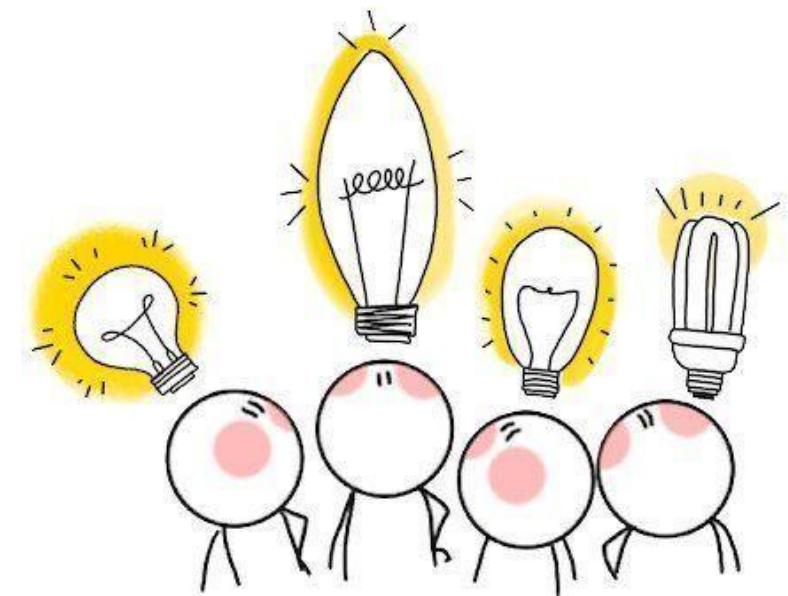
Recap and Next Steps

- Designing accessible and inclusive content is key to digital inclusion.
- Key principles:
 - A. Engagement:** Stimulate motivation and interest.
 - B. Representation:** Present content in multiple ways.
 - C. Action & Expression:** Allow learners to show understanding.



Group Work

- How do you currently address diverse learners' needs in your online courses?
- What tools or strategies could help improve engagement?
- What adjustments in your practices would you make?



More Digital Inclusion Ideas?



Team Presentations

Example of a course/practice that integrates accessible content and discuss how these strategies improve learning outcomes.



Digital tools to enhance accessibility and inclusion

Tool	Purpose	Contribution
WAVE (Web Accessibility Evaluation Tool)	Check website accessibility	Identifies accessibility issues and provides solutions for improving compliance with standards.
Microsoft Accessibility Checker	Assess document accessibility	Highlights issues in Word, PowerPoint, or Excel files and provides suggestions for fixes.
Canvas Accessibility Checker	Evaluate learning materials in Canvas LMS	Ensures content within the LMS meets accessibility standards.
Described and Captioned Media Program (DCMP)	Create captions and descriptions for multimedia	Adds captions and audio descriptions to videos, making them accessible for all learners.
Grackle Docs/Slides	Google Docs and Slides accessibility checker	Provides detailed feedback on accessibility in Google documents and presentations.
Texthelp Read & Write	Support for reading and writing	Assists learners with text-to-speech, word prediction, and screen masking tools.

Digital tools to enhance accessibility and inclusion

Tool	Purpose	Contribution
Beeline Reader	Improve readability	Adds color gradients to text to improve readability for those with dyslexia or visual impairments.
Tobi	Create accessible e-books	Converts text to audio and supports the creation of DAISY-compliant publications.
Kaltura or Panopto	Video hosting platforms	Allow for easy addition of captions, transcripts, and interactive features to videos.
Quizlet	Create interactive learning activities	Provides visual, audio, and textual options for engaging diverse learners.

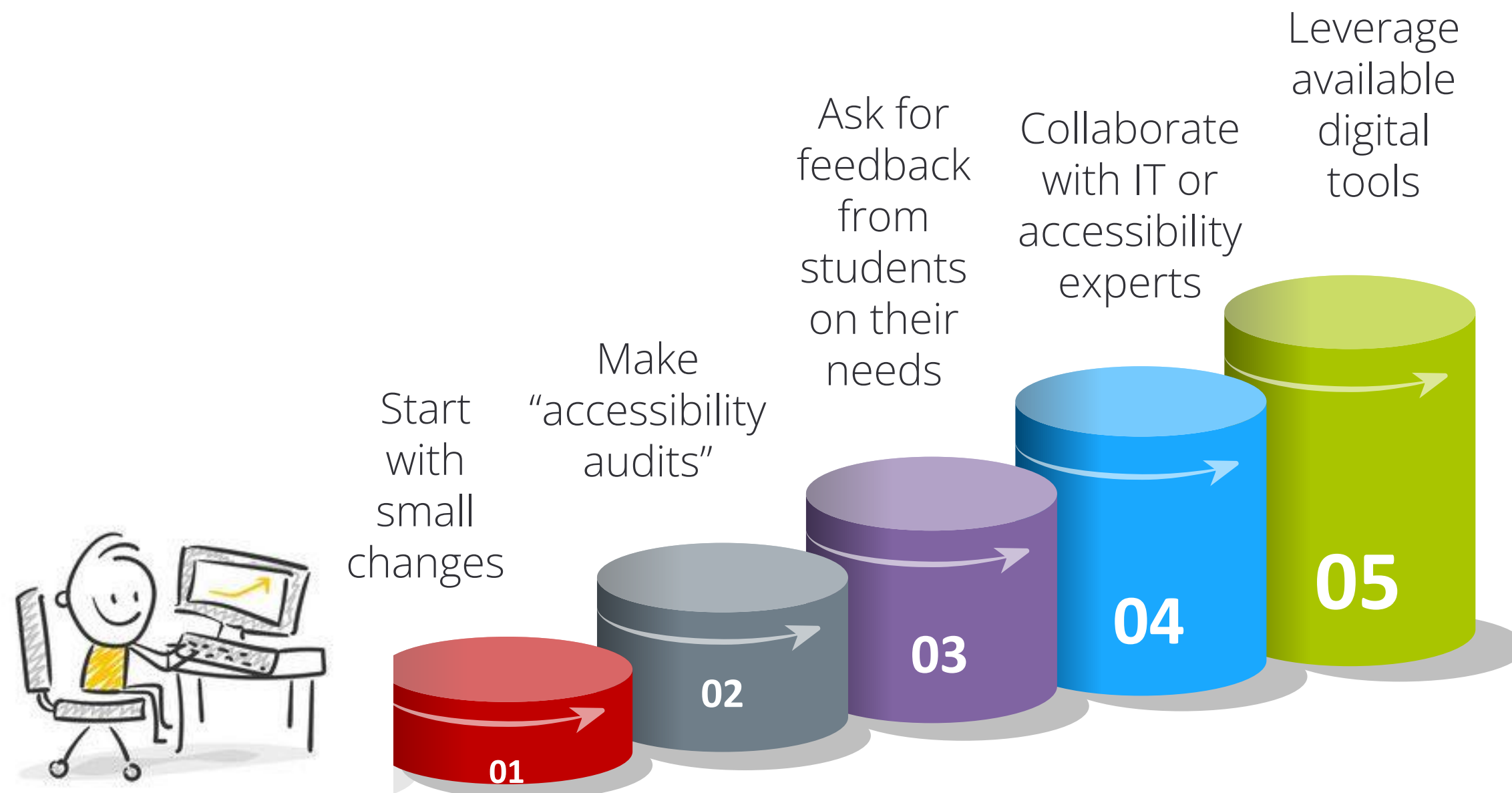
Which of these tools are you already using? Which ones could you start incorporating into your practice?



- **Which of these tools are you already using?**
- **Which ones could you start incorporating into your practice?**
- **What issues do you think they solve?**



Practical Steps to Get Started



Are you ready to get started?

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