

The session will start at 14:00

SUPPORTING LEARNERS WITH ONLINE READING SKILLS

**SALLY BETTS, ALISTAIR MCNAUGHT, SARAH SIMONS
AND VIKKI LIOGIER**

7TH APRIL 2020

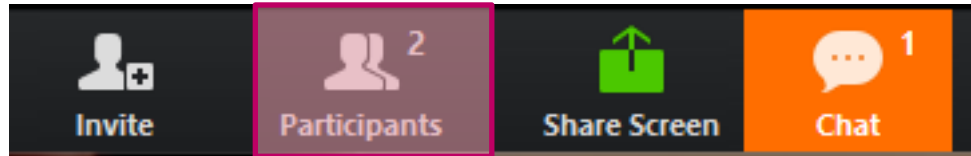
WEBINAR AIM

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



Zoom meeting interface showing feedback options and a chat message.

Feedback options: Raise Hand, yes, no, go slower, go faster, more.

Unmute Me

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...

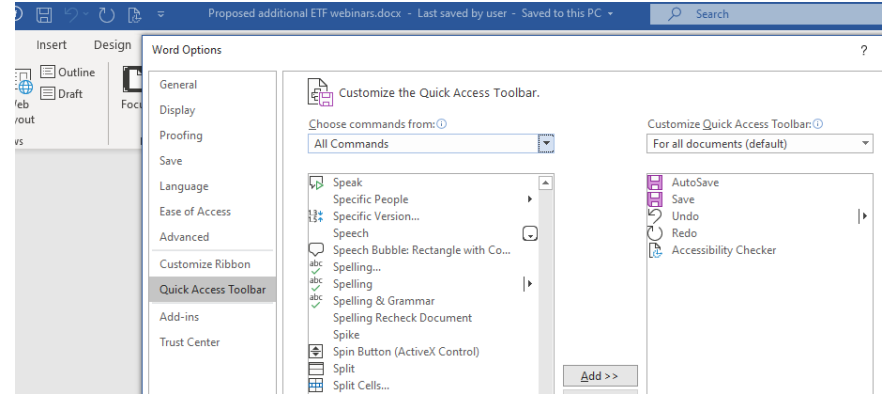
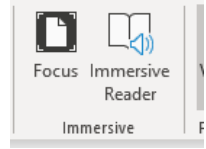
- **Listening to text**
 - Using text to speech tools.
- **Making reading more comfortable**
 - By changing font size or colour contrasts.
- **Improving focus and concentration**
 - By removing distracting clutter.
- **Precising long documents**
 - By extracting heading and subheading lists.

Listening to text

LISTENING TO TEXT

Word

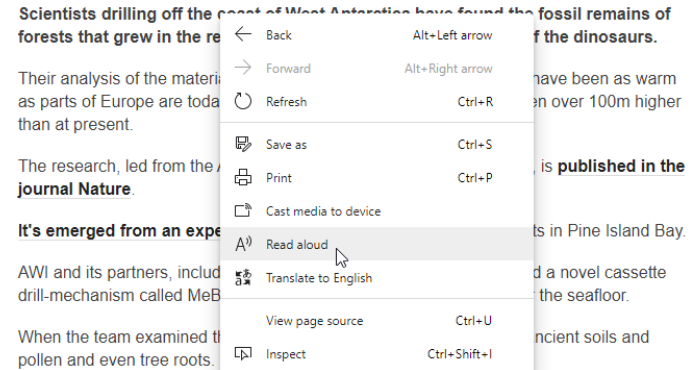
- Recent versions: View > Immersive Reader
- Older versions: Add Speech via Quick Access Toolbar.
- Any version: Add Document [Accessibility Toolbar.](#)



LISTENING TO TEXT

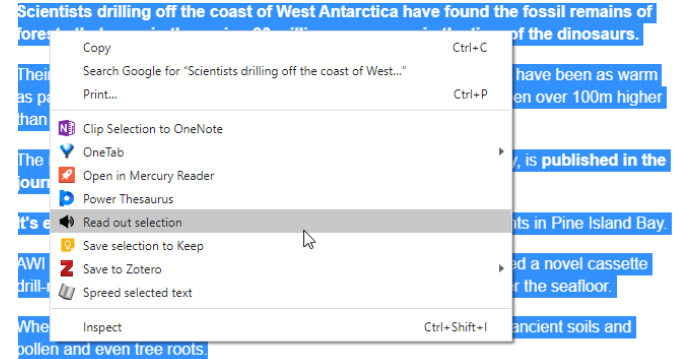
Web pages - PC

- Edge – built in text to speech.
- Chrome or FireFox – plug ins such as [Selection Reader](#).



Web pages (phone/tablet)

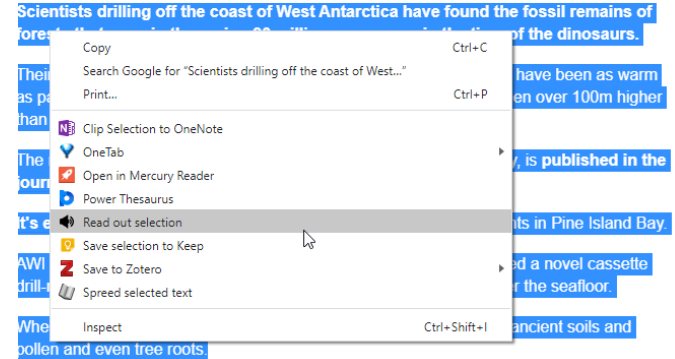
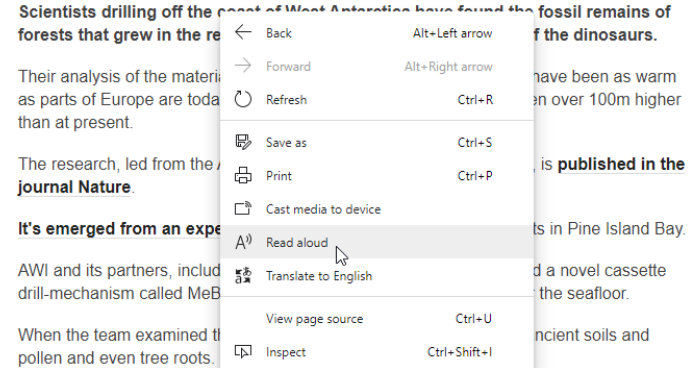
- Android Accessibility settings,
- iOS Accessibility settings.
- Apps – eg [@Voice Aloud Reader](#)



LISTENING TO TEXT

Any clipboard content

- [Southampton AT bar](#)
- [Orato](#)



Making reading more comfortable

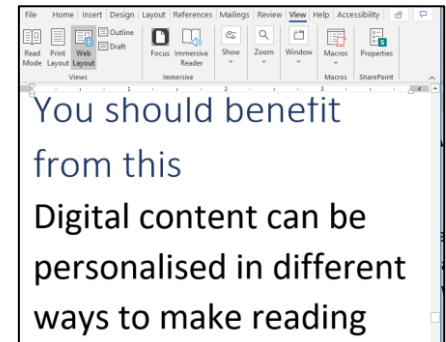
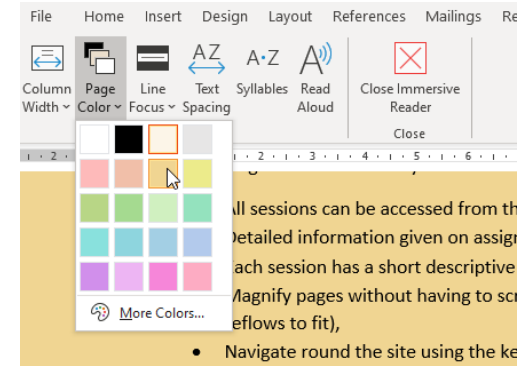
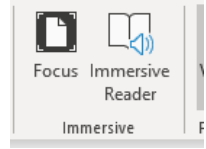
MAKING READING MORE COMFORTABLE

Word

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

PDF

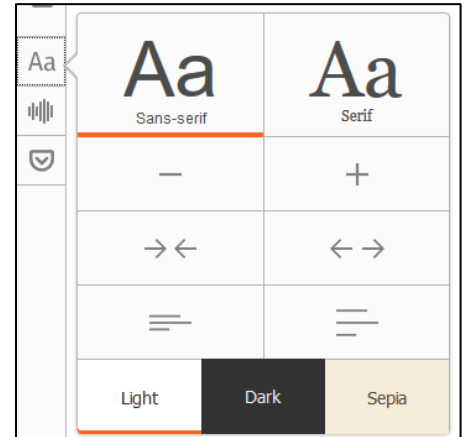
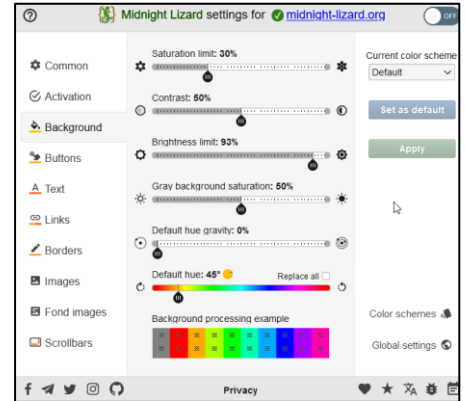
- Edit > Preferences > Accessibility > Replace document colours.
- View > Zoom > Reflow (then magnify the page)



MAKING READING MORE COMFORTABLE

Web pages

- CTRL +
- Option/Settings (eg Chrome, FireFox, Edge, Opera).
- Plugins – eg [Midnight Lizard](#), [Reader View](#); [HighContrast](#), [Screenshader](#)

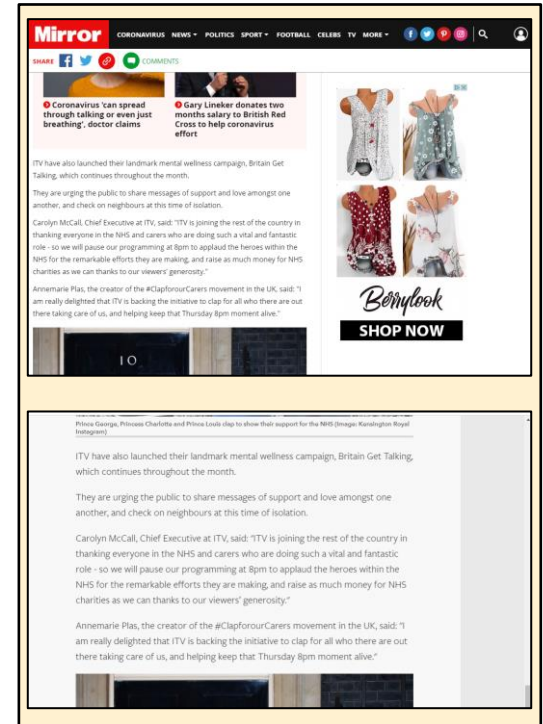
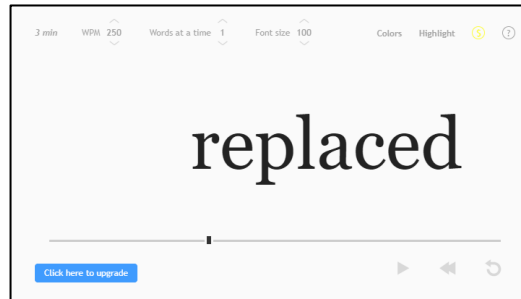
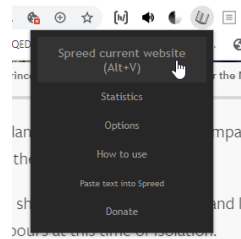


Improving focus and concentration

IMPROVING FOCUS AND CONCENTRATION

Web page

- Browser plugin like Mercury Reader or Reader View.
- Focus/speedreading tools like Spread.



Precising long documents

PRECISING LONG DOCUMENTS

Word

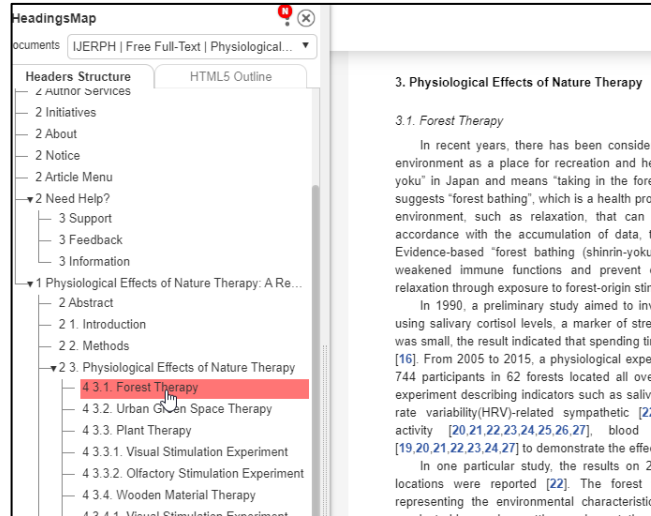
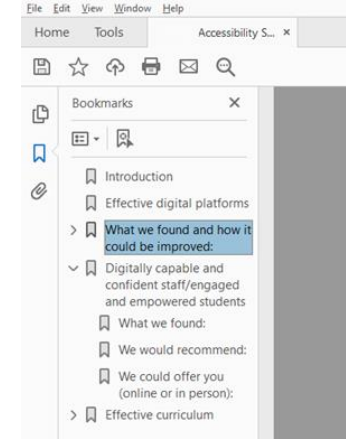
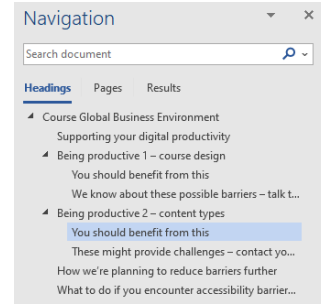
- View > Navigation pane.

PDF

- Bookmarks bar

Web page

- Headings map plug in.



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



ENHANCE
DIGITAL TEACHING PLATFORM

Explore...



MY LEARNING ▾

CATEGORIES ▾

EDS ▾

EDTECH ▾ ⓘ

LOGIN

SIGNUP



Our most popular EdTech modules

Adopting

EdTech

Technology, personalisation and effective learning

Dealing with Difference and Diversity

★★★★★ 4.8

Exploring

EdTech

Tech-savvy and digital literacy

Digital Literacy

★★★★☆ 4.5

Adopting

EdTech

Digital well-being for all (Part 2)

Digital Wellbeing

★★★★☆ 4.4

Leading

EdTech

Dealing with plagiarism

Digital Literacy

★★★★☆ 4.3

Leading

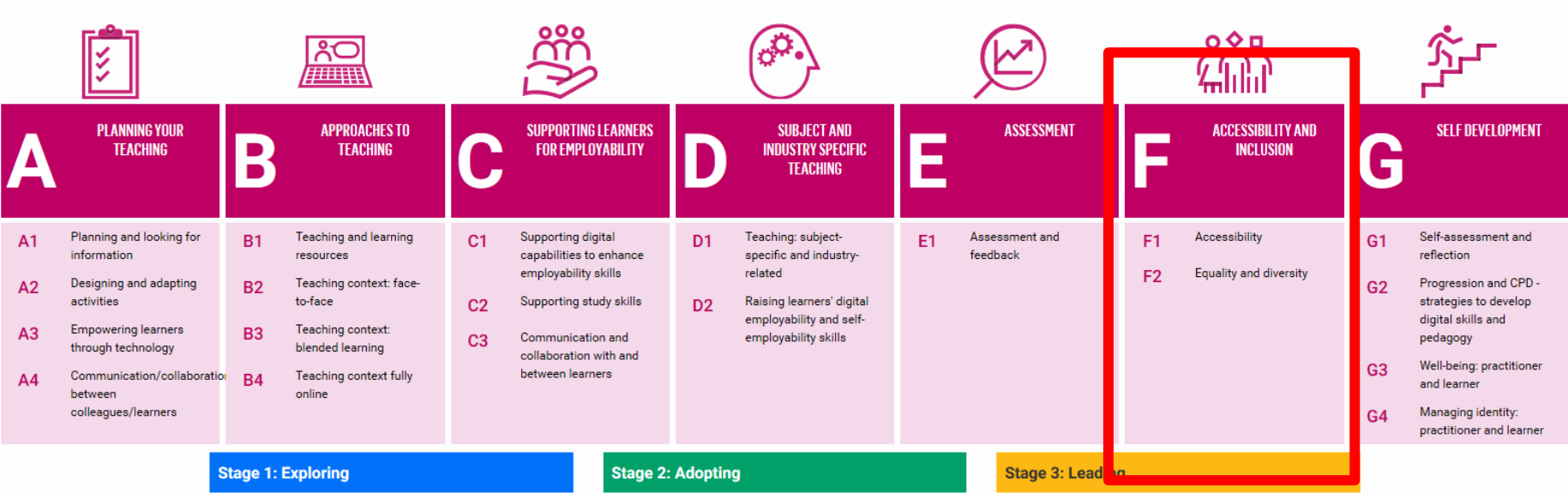
EdTech

Leading a content creation team

Creating Content Fundamentals

★★★★☆ 4.3

DIGITAL TEACHING PROFESSIONAL FRAMEWORK (DTPF)



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

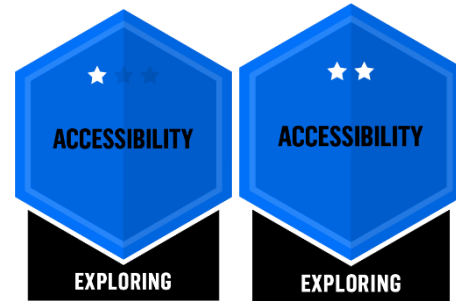
EMBED LEARNING



2 and 3 Star Badges

There are more badges you > can earn now!

Exploring	Adopting	Leading
Bring your own device (BOYD) teaching strategies	Accommodating the learner'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? *

Just because my learner group are teachers rather than FE students doesn't mean that the venues I deliver in don't have differing access to digital technologies. But I know you can use digital technologies, as shown by the blog posts from this HOLEX Techlearn project <https://holex.ac.uk/> 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 maths in the usual ones around role, digital confidence etc. to learn more about their access to digital technologies in a digital context. Previously I would get this sort of information during delivery to provide evidence further. By knowing the information in advance, I have now been able to pre-plan the activities to ensure participants access to digital technologies and to use breakout rooms where I grouped participants around 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 relevance of the discussions participants will take their discussions further than they might in a mixed group 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 questions are 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.

Outcome: * Refer Accept

SEEING OTHERS' REFLECTIONS AND RESOURCES



Awarded Practice

Home / Awarded Practice

Type

Format

Level

Context

Curriculum Area

Associated Module

Contributor

Created After

Created Before

Minimum Rating



RESET

APPLY

Search Terms



SHOW

SORT BY



Reflection for 2 Star Badge - Dealing with...

This reflection was contributed as a submission for a 2 Star Badge in Dealing with Difference and Diversity (Adopting) by Andrew Steele

Not yet rated
Posted: 19/03/20

Andrew Steele



Reflection for 2 Star Badge - Dealing with...

This reflection was contributed as a submission for a 2 Star Badge in Dealing with Difference and Diversity (Adopting) by Fey Cole

Not yet rated
Posted: 19/03/20

Fey Cole



Reflection for 2 Star Badge - Accessibility...

This reflection was contributed as a submission for a 2 Star Badge in Accessibility (Leading) by Sally Betts

Not yet rated
Posted: 19/03/20

Sally Betts



Template for AS level Environmental Science...

The resource is a suggested template for use by staff when delivering courses online in the Earth Sciences department. The problems I'm trying to solve include: too...

Not yet rated
Posted: 19/03/20

Alistair McNaught



Reflection for 2 Star Badge - Accessibility...

This reflection was contributed as a submission for a 2 Star Badge in Accessibility (Leading) by Alistair McNaught

Not yet rated
Posted: 19/03/20

Alistair McNaught



Reflection for 2 Star Badge - Accessibility...

This reflection was contributed as a submission for a 2 Star Badge in Accessibility (Exploring) by Sally Betts

Not yet rated
Posted: 19/03/20

Sally Betts

WHAT NEXT? WEBINARS

<p>Delivering through a virtual classroom</p> <p>How can you make a virtual classroom work in practice? We'll explore tools and pedagogical approaches.</p>	<p>Adapting content quickly to deliver online</p> <p>Adding audio or video to PowerPoint. Using tools like Nearpod together with Zoom to deliver a structured but interactive lesson.</p>
<p>Supporting learners in VLEs</p> <p>Find out how to use tools commonly available within VLEs to provide support for those learning independently online.</p>	<p>Engaging learners in VLES</p> <p>We'll explore how we can use the tools within VLEs to motivate and engage learners suddenly faced with learning independently.</p>
<p>Making webinars more inclusive</p> <p>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.</p>	<p>Supporting learners with online reading skills</p> <p>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.</p>

REVIEW AND FEEDBACK

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**

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**THANK YOU
ANY QUESTIONS?**