

Present information, content, and materials in different ways

A suggestion for implementing the strategy
'Reduce barriers for year 9–13 students' from
the Guide: [Curriculum accessibility](#)

Includes:

- Utilise digital tools
- Enlarge content to increase access
- Use flexible learning materials
- Design effective online environments
- Use concrete materials
- Useful resources

Inclusive Education

From

Guide: [Curriculum accessibility](#)

Strategy: [Reduce barriers for year 9-13 students](#)

Suggestion: [Present information, content, and materials in different ways](#)

Date

26 April 2024

Link

inclusive.tki.org.nz/guides/curriculum-accessibility/present-information-content-and-materials-in-different-ways

Utilise digital tools

The HoD of English at Tamaki College talks about how access to online writing environments is impacting on student writing.



Video hosted on Vimeo <http://vimeo.com/113063690>

No captions or transcript

Source:

[English Online \(NZ\)](#)

<https://englishonline.tki.org.nz/English-Online/Planning-for-my-students-needs/Resources-research-and-professional-support/School-stories-and-inspiration/Tamaki-College-s-approach-to-differentiation/English-HoD-reflection-choices>

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Enlarge content to increase access

A student with low vision demonstrates how the online graphic calculator he prefers to use in class is a useful tool for others.



Video hosted on Youtube http://youtu.be/zW_wmhIYXBo

Closed Captions

Source:

[BLENNZ \(NZ\)](#)

https://www.youtube.com/channel/UCc1J9Io4SoHsP_XjMqFW8oA

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Use flexible learning materials

Suggestions for
presenting flexible
learning materials.

- ✓ Use multimedia rather than text-only material.
- ✓ Build in connections to prior knowledge, big ideas and patterns. Make effective use of hyperlinks.
- ✓ Make instructions, demonstrations or key content rewindable and accessible 24/7.
- ✓ Use digital rather than hard copy formats so that students can access content in different ways and personalise it to suit their needs.
- ✓ Avoid using handouts or workbooks that can't be adjusted.
- ✓ Include supports such as visual dictionaries, word definitions, and highlighting tools.

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Design effective online environments

Suggestions for
designing effective
online environments.

- ✓ Keep the design simple.
- ✓ Use a clear predictable structure to help students find what they need.
- ✓ Reduce visual and auditory clutter and bling (students with ADHD and autism may also find this strategy useful).
- ✓ Support navigation with both high contrast text and visual cues.
- ✓ Check with students that the way you are organising instructions and resources is working for them.
- ✓ Hyperlink to visual calendars and mind mapping options to support planning.

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Use concrete materials



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

[View full image \(879 KB\)](#)

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Useful resources



Multiple means of action and expression – Professional development resource

A multimedia online resource introducing the UDL principle of Representation. The resource contains short videos by David Rose and Grace Meo from CAST, accompanying text, and powerpoint slides. Collated by the Alberta Regional Consortia.

Publisher: The Edmonton Regional Learning Consortium (ERLC)

[Visit website](#)

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