Learning Environments & Access to Learning

	Face to Face	Online – Instructor Led	Online – Asynchronous
Auditory Access	• Sign Language (ASL) interpretation • Provide hard and/or soft copy of materials • Ensure that all course videos you use, have closed captioning • Provide specific written directions for learning activities and worksheets	• Utilize LIVE closed captioning of the webinar • Provide transcripts of live presentation & dialogue • Ensure that all course videos you use, have closed captioning • Provide transcripts of course videos • Develop a script prior to session if possible	• Closed captioning of all spoken words • Ensure that all course videos you use, have closed captioning and/or transcriptions • Review all auditory directions provided in the course, and ensure that the same directions are provided visually
Visual Access	• Provide hard and/or soft copy of materials prior to class • Create clear verbal description of all photos and graphics (capture the context) • Examine color choice and contrast of slides and graphics • Be very specific when providing directions about breaks, lunches, activities, restrooms, etc.	• Ensure screen reader can access "live chat" stream • Provide clear verbal description of photos, graphics and video • Use "Alt-tabs" on photos and graphics for screen reader access • Webinar software must be accessible via keystroke • Examine color choice and contrast of slides, graphics and other visual images	• All content must be accessible via keystroke. Mouse enabled - drag & drop doesn't work. • Use "Alt-tabs" on photos and graphics for screen reader access • Review all visual directions provided in the course, and ensure that the same directions are provided auditorily • Test the program to ensure it really is accessible.
Physical Access	• Ensure that there is physical access to the training location (ie. ramp) • If there is an activity that requires physical movement, inquire about ideas for inclusion • Never assume they can't participate • Allow extra time for individual activities, worksheets and assignments	• Vary methodology for participation – live chat and vocal discussions • Consider movement limitations, and allow extra time for transition to breakout rooms • Allow extra time for individual activities, worksheets and assignments • Never assume they can't participate	• Remove time-based restrictions in the course. • Consider enabling both keystroke and mouse enabled content (such as drag & drop) to allow for multiple ways for access • Provide both audio and visual directions • Include closed captioning to provide additional access
Cognitive Access	• Remember that cognitive and psychological needs are invisible, and you may not be aware of a need for accommodations • Be flexible to requests for variation if possible • Variety is key – all of the above methodologies for access, can apply here. • Allow extra time for individual activities, worksheets and assignments	• Ensure that all directions and expectations are clearly communicated both spoken and in writing. • Be flexible to requests for variation if possible • Variety is key – all of the above methodologies for access, can apply here – especially auditory & visual • Allow extra time for individual activities, worksheets and assignments	• Remove time-based restrictions in the course. • Provide both audio and visual directions clearly • Include closed captioning to provide additional access • Be flexible to requests for variation if possible • Allow extra time for individual activities, worksheets and assignments • Send positive messages to encourage progress.

Note: This tool is not comprehensive – the intent is to provide an overall view of learning environments and designing access to learning.

WLPG WORKPLACE LEARNING & PERFORMANCE GROUP