INTRODUCING THE INCLUSIVE LEARNING HANDBOOK:
AN OER FOR TEACHERS AND POLICY MAKERS

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Inclusive Learning Project Overview

Funded under the Leonardo da Vinci (LdV) Sectoral Programme of the Lifelong Learning Programme (Contract No: 2012-1-ES1-LEO05-49449)

The consortium:

University of Girona (UdG)

Open University of Catalonia (UOC)

University of Piraeus Research Centre (UPRC)

University College Dublin (UCD)

Raising the Floor International (RtF-I).

Plus silent partners from Latin American HEIs

▸ **Main aim:** providing accessibility guidelines including pedagogical methodologies to address learning needs of people with disabilities in a learning process.

▸ Key element of the Inclusive Learning Portal architecture is the **Inclusive Learning Handbook**, which provides an easy guide for teachers on how to develop accessible LOs.

Handbook Guidelines

The Handbook incorporates a selection of guidelines:

– e- Access (University of Piraeus Research Centre -UPRC)

– Alter- Nativa (University of Girona - UdG)

– accessibility guidelines, such as

WCAG 2.0,

AHEAD's 'The Seven Principles of Universal Design', IDRC's FLOE project's website

Handbook Guidelines (cont.)

Provides specific learning design principles to ensure that teaching practices can accommodate all types of students.

It aims to assist educators in creating engaging and motivating learning experiences regardless of students' abilities and preferences.

It seeks to create a simple heuristic **evaluation method for instructional technologists to use when designing online learning spaces and scenarios.**

Handbook Guidelines (cont.)

The Handbook advocates for restricting or eliminating non- accessible elements, such as:

the use of extensive amounts of text,

Flash animations, and

other "unfriendly" design options.

Instead, it gives advice on how to provide flexible access and user preference options by demonstrating alternative approaches to cover a range of users' learning requirements.

Handbook Implementation

It is an online website, utilizing Wordpress.

The online version (http://boppo.udg.edu:8000/repo2/wordpress/) allows it to become "alive".

It is hosted in the Inclusive Learning website (http://www.inclusive-learning.eu/).

Its main features include text preferences (at the top) with regards to text and display, layout and navigation, links and buttons, audio and visual enhancements

A TEXT AND DISPLAY   **LAYOUT AND NAVIGATION**   **LINKS AND BUTTONS**   **AUDIO + VIDEO**   **RESET ALL**

TEXT SIZE

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| 1 | times

TEXT STYLE

Default ▾

LINE SPACING

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| 1 | times

COLOUR & CONTRAST

DEFAULT ▾

- HIDE

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Inclusive Learning Handbook
for Teachers and Policy Makers

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"Over one billion people – approximately 15% of the world's population – live with some form of disability. Facing a wide range of barriers, including access to

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⚙ Technologies for Education

🔤 Glossary

☰ Table of contents

Top 10 Favorites

Inclusive Learning (4)

Inclusive Learning

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"Over one billion people – approximately 15% of the world's population – live with some form of disability. Facing a wide range of barriers, including access to information, education, healthcare ⎘ and a lack of job opportunities, persons living with disabilities struggle every day to be integrated into society". (UNESCO, 2013; Preface)

"...fostering and sustaining inclusivity ... is important, indeed crucial, for both student success and institutional excellence. There can be no doubt that inclusivity has become a principal value". (Armstrong, NEA website)

🔍 85%

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- Inclusive Learning
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- Principles for Inclusive e-learning
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- Examples
- Use cases
- Technologies for Education
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- Table of contents

Top 10 Favorites

Inclusive Learning (4)

The case of Mike (3)

About this handbook (3)

Use cases (2)

Technologies for Education (1)

Additional Reading (WCAG & UDL) (1)

Principles for Inclusive e-learning (1)

Different Learners Learn in Different Ways (1)

Inclusive Teaching and e-Learning (1)

Key Principles for Teachers (1)

Home > Examples > How to add alternative equivalents for images?

How to add alternative equivalents for images?

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Description

Web-editors provide certain functionalities for inputting alternate text and long description for an image, which are the minimum features for making an image accessible. The web-editor of the A-Tutor platform is called TinyMCE (Link to the ATutor platform for the Inclusive Learning project). By using a web-editor you can modify the image properties when elements are not clearly visible, the text inside the images is not easy to understand or when it does not comply with the color contrast relation. In a more advanced level, adding values to the "alt" and "longdesc" attributes in the HTML code.

Tutorial

In the next video you can learn how to add some accessibility characteristics for images using the web editor of ATutor

Accessibility characteristics

- All images (except decorative images) should have a brief description for Text alternative
- Text alternative should be according with the image content
- Text alternative allows students to know the image's main-theme
- When images are too complex or they contain several elements, you should add a long description to detail information described in the alternate text.
- A long description allows students to know details of the concept the image communicates
- For simple images it is not necessary to add the long description.

Other recommendations

- Text alternatives explain in general terms what the image represents and they must be written in a clear and understandable way.

Handbook Content

1. Historical context of Inclusive education

2. Definitions,

3. Main principles for inclusive e-learning

4. Learning management tools that will be utilised.

5. Examples (useful tips on how to design web content that allows anyone to perceive, understand, navigate and interact with that content)

6. Use cases (contains learning scenarios, which is a space for reflection for educators)

Handbook as Policy Tool

Using latest technologies in Education (e.g. MOOCs) enables learning engagement.

Enhancing Creativity and Innovation also requires diversity: of people, thoughts, experiences and knowledge.

This creates less homogeneous groups of people.

Policy makers should embrace diversity as a source of potential positive outcomes for societies because it:

i. promotes positive characteristics, values and attributes (empathy, respect, understanding, collaboration etc.).

ii. cultivates a new "breed" of learners that are inspired (not taught or educated).

Embracing an inclusive and diverse culture is paramount to innovation, both personally and socially.

Useful Reading Material

- W3C (2008). Web Content Accessibility Guidelines 2.0. Retrieved from: http://www.w3.org/TR/WCAG20/

- AHEAD. Charter for Inclusive Teaching and Learning: The Seven Principles of Universal Design. Retrieved from: http://www.ucd.ie/t4cms/charter%20for%20inclusive%20teaching%20and%20learning.pdf

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- UNESCO (2005). Guidelines for Inclusion: Ensuring Access to Education for All. Paris: UNESCO.

- United Nations (UN) (1975). Resolution adopted by the General Assembly 3447 (XXX): Declaration on the Rights of Disabled Persons. New York: UN, 9 December 1975, Thirtieth session, Agenda item 12.

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