Inclusive Learning

Introduction to the Floe model of learning content

Motivation: learners learn differently

We have heard students feel disenfranchised, and do not see education as relevant, no student education is as ineffective and do not feel that their needs are being met or met. The learner need is a new approach to education is the marginalized learner. To reach that learner, learning must be inclusive. Society must ensure that no one members are marginalized or excluded from educational opportunities.

If your goal is to optimize learning for all learners we must recognize that learners learn differently. There is neither a single way to learn nor a best way to reach a concept. Learning outcomes research shows that learners learn best when the learning experience is personalized to the learner's needs. Learning environments and drop out occur when students face barriers to learning, feel disadvantaged by the learning experience offered or feel that their personal learning needs are ignored.

For additional information, use this Floe Project presentation.

Solution: Customization + personalization, demands + matching

Open Educational Resources (OER) have the advantage of being "born-digital" and can be further customized to potentially maximize a plurality of digital delivery systems and digital content to assist in addressing the diversity of learning needs. Inclusive education of our resources are redesigned to take advantage of this plurality and constrain the flexibility needed to tailor the experience to diverse learners.

OER has the ingredients and foundational mechanisms to create the richly varied pool of resources needed to address the diverse needs of learners, thereby providing the opportunity skills and knowledge needed in today's reality. OER has tremendous potential to meet the needs of a growing group of learners with diverse learning experience disabilities. Providing the group of learners will also enhance learners to development.

OERs need to be inclusive in the following dimensions:

- Cognitive
- Technological
- Sensory
- Regional
- Individual
- Collaborative

Learning needs that affect learning can include:
- Sensory, motor, cognitive, emotional and social constraints,
- Individual learning styles and approaches,
- Linguistic or cultural preferences,
- Technical, financial or environmental constraints.

Benefit of openness

Open content allows for the remixing of content which allows for the creation of derivatives and content that makes the original materials more inclusive to the above dimensions. Open content enables:

- Reuse of content
- Sharing, modifying, and augmenting easier and more direct
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- Achieving an accessible or inclusively designed OER system requires the
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Fig. 1: Concept design mindmap

Floe’s approach helps further enable open content by making the process of sharing, remixing, and augmenting easier and more direct.

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Innovative and relevant, fresh material

Creation/delivery/use/re-use/derivations/augmentations

Accessibility principles

Methods

This section of the Floe Inclusive Learning Design Handbook focuses on the learning needs of marginalized learners and how OERs can help meet these needs. The Handbook provides guidance on how to develop OERs that are accessible and inclusive, and discusses the benefits of doing so. It also offers suggestions for how to implement inclusive practices in OER projects.
Inclusive Learning

Motivation: learners learn differently

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If our goal is to optimize learning for all learners we must recognize that learners learn differently. There is neither a single take on learning nor a best way to teach a concept. Learning outcomes research shows that learners learn best when the learning experience is personalized to their learning needs. Learning breakdown and drop out occur when students face barriers to learning, feel disadvantaged by the learning experience offered or feel that their personal learning needs are ignored. We must take a flexible and multi-modal approach to teaching and learning.

For additional information, visit the Floe Project presentations on Slideshare.

Solution: Customization + personalization, demands + matching

Open Educational Resources have the advantage of being "born-digital" and can therefore harness the potential mutability or plasticity of digital delivery systems and digital content to address in the diversity of learning needs. Unfortunately many of our resources are not designed to take advantage of this plasticity and constrain the flexibility needed to tailor the experience to diverse learners.

OER has the ingredients and foundational mechanisms to create the highly varied pool of resources needed to address the diverse needs of learners, thereby producing the variety of skills and knowledge needed in today’s reality. OER has tremendous potential to meet the needs of a growing group of un-served learners who experience disabilities. Serving this group of learners will also remove barriers to OER adoption.

OERs need to be inclusive in the following dimensions:

- Cognitive
- Technological
- Sensory
- Regional
- Dexterity
- Collaborative

Learning needs that affect learning can include:

- sensory, motor, cognitive, emotional and social constraints,
- individual learning styles and approaches,
- linguistic or cultural preferences,
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Benefit of openness

Open content allows for the remixing of content which allows for the creation of derivative content that makes the original materials more inclusive to the above dimensions. Open content enables:

- Creation/delivery/use/re-use/derivations/augmentations
- Innovative and relevant, fresh material
- Potential cost (and effort)-savings through sharing
- Depth of materials from multiple authors (additive approach)
- Content licenses that keep content alive and open

Universities adopting open access policies

Floe's approach helps further enable open content by making the process of sharing, modifying, and augmenting easier and more direct.

Strategy toward approaching matching/demand of content

- No need to change content
- Tweaks and adjustments in presentation of content
- Supplementation of content
- Recreation of content

Achieving an accessible or inclusively designed OER system requires the capacity to match the learning needs of individual learners. This requires OER-owners that are amenable to reuse, and a large, diverse pool of OERs. If the default OER is inaccessible to a specific learner the delivery system would either:

1. transform the resource (e.g., through styling mechanisms),
2. augment the resource (e.g., by adding captioning to video), or
3. replace the resource with another resource that addresses the same learning goal but matches the learner's specific access needs.

To achieve this requires:

1. information about each learner's access needs,
2. information about the learner needs addressed by each resource,
3. resources that are amenable to transformation, and a pool of alternative equivalent resources, and
4. a method of matching learner needs with the appropriate learning experience.

That is the work that Floe focuses on. To further understand what Floe is working on, visit the Floe Scenario narrative.
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Why is this important?
What is the approach?

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Inclusive learning
Accessibility principles
Techniques
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Learner needs and preferences
Video content and learning
Audio content and learning
Authoring of content
Cognitive considerations

Accessible Standardized Testing

Introduction to Accessible standardized testing
General guidelines
Functional considerations
Standardized test types
Standardized test tools

Inclusive EPUB 3

Introduction to Inclusive EPUB 3
Semantic markup - HTML 5 semantics and epub type

[Content removed for brevity]
Index ribbon hover and focus styling.

Topics menu contrast styling

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