# ONLINE TEACHING: CONTENT ORGANISATION AND PRODUCTION.

SAS/GNEE recalls the need to include all students in distance learning. To support this process, it has produced this document, which collects and adapts information from different websites with a great deal of experience working with this type of teaching.

Here are some useful tips to help ensure that no one is left out.

**For students who are blind or have low vision:**

1. The organisation and presentation of content must be clear and concise.

2. Structuring headings: see the following links in Places on these topics: Styles and formatting.

3. Describe the hyperlinks (e.g. Styles and formatting instead of "Click here" or "Here") Learn how: Describing hyperlinks

4. Don't use PDFs that have an image format (i.e. with text that can't be copied). If you use a PDF, it must be accessible or an accessible alternative to that content must be created. Consider using word docs or HTML with an accessible design. You can see how to do this in the following tabs on the Places platform: PDF conversion; Accessibility check; Power Point Accessible.

5. Provide a brief and concise description of the information presented in the Images and Graphics.

6. Use large, bold typefaces (Arial, verdana, etc.) and pages that are as clean as possible (without background elements that could "distract" from the essential information). When writing, bear the following in mind: break down acronyms and define terms.

7. Use high-contrast combinations (useful for people with impaired vision) and colors that can be read without any doubt by the color-blind

8. Make sure you can scroll through the whole page and all the content using the keyboard and choose IT tools that are accessible;

**For students who are deaf or hard of hearing:**

1. Subtitle videos and transcribe audio content or opt for tools that do this such as PANOPTO, for example. If you need to subtitle and transcribe, you can use very simple tools such as those presented in the links below - YouTube Subtitling or subtitling using software such as Amara.

**For other students with SEN (e.g. dyslexia, attention deficit, autism, chronic illness, etc.):**

1. Give clear instructions on the technological tools you will be using for distance learning and also indicate where you can learn more about them.

2. Always present content in multiple ways (e.g. combine text, video, audio and/or image). Never restrict the communication of important content to just one way of communicating it, e.g. something that can be communicated via audio should have a corresponding text transcript.

3. Instructions for activities and work should be very simple and clearly expressed.

4. Give feedback on the student's work and offer different opportunities for students to correct and submit revised versions of their work, as well as adequate time for each student to complete the work requested.

5. Suggest communication and collaboration options that are accessible to people with different disabilities.

6. Also offer different options for demonstrating knowledge (e.g. different types of tests and forms of assessment, presentations, discussions, etc).

We'll be happy to help with any questions or queries you may have via e-mail: sas.nee@iscte-iul.pt

**Here are some more links that may be useful:**

[Accessibility flyers - Iscte-iul Library](#)

[Accessibility platform](#)

[Universal Design for Learning](#) - DO-IT Disabilities, Opportunities, Internetworking, and Technology / University of Washington

SAS/GNEE - Support for special educational needs

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