#### The session will start at 14:00

#### SUPPORTING LEARNERS WITH

#### **ONLINE READING SKILLS**

SALLY BETTS, ALISTAIR MCNAUGHT, SARAH SIMONS AND VIKKI LIOGIER

7<sup>TH</sup> APRIL 2020

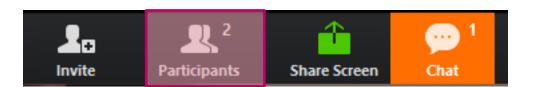
#### WEBINAR AIM

To explore how students can be helped to be more productive with their online reading.

#### WEBINAR OBJECTIVES

- Explore the ways online reading can be made more productive
- Explore inbuilt options for students working remotely
- Identify relevant Enhance supporting modules
- Understanding the reflection and badging process that provides you with professional feedback
- Identify further sources of support and guidance

### **Chat & feedback**



*	~	×	47	•	
Raise Hand	yes	no	go slower	go faster	more

#### From Your Facilitator to Everyone:

Hello everyone would you like to introduce yourselves.

#### To: Everyone 🗸

More 🗸

Type message here...

#### **GENRES OF READING SUPPORT**

#### People are different. The art of the possible includes...

- Listening to text
  - Using text to speech tools.
- Making reading more comfortable
  - By changing font size or colour contrasts.
- Improving focus and concentration
  - By removing distracting clutter.
- Precising long documents
  - By extracting heading and subheading lists.

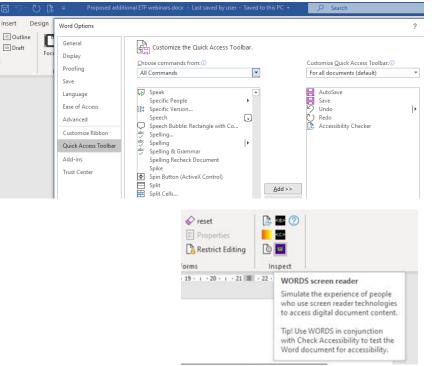
## Listening to text

#### LISTENING TO TEXT



#### Word

- Recent versions: View > Immersive Reader
- Older versions: Add Speech via Quick Access Toolbar.
- Any version: Add Document
   <u>Accessibility Toolbar.</u>



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/out

#### LISTENING TO TEXT

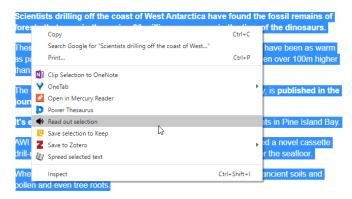
#### Web pages - PC

- Edge built in text to speech.
- Chrome or FireFox plug ins such as <u>Selection Reader</u>.

#### Web pages (phone/tablet)

- Android Accessibility settings,
- iOS Accessibility settings.
- Apps eg <u>@Voice Aloud Reader</u>

Scientists drilling off the c forests that grew in the re		Back	Alt+Left arrow	∽ fossil remains of f the dinosaurs.
Their analysis of the materia as parts of Europe are toda	ightarrow	Forward Refresh	Alt+Right arrow Ctrl+R	nave been as warm ≱n over 100m higher
than at present. The research, led from the <i>i</i>	ß	Save as	Ctrl+S	is published in the
journal Nature	÷	Print Cast media to device	Ctrl+P	
It's emerged from an expe	A))	Read aloud		ts in Pine Island Bay. d a novel cassette
AWI and its partners, includ drill-mechanism called MeB	∎љ ⊒⊐	Translate to English	Ctrl+U	the seafloor.
When the team examined the pollen and even tree roots.	۲Þ	View page source Inspect	Ctrl+Shift+I	ncient soils and



Warning from 'Antarctica's last forests'

#### LISTENING TO TEXT

#### Any clipboard content

- Southampton AT bar
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as parts of Europe are toda	Ö	Refresh	Ctrl+R	∍n over 100m higher		
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Сору		Ctrl+C	of the dinosa
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Print		Ctrl+P	en over 100m
Clip Selection to OneNote			
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💋 Open in Mercury Reader			, is publishe
Power Thesaurus			
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Z Save to Zotero			Id a novel case
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Warning from 'Antarctica's last forests'

## Making reading more comfortable

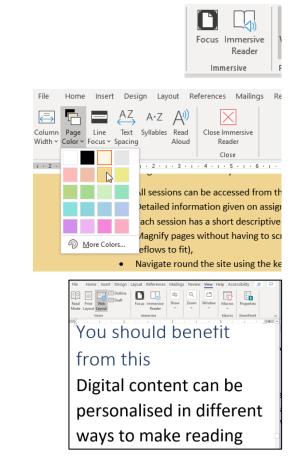
#### MAKING READING MORE COMFORTABLE

### Word

- View > Immersive reader.
- Change page colour.
- Switch to Web page view and magnify.

#### PDF

- Edit > Preferences > Accessibility
   > Replace document colours.
- View > Zoom > Reflow (then magnify the page)

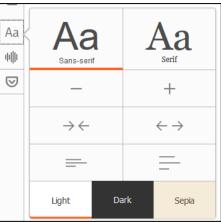


#### MAKING READING MORE COMFORTABLE

#### Web pages

- CTRL+
- Option/Settings (eg Chrome, FireFox, Edge, Opera).
- Plugins eg <u>Midnight Lizard</u>, <u>Reader View</u>; <u>HighContrast</u>, <u>Screenshader</u>

0 🚷	Midnight Lizard settings for 🕜 midnight-liza	rd.org
Common	Saturation limit: 30%	Current color scheme Default
Activation	Contrast: 50%	Set as default
A Background	Brightness limit: 93%	
Suttons	O amontess limit: 93%	Apply
A Text	Gray background saturation: 50%	N
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Images	Default hue: 45° 😑 Replace all 🗆 ර 💑 ර	
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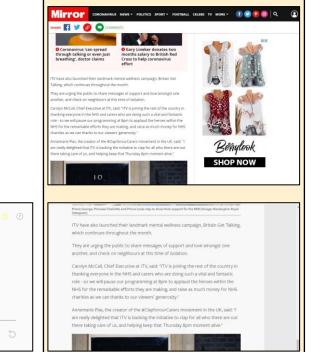
## Improving focus and concentration

#### **IMPROVING FOCUS AND CONCENTRATION**

#### Web page

- Browser plugin like <u>Mercury</u> <u>Reader</u> or <u>Reader View</u>.
- Focus/speedreading tools like <u>Spreed</u>.





## **Precising long documents**

### PRECISING LONG DOCUMENTS

### Word

View > Navigation pane. ٠

#### **PDF**

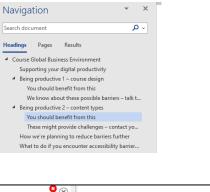
Bookmarks bar •

#### Web page

Headings map plug in. ٠

Heading	sMap 💆 😣	
ocuments	IJERPH   Free Full-Text   Physiological	
	nor Services HTML5 Outline	3. Pł
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— 2 Abo	out	3.1.1
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- 2	2. Methods	was
<b>v</b> 2	2 3. Physiological Effects of Nature Therapy	[ <b>16</b> ]. 744
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	— 4 3.2. Urban Gen Space Therapy	rate
	- 4 3.3. Plant Therapy	activ
	- 4 3.3.1. Visual Stimulation Experiment	[19,2
	- 4 3.3.2. Olfactory Stimulation Experiment	
	- 4 3.4. Wooden Material Therapy	locat
	4 3.4 1. Visual Stimulation Experiment	repre

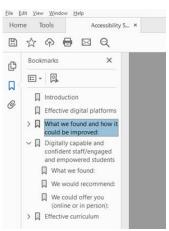
Headings



#### hysiological Effects of Nature Therapy

#### Forest Therapy

In recent years, there has been considera ironment as a place for recreation and hea ku" in Japan and means "taking in the fores gests "forest bathing", which is a health pron ironment, such as relaxation, that can i ordance with the accumulation of data. th lence-based "forest bathing (shinrin-voku)" akened immune functions and prevent di xation through exposure to forest-origin stim In 1990, a preliminary study aimed to inve ng salivary cortisol levels, a marker of stres small, the result indicated that spending tim From 2005 to 2015, a physiological experi participants in 62 forests located all over eriment describing indicators such as saliva variability(HRV)-related sympathetic [22, ity [20,21,22,23,24,25,26,27], blood p 20,21,22,23,24,27] to demonstrate the effect In one particular study, the results on 28 ations were reported [22]. The forest the resenting the environmental characteristics



#### FURTHER LINKS

### Self access resources Short: Enhance training modules:

Learning benefits of text-to-speech / Bring your own device teaching strategies.

#### Medium:

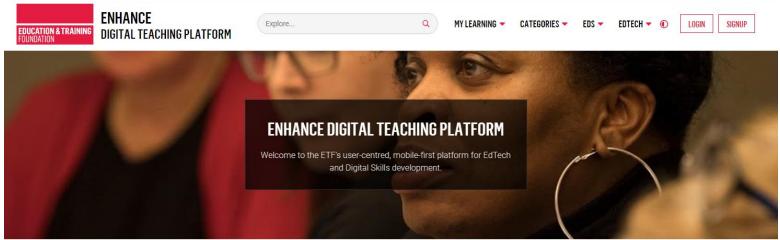
Resource collection on supporting reading

#### In Depth:

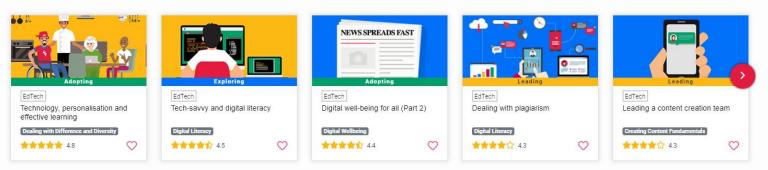
Future Teacher webinar and accompanying resources on Strategies to Support

Reading... (or join webinar re-run with new case studies on 29th April at 13:00)

## ENHANCE DIGITAL TEACHING PLATFORM – ACCESSIBILITY IN A DIGITAL CONTEXT



#### Our most popular EdTech modules



# DIGITAL TEACHING PROFESSIONAL FRAMEWORK (DTPF)

	1 1 1		80 ////////////////////////////////////						Ø				$\dot{\Sigma}_{r}$
Α	PLANNING YOUR Teaching	B	APPROACHES TO Teaching	С	SUPPORTING LEARNERS For Employability	D	SUBJECT AND Industry specific Teaching	Ε	ASSESSMENT	F	ACCESSIBILITY AND Inclusion	G	SELF DEVELOPMENT
A1 A2 A3 A4	Planning and looking for information Designing and adapting activities Empowering learners through technology Communication/collaboration between colleagues/learners	B1 B2 B3 B4	Teaching and learning resources Teaching context: face- to-face Teaching context: blended learning Teaching context fully online	C1 C2 C3	Supporting digital capabilities to enhance employability skills Supporting study skills Communication and collaboration with and between learners	D1 D2	Teaching: subject- specific and industry- related Raising learners' digital employability and self- employability skills	E1	Assessment and feedback	F1 F2	Accessibility Equality and diversity	G1 G2 G3 G4	Self-assessment and reflection Progression and CPD - strategies to develop digital skills and pedagogy Well-being: practitioner and learner Managing identity: practitioner and learner
	s	tage 1:	Exploring		Stage 2:	Adoptin	g		Stage 3: Lead	ur i			

# SUPPORTING RESOURCES

EnhanceDTP Modules: Accessibility	Exploring the benefits of text to speech
	Creating inclusive content: Principles
	Creating inclusive content: Practice
	Supporting special learning needs
	What is assistive technology
EnhanceDTP Modules: Dealing with difference and diversity	Technology, personalisation and effective learning
The ETF's Send Exhibition Website	Teaching and Learning: Making technology work for you resources Teaching and Learning, Specific needs and wellbeing page

## EMBED LEARNING



2 and 3 Star Badges There are more badges you > can earn now!

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Exploring	Adopting	Leading
Bring your own device (BOYD) teaching strategies	Accommodating the leaner's digital context	Accessibility and the law: getting it right
Creating inclusive content: Principles	Creating inclusive content: Practice	Influencing and promoting policy for equitable access
Learning benefits of text to speech	Equitable access to digital technologies	
Learning for independent living		
Supporting special learning needs		
What is assistive technology?		

### Similar process across stages

# WHY? 1

You do...

- Practice
- Reflection
- Metacognition
- Growth mindset.

Q4. How did you use the learning from this module in your teaching context?  $\star$ 

Just because my learner group are teachers rather than FE students doesn't mean that th venues I deliver in don't have differing access to digital technologies. But I know you can technologies, as shown by the blog posts from this HOLEX Techlearn project https://hole a lot can still be done to enhance learning even when access to technology is limited.

I've delivering a webinar next week on the use of technologies to support embedded matl the usual ones around role, digital confidence etc. to learn more about their access to dig digital context. Previously I would get this sort of information during delivery to provide e further. By knowing the information in advance, I have now been able to pre-plan the activ participants access to digital technologies and to use breakout rooms where I grouped p the discussion elements.

Approximately 200-250 words

#### Q5. What worked well? \*

The webinar is running next week but I hope to find that the participants recognise the rel discussions participants will take their discussions further than they might in a mixed grc learning with those who use VR as a tool when delivering welding apprenticeships.

Approximately 30 words

Q6. What would you do differently next time? \*

Not everyone answered my two additional questions, so I need to make sure the questior not optional.

# WHY? 2

You get...

- Supportive feedback.
- Caveats and suggestions.

#### Reviewer 1 (Completed)

#### Personal Feedback \*

It was interesting to see how you considered the availability of technologies in a variety of teaching venues and how limited availability is not necessarily a barrier to creative use. By gaining advance knowledge of your learners' teaching contexts and access to digital technologies you are able to further personalise the design of your sessions to ensure they are not just of greatest value to participants, but also to address inclusion needs.

Outcome: \* 💿 Refer 💿 Accept

Reviewer 2 (Completed)

Personal Feedback \*

It's great to hear how you've already taken this content and applied it to your own specific context. When teaching staff are being introduced to technology there is often a feeling of a "burden of incompetence" which can be made worse when the group consists of people widely different contexts and technological support. By grouping people the way you suggest you are more inclusive and help people make the steps appropriate to their own limitations.

### SEEING OTHERS' REFLECTIONS AND RESOURCES

EDUCATION & TRAINING Foundation	ENHANCE Digital teaching platf		Explore	٩	MY LEARNING 🔫	CATEGORIES 🔻	EDS 🔻	EDTECH - (S	SB
Awarded Practice Home / Awarded Pract	ice								
Туре	~	Search Terms	٩					SHOW V SORT BY V	,
Format	~		Reflection for 2 Star Badge - Dealing with		**	Reflection for 2 Star	Badge - De	ealing with	
Level	~	DEALING WITH DIFFERENCE AND DIVERSITY	This reflection was contributed as a submission for a 2 Star Badge in Dealing with Difference and Diversity (Adopting) by Andrew		DEALING WITH DIFFERENCE AND DIVERSITY			submission for a 2 Star Ba sity (Adopting) by Fey Cole	dge
Context	~	AUDPTING	Steele		AUBPTING				
Curriculum Area	~	Not yet rated Posted: 19/03/20	Andrew Steele	P	Not yet rated losted: 19/03/20	Fey Cole			
Associated Module	~								
Contributor		ACCESSIBLITY	Reflection for 2 Star Badge - Accessibility		ACCESSIBILITY	Template for AS leve			
Created After		LEADING	This reflection was contributed as a submission for a 2 Star Badge in Accessibility (Leading) by Sally Betts			The resource is a sugge delivering courses onlin problems I'm trying to s	e in the Earth	n Sciences department. The	e
Created Before		Not yet rated Posted: 19/03/20	Sally Betts	P	Not yet rated	Alistair McNaught			
Minimum Rating		ACCESSIBILITY	Reflection for 2 Star Badge - Accessibility		**	Reflection for 2 Star	Badge - Ac	ccessibility	
		LEADING	This reflection was contributed as a submission for a 2 Star Badge in Accessibility (Leading) by Alistair McNaught		ACCESSIBILITY	This reflection was cont in Accessibility (Explorin		submission for a 2 Star Ba letts	dge
RESET	APPLY	Not yet rated Posted: 19/03/20	Alistair McNaught		Not yet rated	Sally Betts			
		1 osteu. 19/03/20			oated. 19/03/20				

### WHAT NEXT? WEBINARS

Delivering through a virtual classroom	Adapting content quickly to deliver online
How can you make a virtual classroom work in practice? We'll explore tools and pedagogical approaches.	Adding audio or video to PowerPoint. Using tools like Nearpod together with Zoom to deliver a structured but interactive lesson.
Supporting learners in VLEs	Engaging learners in VLES
Find out how to use tools commonly available within VLEs to provide support for those learning independently online.	We'll explore how we can use the tools within VLEs to motivate and engage learners suddenly faced with learning independently.
Making webinars more inclusive	Supporting learners with online reading skills
As we move learning online, it becomes vital to understand both the benefits and the barriers of webinar-based lessons. This webinar explores some of the common issues and suggest ways to minimise their impact.	There are multiple causes for literacy difficulties, but whatever the cause, students working in isolation via online learning are more vulnerable to discouragement and failure. This webinar explores how technology offers many ways of supporting learners with their online reading skills.



## **REVIEW AND FEEDBACK**



#### WEBINAR AIM

To explore how students can be helped to be more productive with their online reading.

#### WEBINAR OBJECTIVES

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# THANK YOU ANY QUESTIONS?