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ENHANCE DIGITAL TEACHING PLATFORM

Pathway: Towards inclusivity

INTRODUCTION

What can technology offer to help remove barriers to learning?

This pathway looks at the ways learning design using technology can remove or mitigate the effects of barriers to study and learning. Barriers are caused by not meeting a particular need, or by creating one in meeting the needs of others in the class. No-one should feel hampered by barriers or constraints on learning because of the needs of others.

A barrier can also arise when a learner is unable for any reason to make the most of the advantages found in having learners support and encourage each other as they learn together, both in and outside of the classroom. The use of technology plays a huge role in enabling that activity.

Inclusivity is often used to describe identifying learners with clear or significant need, but it applies to all learners because using technology can make a significant contribution for all learners.

This pathway explores these three aspects of inclusion. It starts with the acceptance of the onus on teachers to accommodate and include all learners. Secondly, issues of inclusivity can relate to matters of personal capacity, circumstances and context, but it includes understanding of how intermittent attendance and other functional barriers to learning that may occur during a programme can affect progress. Thirdly, it draws on the flexibility in a class and a willingness to try changes in approach which will improve the quality of the learning, maintaining pace and progression for all

This pathway looks at:

- ‣ Differing approaches to learning
- ‣ Removing barriers for learners
- ‣ Learning from each other.

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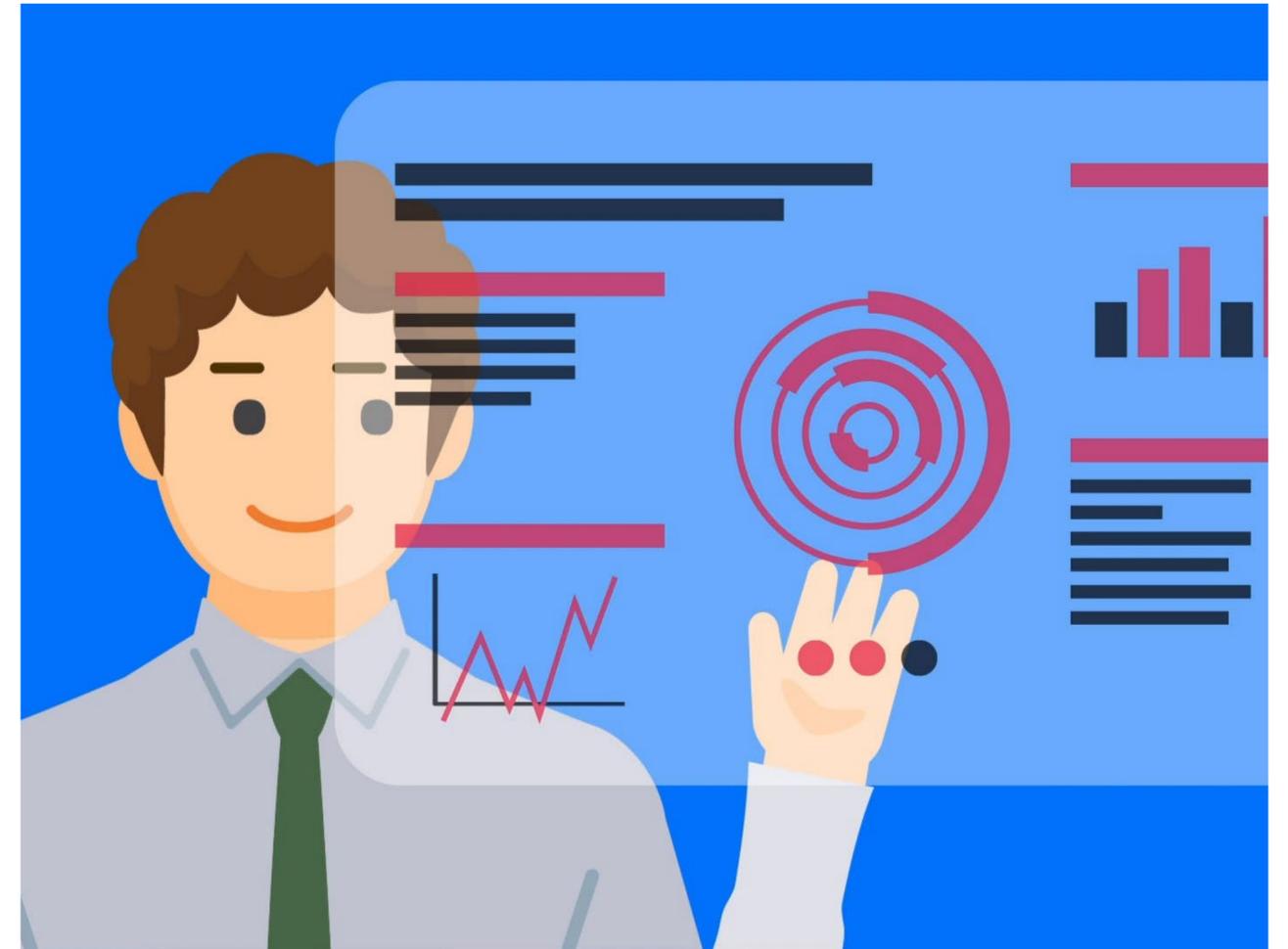
DIFFERING APPROACHES TO LEARNING

Technology has widened considerably the ability to accommodate the approaches to learning that suit the circumstances and context of each learner. Teachers need to make individual judgements so that changes to accommodate one or more learners do not then create barriers to one or more in the class.

Module 1
Personalised learning pathways

Discover module >

Module 2
Active learning: experience and outcomes

Discover module >

Module 3
Digital tools for Personal Learning and Development

Discover module >

REMOVING BARRIERS FOR LEARNERS

Technology in learning design can remove **barriers for learners** as well as create them for others. Assessing, adapting and finding flexibility **for all** is a teaching design skill.

Knowing learners and working with them is vital in good planning. Adaption can be made in the use of devices, platforms, content and resources.

Module 1
Adapting content to your audience

Discover module >

Module 2
Accommodating the learner's digital context
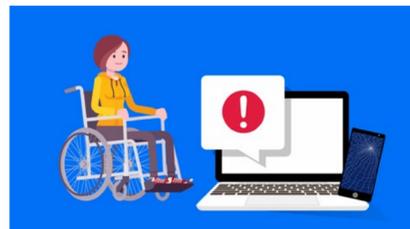
Discover module >

Module 3
Resolving intermittent and disrupted attendance

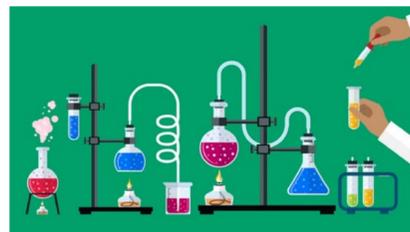**Discover module >**

LEARNING FROM EACH OTHER

Learning from each other and collaborating on learning activities reflect the new opportunities to learn in a manner the world of work operates. It has become a viable means of designing courses. Being inclusive includes knowing and using the latent skills and abilities, approaches, friendships of learners as part of the arsenal of options open to teachers to use in achieving inclusivity.

Module 1
Developing collaborative study skills

Discover module >

Module 2
Personalised learning pathways in practice

Discover module >

REFLECTION

As you go through the pathway you may want to consider the following questions:

1. How does this differ from my current practice?

2. In what three areas of curriculum OR for which three groups of learners could I apply these concepts to improve the learner experience or outcomes?

3. What would be the barriers to making these changes (if any)?

4. What additional information do I need before making a change?