Supporting accessibility, inclusion and non-discrimination in the educational offering of Opin.fi

General instructions

This training is part of the Digivisio 2030 programme’s e-learning training, which aims to develop the competence of the teaching and support staff of higher education institutions in order to promote the high-quality content of the opin.fi service. The training has been implemented following the principle of micro-learning. In other words, it consists of one or more episodes with one or more assignments. The videos and podcasts of the training package can be viewed on the [Digivisio 2030 programme’s YouTube channel address](https://www.youtube.com/playlist?list=PLUm9ZaQyWAy9mcqldfR19Ms02m5088yZ9), and the related assignments can be downloaded from the open educational resources service (aoe.fi) on the page of the training in question.

The episodes can be used to support independent learning, or they can be combined with guidance organised by the higher education institution or network of higher education institutions, and the co-creation of educational offerings. Teachers find that using the different episodes to support the development of their own teaching is a meaningful form of learning. Higher education institutions can localise the implementation of the training to suit their own needs, for example, by altering the working methods or assignments related to the content, and by limiting or adding content to the training modules. New types of entities can be compiled from the episodes on different themes, and, for example, the episodes on modularity can be used as an introduction to other themes.

Language versions

The videos, podcasts and assignments included in the training are available in Finnish, Swedish and English. Higher education institutions decide whether the participants earn study credit or receive a competence badge for completing the training. The following statement shall be added to any certificate issued by the higher education institution: “E-learning training designed in the Digivisio 2030 programme has been used in this training.”

Licence

The CC-BY-SA 4.0 licence for this training package allows you to edit the training contents for the needs of your higher education institution. The training contents may also be used as part of other training. In such cases, the original author of the material (excluding literature and videos produced by others) and the Digivisio 2030 project shall always be mentioned in their new context of use in accordance with the CC-BY-SA 4.0 licence. If a new version of the content is made, it shall also be distributed under the CC-BY-SA 4.0 licence in the same way as the original material. However, the licence does not oblige the higher education institution to share the new version, should they not wish to do so.

Digivisio 2030 logo <https://digivisio2030.fi/aineistot/>

Information texts for the localization of contents

Introduction to the training

Welcome to the Digivisio 2030 programme’s e-learning training. This is the series on “Supporting accessibility, inclusion and non-discrimination in the educational offering of the continuous and flexible learning tray”, in which we focus on examining these phenomena and their meanings, and on promoting them in everyday life.

The series consists of 3 episodes and you can find reflection assignments in connection with each episode. The aim of the reflection assignments is to inspire the participants to reflect on the themes presented during the training from the perspectives of individual actors/teachers, teams and the activities of their own higher education institution.

The training material can be used by individuals or in groups, for example, as a development tool for promoting accessibility, inclusion and equality in your own organisation.

The training was designed by Outi Wallin from Tampere University of Applied Sciences and Riikka Järvinen from South-Eastern Finland University of Applied Sciences. Together, we will guide you towards more equal learning experiences.

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Description of learning outcomes

* To comprehend the meaning of accessibility, inclusion and equality from the perspective of continuous learning
* To be able to promote accessibility, inclusion and equality in the higher education institution
* To be able to take diverse learners into account in the planning and implementation of study units

Parts of series

**Part 1. What do accessibility, inclusion and equality mean for learners, teachers and higher education communities?**

In the first part of the series, we focus on defining accessibility, inclusion and equality, and their meanings. We discuss what they mean from the perspectives of teachers, learners and educational organisations, and, in particular, from the perspective of continuous learning.

**Part 2. Promoting accessibility, inclusion and equality in higher education institutions**

In the second part of the series, persons responsible for accessibility at higher education institutions consider why it is important to take accessibility into account in the activities of the entire institution and how it can be promoted. In addition, a discussion will be held from the perspective of continuous learners.

**Part 3. Promoting accessibility on course platforms**

In the third part of the series, we focus on the accessibility and equality of course platforms and content. In this part, we discuss the characteristics of accessible and equal course platforms, and what should be taken into account from the perspective of continuous and flexible learning.

Assignments

**Part 1 What do accessibility, inclusion and equality mean for** **learners, teachers and higher education communities?**

1. How could the staff at your own higher education institution receive support and guidance to promote accessibility, inclusion and equality? How are diverse groups of learners and learner orientation taken into account? You can use the additional materials below to learn more about the topics.

\* Discrimination in education – Equality   
\* Preliminary study on structural discrimination. Identifying and Monitoring Discrimination in Different Sectors of Society (valtioneuvosto.fi)   
\* Non-discrimination Act 1325/2014 - Up-to-date legislation - FINLEX ® \* General information on accessibility - Accessibility requirements   
\* student interviews in the TINEL project) Sanna Paasonen and Malin Cronquist: TINEL - Häme University of applied sciences (hamk.fi) (Student experiences)   
\* Digital service user stories published by the Regional State Administrative Agency: User experiences on accessibility - Accessibility requirements   
\* Häme University of Applied Sciences UDL principles for taking into account different students - E-learning instructions (hamk.fi)

2. Consider how these phenomena (accessibility, inclusion and equality) are reflected/actualised in your everyday life. How are these phenomena visible/implemented in the operating culture of your organisation? Prepare a proposal on how these phenomena could be promoted in everyday life and in the operating culture.

3. UN Agenda 2030, and in particular Sustainable Development Goal 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” How can accessibility, inclusion and equality be developed further in your work and organisation? You can make use of the following material: Agenda 2030 Sustainable Development Goals - Ministry for Foreign Affairs of Finland (um.fi)

**Part 2. Promoting accessibility, inclusion and equality in higher education institutions**

1. What kinds of shortcomings and experiences related to equality and discrimination have you noticed in your daily life and at your higher education institution?

2. How can accessibility and inclusion be promoted in your higher education institution?

3. Equality concerns everyone. Who should the educational organisation collaborate with in new ways to prevent problems such as discrimination?

4. How to take into account diverse learners that come from different backgrounds (such as different linguistic and cultural backgrounds, ethnic minority groups, learning difficulties, neurodiversity, physical and sensory limitations)?

**Part 3. Promoting accessibility on course platforms**

1. Read more about Digivisio’s e-learning quality criteria and learner experiences through the links below. Consider how the teaching staff of your higher education institution could be supported and guided in the planning and building of a digitally accessible and equal course platform. How are diverse groups of learners and learner orientation taken into account? Are there sectoral, learning outcome-related or other perspectives that need to be taken into account in the promotion of accessibility? Are there adequate support services and advice available?

\* Digivisio’s e-learning quality criteria: Online learning quality criteria to support the development of educational content – Digivisio2030 (particularly parts 4. Accessibility of digitally supported learning and 5. Availability)  
\* Student experiences in the TINEL project Sanna Paasonen and Malin Cronquist: TINEL – Häme University of Applied Sciences (hamk.fi)   
\* Digital service user stories published by the Regional State Administrative Agency: User experiences on accessibility - Accessibility requirements   
\* Häme University of Applied Sciences UDL principles for taking into account different students - E-learning instructions (hamk.fi)

2. Familiarise yourself with the instructions of your own higher education institution and the instructions of other organisations below. What could be done at your own higher education institution to promote the accessibility of digital learning? You can consider, for example, whether the instructions of your higher education institution need to be updated and to what extent. Are the instructions easy to find, accessible and useful?

\* Checklist of South-eastern Finland University of Applied Sciences: Instructions and support: Taking into account accessibility | Xamk Learn   
\* Tampere Universities community (TUNI) Practical tips for accessible teaching - TLC (tuni.fi)   
\* Accessible documents Accessible documents - Saavutettavasti.fi

3. Digivisio’s e-learning quality criteria are based on the premise that no separate quality control system will be created for the educational content brought to the Continuous and Flexible Learning Tray. The programme’s Steering Group will determine the consequences if shortcomings are discovered in meeting the quality criteria. The higher education institution is responsible for ensuring the quality of the content brought to the tray. Consider how the realisation of the accessibility of teaching is evaluated in your higher education institution. How could the accessibility and quality of study units and learning materials be evaluated or tested?