



SEL CERT

Skills Development and Certification
for Trainers of Synchronous
Electronic Learning



UNIT 3.2

Learners' centered approach in SEL

UNIT OVERVIEW

This unit focuses on designing the best online experience for all users including individuals with accessibility issues and transforming the programme into user-friendly and learner centered. It also concerns the equal participation and the management of heterogeneity in learners' groups.

Content: 46 Slides

Duration: Approximately 105 Minutes

UNIT OBJECTIVES

Lists the UNIT objectives.

They are able to:

Knowledge:

- Understand the principles of accessibility, including inclusive design and Universal Design for Learning (UDL)
- Identify the components and benefits deriving from a learner-centered approach in education.

Skills:

- Manage diversity and structure learner's groups to ensure equality in learning experience.
- Use digital tools (e.g., Microsoft Word, PowerPoint) to create accessible content.
- Implement effective engagement strategies using UDL principles to accommodate diverse learner needs.

Competencies:

- Facilitate and inspire quality learning and creativity in digital learning environments.
- Apply best practices in learner-centered approaches to enhance SEL skills.
- Develop personalised learning experiences that foster autonomy and competence among learners.

UNIT TOPICS



1. Accessibility

2. Universal Design for Learning (UDL)

3. Learner-Centered Approach

TOPIC 1: ACCESSIBILITY

- Accessibility in a synchronous learning environment and education refers to the practice of ensuring that all students, including those with disabilities and diverse needs, have equal opportunities to participate and benefit from the educational experience.

TOPIC 1: ACCESSIBILITY

Aspects that define accessibility:

Inclusive Design: The learning environment, whether it's a physical classroom or an online platform, should be designed with inclusivity in mind from the beginning. This means considering the needs of all students and making accommodations as necessary.

Universal Design for Learning (UDL): UDL is a framework that promotes the use of multiple means of representation, engagement, and expression. It allows students to choose the way they access and engage with content, taking into account their individual learning preferences and needs.

Accessible Content: Educational materials, including text, images, videos, and other media, should be created or converted in accessible formats. This ensures that students with disabilities can access the content using screen readers, Braille displays, or other assistive technologies.

TOPIC 1: ACCESSIBILITY

- **TOPIC 1**

- **Accessibility in Microsoft Word**

Objectives: encourage and facilitate knowledge and creativity in the Microsoft Word tool

- **Accessibility in Powerpoint**

Objectives: encourage and facilitate knowledge and creativity in the Microsoft Power Point tool

ACCESSIBILITY MICROSOFT WORD



HOW TO OPEN YOUR ACCESSIBILITY CHECKER

Run the 'Accessibility Checker' through "File tab
→ Check for Issues → Check Accessibility"

The screenshot shows the Microsoft Word ribbon in the 'Info' tab. The 'Check Accessibility' button is highlighted with an orange box. Below it, the 'Check for Issues' button is also highlighted with an orange box. The 'Accessibility Checker' task pane is open on the right, showing a warning for 'Objects not Inline' with a sub-item 'Folded Corner 6'. An orange arrow points from the 'Check Accessibility' button to the task pane.

Info

Protect Document
Control what types of changes people can make to this document.

Check for Issues

Inspect Document
Before publishing this file, be aware that it contains:
■ Document properties and author's name
■ Content that people with disabilities find difficult to read.

Check Accessibility
Check the document for content that people with disabilities might find difficult to read.

Check Compatibility
Check for features not supported by earlier versions of Word.

Accessibility Checker

Inspection Results

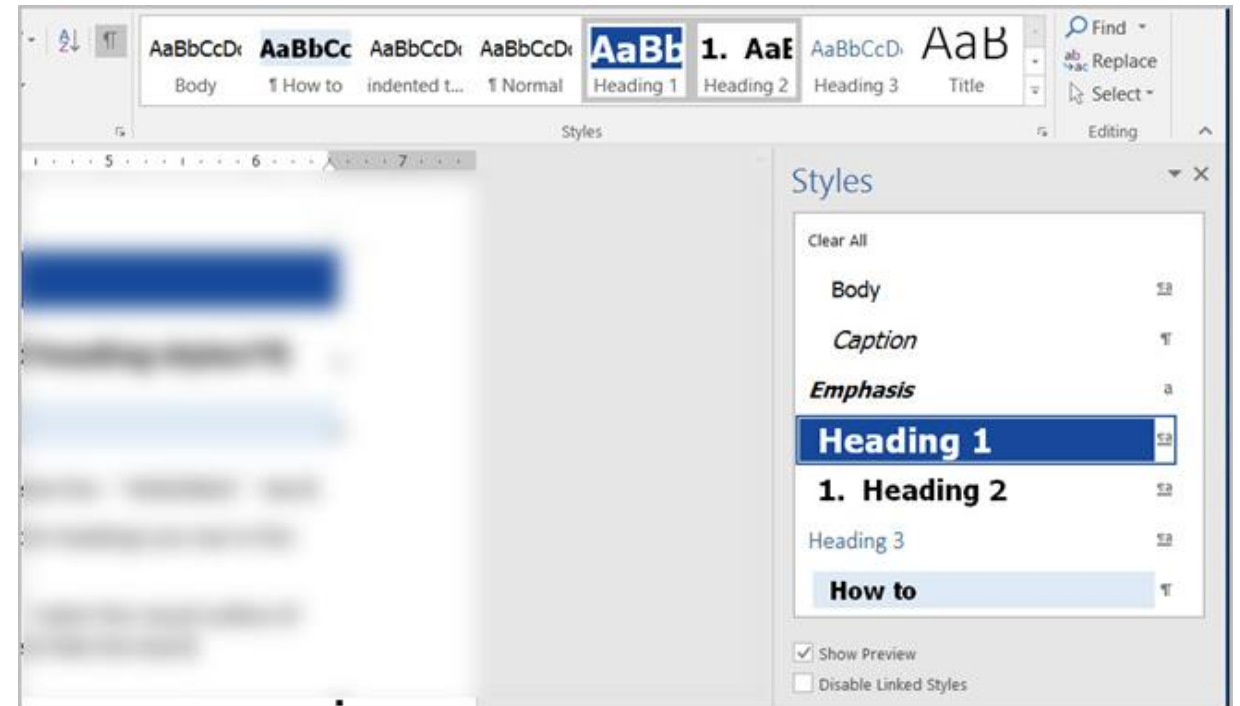
Warnings

- ▲ Objects not Inline
 - Folded Corner 6

MS WORD HEADING STYLES

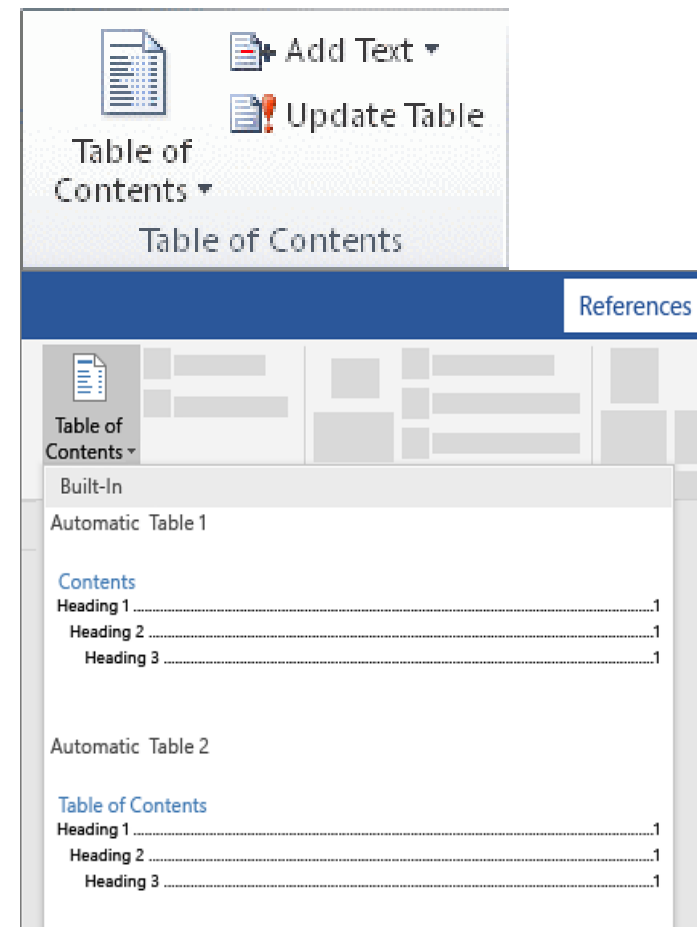
- Heading styles create a structure that assistive technology can quickly access and aid document navigation based on the heading levels.

Select “Home tab>Styles” (or “Ctrl+Alt+Shift+S” to open the “Styles pane”) and apply heading styles to the headings in your document.



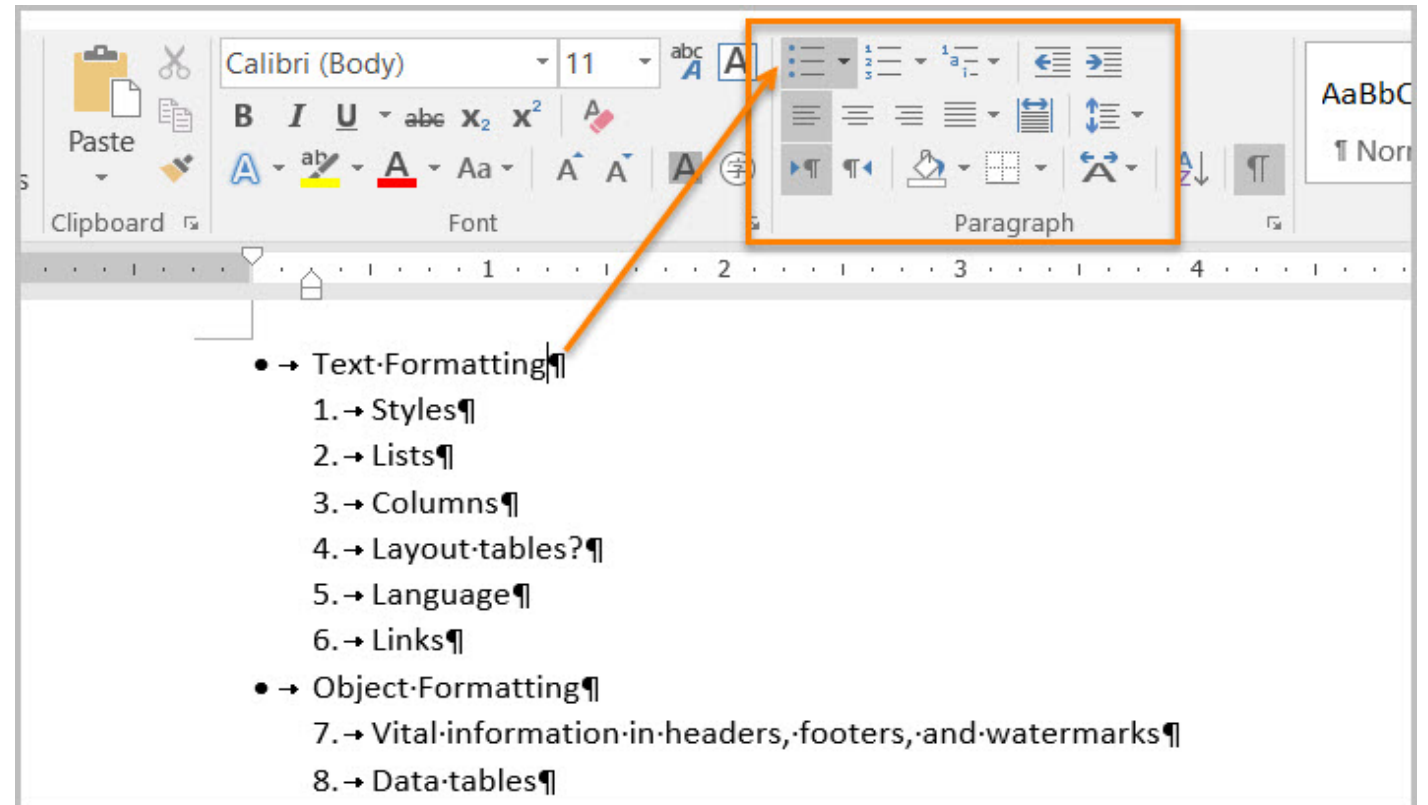
ARE THE TABLE OF CONTENTS LISTS FORMATTED CORRECTLY?

On the References tab, in the Table of Contents group, click Table of Contents, and then click the table of contents style that you want.



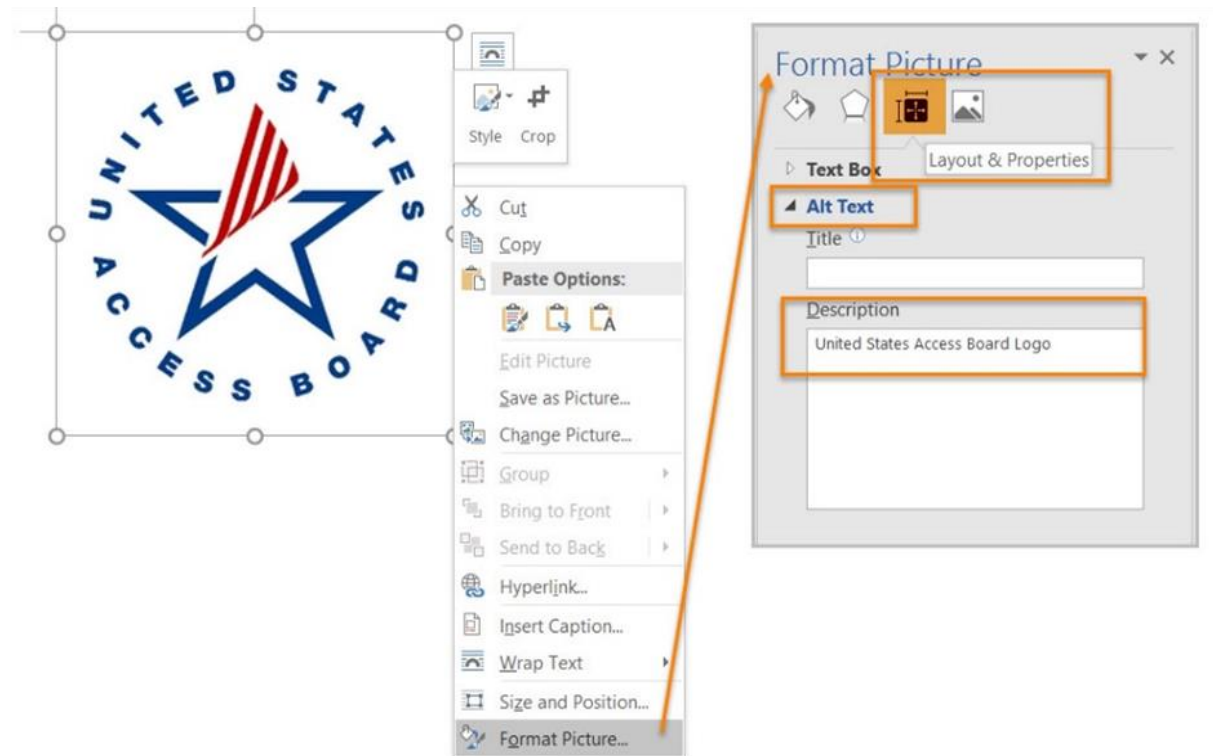
LISTS ORGANIZE AND STRUCTURE CONTENT.

Select “Home tab>Paragraph” and use the “Bullets,” “Numbering,” or “Multilevel List” features when formatting lists in your document.



DO IMAGES AND OTHER OBJECTS HAVE ALTERNATIVE TEXT?

Select an image or object that conveys meaning, “right click (or Shift+F10)>Format Picture (Note: could say Format Object, Format Shape, etc.)>Layout & Properties icon>Alt Text,” and read the “Description” field. Also, look for a caption or a description of the image or object in nearby text.



ARE COLORS AND OTHER VISUAL CHARACTERISTICS THAT CONVEY INFORMATION ALSO DESCRIBED WITH TEXT?

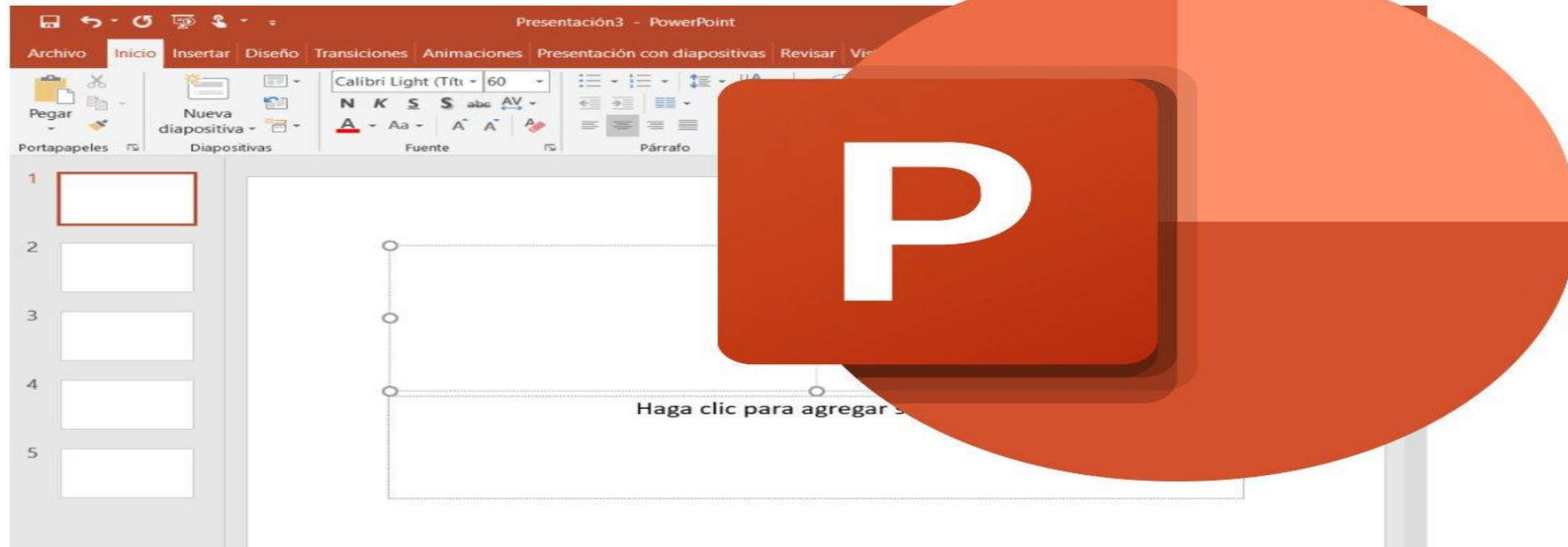
Using only color or other visual characteristics (such as size, shape, and location) to convey meaning will not provide comparable access to people who are blind, have low vision, or are colorblind.

VIDEO : WORD ACCESSIBILITY OVERVIEW



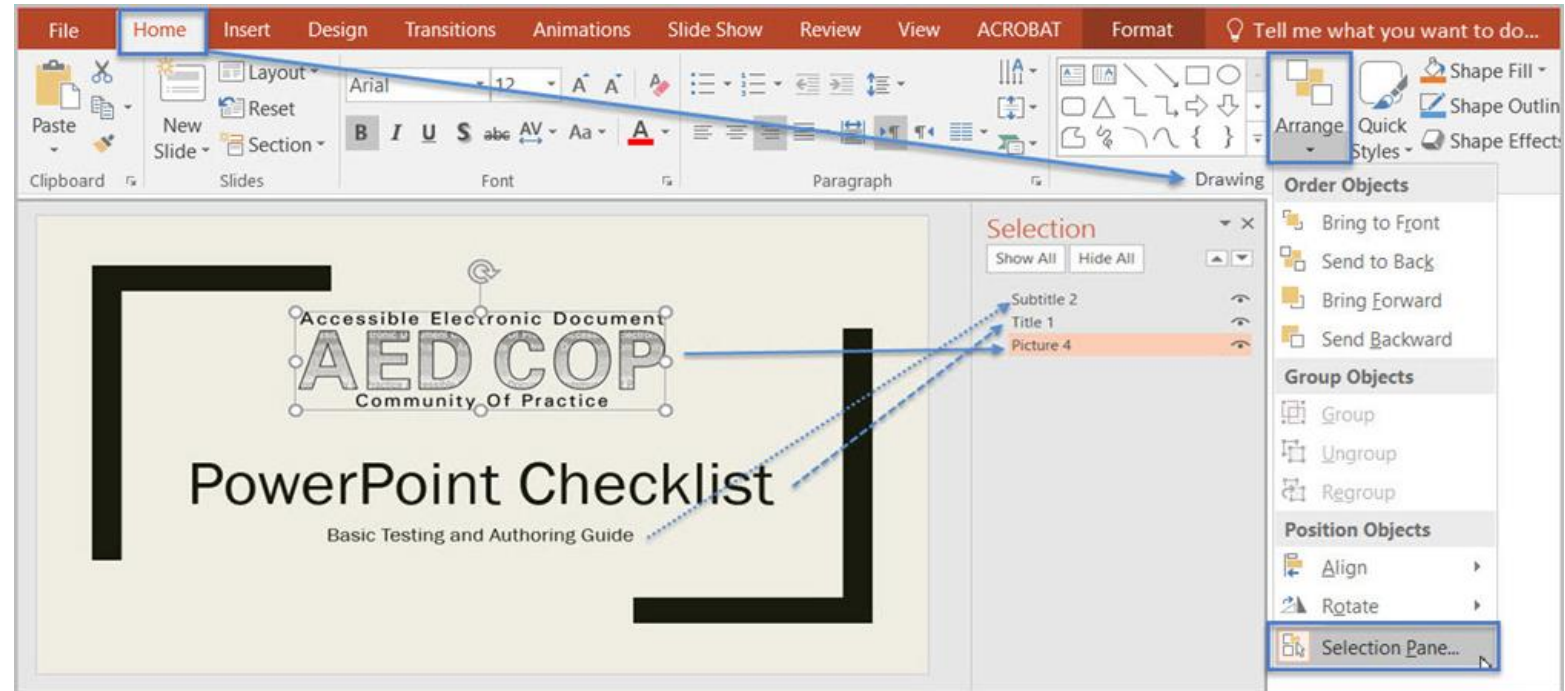
https://www.youtube.com/watch?v=18f-_z0hcaU&list=PL2GnpAhfNiFH2WxwHxYoIB0Bzdo3cTxd6

ACCESSIBILITY POWER POINT



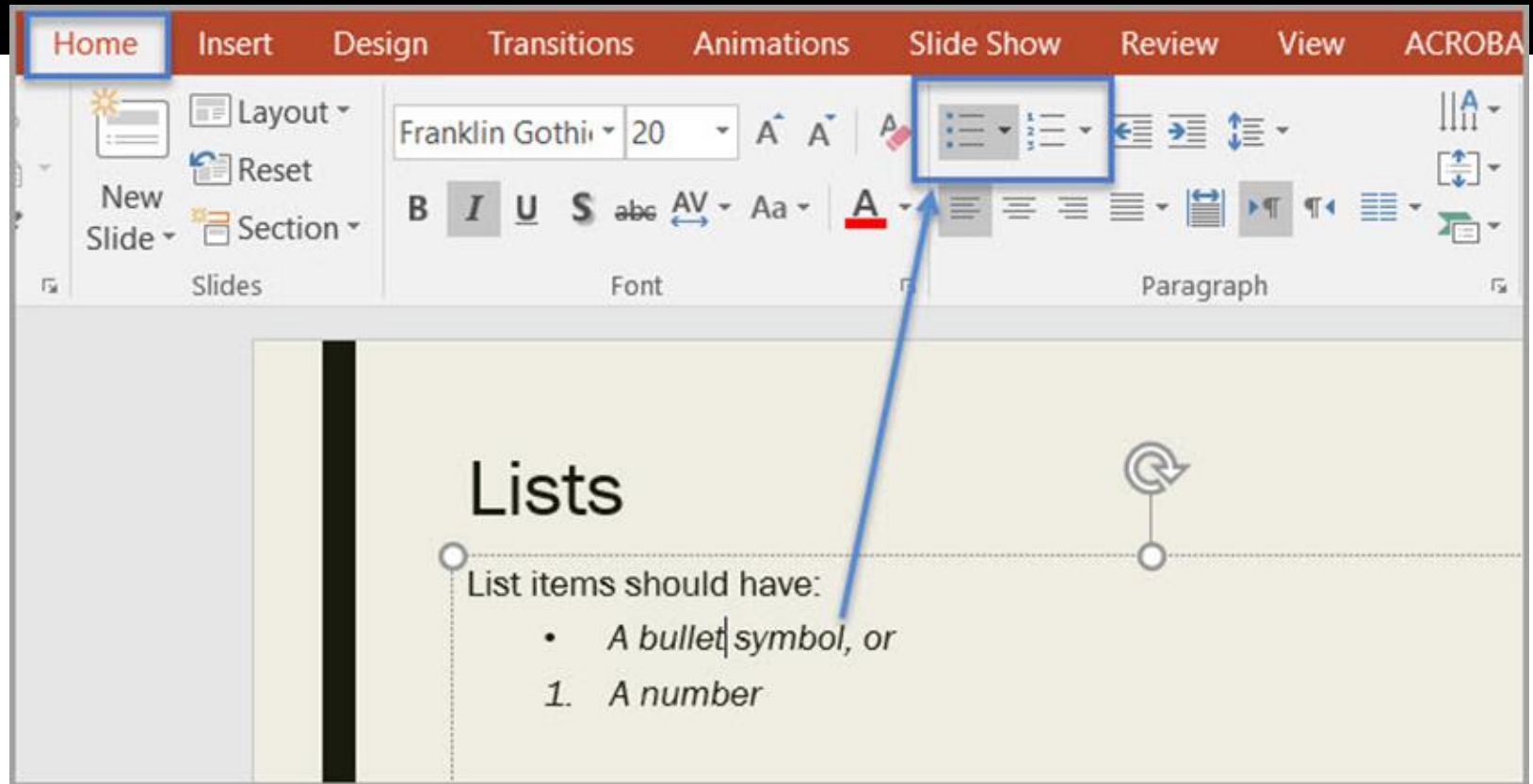
DOES THE READING ORDER MATCH THE VISUAL LAYOUT?

Open the Selection pane (“Home tab > Drawing > Arrange>Selection Pane”). The first object on the slide will display at the bottom of the Selection Pane. Starting from the bottom and moving to the top, select each object to view the reading order on the slide.



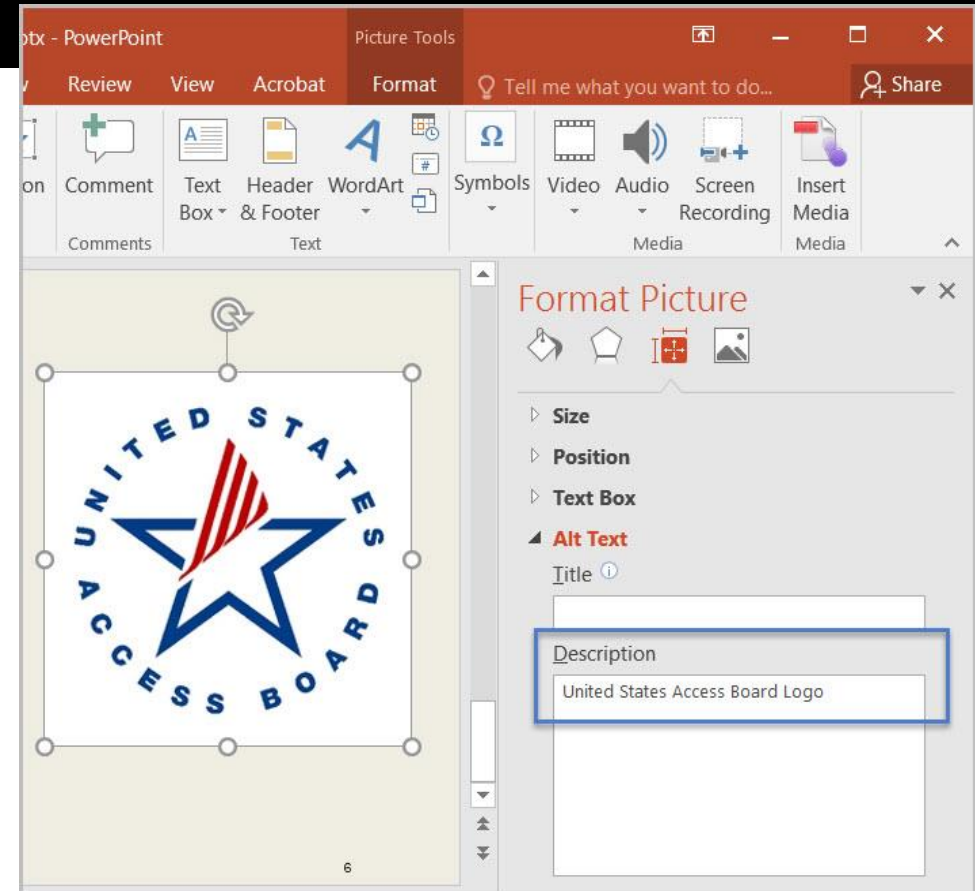
ARE LISTS FORMATTED CORRECTLY?

Place your cursor on a list item.
Determine if one of the list formatting indicators (“Home tab>Paragraph”) is selected.



DO IMAGES AND OTHER OBJECTS HAVE ALTERNATIVE TEXT?

Select an image or object “right click (or Shift+F10)>Format Picture (Note: could say Format Object, Format Shape, etc.)>Layout & Properties icon>Alt Text,” and read the “Description” field. Also, look for a caption or a description of the image or object in nearby text.



ARE COLORS AND OTHER VISUAL CHARACTERISTICS THAT CONVEY INFORMATION ALSO DESCRIBED IN TEXT?

Using only color or other visual characteristics, such as size, shape, and location, to convey meaning will not provide comparable access to people who are blind, have low vision, or are colorblind.

VIDEO : POWERPOINT ACCESSIBILITY OVERVIEW



<https://youtu.be/qVOZn0rVY4c?si=iTBPJwLJfqUF00wD>

Instructions

Go to

www.menti.com

Enter the code

4656 0445

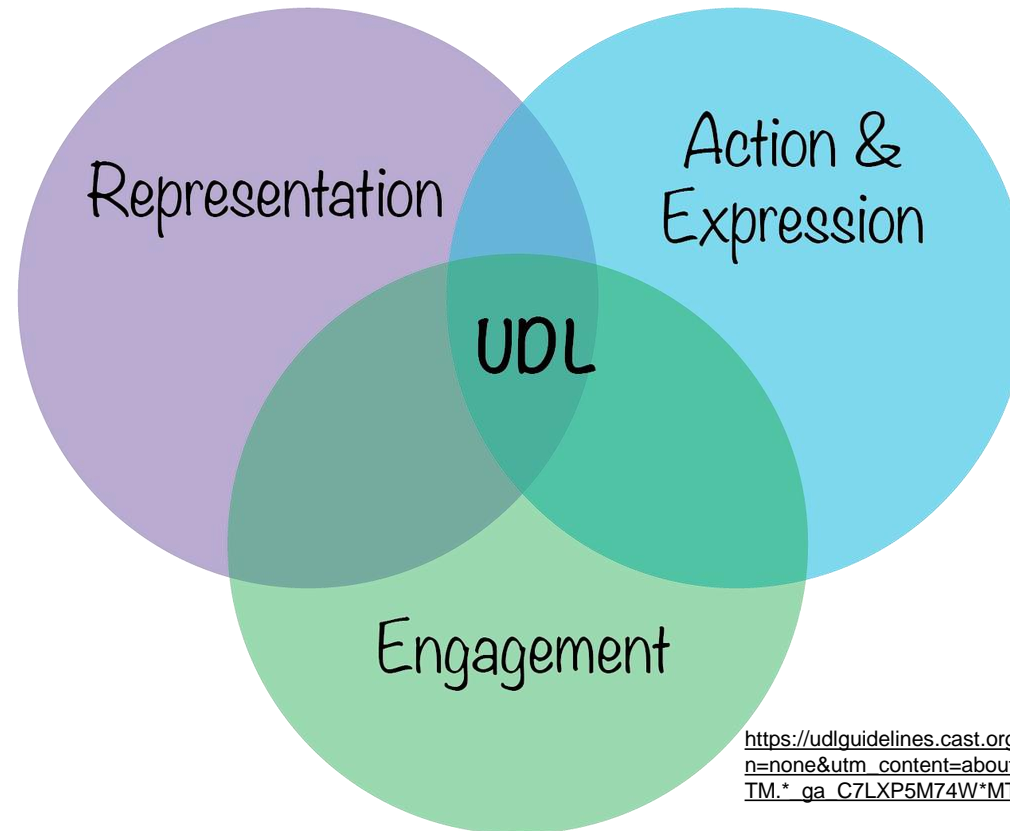


Or use QR code



TOPIC 2: UNIVERSAL DESIGN FOR LEARNING (UDL)

Objectives:



https://udlguidelines.cast.org/?utm_source=castsite&utm_medium=web&utm_campaign=none&utm_content=aboutudl&_gl=1*1q2qp7q*_ga*MjAyMTI1ODI3LjE2OTE3O TM.*_ga_C7LXP5M74W*MTY5MzgxODAwMi4zLjAuMTY5MzgxODAwOC4wLjAuMA..

UDL

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

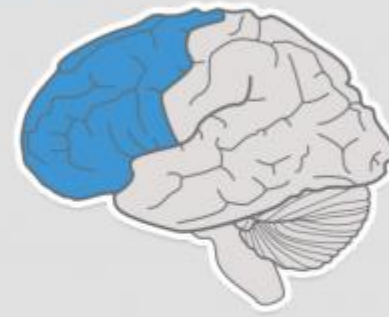
RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

ENGAGEMENT

Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. There are a variety of sources that can influence individual variation in affect including neurology, culture, personal relevance, subjectivity, and background knowledge, along with a variety of other factors. Some learners are highly engaged by spontaneity and novelty while others are disengaged, even frightened, by those aspects, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers. In reality, there is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential.



REPRESENTATION

Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness or deafness); learning disabilities (e.g., dyslexia); language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. Also learning, and transfer of learning, occurs when multiple representations are used, because they allow students to make connections within, as well as between, concepts. In short, there is not one means of representation that will be optimal for all learners; providing options for representation is essential.






ACTION & EXPRESSION

Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those who have language barriers, and so forth approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. It should also be recognized that action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ. In reality, there is not one means of action and expression that will be optimal for all learners; providing options for action and expression is essential.



Universal Design for Learning Guidelines

	<p>Provide multiple means of Engagement →</p> <p>Affective Networks The "WHY" of learning</p> 	<p>Provide multiple means of Representation →</p> <p>Recognition Networks The "WHAT" of learning</p> 	<p>Provide multiple means of Action & Expression →</p> <p>Strategic Networks The "HOW" of learning</p> 
Access	<p>Provide options for Recruiting Interest (7) →</p> <ul style="list-style-type: none"> Optimize individual choice and autonomy (7.1) > Optimize relevance, value, and authenticity (7.2) > Minimize threats and distractions (7.3) > 	<p>Provide options for Perception (1) →</p> <ul style="list-style-type: none"> Offer ways of customizing the display of information (1.1) > Offer alternatives for auditory information (1.2) > Offer alternatives for visual information (1.3) > 	<p>Provide options for Physical Action (4) →</p> <ul style="list-style-type: none"> Vary the methods for response and navigation (4.1) > Optimize access to tools and assistive technologies (4.2) >
	Build	<p>Provide options for Sustaining Effort & Persistence (8) →</p> <ul style="list-style-type: none"> Heighten salience of goals and objectives (8.1) > Vary demands and resources to optimize challenge (8.2) > Foster collaboration and community (8.3) > Increase mastery-oriented feedback (8.4) > 	<p>Provide options for Language & Symbols (2) →</p> <ul style="list-style-type: none"> Clarify vocabulary and symbols (2.1) > Clarify syntax and structure (2.2) > Support decoding of text, mathematical notation, and symbols (2.3) > Promote understanding across languages (2.4) > Illustrate through multiple media (2.5) >
Internalize	<p>Provide options for Self Regulation (9) →</p> <ul style="list-style-type: none"> Promote expectations and beliefs that optimize motivation (9.1) > Facilitate personal coping skills and strategies (9.2) > Develop self-assessment and reflection (9.3) > 	<p>Provide options for Comprehension (3) →</p> <ul style="list-style-type: none"> Activate or supply background knowledge (3.1) > Highlight patterns, critical features, big ideas, and relationships (3.2) > Guide information processing and visualization (3.3) > Maximize transfer and generalization (3.4) > 	<p>Provide options for Executive Functions (6) →</p> <ul style="list-style-type: none"> Guide appropriate goal-setting (6.1) > Support planning and strategy development (6.2) > Facilitate managing information and resources (6.3) > Enhance capacity for monitoring progress (6.4) >
	Goal	<p>Expert Learners who are...</p> <p>Purposeful & Motivated Resourceful & Knowledgeable Strategic & Goal-Directed</p>	

https://udlguidelines.cast.org/?utm_source=castsite&lutm_medium=web&utm_campaign=none&utm_content=aboutudl&_gl=1*1q2qp7q*_ga*MjAyMTI1ODI3LjE2OTExNTE3O TM.*_ga_C7LXP5M74W*MTY5MzgxODAwMi4zLjAuMTY5MzgxODAwOC4wLjAuMA..

EXAMPLE: KEY QUESTIONS (1/3)

Think about how learners will engage with the lesson.

Does the lesson provide options that can help all learners:

- Regulate their own learning?
- Sustain effort and motivation?
- Engage and interest all learners?

EXAMPLE: KEY QUESTIONS

(2/3)

Think about how information is presented to learners:

Does the information provide options that help all learners:

- Reach higher levels of comprehension and understanding?
- Understand the symbols and expressions?
- Perceive what needs to be learned?

EXAMPLE: KEY QUESTIONS

(3/3)

Think about how learners are expected to act strategically & express themselves

Does the activity provide options that help all learners:

- Act strategically?
- Express themselves fluently?
- Physically respond?

TOPIC 3: LEARNER-CENTERED APPROACH

Topic 3

- The Learner-Centered Approach is an educational philosophy and methodology that places the learner at the center of the learning process. It shifts the focus from traditional teacher-centered methods to a model where learners actively engage in their own education

KEY PRINCIPLES & CHARACTERISTICS

Individualized Learning: Learner-centered education recognizes that each student is unique. It tailors the learning experience to individual needs, interests, and abilities.

Active Participation: Learners are encouraged to actively participate in their education. This can involve discussions, problem-solving, and hands-on activities.

Self-Directed Learning: Students are empowered to take control of their own learning. They set goals, make choices, and manage their progress.

Critical Thinking: The approach fosters critical thinking skills, where students are encouraged to question, analyze, and evaluate information rather than passively absorbing it.

QUESTIONS TO CONSIDER IN STUDENT-CENTERED REMOTE TEACHING

How will my students interact with the course content?

How will my students interact with other students?

How will my students interact with me, their instructor?

<https://er.educause.edu/blogs/2020/4/student-centered-remote-teaching-lessons-learned-from-online-education>

TYPES OF LEARNER CENTERED METHODS OF TEACHING

Cooperative learning

Inductive learning

Gamify learning

Expeditionary learning

Active learning

Flipped classroom

CONTENT

Start by introducing the objective.

- adults need to know why they need to learn;
- adults want and need to learn through experience;
- adults approach learning as problem solving;
- adults learn best when the topic is of immediate value to them.

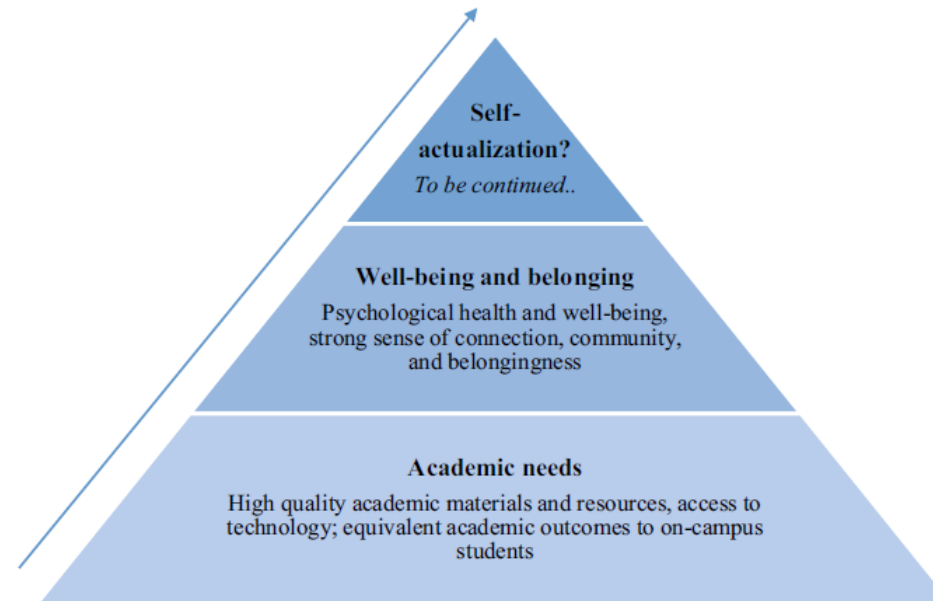
Ref. to 5.3.TRAINING CURRICULUM FOR COMPETENCIES

The types of digital based techniques be used for the training (eg lecture on web, discussion on web, brainstorming on web etc.)

The types of digital evaluation techniques to be used (for reaction & for learning)

The type of digital evaluation tools to be used (for reaction & for learning)

HIERARCHY OF ONLINE STUDENT NEEDS



In “Tertiary Online Teaching and Learning” by Stephen McKenzie, Filia Garivaldis, and Kyle R. Dyer

DEFINING STUDENT SUCCESS

Student success and its various meanings

Student success predictors and definitions are becoming increasingly important as countless online courses are now available.

However, different types of students tend to define success of online modules in different ways:

- Individual achievement levels (e.g. grades or certifications)
- Satisfaction with the course
- Perceived experience/value gained
- Employability

There are some common predictors of student success shared in different groups. Some of them are **engagement**, **self-regulated learning**, and **motivation**.

FOCUS ON THE LEARNER = PERSONALIZATION

Personalization is required the realization of eLearning promises of inclusive education

A larger and more diverse body of students is currently attending or planning to attend SEL programs. This is bound to present challenges related to a wider range of **different student needs and abilities**. This kind of challenges underline the need for personalization in designing and carrying out the lessons.

Personalized course design meets each student's needs

Evidence-based design and teaching techniques focus on meeting the students' needs for autonomy, relatedness, and competence (see Self-Determination Theory by Ryan & Deci, 2000).

STRATEGIES FOR AUTONOMY

In the context of the Self-determination Theory, autonomy means the ability to choose and pursue academic goals that align with one's own personality and values. Some autonomy-fostering strategies proposed by Cranney et al. (2020) are:

- Giving students **choice** on the content of their assessment, e.g. By asking them to focus their presentation or essay on a unit or sub-topic that really interests them.
- Allowing the students to **control their pace** of learning.
- Including the students' **personal opinions** and **experiences** in the teaching, e.g. By asking students to provide real-life or personal examples to explain some of the concepts taught and encouraging sharing their views.
- Providing different types of material presentation, i.e. **different formats of learning**, in order to meet the needs of every type of learner.

STRATEGIES FOR RELATEDNESS

In the context of the Self-determination Theory, relatedness refers to the ability to communicate effectively in a group setting. This is particularly important considering that isolation and disconnection are major reasons for people to drop out of distance learning. Some relatedness-fostering strategies proposed by Cranney et al. (2020) are:

- Engaging students in **group ice-breaking activities**.
- Encouraging and rewarding the use of **Discussion Forums** by students.
- Asking students to provide **feedback for their peers' submissions**.
- Assigning **group projects**.

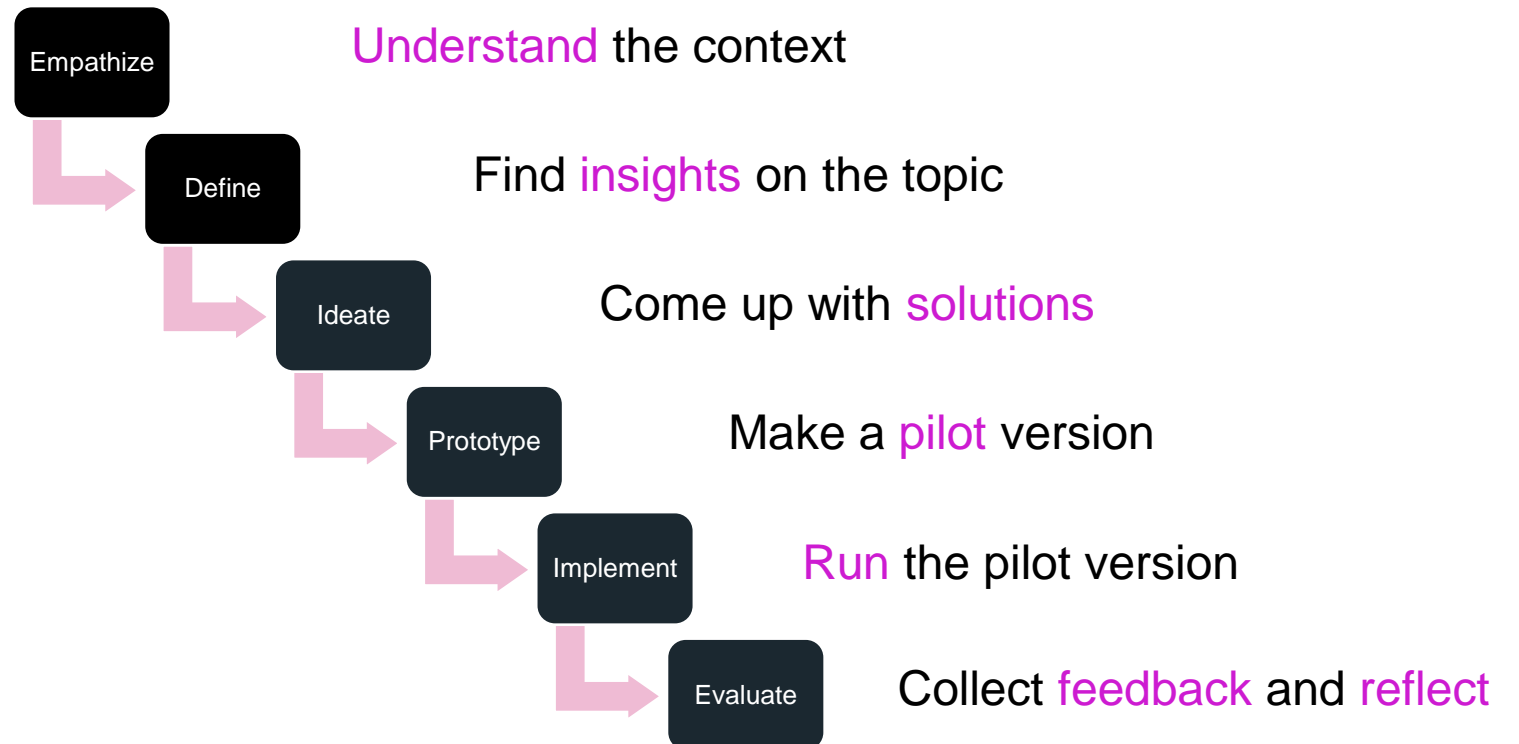
STRATEGIES FOR COMPETENCE

In the context of the Self-determination Theory, competence involves the skills necessary for academic success, i.e. Study skills. Some competence-fostering strategies proposed by Cranney et al. (2020) are:

- Assigning quick quizzes with **immediate feedback**.
- Promoting the students' use of **metacognition**, e.g. By asking them to predict their performance on a task and then reflect on how their expectations impacted their performance.
- Use **scaffolding** in learning, i.e. learning through answering relevant questions with the educator's guidance.

DESIGNING FOR STUDENT NEEDS

Personalized design process

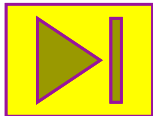


HYPERLINKS

SLIDE TEMPLATES

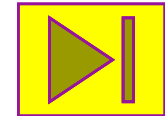
How to create a clickable hyperlink In PDF document

How to Add hyperlink
in PowerPoint

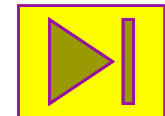


clickable
hyperlink
in a PDF

using Adobe Acrobat



without Adobe Acrobat for free



source 17.07.2023: <https://www.youtube.com/watch?v=bYkUuaA63vc>

CHECKLIST ACCESSIBILITY

- Display is < 120 words at once
- The content is break into smaller chunks
- Size fonts for readability are considered
- Font Formatting - Two Fonts are in use
- White Space is present
- Colors are limited
- Colors in training material has their meaning
- The visual design is consistent
- Each UNIT TOPIC corresponds to a color associated
- The footprint of display has UNIT TOPIC color associated
- The footprint of display contains UNIT no.,Topic , page number
- The TOPICS table of contents contains hyperlink for each Topic
- The hyperlinks are working
- There is an information about UNIT duration (h, min), and number of pages of this training material
- The UNIT content, examples, exercise and assessment information are present

YOU ARE USING TRAINING MATERIALS
FOR SKILLS DEVELOPMENT AND CERTIFICATION FOR TRAINERS OF SYNCHRONOUS ELECTRONIC LEARNING .

SELCERT PROJECT BROUGHT TOGETHER A GROUP OF PARTNERS WITH DIVERSE EXPERTISE TO DEVELOP A QUALIFICATION FRAMEWORK,
A PROGRAMME AND CERTIFICATION SCHEMES FOR THE TRAINER OF SYNCHRONOUS ELECTRONIC TRAINING.

OUR PARTNERS HAVE EXTENSIVE EXPERTISE IN EDUCATION, VET EDUCATION AND LIFE-LONG LEARNING, BUT ALSO EXPERTISE IN TECHNOLOGICAL AND CERTIFICATION MATTERS.

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CONSISTS OF COLLEAGUES FROM SEVEN DIFFERENT ORGANIZATIONS,
REPRESENTING FIVE DIFFERENT COUNTRIES OF THE EUROPEAN UNION.

This publication was developed by **DIMITRA Education & Consulting**
under the project "Skills Development and Certification for Trainers of Synchronous
Electronic Learning".

Project Agreement Number: 2021-2-PL01-KA220-VET-000051360 Erasmus+
KA220 Cooperation Partnership in Vocational Education and Training programme.

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