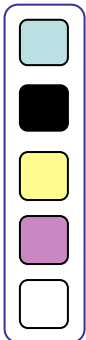


“From everyday effective practice to virtualisation: Creating an inclusive and responsive virtual learning environment.”

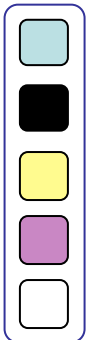
Technology to Support Autistic Learners

Rose Bowl, Leeds Metropolitan University, April 2013

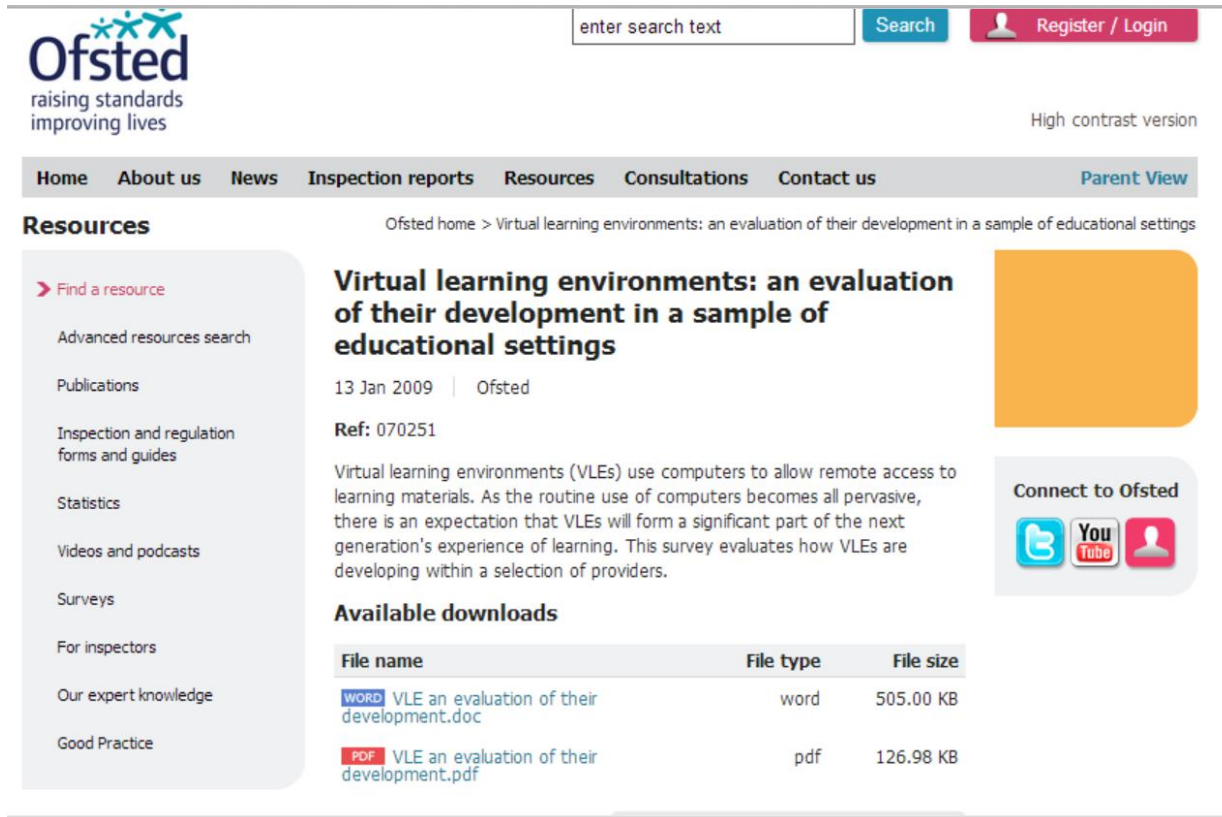


Introductions

- **Name**
- **Role**
- **Provider / Type of Provider**
- **Do you currently use a VLE?**
- **If so, what platform do you use? If not, are you thinking about introducing a VLE.**
- **Have you taken any steps to make your VLE more accessible to learners with autism?**



Ofsted VLE Evaluation



The screenshot shows the Ofsted website interface. At the top left is the Ofsted logo with the tagline 'raising standards improving lives'. To the right is a search bar with the text 'enter search text' and a 'Search' button. Further right are links for 'Register / Login'. Below the logo is a navigation menu with links for 'Home', 'About us', 'News', 'Inspection reports', 'Resources', 'Consultations', 'Contact us', and 'Parent View'. The main content area is titled 'Resources' and shows a breadcrumb trail: 'Ofsted home > Virtual learning environments: an evaluation of their development in a sample of educational settings'. The resource title is 'Virtual learning environments: an evaluation of their development in a sample of educational settings', dated '13 Jan 2009' by 'Ofsted', with reference 'Ref: 070251'. The description states: 'Virtual learning environments (VLEs) use computers to allow remote access to learning materials. As the routine use of computers becomes all pervasive, there is an expectation that VLEs will form a significant part of the next generation's experience of learning. This survey evaluates how VLEs are developing within a selection of providers.' Below this is a table of 'Available downloads' with columns for 'File name', 'File type', and 'File size'. The table lists two files: a Word document (505.00 KB) and a PDF (126.98 KB). On the left side of the resource page is a sidebar with a 'Find a resource' section containing links for 'Advanced resources search', 'Publications', 'Inspection and regulation forms and guides', 'Statistics', 'Videos and podcasts', 'Surveys', 'For inspectors', 'Our expert knowledge', and 'Good Practice'. On the right side, there is a 'Connect to Ofsted' section with icons for Twitter, YouTube, and a user profile icon. A 'High contrast version' link is also visible in the top right corner.

Ofsted
raising standards
improving lives

enter search text Search Register / Login

High contrast version

Home About us News Inspection reports Resources Consultations Contact us Parent View

Resources Ofsted home > Virtual learning environments: an evaluation of their development in a sample of educational settings

> Find a resource

- Advanced resources search
- Publications
- Inspection and regulation forms and guides
- Statistics
- Videos and podcasts
- Surveys
- For inspectors
- Our expert knowledge
- Good Practice

Virtual learning environments: an evaluation of their development in a sample of educational settings

13 Jan 2009 | Ofsted

Ref: 070251

Virtual learning environments (VLEs) use computers to allow remote access to learning materials. As the routine use of computers becomes all pervasive, there is an expectation that VLEs will form a significant part of the next generation's experience of learning. This survey evaluates how VLEs are developing within a selection of providers.

Available downloads

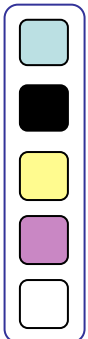
File name	File type	File size
WORD VLE an evaluation of their development.doc	word	505.00 KB
PDF VLE an evaluation of their development.pdf	pdf	126.98 KB

Connect to Ofsted

Twitter YouTube User Profile

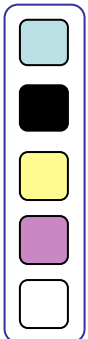
Our Challenge

- **To create a virtual learning environment which allows for blended learning opportunities across a range of sites and environments.**
- **To create an environment which is accessible to all learners regardless of their literacy and ICT skills.**



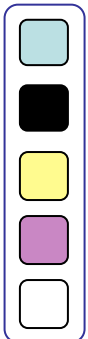
Learner Entitlement

- **Essential that learners are able to access vocational specialist teaching regardless of their location.**
- **Are able to access resources 24/7**
- **Are able to access a wide range of materials in an accessible format.**
- **Promotes independent learning through a supportive medium**



Access to all

- **It is essential that all learners are able to access course materials regardless of their literacy or ICT skills.**
- **Structure the environment to minimise distractions.**



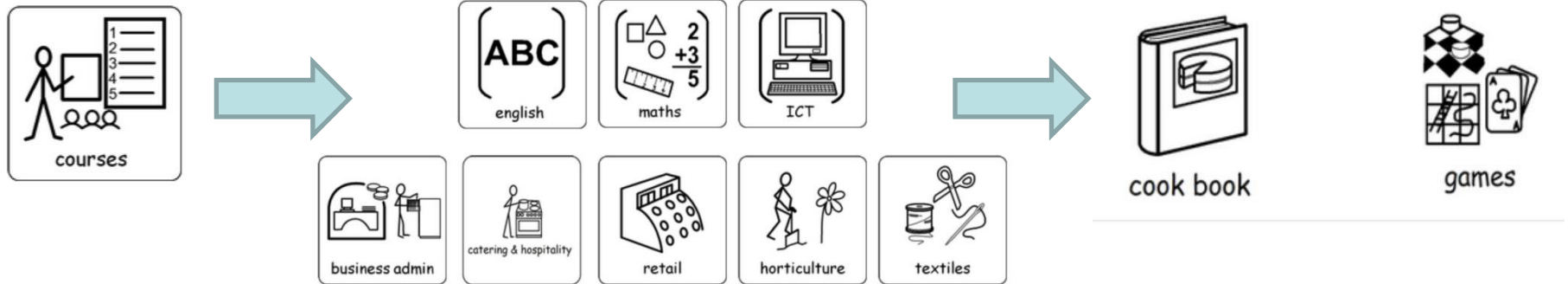
Clean Pages

The screenshot displays the Moodle LMS interface for Thornbeck College. At the top, the Moodle logo is on the left, and the user 'Admin User' is on the right. Below the logo is a navigation bar with links for COURSES, STUDENT SERVICES, LEARNER COUNCIL, VLE SITES, and STAFF. The main content area features a central welcome message with a stick figure icon and three large icons for 'courses', 'student services', and 'Learner Council'. On the left, there are 'NAVIGATION' and 'SETTINGS' panels. On the right, there are 'RECENT ACTIVITY' and 'COURSE COMPLETION STATUS' panels. A vertical toolbar with colored buttons is visible on the far left edge of the screenshot.

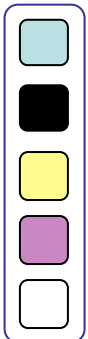
- **The docking bar introduced in Moodle 2 allows learners to access specific 'blocks' without them constantly been a distraction.**

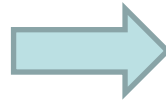
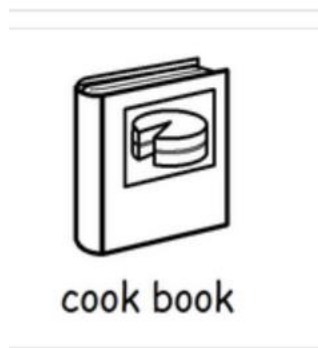


Access through assistive tech



Last modified: Thursday, 12 January 2012, 10:19 AM





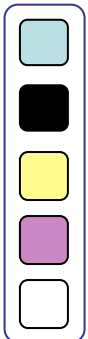
microwave chocolate cake



- **The use of hyperlinked images enables learners to easily access resources through a range of assistive technologies and devices**
 - **Touchscreen Monitors**
 - **Interactive Whiteboards**
 - **Tablets/Mobiles**
 - **Switch Technology**

The use of symbols/consistency











- **All symbols used are consistent throughout the college and the wider society.**
- **Support literacy**
- **Clear and concise single concept**
- **Over 20,000 images available**

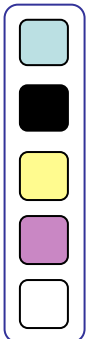


Widgit Symbols (c) Widgit Software 2002-2012

Overview of students

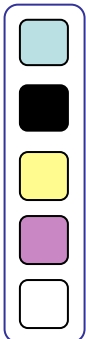
Separate groups Role

	First name / Surname	Last online	Progress Bar	Progress
	Bobby Bunce	Monday, 12 November 2012, 8:19 AM		60%
	John Jones	Monday, 12 November 2012, 8:15 AM		80%
	Michelle Murray	Monday, 12 November 2012, 8:17 AM		80%
	Suzan Smith	Monday, 12 November 2012, 8:13 AM		100%
	Steven Summers	Wednesday, 25 July 2012, 12:01 PM		0%



Recognising Achievement

- **Certificate module is embedded in all course.**
- **Fully customised for learners and staff**
- **Learners benefit from instant feedback.**
- **Certificate module allows for the recognition of achievement.**
- **Is based on the successful achievement and completion of quizzes throughout the course.**





Well Done

Test Student



Health and



Safety

Needle Admin

north east
autism society

Excellence Gateway Case Study

Case studies on good e-practice

Thornbeck College: Making Moodle accessible



An Excellence Gateway case study

Published: 13 August 2012

This case study was produced by JISC Regional Support Centre for Northern on behalf of the Excellence Gateway.

Summary

Thornbeck College is an independent specialist college for learners with autism and associated learning difficulties. The College has developed an accessible VLE in Moodle which uses Widgeit® symbols throughout. Widgeit® symbols provide pictorial support to vocabulary which makes it easier for learners to access the information on the VLE. Being able to access the VLE has helped learners to be more independent in their home environment, as well as within the College.

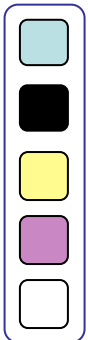
north east
autism society

- Read the [Thornbeck College: Making Moodle accessible case study](#) (PDF document, 107KB) in full now

<http://bit.ly/SXuPlw>

Activity

- **Using your own VLE how does it currently meet the needs of learners with autism and LLDD.**
- **How could it be more learner friendly?**
- **What barriers might you face?**



Contact Details

Chris Surtees
Quality Manager
Thornbeck College
Farm Road
Durham DH1 3SF

chris.surtees@ne-as.org.uk

