

## Supporting Flexible Learning Opportunities

### Everyone Online Check Sheet (F010)

#### Access and Equity in Online Learning

#### Organisational

An important first step in implementing universal design in e-learning is identifying what standards and guidelines govern your organisation and what compliance is required. Both national and local legislation, standards and guidelines will need to be considered. For example, the Disabilities Discrimination Act, the AQTF and Access and Equity.

You may need Identifying individuals (such as EEO officers) within your organisation who are responsible for compliance or can assist with students with accessibility.

You can use this checklist to help identify some of the things you can do to promote accessibility.

	Yes/ No/ NA	Not known	Who should do	Action
I have read and understand my organisation's access and equity policies and the application of these in my delivery. I understand the AQTF requirements and how to comply with Standard 6 to meet the diversity of learners. I understand my responsibilities under the Disabilities Discrimination Act. Students have been provided with access to my organisation's access and equity policies and guidelines. Students have been provided with information on elearning requirements prior to commencement date. Information provided to students by my organisation is written in plain English. Students have access to a preparatory learning program for Information and Communication Technology (ICT) skills. I have informed students how to access literacy and numeracy, language and assessment support services.				

#### Additional information

1. Australian Human Rights and Equal Opportunity Commission  
<http://www.hreoc.gov.au>
2. Principles and Guidelines for the Best Practice Incorporation of New Learning Technologies in the Physical Facilities of VET  
[http://flexiblelearning.net.au/clicks/res\\_libr/bestprac/index.htm](http://flexiblelearning.net.au/clicks/res_libr/bestprac/index.htm)

3. Learner expectations and experiences: an examination of student views of support in online learning  
<http://ncver.edu.au/research/proj/nr0F02.pdf>

### Planning

A little bit of planning goes a long way...

Before you being to design and develop your learning materials and student assessments, you should consider the principles of universal design and how these can be used to meet the diverse needs of your learners.

As an individual practitioner, this is where you can have the most impact on improving accessibility, and proper planning can also save you time, effort and cost. As you work through the checklist, you will notice that a lot of these principles are not hard to implement if done at the planning stage.

	Yes/ No/ NA	Not known	Who should do	Action
<p>I taken into consideration the likely ICT skills of my students and have planned my design and delivery to account for these.</p> <p>My planned delivery schedule and e-learning materials have the flexibility to adjust the pace to meet the needs of online learners.</p> <p>My e-learning materials cater for different learning styles.</p> <p>I have taken into consideration the cultural diversity of my learners and have designed my e-learning materials to be inclusive.</p> <p>I have planned the activities and assessments taking into consideration remote learners (access issues).</p> <p>In planning my e-learning materials I have taken into consideration the technical needs and limitations of potential students.</p> <p>When planning to use audio or video materials I have taken into consideration that prepared transcripts will need to be provided for students that require them.</p> <p>When planning my e-learning materials I have provided opportunity for formative and alternative assessment methods.</p> <p>I have evaluated external resources to make sure they are accessible to all students.</p>				

**Additional information**

1. CAST (Center for Applied Special Technology)  
<http://cast.org/>
2. Flexways  
A web-based professional development planning resource for people who want to develop their skills for a flexible learning environment.  
<http://flexways.flexiblelearning.net.au/>

**Delivery**

Delivery is an opportunity to put a range of universal design principles into practice. During delivery, you will encounter situations that will put your planning and design to the test. It is also the time where you can take the opportunity to get some very useful feedback on what you have done. This feedback can then be incorporated into your learning materials for the next delivery.

Both delivery and planning are closely linked - good planning promotes good delivery. If you find that you are doing too much reworking of your learning materials to overcome accessibility issues during the delivery stage, it is an indication that you need to improve your upfront planning.

	Yes/ No/ NA	Not known	Who should do	Action
I have provided opportunity for students to take alternative assessments. I help students with differing abilities to access e-learning resources as part of my delivery strategy. I encourage feedback from my students to improve my e-learning materials to meet diverse needs. I use CD-ROM or print as an alternative to e-learning materials when required. My students have access to ongoing IT support throughout their studies. I have adapted my delivery strategies to meet the diverse needs of learners. I appreciate my students have differing abilities and provide inclusive activities for the participation of all students. I have made my students aware of the hardware and software requirements of my e-learning materials.				

**Additional information**

1. DO-IT (Disabilities, Opportunities, Internetworking & Technology)  
<http://washington.edu/doi/>
2. Teaching Every Student in the Digital Age: Universal Design for Learning  
<http://ascd.org/readingroom/books/2002rose/2002rosetoc.html>
3. Universally Designed Assessments  
[http://education.umn.edu/nceo/TopicAreas/UnivDesign/UnivDesign\\_Resources.htm](http://education.umn.edu/nceo/TopicAreas/UnivDesign/UnivDesign_Resources.htm)

## Technical

This last checklist is particularly useful if you are designing your own e-learning materials. If you are using existing e-learning materials then you can use this list to check that they are suitable.

As you work through the checklist you will note that while there are many technical issues, they don't necessarily require hi-tech solutions.

	Yes/ No/ NA	Not known	Who should do	Action
I have provided text alternatives for visual and auditory content I have ensured that text and graphics are understandable when viewed without colour I have expanded acronyms and abbreviations I have ensured that moving, blinking, scrolling, or auto-updating objects or pages may be paused or stopped by the user I have avoided pages that call for complex navigation from page to page or within a page I have identified foreign text and mark up in html I have organised text to be read without style sheets I have titled each frame to facilitate frame identification and navigation I have ensured that pages are usable when scripts Where I could not create an accessible page				

### Additional information

1. W3C – Getting Started: Making a Web Site Accessible  
<http://w3.org/WAI/gettingstarted/>
2. National Office for the Information Economy  
<http://www.noie.gov.au/>
3. Practical accessibility: Core concepts  
<http://dartmouth.edu/~webteach/articles/access.html>
4. WebAIM  
<http://webaim.org/>

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*An initiative within the Australian Flexible Learning Framework for the National Vocational Education and Training System 2000-2004*

*Managed by the Flexible Learning Advisory Group on behalf of the Commonwealth, all States and Territories in conjunction with ANTA*

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