

Learning Design

Embedding EDI in the core offer



Mark Williams
Accessibility
Champion
FASS

Natasha Huckle
Accessibility
Champion
FBL

Innovate • Design • Enhance

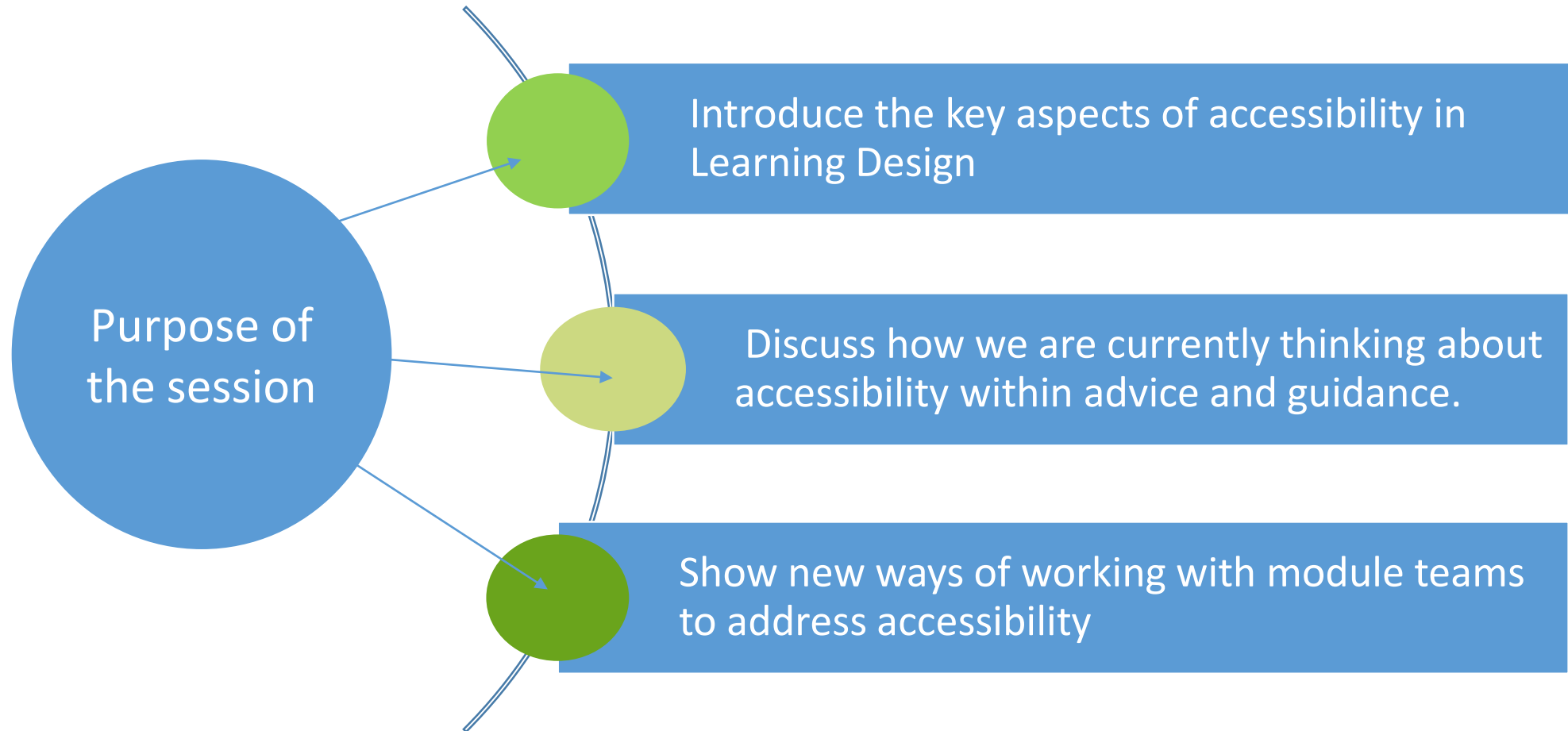


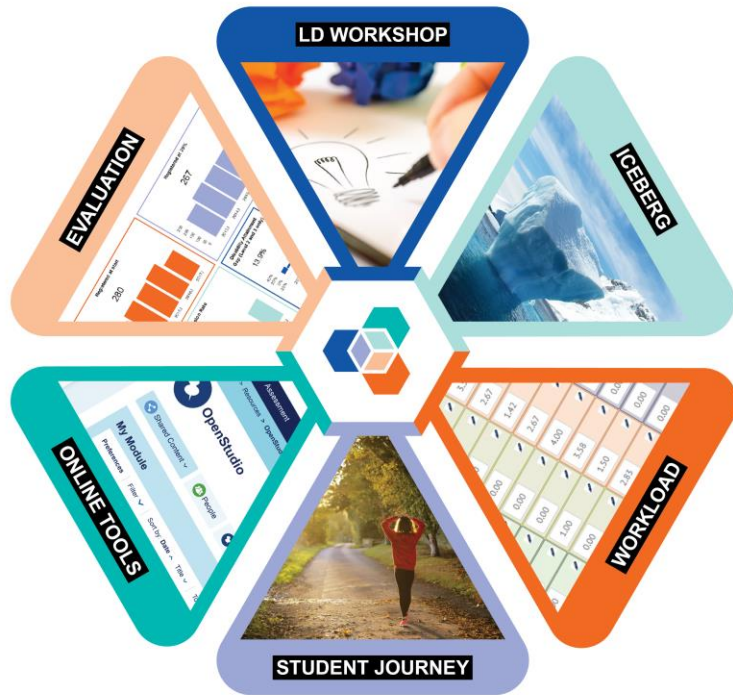
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@OU_LD_Team







Addressing EDI

An accessible curriculum

How do we make sure: The Curriculum is accessible

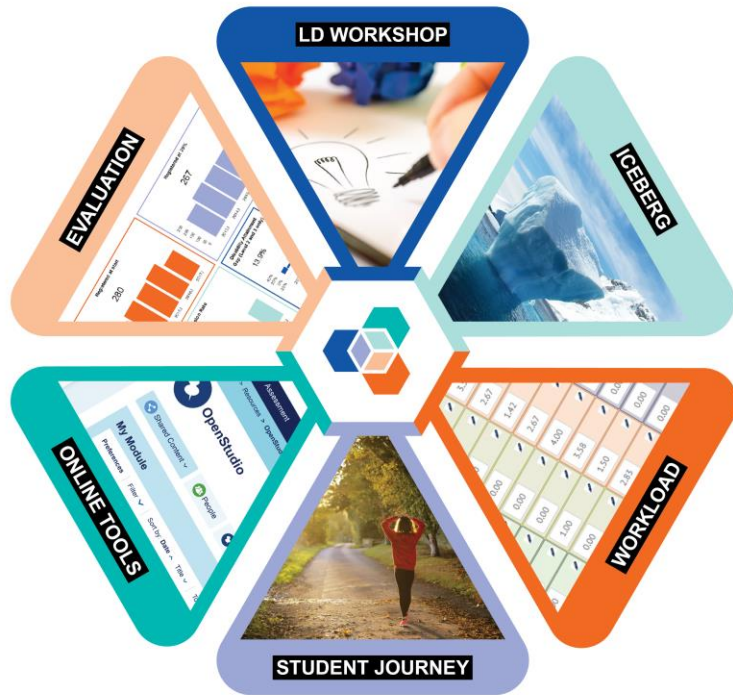
- How will you check that all content uses inclusive language, avoids colloquial language and provides a glossary of new and complex terms?
- How will you ensure materials, activities and delivery methods are accessible and there are alternative options provided for students who cannot access specific delivery mechanisms. For example will there be a comparable offline experience designed into each module?
- How will you provide a diverse range of equally rigorous assessments: to reduce the need for reasonable adjustments; to ensure that the assessment medium reflects students' own strengths and educational backgrounds; to offer the possibility for student choice?

All students see themselves reflected

- How will you support those responsible for finding or writing content (including case studies) to draw from sources that reflect a wide range of diversity?
- How will you allow students to use their own diverse experiences and backgrounds to contribute to the learning and assessment activities?

Students are equipped to participate in a global and diverse world

- How will you ensure students are exposed to a range of culturally challenging views, opinions and contexts?
- How will you ensure there structured opportunities for an understanding of and respect for diversity and the contribution diversity makes in an international context ?

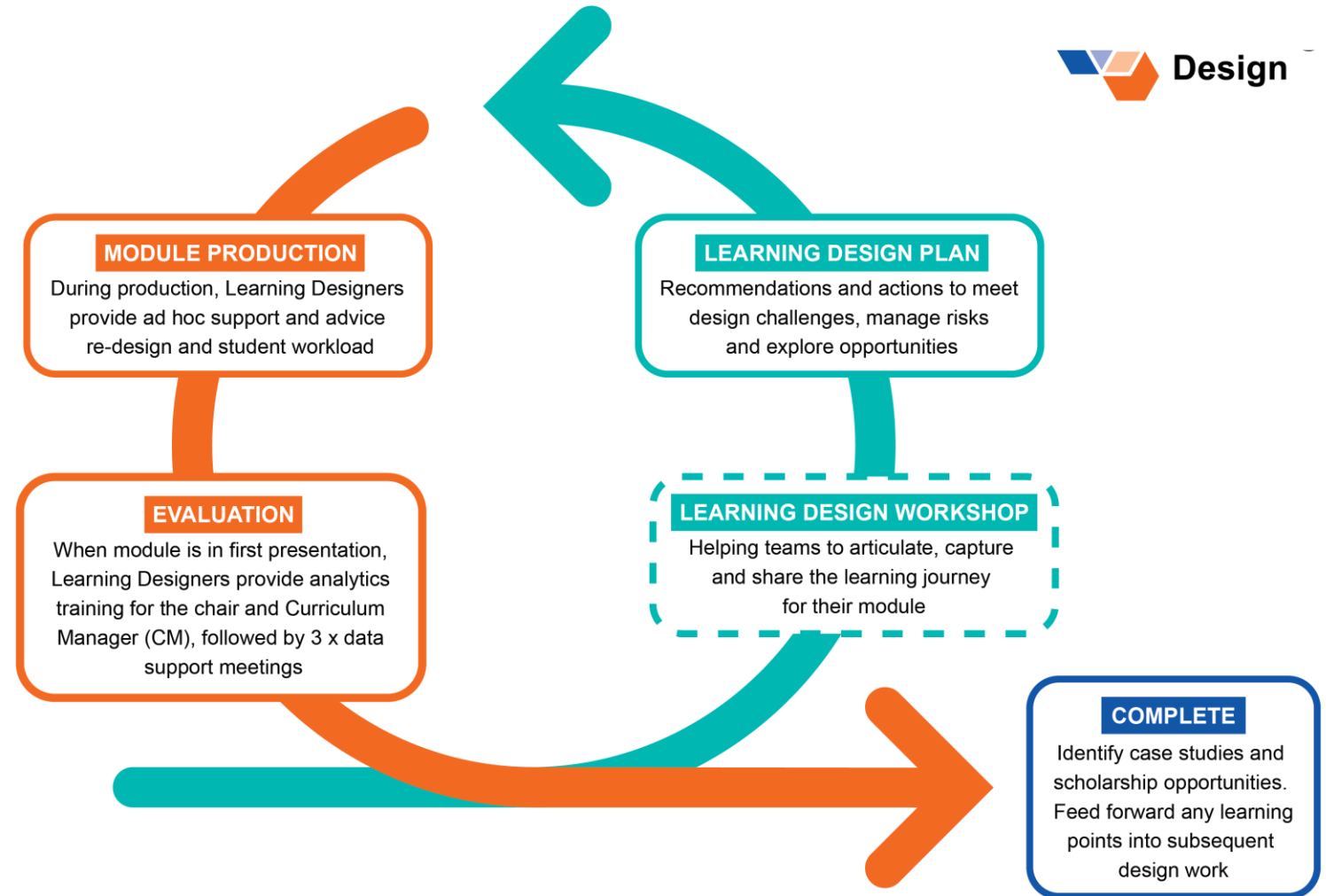


Addressing EDI

The Core Offer

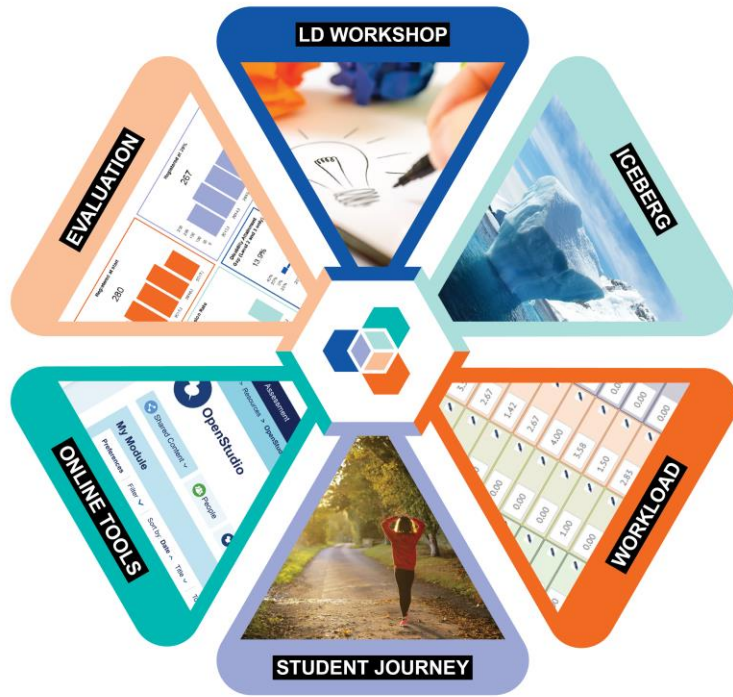
The design process

- Learning Design workshop
- Student profiles
- Student journey
- ICEBERG, designing for retention
- Learning Design Plan
- Online tools
- Module mapping



The Learning Design Plan

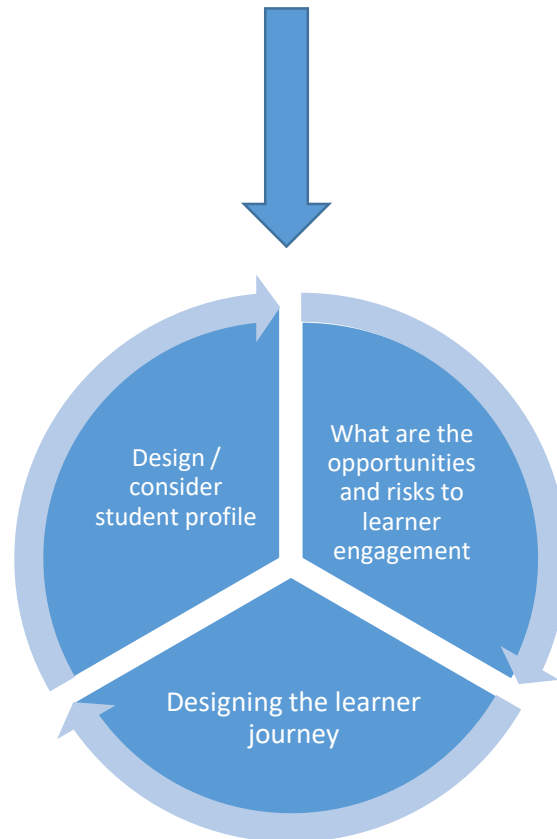
Opportunities-(O)-risks-(R)-and-design-challenges-(DC)	Proposed-action-and-owner	Approx.-timeframe	Resource-required	Progress
Support Authors may be new to the OU approach and will need support in terms of how to approach writing for an online student audience. [DC]	Chair/QM/Authors Attend the Designing for Digital workshops being organized by Kristen Reid Learning Designer Provide guidance and feedback to authors during drafting, by reviewing a block of content and providing feedback	D1-stage During drafting	Chair/QM/Authors Learning Designer	
Multimedia to improve engagement The use of videos and whiteboard animations have proven effective in helping students to better understand processes and tricky topics.	QM Invite Owen Horne to provide information on using AV	During drafting	QM	
Accessibility The module will need to be designed with all students in mind, including students with disabilities and SISE. [DC]	Learning Designer/DDE Provide advice and guidance on designing and creating print versions of online interactive activities	During drafting	Learning Designer DDE	



Addressing EDI Profiles

Student profiles

Anonymised student profiles reflect real disability.



Name		Subject you are studying	
Clare		Open degree	
Age		First language	Level of study
49		English	2 nd year

Practical Needs
computer, printer, comb bound books, DSA funds
computer software, prefer large print

Study motivations / career plans
personal development and interest, especially in LGBT,
mental health issues, bereavement

Living Situation
live on own with support from carers every day, often
experience a lot of discrimination

Previous Educational Experiences
attended special school, did not study any qualifications
(not offered), most educational based on leisure
activities, went on to do O levels in my 20s and an Access
course at my local college but couldn't manage at F2F
university, college tutor recommended OU

Tuition Likes
like reading all the information because I find it fascinating,
AV materials really add to the appeal, found I could
manage a 30 point course, but worried about workload for
a 60 point course, like going to F2F tutorials but they need
to be local so I can get to them, loved going to summer
school

Study Skills Strengths
take in a lot from reading materials, able to express an
opinion based on my own experiences, have first hand
experience of many issues and want to see course
materials reflect this

Tuition Dislikes
pressure, study gets in the way of my relationships, as a
disabled student I feel a strong sense of isolation and my
care needs often get in the way of my study, dislike online
tutorials

Study Skills Weaknesses
I don't make enough use of all the notes I take, struggle
with assignments and references and how to structure
the assignment, preferred studying from books and on
paper rather than online. I type slowly, the voice software
is tricky to use and I can't scroll back to see what I've
written

Expectations of The OU Library
more used to it now, but found it quite hard to get used
to. Did seek some online help which was useful, although
sometimes I feel stupid when I ask for help

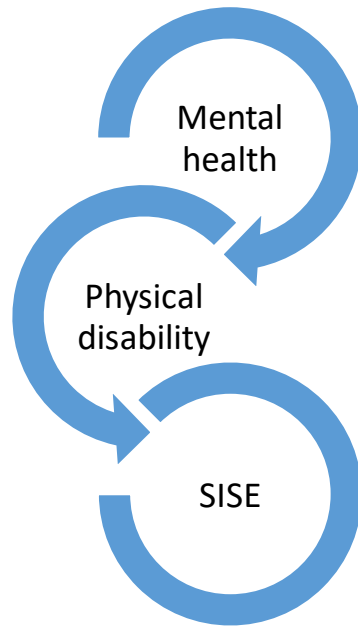
Form completed by phone call.

Laptop	Desktop	Smartphone	Tablet	Notebook and pen	Assistive technology	Printer	Books	Other (please state)
	yes				Comb bound books	yes	yes	

Typical weekly study pattern – what do you do each day and for how long?							
	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Online hours	0.5	0.5	0.5	0.5	0.5	1	1
Offline hours	0.5	0.5	0.5	0.5	0.5	1	1

Learning Design Workshop

Learner profiles account for a variety of accessibility considerations



Name		Subject you are studying	
Pete		Criminology	
Age	First language	Level of study	
46	English	Level 1	

Practical Needs

I need the opportunity to learn the ability to use technology separate from my designated study time. a place to study away from other library or education users. I have no internet or even basic computer opportunities.

Study motivations / career plans

The aims of my studies are and always have been for my own sense of achievement, not believing i am stupid any more and the realisation that i can hold my own in the academic world as been a huge boost to my own self confidence and in where i think i fit into society as a ex prisoner with a extensive criminal past.

Living Situation

I am in a single cell. I have no caring responsibilities or needs. I have a quiet space to a degree, if the wing is quiet. I have nowhere else to study.

Previous Educational Experiences

I left school with zero qualifications and was on the prison system journey at 16. I never enjoyed my school days, i was bullied and felt the subjects were way over my level of understanding. I never felt included but believed i was incapable of learning.

Tuition Likes

I like clear structures, do not like quizzes. I learn and understand better from videos. I only have the opportunity for independent studies, i never had the luxury of being in a class with other students to take part in debates to do with my studies but on a personal level i love debates.

Study Skills Strengths

I am very self motivated and good at note taking. I find i need to read a passage a couple of times to understand and absorb what i am reading but having no one to ask if i was locked behind the door made this more difficult. Once i understand i am ok at absorbing new concepts. I am good at working with others but again in my OU studies this as not been the case.

Tuition Dislikes

My study experience has not been the best up to now but i am optimistic that will change. I know this is not the case but i felt i was on a test to be accepted by the OU for suitability to study.

Study Skills Weaknesses

I do not find it hard to keep up but my referencing skills are not the best due to me never receiving my feedback from my tutor because of the prison i was in. I do not leave every thing to the last minute or get easily distracted.

Expectations of The OU Library

I never had anyone to help me in any of this.

What learning equipment do you use? (please tick all that apply)

Laptop	Desktop	Smartphone	Tablet	Notebook and pen	Assistive technology	Printer	Books	Other (please state)
				yes			yes	

Typical weekly study pattern – what do you do each day and for how long?

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Online hours							
Offline hours	2	2	2	2	2	2	2

EDI Student Profiles Activity



How might we design a module with EDI learners in mind?



PREVIOUS EDUCATION LEVEL Bachelor's degree

OCCUPATION Accountant

STUDY METHODS AND PATTERNS



Muhammad does all of his study and module work on his laptop.



He uses his mobile phone when he is commuting for email, scheduling and to listen to or watch any multimedia content that is available.



He is planning to start using a tablet instead of his laptop as he finds it more portable and would help him study whenever and wherever he can.



BUSY PROFESSIONAL WANTING A CHOICE OF LEARNING FORMATS



Having already obtained a BSc degree at a traditional university, Muhammad is undertaking an **MSc course** to broaden his skill base and help accelerate his career before settling down.

LIVING AND WORKING SITUATION

Muhammad lives in a flat share with two others and often stays with his girlfriend at weekends. He works **full time in an accountancy practice** and commutes by public transport to and from his office every day.

STUDY HABITS AND BEHAVIOUR

Muhammad likes to **study at his office after hours** and also **makes use of his two-hour commute** each day for study.

Muhammad's work, which often involves unscheduled long hours, makes it difficult for him to stick to a rigid study pattern and means **he often falls behind**. When this happens, he tries to catch up at weekends, but does not find this particularly productive as he finds it **difficult to focus at home**.

TUITION PREFERENCES

Muhammad would like to **engage face-to-face** with **tutors** and with other **students** because he knows from experience that he is able to learn a lot that way.

He would be interested in attending **group tutorials** that are live streamed, but these would need to happen at times that are convenient and **fit in with his work schedule**.

BARRIERS TO LEARNING

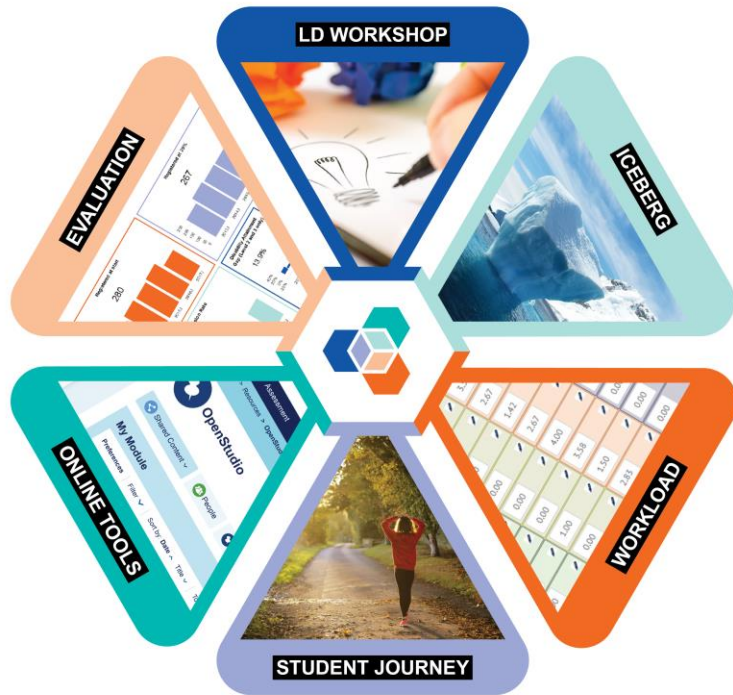
Muhammad's **long working hours**, which preclude a regular study pattern, contribute to his need to 'cram' at key times.

Mohammad is **dyslexic** and finds reading a slow and difficult process. More **availability of other learning formats**, such as audio and video, would greatly reduce the need for reading and would assist his desire to study on the move.

“I'm really slow at reading, most people can read an A4 page in three to five minutes, I will take ten to fifteen minutes.”

“I travel for work. During that time I listen to audio recordings on the train.”

“I've been wanting to switch from laptop to tablet as it's more portable.”



Addressing EDI

The student journey

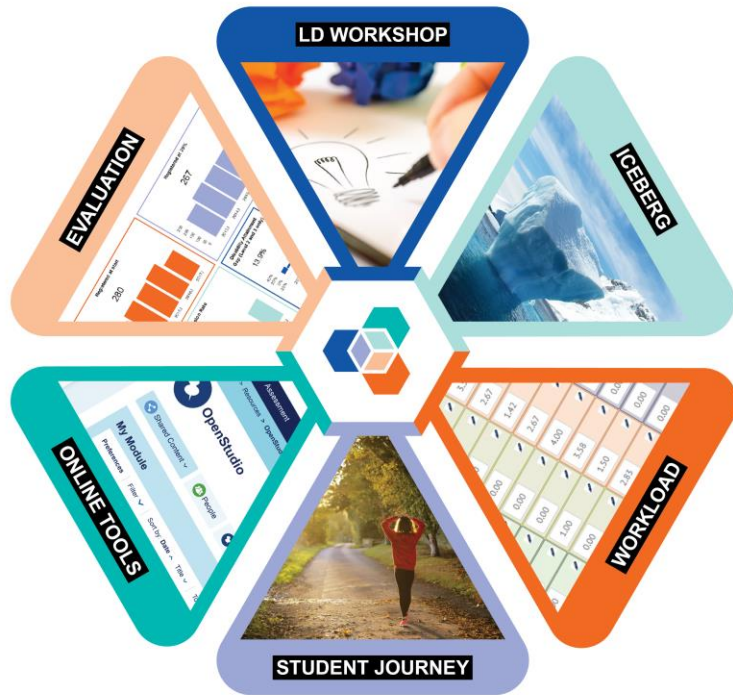
Cardsmith

carDSMITH DD311 Module Map



Learning Journey Questions		Week 1/2		Week 3/4		Week 5/6	
BLOCK		BLOCK 1	BLOCK 1	BLOCK 1	BLOCK 1	BLOCK 1	BLOCK 1
ASSESSME...						TMA01	TMA01
Row 3	What are the key concepts / ideas I encounter on this	Drugs	Criminalisation	What is crime? What is harm?	Cultural criminology		
		Introduction of The State		Discourse / power The State	Zemiology		
Row 4	What are the key skills I will develop in this block?	Employability Communication Level 2	Employability Self-awareness Level 2	Digital Literacy Communicate (managing	Academic Study Preparing an argument	Preparation for TMA01 assessment point	
		Employability. Global Citizenship Level 2	Academic study. Critical reflection. Developing	Academic Study Reading critically Preparing	Card Title		
Row 5	What are the key activities I will do in this block?	Assimilative - Film Communicative - Forum	Reflection - Learning Journal (aims)	Finding and handling information - learners to	Reflection - reflection on the learner journey	TMA01 preparation	
X Hidden Cards (0)							

We can add an accessible resources row to module template



Addressing EDI

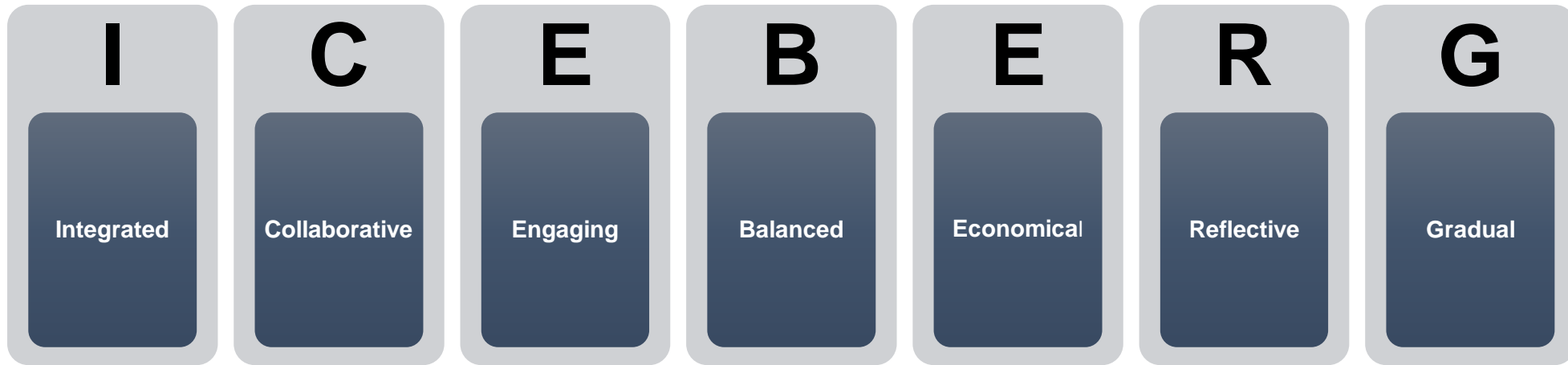
Designing for retention

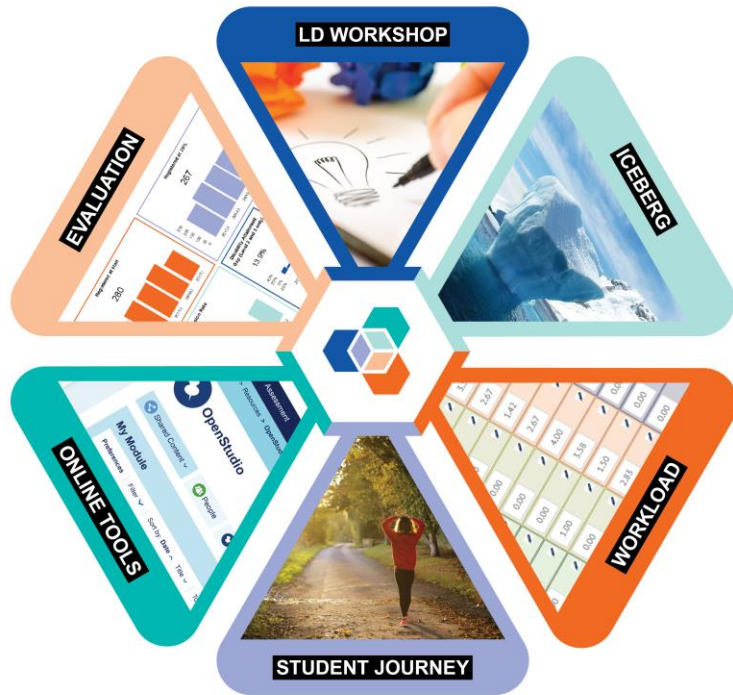
ICEBERG

ICEBERG



There are opportunities to consider how the principles of iceberg can be implemented with accessibility in mind.





Addressing EDI

Tools and technologies

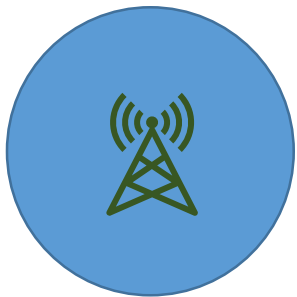
Online tools workshop

The VLE Tools Guide



Learning
Systems

Great fit	<i>Needs some design</i>	X Not recommended
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Learning Design facilitate an online tools workshop as part of its core offer. This is to encourage learner engagement through a range of online activities.

Identifying

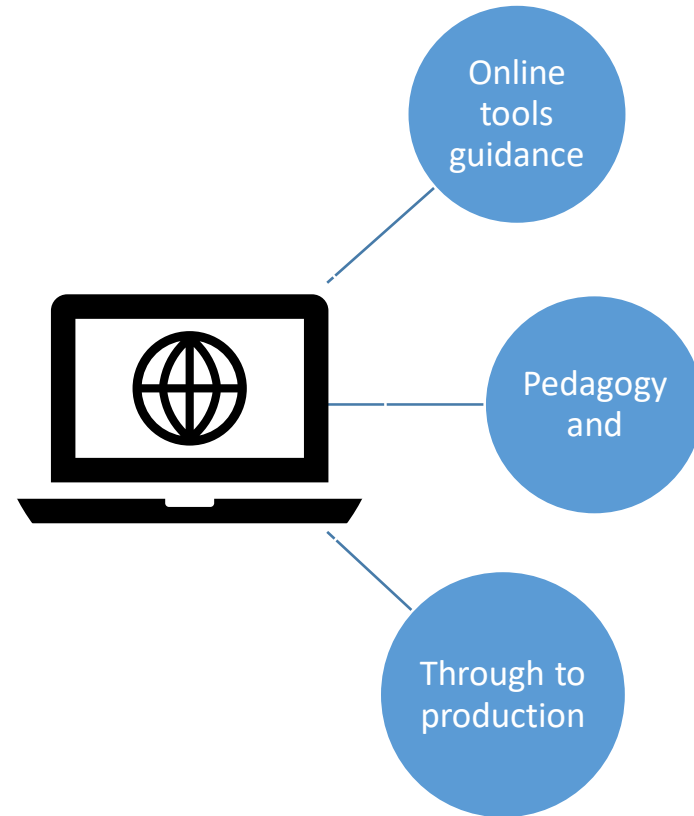
Opportunities



Design for
accessibility

Accessibility is discussed with the team.

Tool	Example(s)	Ease of... How easy is it to set up and use?	Information transfer Does it disseminate information to students?	Assess learning Can it be used to assess learning?	Communication and interaction	Co-create content Can students collaborate and create content together?	Note-taking	Export	Supports the following activity types
DataPlus 	A database used to save references ahead of an essay. Note, this tool is extremely flexible regarding design of record input.	Set-up: Medium. Most designs require interactive development. Use: Medium. Depends on design	Potentially. It can be used for students to look information up, add information in, or collectively generate information.	Potentially, as it can assign values (e.g. marks) to options presented to users. However, iCMAs, Wikis, or Workshops may be more appropriate.	Potentially. It depends on the design.	Potentially. Students can work together to fill in a database.	X	✓	Finding and handling information Interactive Productive
Forum  	Formal uses: module or tutor-group, activity-specific. Informal: café, self-help. In-page discussions coming soon.	Set-up: Easy. Requires introductory text. Only available in SC documents. New in-page version a significant step forward. Use: Easy. Well-known web technology.	Yes. It is the best tool for in-module multi-way communication.	Yes. Forum participation reports can be used. Students are assessed on their participation. Social ratings are in pilot.	Yes. It facilitates communication and interaction between students and staff. In-page forums place discussion next to material.	Yes. Students can explore, discuss, theorise, question and also comment on others.	X	✓	Communicative
Free Response Boxes 	Answer questions or make notes within module materials.	Set-up: Very easy for an editor to add to any Structured Content doc. Use: Simple text area: select and add text.	X	Self-assessment: module team can provide a model answer revealed after the student has made their attempt.	Provides an active learning facility on the page.	X	✓	✓	Interactive
Glossary 	Key terms, Frequently Asked Questions(FAQ), or user-generated glossary.	Set-up: Easy though not quick. Requires introductory text. Use: Easy — glossary terms are highlighted in text and linked to entry	Yes, glossaries created by the module team can disseminate information to students.	X	X	Yes. Glossary entries can be added by students, and also comment on other entries (although they cannot edit other people's entries).	X	✓	Assimilative Finding and handling information
iCMA / Quiz 	An informal diagnostic quiz, a consolidation quiz to review the last week or unit, or as a formal assessment (iCMA).	Set-up: Needs time and planning. Numerous question types, some take much longer than others to craft. iCMAs use a workflow and need 'checking' for quality. Use: Easy.	It's possible: the tool's feedback can be very powerful. Scores can be used in conjunction with Conditional Activities.	Yes; it's designed to evaluate learning. There are many quiz options.	X	X	X	Student can print feedback.	Assimilative Interactive
Online Rooms 	Tutorial rooms, real-time student discussion and collaboration.	Set-up: Standard set-up; OLS can create extra rooms. Requires introductory text. Use: Easy, but correct hardware, software and a good internet connection recommended.	Yes, it is primarily a tutor-student conferencing facility, but it can also be used as a student-student tool.	Can be used for oral exams with careful set-up in consultation with Assessment.	Yes, it is an online real-time collaboration platform, and includes polling and Q&A options.	Yes, in breakout rooms if smaller groups preferred. They can edit the whiteboard or annotate an existing document.	✓	✓	Communicative Productive Assimilative
Open Studio 	Share media or designs with others in the tutor-group or cohort.	Set-up: Needs to be planned and thought out. Use: Easy, although depends on use and preparatory activities.	Potentially. Folders can be predefined with activity guidance from module team. Also, tutors can share uploads with their group or whole module.	Potentially. It can be looked and content assessed via participation or submitted to the eTMA system.	Yes. It is designed for student sharing and commenting.	Potentially. If you have students submit different designs for a project and they vote for the best design. On an individual basis, they cannot co-create content.	The pinboard can be used for personal note-taking and storing multimedia assets for personal use.	✓	Communicative

Online tools





**LEARNING DESIGN
GUIDE TO...**
THE QUIZZING AND iCMA TOOL

THE TOOL

Moodle Quiz delivers formal Interactive Computer Marked Assignments (iCMAs) and informal quizzes through a versatile VLE tool, allowing module teams to set interactive question activities for students. Single questions can also be embedded in structured content.

These activities act as customisable containers for a wide range of interactive questions, content and feedback.

USE IN PRACTICE

The iCMA and Quiz tool can fill a variety of activity roles within the design of a module.

A diagnostic quiz before module start can help a student proactively self assess their study level. Consolidative quizzes allow students to review and reflect on learning material, receiving targeted feedback. Embedded quiz questions bring a greater variety of activities to module content. Summative and formal iCMAs provide a robust, automated method of formal assessment.

DESIGNING FOR ACTIVITIES

A challenging aspect of designing iCMAs and quizzes can often be choosing what elements and parameters to use from the vast selection available. To help with this, consider the following questions:

Scale - Will the size of the quiz reflect the scale of material covered?

Challenge - Does question difficulty and complexity scale with study level and module progression?

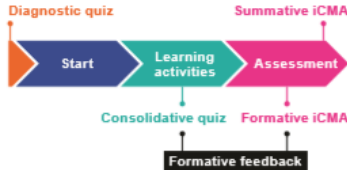
Variants - Do you want your students to experience the same, consistent quiz - or a randomly generated one?

Restrictions - Is your activity best delivered with limits on repeated attempts, fixed timings or grade-based activity completion?

Feedback - What level of feedback would you like students to see, and where would you like them to see it?

Key features

- Automated, versatile feedback
- Automated grading
- Flexible activity structure
- Varied question interaction options




Structuring quizzes and questions

Quiz

- Title
- Layout
- Behaviours
- Review options
- Grading
- Variants
- Restrictions

Question

- Type
- Name and content
- Student response
- Feedback
- Grading
- Grade feedback



Did you know?
iCMAs are assessed
Quizzes are not assessed

FOR FURTHER INFORMATION PLEASE SCAN THE QR CODE

Accessibility adjustment guide

Accessibility information will be included in any online tool guidance for module teams.

At a glance
Introduction
The tool
Use in practice
Design considerations
Example quiz
Accessibility
Summary and next steps

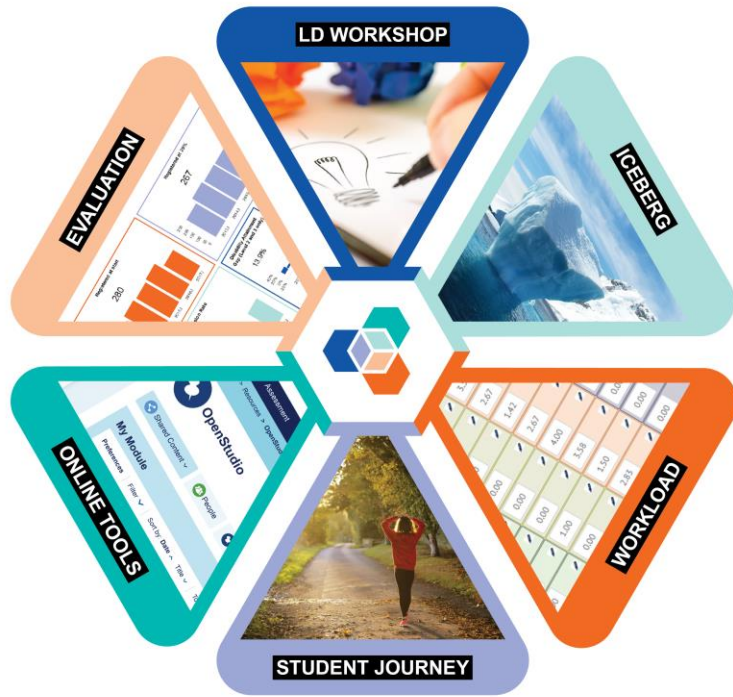
Author accessibility adjustment guide

Accessible method	Note	Author adjustments
Screen readers	Content: Screen readers can struggle with grids and tables. Figures need descriptions in the same way as those used in Structured Content. Screen readers cannot read text rendered as images (including equations)	Avoid using grids and tables where other question types (Ordering) can fulfil the same purpose. Provide column and row headers. Include descriptions for all figures used. Use real text where possible.
	Word select question: Screen readers are slow over longer passages of word select text. Word grids are not screen reader friendly	Provide an alternative question type for longer passages at handover. Avoid this question type for formal assessment. Identify an accessible alternative at handover.
	Pattern match with Java molecular editor question: Screen readers struggle to read displayed molecular editor content and answer field	Ensure alt-text is entered and provides sufficient detail. Avoid this question type for formal assessment. Identify an accessible alternative at handover.
	Drag and drop question: Screen readers read response fields as 'blank' even when populated.	Avoid this question type for formal assessment. Identify an accessible alternative at handover.
Visual adjustments	Content: Assets embedded with the ATTO text editor should meet OU accessibility standards.	Images, diagrams and text should meet W3C AA standard for contrast. Video and audio assets should include a linked transcript (this will need to be re-linked each presentation)
Keyboard access	Drag and drop question: Questions are keyboard accessible, but control instructions are not provided	Provided keyboard control instructions with this question type.
Offline access	No offline alternative format automatically produced.	Identify offline alternative at handover

Author adjustments

Avoid using grids and tables where other question types (Ordering) can fulfil the same purpose. Provide column and row headers. Include descriptions for all figures used. Use real text where possible.

Example from the iCMA online guide.



Addressing EDI

Student workload

Workload mapping

<div> <div>Module Summary</div> <div>→ Learning Outcomes</div> <div>Activity Planner</div> <div>Workload Tool</div> <div>Module Map</div> <div>Design Log</div> <div>Evaluation</div> </div>																			
Workload Tool																			
Student dir	On line	Section	Title	Assimilative									FHI (mins)	Comm (mins)	Prod (mins)	Exper (mins)	Int/adap (mins)	Assess (mins)	Total (hrs)
				Word count	Words per minute	Figures (num)	Photos (num)	Tables (num)	Eqns (num)	Audio (mins)	Video (mins)	Other (mins)							
+		Week 1		91,293		3	6				11	105		60					17.86
+		Week 2		85,211		5					33	95			135		45		18.65
+		Week 3		19,719		7		1				135		90	275				13.49
+		Week 4		77,969			6					45							12.47
+		Week 5		82,661		12						140			155				18.52
+		Week 6		4,343										20	370				7.53
+		Week 7																	0.00
+		Week 8		40,313								240			330				19.10
+		Week 9		40,148										90	75				12.31
+		Week 10		79,308									90	60	180				18.13
+		Week 11		70,983											120				18.90
+		Week 12																	0.00
+		Week 13																	0.00

Used to identify inconsistencies in study hours spent on a module as this has an impact on anxiety and stress levels.

Accessibility
resources can be
recorded within the
module map

Module Summary

Learning Outcomes

Activity Planner

Workload Tool

Module Map

Design Log

Evaluation

Guidance and support

Tutor support

Peer support

Study support

Assessment support

Library services support

Accessibility support

Reflection and demonstration

OCAS - continuous assessment

OES - end of module assessment

AFL - assessment for learning

Reflection

Personal development

Save

Cancel

Content and experience

Core study materials

Skills study materials

Other materials

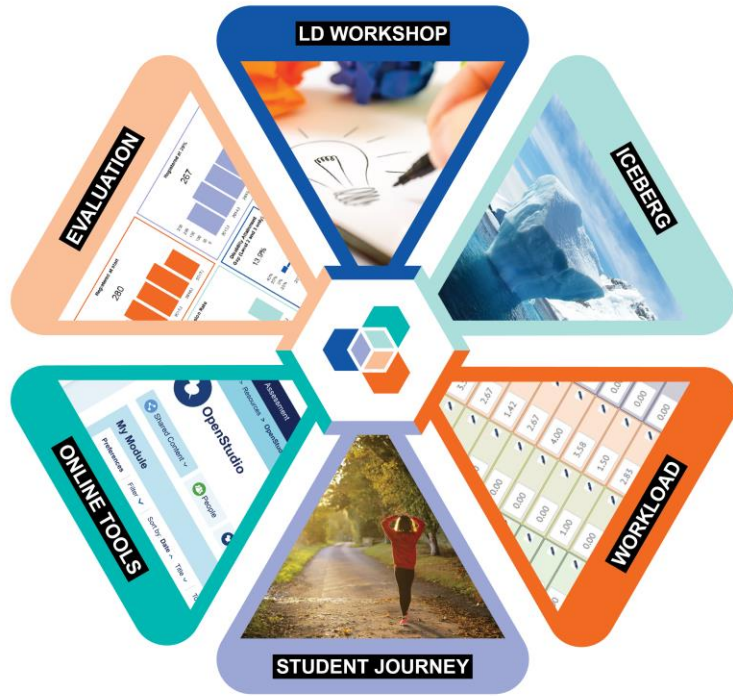
Communication and collaboration

With tutor

With peers

With wider community

Addressing EDI Evaluation

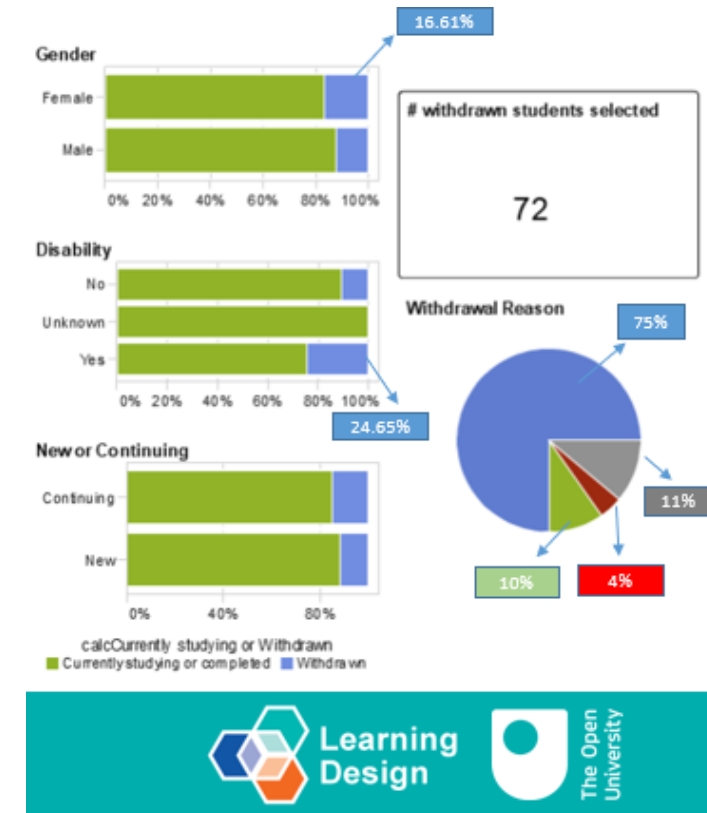
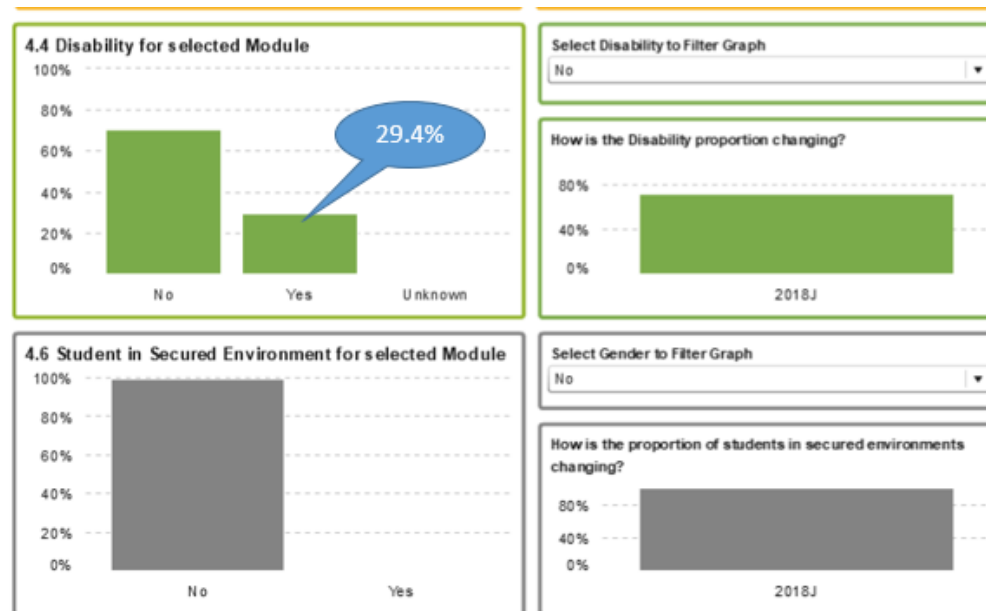


Data analytics – the A4A process

Can be used to discuss the learner profile for the module.

Indicates how learners are engaging with resources and assessment points

Examines the profile of learners withdrawing from modules.



Drilling down for further information

We have noticed that:

- More module teams are requesting a comprehensive breakdown of disability to consider module presentation in more detail.
- Our data analyst is being asked to produce information specifically on how disability is linked to withdrawals and attainment for modules.
- There is a genuine interest for module teams to know how learners with a declared disability are engaging with the course structure and resources, as well as developing mechanisms to support them.

Get in touch!

The Open University
LDS Learning
Design

Level 7 Perry B

LDS-LearningDesign
@open.ac.uk



@OU_LD_Team

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