

Ensure materials are flexible and accessible

A suggestion for implementing the strategy

'Design considerations in secondary settings'

from the Guide: [Universal Design for Learning](#)

Includes:

Offer flexible materials

Benefits of digital text

Suggestions for using text-to-speech

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From

Guide: [Universal Design for Learning](#)

Strategy: [Design considerations in secondary settings](#)

Suggestion: [Ensure materials are flexible and accessible](#)

Date

21 January 2019

Link

www.inclusive.tki.org.nz/guides/universal-design-for-learning/ensure-materials-are-flexible-and-accessible

Offer flexible materials

Ben Britton describes how digital technologies can be used to build options and supports into the learning environment.

Source: [Enabling eLearning Ministry of Education \(NZ\)](#)

Closed Captions

Source:

[Enabling eLearning Ministry of Education \(NZ\)](#)
<http://elearning.tki.org.nz/>

 Play video

Video hosted on Vimeo <http://vimeo.com/160672115>

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Benefits of digital text

Digital text is valuable because it can be:

- ▲▲ adjusted so that the style, size, and colour of fonts are the best fit for the student
- ▲▲ converted to speech using text-to-speech tools
- ▲▲ hyperlinked to definitions and background information
- ▲▲ illustrated with moving images and images from own context
- ▲▲ highlighted, annotated, and underlined to guide the reader's attention
- ▲▲ easily linked to and from other online environments and documents
- ▲▲ accessed and collaboratively edited 24/7.

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Suggestions for using text-to-speech

Encourage the use of text-to-speech across the curriculum.

- ▲▲ Listen and read along with unfamiliar texts to develop reading fluency.
- ▲▲ Access texts beyond the students' reading level.
- ▲▲ Listen to audio while doing another activity, such as exercise, travelling, or resting the eyes.
- ▲▲ When editing writing, select sections of text and listen back for errors and fluency.

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Reflection questions

Consider the following questions in your own context.

How do I provide varied accessible media to present concepts and content?

In what ways do I invite student feedback on the usefulness and accessibility of materials?

Do I offer graphic organisers, rubrics, checklists, templates with varying amounts of content to help students to organise and document thinking?

Do I prepare materials and media designed with varied levels of challenge and make them available to all students?

Are the materials I offer relevant to students' lives?

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Useful resources

Do's and don'ts on designing for accessibility

Read time: 34 min

Publisher: United Kingdom Government

[Visit website](#)

Readwritethink

Publisher: International Literacy Association

[Visit website](#)

Multiple means of representation – Professional development resource

Publisher: The Edmonton Regional Learning Consortium (ERLC)

[Visit website](#)

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