



Erasmus+

IO 1

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I. Introduction

Digital accessibility and inclusive learning are the central axes of the IDE@ project, which aims at developing the necessary skills to train professionals in online educational contexts, to create inclusive and accessible online teaching materials to reach all learners, regardless of their needs.

Initially, the IDE@ project differentiated between “accessible teaching” as part of IO1, and “inclusive teaching” as part of IO2. However, accessibility and inclusion cannot be dissociated as they are close related concepts. As stated by the United Nations CRPD slogan “Nothing about us without us”, thus, no accessibility can be reached without including the views of all users. Therefore, focus was shifted to “online teaching and learning during the COVID-19 from a learners’ perspective”, which is the aim of O1, and “online teaching and learning during the COVID-19 from a teachers’ perspective”, which is the aim of O2. This fact, allows to include the voice of the different agents involved in online teaching and learning practises during the COVID-19.

This report provides a summary of the work conducted for Intellectual Output 1 for the definition of competences for the new professional profile "Certified Trainer in Inclusive Distance Learning". It firstly explains the objectives of this Intellectual Output and the KPIs. It then summarizes the methods used to achieve the main goals and reports the time frames. Finally, the report presents the final outcomes and the dissemination.

II. Objectives

This Intellectual Output (IO) aims to define the competences for the profile "Certified Trainer in Inclusive Distance Learning" from learners’ perspective. The main objectives of this IO were to:

1. Map the current situation of online teaching practises in higher education and vocational education contexts in the EU.
2. Identify the profile of teachers in online educational environments.
3. Identify the challenges of online teaching and learning during the COVID-19 from a teachers’ perspective.
4. Identify best practices in inclusion and accessibility in online educational environments.
5. Examine users’ familiarity with Universal Design for Learning principles.
6. Identify needed training for professionals in online teaching contexts in terms of inclusion and accessibility.
7. Propose and validate the needed competences for the creation of a new professional profile "Certified Trainer in Inclusive Distance Learning".



III. KPIs

- Number of participating learners with experience in online learning during COVID-19: 59
- Number of participating learners from higher education: 52
- Number of participating learners from vocational training : 41
- Number of participating learners with possible interested in the training: 27
- Total number of participants: 60

IV. Methods

During this IO, all partners worked together over a period of 9 months. Previous competence definitions were gathered from:

- Different Erasmus+ media accessibility projects in which ECQA, KOENA and UAB have been involved ([ACT](#)¹, [ADLABPRO](#)², [EASIT](#)³, [IMPACT](#)⁴, [LTA](#)⁵)
- Different projects related to establishing skills for vocational trainers in Europe (ESCOT⁶) and applying Universal Design for Learning in online contexts (Tinel⁷)
- Cash et al. (2021) “Distance Educators Attitudes and Actions towards Inclusive Teaching Practices”⁸.
- Lombardi et al. (2015) “International Comparisons of Inclusive Instruction Among College Faculty in Spain, Canada, and the United States”⁹.
- OECD (2021) “Implications of the COVID-19 Pandemic for Vocational Education and Training”¹⁰.
- Rose, D.H., and Meyer, A., Eds. (2006). A practical reader in Universal Design for Learning.

An overview of the available training in Universal Design for Learning (UDL) shows that existing training is mainly addressed in primary education (KA-12) (Rose et al. 2006). Some research can

¹ <http://pagines.uab.cat/act/>

² <https://www.adlabpro.eu/>

³ <http://pagines.uab.cat/easit/en>

⁴ <https://impact-access.eu/>

⁵ <https://ltaproject.eu/>

⁶ <https://gipfar.wixsite.com/escot/the-project>

⁷ <https://www.hamk.fi/projects/tinel/?lang=en>

⁸ Cash, C., Cox, T., & Hahs-Vaughn, D. (2021). Distance Educators Attitudes and Actions towards Inclusive Teaching Practices. *Journal of the Scholarship of Teaching and Learning*, 21(2). <https://doi.org/10.14434/josotl.v21i2.27949>

⁹ Lombardi, Vukovic, & Sala-Bars (2015). International Comparisons of Inclusive Instruction. *Journal of Postsecondary Education and Disability*, 28(4), 447-460.

¹⁰ OECD (2021). *Implications of the COVID-19 Pandemic for Vocational Education and Training*, OECD Publishing, Paris, <https://doi.org/10.1787/55afea00-en>.



also be found about UDL in higher education at a tertiary level (i.e. universities) (Lombardi et al. 2015). Due to the COVID-19 situation, recent research has focused on applying UDL to distance learning in higher education (Cash et al. 2021 and Tinel project). Yet, little to no research can be found about training in UDL addressing vocational online educational contexts.

The IDE@ project aims at developing the skills and designing the curriculum for the profile "Certified Trainer in Inclusive Distance Learning". This certified trainer may be in charge of understanding, detecting, planning, designing, creating, and managing inclusion and digital accessibility in online educational contexts.

The competences for a "Certified Trainer in Inclusive Distance Learning" are attached as annex I.

The final outcome was developed after several rounds of comments and feedback gathered from IDE@ partners, the timeline of which is described below:

- April 2021: presentation of IO2 definition at the kick-off meeting
- May 2021: Competence definition, and first version of the online survey to teachers was sent to all partners.
- June 2021: All partners provided comments to the first version of the online survey.
- July-August 2021: second version of the online survey was sent to partners to gather comments.
- September 2021: UAB implemented the suggestions from all partners and sent off the final draft of the online survey for validation.
- October 2021: Final version of the online survey was validated by all partners, and translation into the 5 languages of the consortium was requested. Languages: Catalan, English, French, German and Spanish.
- October 2021: Final version of the online survey in 5 languages was launched.
- November 2021: Online survey was closed and data collection started.
- December 2021 – January 2022: Three online focus groups to teachers were organised to gather further qualitative data regarding the proposed competences.
- January 2022: the final draft of the IO1 report was validated by all partners.



A. Methodological tools

The methodological tools selected to gather quantitative and qualitative data from participants were first a questionnaire (Annex II), and second a focus group. Procedures were followed in order to ensure compliance with EU General Data Protection Regulation.

B. Online questionnaire

The questionnaire was sent to different academic and vocational training organisations to map the current practises in inclusive and accessible teaching available in online contexts, before and during the COVID-19, from the perspective of learners. The questionnaire was divided in two main parts. In the first part the respondents gave information about their demographics, and in the second part they gave feedback on their experience in online courses on inclusion and accessibility topics. The survey is available in Annex II.

The questionnaire was designed to take approximately 15 minutes to complete, with a majority of closed-ended items requiring the ticking of boxes to allow quick and easy feedback, some questions requiring graded responses using the standard set of responses (very important to not important at all, very easy to very difficult, or very familiar to not familiar at all), some questions were formulated using the Likert scale technique with a numerical 1-4 scale. Moreover, in order to gather further qualitative data to complement the quantitative data collected, some questions included an open-ended item in the form of room for comments.

1. Data collection

The questionnaires were translated in the five languages of the consortium and sent across the partner countries. However the amount of answers differed depending on the country. The French questionnaire received 55 answers, the Spanish questionnaire received 4 and the English one. The last one was discarded due to lack of relevance.

2. Survey results

a) Demographics

The first section of the survey was aimed at gathering demographic information. It consisted of 11 questions which required basic information related to:

1. age range and gender
2. learning country and languages
3. educational level
4. learning formats and practises before and during COVID-19
5. learning preferences



6. learners average enrolment in online courses.

(1) Age and gender

The participants were mostly (54%) under the age of 34. The two main age ranges were 18 - 24 years old (37%) and 35 - 44 years old (25%).

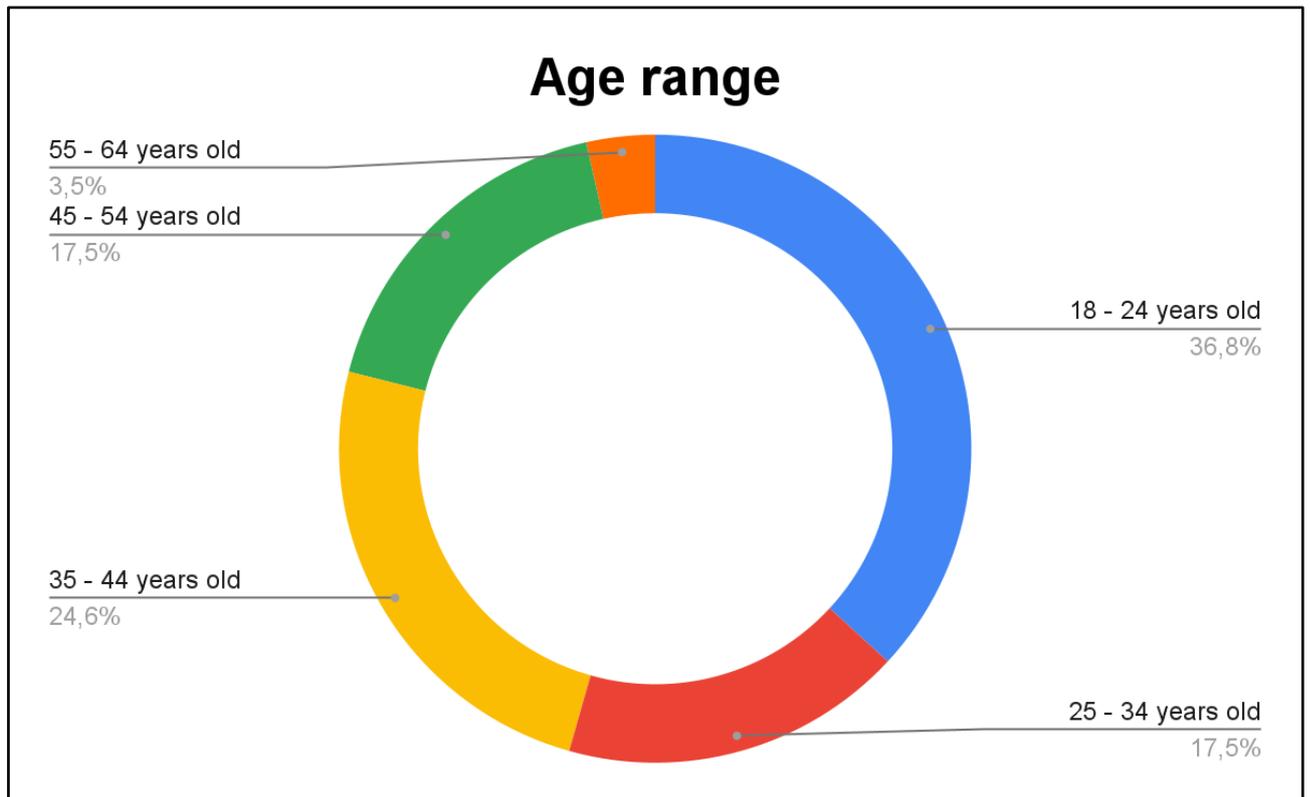


Figure 1 Participants' age range. Detailed description in annex IV

Most participants were female (76%), 22% were male and one participant preferred not to specify their gender. The 4 Spanish respondents were women.

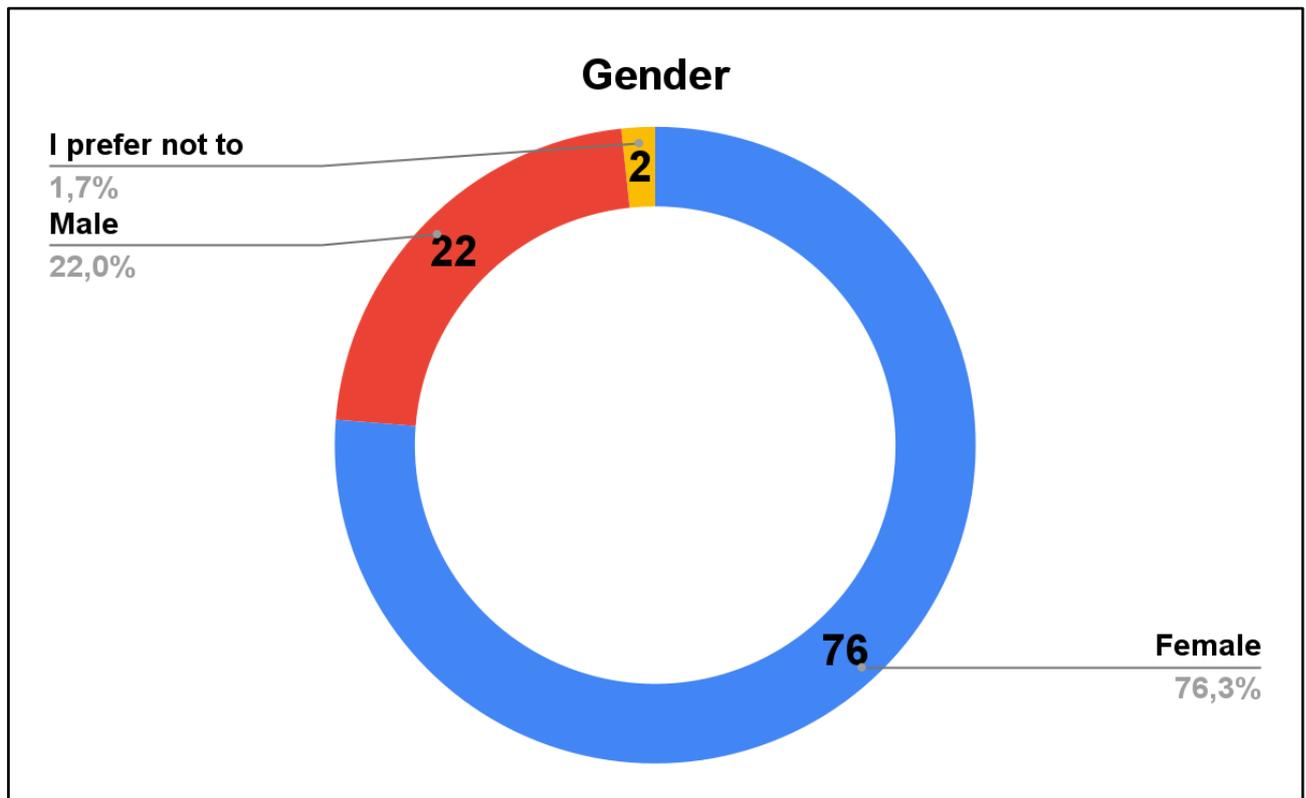


Figure 2 Participants' gender. Detailed description in annex IV

(2) Learning countries and languages

Answers were received mainly from France for the French survey and from Spain for the Spanish/Catalan survey. Answers also came from Germany, Bangladesh and Belgium.

86% of respondents studied in their mother tongue, among the others only one participant had difficulties for not studying in their mother tongue. 82% of French speaking respondents studied only in French.

(3) Field of learning

Most respondents (69%) were in VET training. The main part of VET learners were undergraduate learners (44%), followed by continuous training in the workplace (20%) and by under A-level (5%). 31% of respondents selected an academic option, divided between postgraduate learners (17% of total) and undergraduate learners (14% of total).

The 4 Spanish respondents were all following an academic training.



(4) Educational level

In terms of educational background 38% of the participants reported to hold a undergraduate degree (i.e. Bachelor), 29% reported to hold a postgraduate degree (i.e. Master), 16% reported to have a postsecondary non-university degree, 10% a A level degree, 5% an under A level degree, and one participant had a PhD.

(5) Learning formats before COVID-19 and during COVID-19

In terms of learning formats, 56% never studied online before COVID 19, 39% had experience of online asynchronous training and 25% experience synchronous online training.

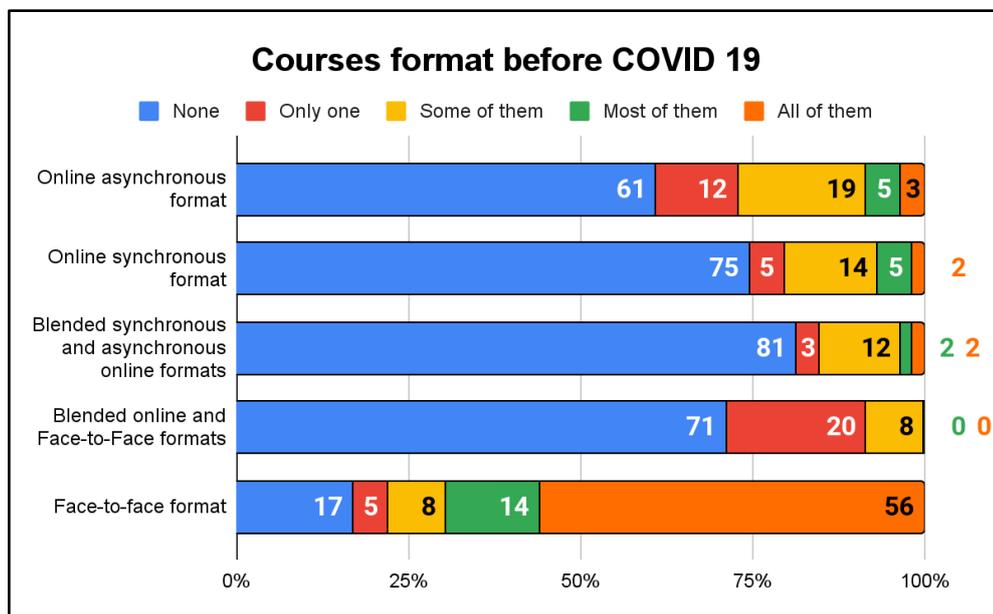


Figure 3 Participants' course format before COVID 19. Detailed description in annex IV

During COVID 19 there was an important shift to online synchronous and asynchronous formats, blended formats (asynchronous and synchronous, online and face-to-face) were also present. Only one of the participants had all their classes in face-to-face format, 66% had no face-to-face at all.

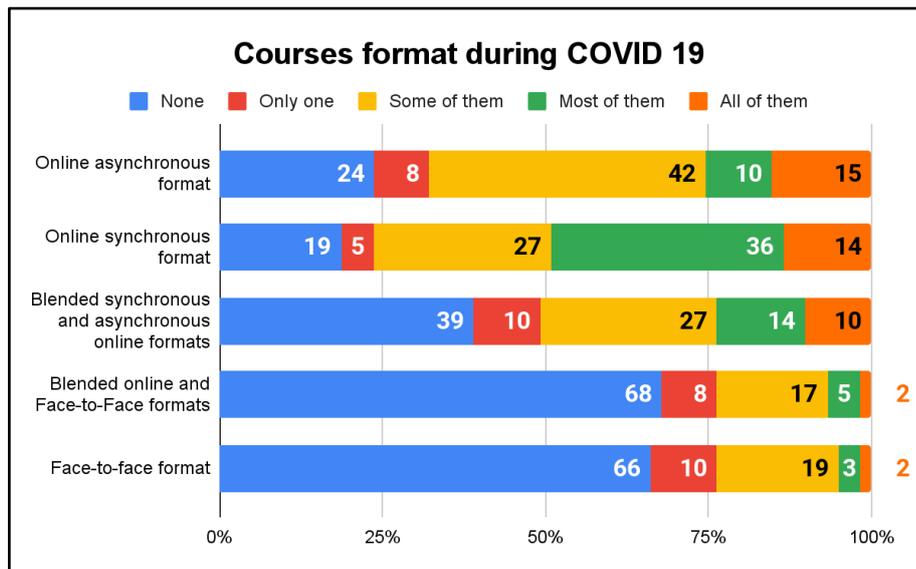


Figure 4 Participants' course format during COVID 19. Detailed description in annex IV

(6) Learning preferences

In terms of preferences for this academic year (2021-22) and in the near future the most preferred option is a blended format between face-to-face and online (46%). 32% of participants would like to return to a face-to-face format for all their courses, while 12% would like to remain completely in online formats. One participant had no preferences, and 9% were not learners anymore this year.

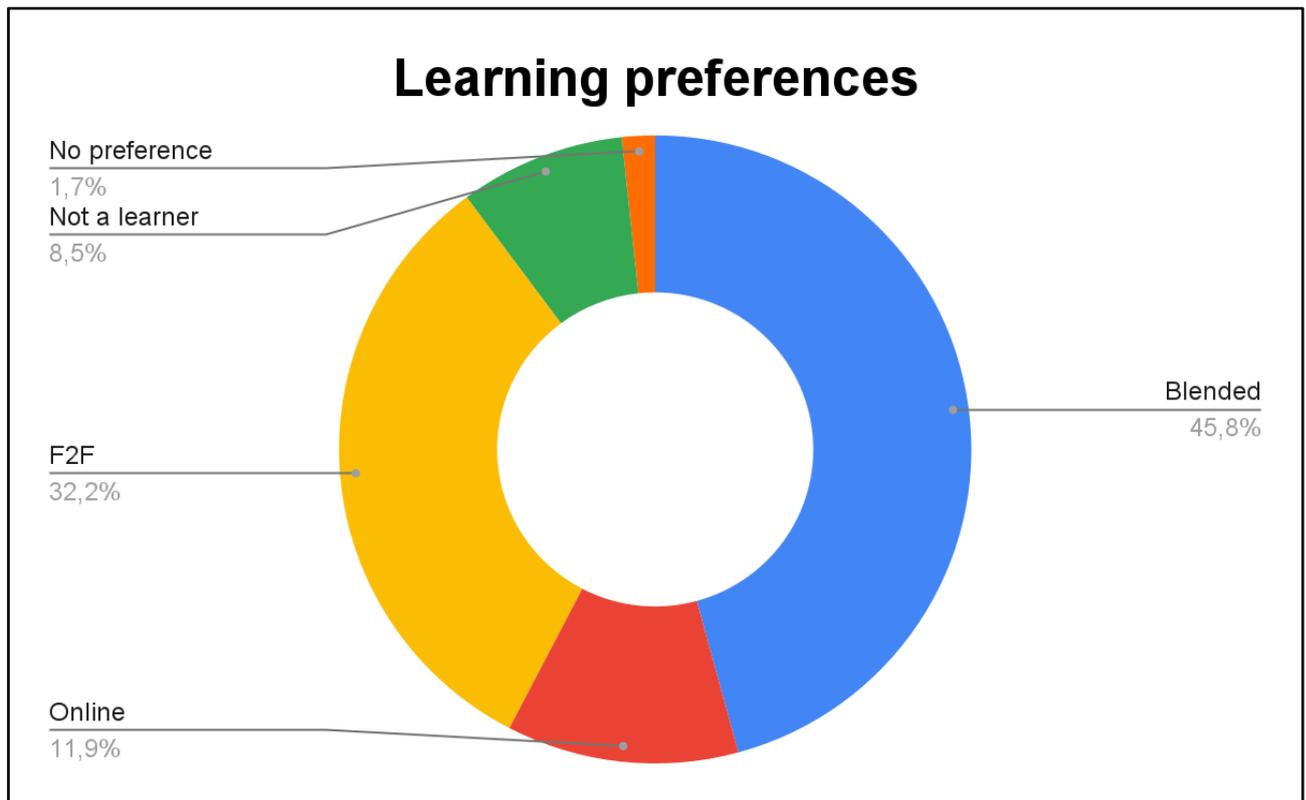


Figure 5 Participants' learning preferences. Detailed description in annex IV

(7) Average enrolment in online courses

On average the category 11-20 learners, 21-25 learners, 26-50 learners, and 51-100 learners were all reported between 21 and 23%. 10% of participants reported having between 5-10 learners, and one has more than 100 in some of their courses. All the Spanish respondents were in 21-25 learners classes.

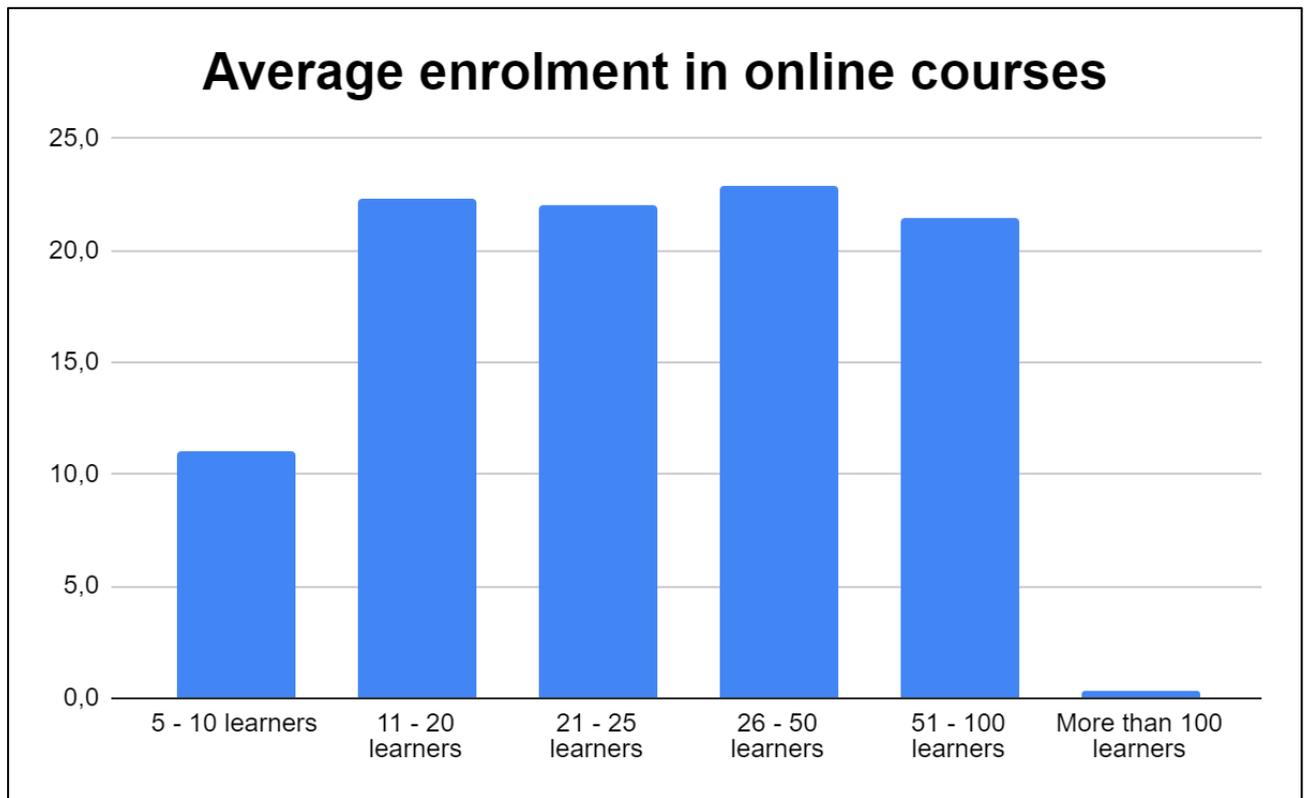


Figure 6 Average enrolment in online courses. Detailed description in annex IV

b) Accessibility and inclusion in online courses

(1) Online platforms and systems and problematic aspects

Most learners (67%) reported to use more than one platform/system for their online learning activities during COVID-19.

In terms of platforms and systems for online teaching, the reported most used platforms and systems were: Zoom, Teams and Moodle. Zoom is a platform mostly used for synchronous online format, Moodle is a platform mostly used for asynchronous online format, and Microsoft Teams allows for both formats.

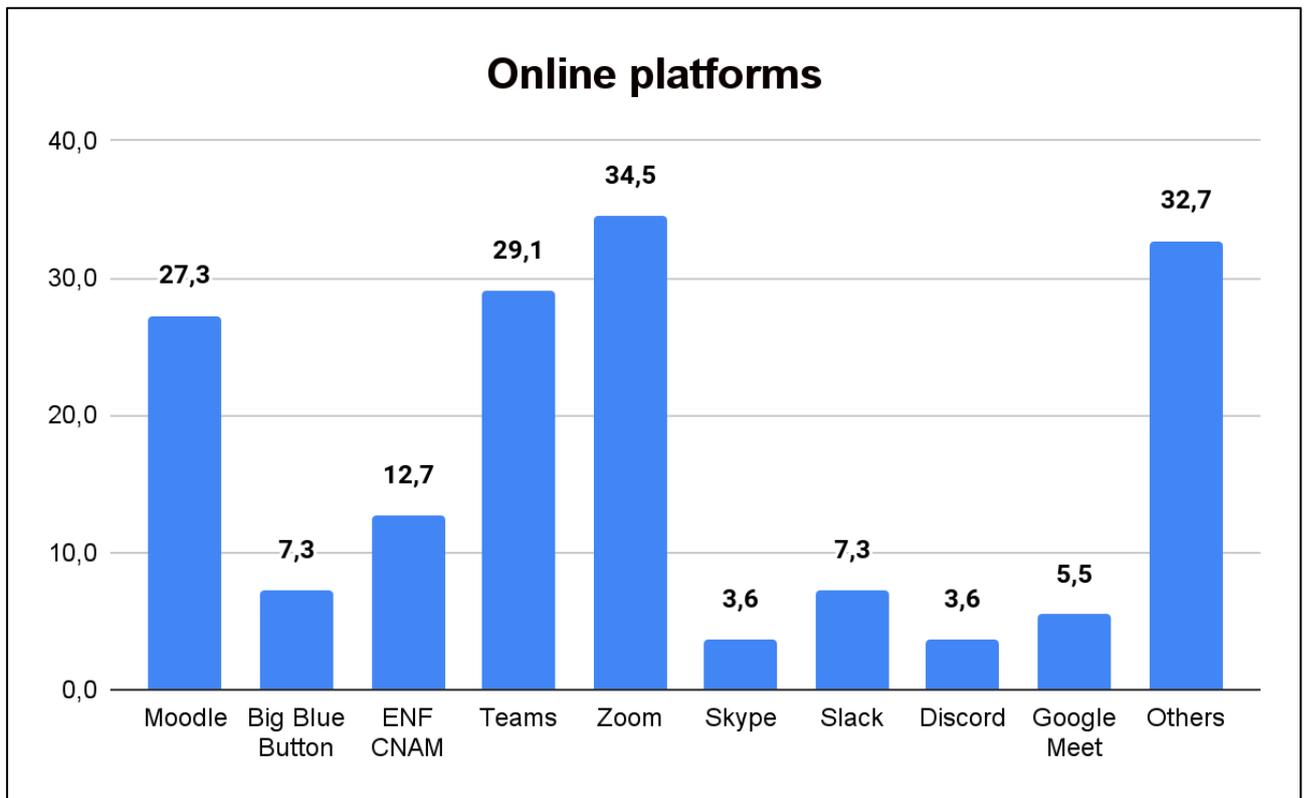


Figure 7 Online platforms used by participants. Detailed description in annex IV

In terms of difficulty and easiness to deal with the different aspects in the given learning platforms and systems, the reported “difficult” and “very difficult” aspects were first “Time constraints to study materials (47%), followed by “Relevant difficulty of material” (42%) followed by “Accommodation measures for learners with disabilities according to disability laws” (40%).

The biggest reported proportions of “easy” or “very easy” aspects were in first place “Digital skills to access and use materials” (87%), followed by “Financial constraints to access and use materials” (79%), and “Available technical support” (77%).

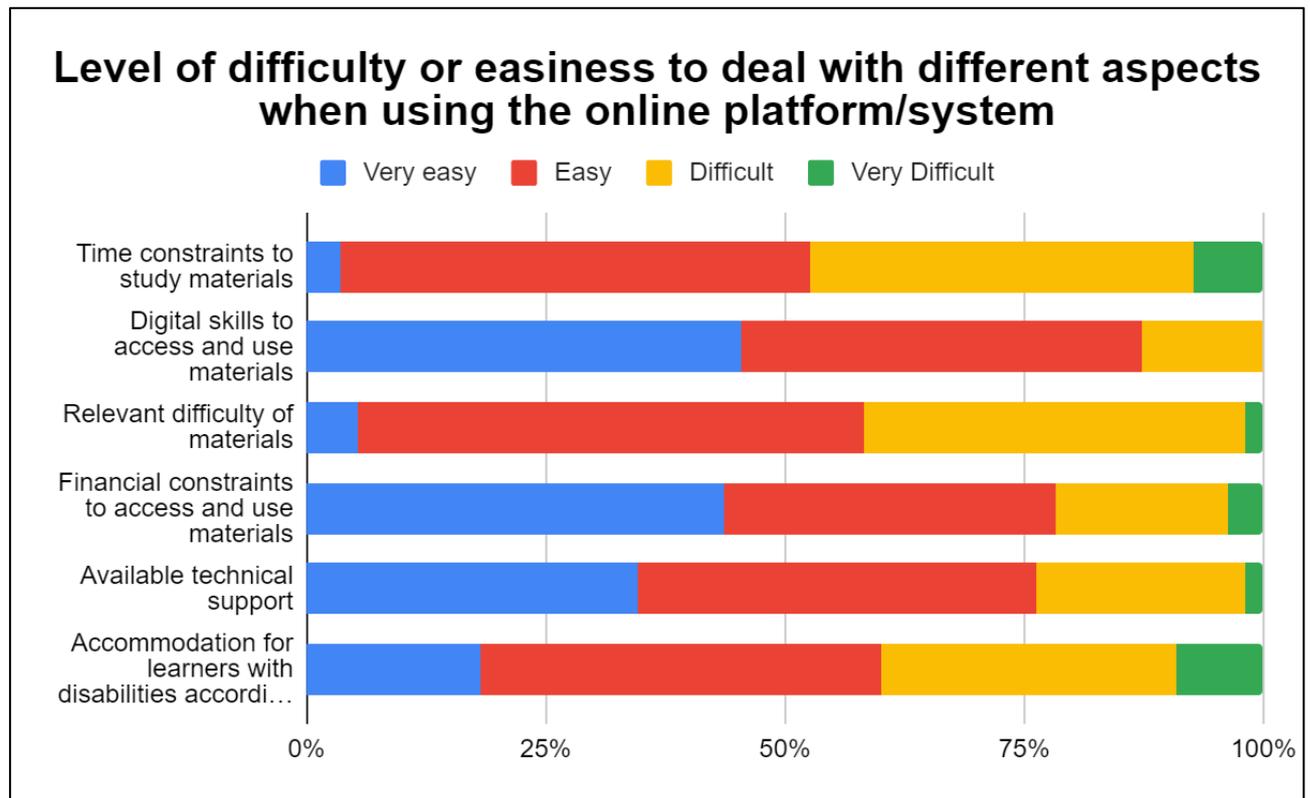


Figure 8 Level of difficulty or easiness to deal with different aspects when using the online platform/system. Detailed description in annex IV

(2) Competences: Inclusion aspects taken into account

The 6 evaluated competencies were:

1. Inclusive Course materials
2. Inclusive Classroom
3. Accessible Course materials
4. Inclusive lecture strategies
5. Inclusive assessment
6. Accommodations for persons with disabilities

When asked if these aspects were taken into account in their online courses, 66% reported that they didn't know or were not concerned for/by "Accommodations for persons with disabilities".

For the other aspects, we determined if the learners gave a bigger proportion of negative ("Never", "Sometimes") or positive ("Often" and "Always") answers, without taking into account the "It depends on the course" answers:

- "Inclusive course materials" and "Accessible course materials" have positive reports (70% of positive answers both)



- “Inclusive classroom” and “Inclusive assessment” have negative reports (60 and 67% of negative answers respectively)
- “Inclusive lecture strategies” have a neutral report (52% negative)

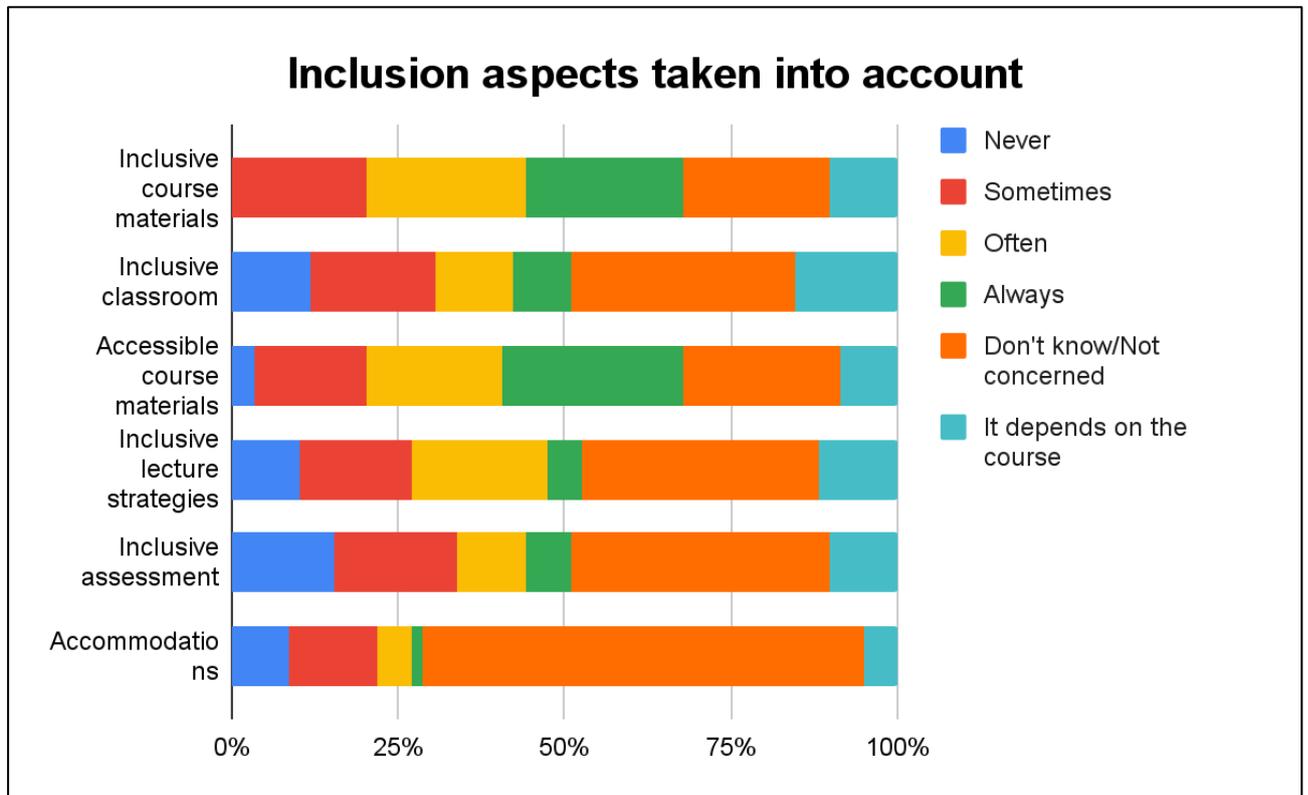


Figure 9 Inclusion aspects taken into account in courses. Detailed description in annex IV

The respondents were also asked more specific questions on the different competencies. These questions allowed the highlight of some difficulties the learners encountered.

1. Inclusive Course materials: Not enough diversity of online instructional formats: 42%
2. Inclusive Classroom:
 - Course information not available in multiple formats: 36%
 - Modules and reading assignments not supplemented with visual aids: 42%
 - Course material not available in a variety of formats: 47%
3. Accessible Course materials:
 - All video clips in my course(s) have not been captioned/subtitled: 66%
 - Electronic versions of course handouts do not contain alternative text (alt text) on all images: 54%
4. Inclusive lecture strategies
 - Key points are not summarised throughout each online class module: 47%



- Online course materials do present with instructional barriers: 42%

5. Inclusive assessment

- Not allowed to express comprehension in multiple ways: 51%
- Not allowed to demonstrate my knowledge and skills in ways other than traditional tests and exams : 64%
- Can't request flexibility with assignment deadlines if I express a need: 68%

6. Accommodations for persons with disabilities: 90 to 93% of respondents reported that they were not concerned

(3) Advantages and disadvantages

Concerning the advantages, learners may find time scheduling easier, especially with asynchronous learning, and especially if they are workers. Other notable advantages are the disponibility of materials and the travelling time savings.

Technical issues are the first reported disadvantages, mainly a bad Internet connection, but also bad design platform. The learners also regretted a lesser variety of features than in face-to-face training, which is coherent with previous results (see part "Competences: Inclusion aspects taken into account").

(4) Accessibility services

At least 81% of learners either didn't need accessibility features (between 41 and 66%) or didn't know (between 19 and 54%) if they were available. The highest proportion of "I don't know" answers were for keyboard compatibility, compatibility with screen readers and voice recognition/speech to text, the lowest was for prerecorded subtitles.

When the learners reported they knew, the majority (between 65 and 95%) said the services were not available. Sign language is the least provided service.

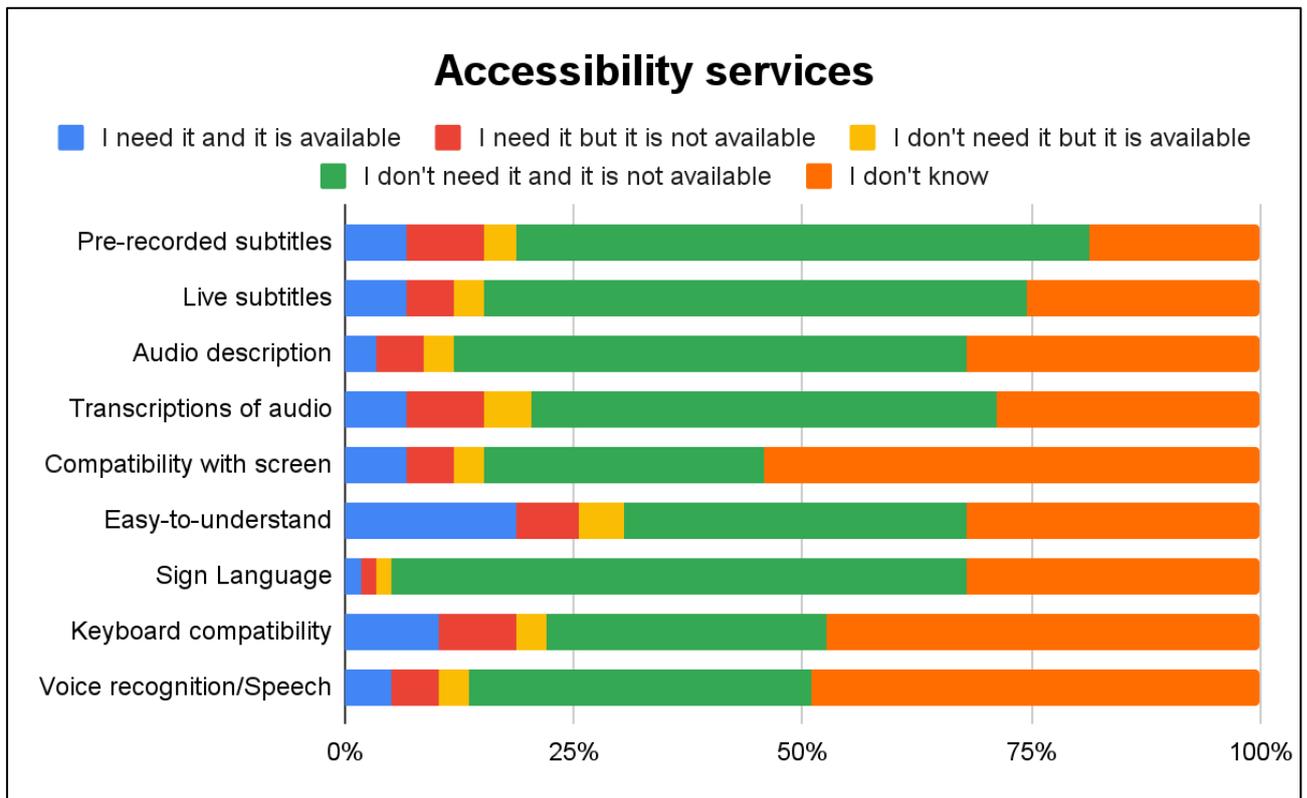


Figure 10 Accessibility services in participants' courses. Detailed description in annex IV

(5) Interest in competences and certification

A majority (56%) of the respondents found the certification “Not very appealing, it would not be a criterion for [their] choice of training”, 30% described it as “Appealing, it would somehow influence [their] choice for a training” and 14% said it was “Very appealing, it would influence [their] choice for a training a lot.

These results could be due to the fact that more than 90% of the respondents were not concerned by “Accommodations for persons with disabilities” and therefore don't have a particular need for inclusion.

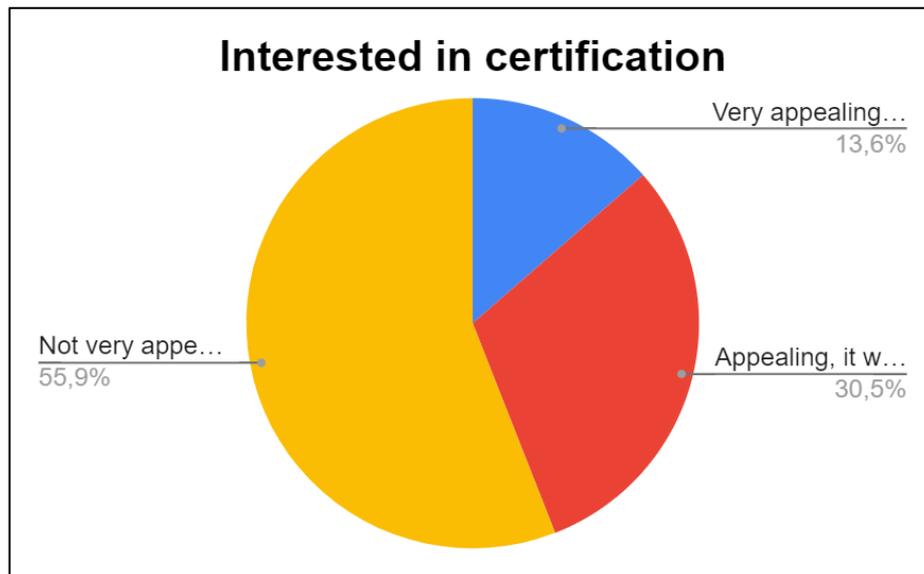


Figure 11 Participants' interest in certification. Detailed description in annex IV

3. Conclusions extracted from the questionnaire

In terms of demographics, the respondents of the survey were :

- Mostly young (54% under 34)
- Females (76%)
- Mainly in VET courses (68%)
- Before Covid 19:
 - 56% never studied online
 - 39% had some experience (asynchronous)
 - 25% had full experience (synchronous)

According to the survey, the majority of learners preferred a blended format between face-to-face and online learning. In addition, there were main advantages and disadvantages reported on online learning : advantages included time scheduling and saving travel time, and disadvantages included technical issues such as bad internet connection and bad platform design.

In terms of platforms and systems for online teaching, the reported most used platforms and systems were: Microsoft Teams, Moodle and Zoom. Most learners reported to use more than one platform/system for their online learning during COVID-19.

The most difficult aspects to deal with in the given platform/system were: “time constraints to study materials”, “relevant difficulty of material” and “accommodation measures for learners with disabilities according to disability laws”. This highlights the need to train teaching professionals to adapt to the learning rhythms imposed by online learning formats, and to



effectively manage the available accessibility features of the given platforms/systems. These issues were further explored in the focus groups and are reported in the next section.

The practises following competences were reported to be unevenly taken into account:

- “Inclusive course materials” and “Accessible course materials” were reported to be more often taken into account than not
- “Inclusive classroom” and “Inclusive assessment” were reported to be less often taken into account than not
- “Inclusive lecture strategies” was about as frequently taken into account than not
- The majority reported that they didn’t know or were not concerned for “Accommodations for persons with disabilities”.

Concerning this last particular competence, the following results brought complementary information.

In terms of available accessibility services in online teaching, the majority of respondents either didn’t need accessibility features or didn’t know if they were available. When they reported they knew, the majority said the services were not available. Sign language is the least provided service.

It is important to take this information in consideration while examining the answers. Indeed learners with disabilities are the ones who are most likely to benefit from better inclusion and accessibility in online teaching. Focus groups were later organised to compensate for this bias and for the gender bias, by looking for a bigger proportion of people with disabilities in the participants and looking for gender balance.

According to feedback received from teaching participants in IO2 surveys, while there is a clear interest in the proposed competences described in the online survey, a more comprehensive definition should be provided. As a result, a renaming of the competences in line with previous Erasmus+ projects was agreed among the IDE@ partners, and is provided below:

1. Understand diversity in online teaching (inclusive classroom and inclusive course materials)
2. Plan and evaluate accessibility in online teaching (accommodation measures)
3. Design and create accessible online course materials (accessible course materials)
4. Manage diversity in online teaching (inclusive lecture strategies and inclusive assessment)

In order to validate these new defined competences, focus groups including teachers with experience with students with disabilities, were conducted and are reported in the next section.

C. Focus groups

Three focus groups were carried out online, :



- A focus group for learners in France, in French on December 17th 2021 from 8:00 - 9:30 CET
- A focus group for international students, in English on January 3rd 2022 from 14:00 - 15:30 CET
- A focus group for students in Spain, in Spanish/Catalan on January 11th 2022 from 10:00-11:00 CET

In the first two focus groups the video conference platform used was Zoom, in the third focus group it was Microsoft Teams.

The procedure to organise the focus groups was as follows:

First, the most relevant questions were selected from the survey, since the objective of the focus groups is to provide a deeper understanding of the survey's answers. Second, a set of criteria was determined for the recruitment of participants. Participants had to have experienced online learning and had to be able to speak French, English, or Spanish/Catalan, depending on the group they were participating in. Questionnaires were prepared and sent to potential participants and universities, to provide their contact information and sign up to the focus group. The students who were interested were then contacted and provided with the date and time of the focus group. While recruiting, two important factors were taken into consideration, to compensate for the weaknesses of the survey's answers; the necessity of recruiting participants with disabilities and the importance of the presence of learners of both genders.

A consent form was sent for signing to the participants before the meeting, presenting the project, explaining the objective of the focus group and detailing the right to anonymity and the usage of the collected data.

A short presentation was used during the meeting, it contained a brief introduction of the project, followed by the 5 questions that were selected to conduct the discussion. Participants answered the questions orally, notes were taken by the research team, and after each question, participants confirmed the accuracy of these notes. The meetings were not recorded.

The questions were as follows :

1. As a student during the COVID 19, which were the main challenges you faced while studying online?
2. Inclusion and accessibility is about including everyone, disabled and non-disabled persons in a universal design approach, without any barrier. Giving this definition, what should be an inclusive teacher for you?



3. In an ideal online class, what should be done to make it inclusive? Which accessibility services should be provided?
4. On a scale from 1 to 10, 10 being maximum and 1 minimum, how important do you think the following skills are?
 - a. Understand diversity in online teaching
 - b. Plan and evaluate accessibility in online teaching
 - c. Design and create accessible course materials in online teaching
 - d. Manage diversity in online teaching
5. Which added value do you think a certified teacher on inclusive and accessible training could bring compared to a non-certified one?

1. **Analysis of user feedback French focus group**

a) Demographic data

The focus group had six participants. There were 3 females and 3 males. They all reported to currently work or study and live in France. They all experienced online learning during COVID-19.

In terms of educational context, 5 participants reported to have learnt in vocational training during the COVID period, 1 participant in both vocational training and university. Among the participants, 3 have a disability: 2 are visually impaired and one has dyslexia.

b) Focus group validated conclusions

Question 1: As a student during the COVID 19, which were the main challenges you faced while studying online?

On one hand, the participants addressed three main issues :

a. Online learning environment and tools

Connection issues were reported by half the participants, both hardware and software problems were reported as well. Several participants had issues involving their workspace, since they had to share their living space with other people during the lockdown, people who themselves could be using video conferences.

b. Organisation problems, due to insufficient preparation or lack of adaptation

With the forced shift to online learning, there was a lot of space for improvisation, and no sufficient time for adaptation. Course materials that were designed to be taught face-to-face,



were not suitable for distance training.

The course schedules remained the same, which was also unsuitable to online learning.

One participant complained about the lack of interactivity in online classes that required them, such as language classes. They also pointed out the issue of assessment, as teachers attempted to integrate different obstacles during online exams to prevent cheating, which was not efficient nor adapted to online assessment, and induced stress for the learners.

c. Lack of accessibility

The participant who is dyslexic reported that written communication with teachers during courses was used more frequently than in face-to-face formats, which was an added difficulty for them.

The visually impaired participants explained that during some of their courses, the used softwares and contents were not all accessible.

On the other hand, visually impaired learners declared that online learning had advantages :

Since it is really demanding for visually impaired people to take public transportation during rush hours to participate in their classes, online learning was a less energy consuming alternative. It also allowed more flexibility in scheduling and a quieter environment than in face to face, where noise can deteriorate visually impaired learners' experience.

Question 2: Inclusion and accessibility is about including everyone, disabled and non-disabled persons in a universal design approach, without any barrier. Given this definition, what should be an inclusive teacher for you?

The participants talked about three main characteristics for an inclusive teacher :

1. **Proactive** : For the participants an inclusive teacher is a proactive one who does research on their students' needs, by asking the educational structure or the students themselves. It's also a teacher who can create a climate of trust so the students feel safe to talk about their needs and situations.
2. **Adaptive** : Once the needs of students are determined, the teacher can then adapt their contents and practises.
3. **Trained and aware** : The visually impaired participants emphasised the need for the inclusive teacher to be trained in digital accessibility, to know the difficulties the students with disabilities face and the assistive technologies they need, and the susceptibility to tiredness these technologies can induce.

Question 3: In an ideal online class, what should be done to make it inclusive? Which accessibility services should be provided?



Subtitles was the only specific accessibility service mentioned, but the participants proposed a series of other features.

The participants emphasised on the need for teachers to be trained on digital accessibility so they can produce accessible contents. The participant with dyslexia said that an inclusive material should be well spaced out, with a good text font and colour. Printed summaries should also be given to the students so that the content is rephrased and to help prevent screen induced fatigability. The digital files also must be readable with a text reader and the relevant pictures must have alternative text.

The need for more breaks was also pointed out as synchronous classes are more tiring than face to face.

Participants with visual impairments explained that online classes should be on platforms that allow participation via smartphones , so that people with assistive technologies on their computer, especially screen readers, while participating in class.

Question 4: On a scale from 1 to 10, 10 being maximum and 1 minimum, how important do you think the following skills are?

	Understand diversity in online teaching	Plan and evaluate accessibility in online teaching	Design and create accessible course materials in online teaching	Manage diversity in online teaching
Average	8,2	9,2	9,7	8,2
Standard deviation	1,72	1,60	0,82	0,75

Table 1 French group's answers to question 4

Question 5: Which added value do you think a certified teacher on inclusive and accessible training could bring compared to a non-certified one?

A certified teacher is aware of disability issues and knows accessibility. The certification can give credibility to the teacher and is reassuring to the learners. One participant said that a trained teacher would provide a better experience to the learners, but that the certification is not required. Another said that a certified teacher could be an ambassador of the « inclusive classes » idea to other people.



2. Analysis of user feedback International focus group

a) 4.3.2.1. Demographic data

The focus group had 5 participants. There were 3 females and 2 males. 2 of them study in France, while the other 3 respectively study in Egypt, Germany and Scotland. They have all experienced online learning during COVID-19.

In terms of educational context, 4 participants reported to have learnt in university during the COVID period, 1 participant in both vocational training and university. None have a disability.

b) 4.3.2.2. Focus group validated conclusions

Question 1: As a student during the COVID 19, which were the main challenges you faced while studying online?

1. Unadapted rhythm from in-person to online classes :

3 participants mentioned a higher fatigability due to the use of video conferences tools (« Zoom fatigue ») and the question of online learning rhythm was also reported. Some teachers just read their slides and notes which didn't help the learners' focus. It especially occurred at the beginning of COVID 19, when the teaching was not yet adapted to the online format.

2. Lack of interaction and communication with teachers :

Several participants noted a lack of interaction during the classes. One pointed out an overall lack of communication, for example regarding how the exams were going to be made, which added to the uncertainties of an already very uncertain context. This participant also said that both teachers and learners put less effort in online classes than face-to-face ones.

3. Organisation problems :

Another participant said that there was a lot of cheating during the exams and that the teachers didn't respect the schedule, which made the participant overwhelmed.

Question 2: Inclusion and accessibility is about including everyone, disabled and non-disabled persons in a universal design approach, without any barrier. Given this definition, what should be an inclusive teacher for you?

1. **Aware** : An inclusive online teacher should be aware of their learners' needs, for example by asking them. One participant added that an inclusive teacher should be aware of different kinds of disabilities and up to date on recent research.
2. **Possesses communication skills** : Learners said that communication skills are important, for both knowledge transmission during class and to create a space where learners can



express their needs. Only one participant said that their university gave the students the space to express their needs and had a formal process to report them.

3. **Adaptive** : Once the needs are determined, the teachers should adapt to them. One participant reported need among the participants is the rhythm and length of online classes, which are more tiring than face-to-face classes

A participant gave an example of an obstacle they encountered caused by the lack of adaptability of teachers : « Some exams required having two screens and cameras (notes : so the teacher could check if the learner cheated), it was to accommodate teachers and not students. If you lost your connection or your camera was turned off, you can be dropped from your class. »

Question 3: In an ideal online class, what should be done to make it inclusive? Which accessibility services should be provided?

One participant proposed to provide the script for lecture and image description in the course materials.

Three participants proposed to record the lecture, so that learners can go back to it and learn at their own pace, for a hybrid synchronous/asynchronous format.

Other propositions that were discussed were giving a proper overview of the course, as well as an organised and well divided content, and making them available so learners can consult them.

In addition, a participant mentioned the importance of pausing and asking learners if they understand the content, thus monitoring the students' understanding of contents.

Another participant explained that teachers should have the needed recording materials, such as several cameras, so that freehand writing and drawing can be properly seen online, alongside the teacher explaining.

The participant studying in Scotland, explained how her course materials are provided in diverse formats, to accommodate different needs and comprehensions. For example, a course could have classic resources such as articles, alongside films, podcasts and images.

Question 4: On a scale from 1 to 10, 10 being maximum and 1 minimum, how important do you think the following skills are?



	Understand diversity in online teaching	Plan and evaluate accessibility in online teaching	Design and create accessible course materials in online teaching	Manage diversity in online teaching
Average	10,0	9,4	8,2	8,2
Standard deviation	0,00	0,89	0,84	1,10

Table 2 International group's answers to question 4

Question 5: Which added value do you think a certified teacher on inclusive and accessible training could bring compared to a non-certified one?

Most participants agreed that a certified teacher would have better knowledge of their needs and so better accommodate them. Students would be reassured and comforted and have an easier course.

Two participants agreed that the certification would be pointless if the teacher doesn't implement what he/she was trained for. Communication and organisation skills and giving organised courses are also important features.

3. Analysis of user feedback Spanish/Catalan focus group

a) Demographic data

The focus group had six participants, 3 females and 3 male. 5 participants reported to currently study online and live in Spain, and 1 participant reported to study online in Spain and live in Perú. They were all learners with experience in online learning during COVID-19.

In terms of educational context, 3 participants were involved in a vocational training course and 3 participants were involved in a master degree at the UAB university.

One participant reported to have a disability related to mental health, and one participant reported to work in an organisation with people with cognitive disabilities. One participant reported to work with people who are Deaf/deaf and hard of hearing.

b) Focus group validated conclusions

Question 1: As a student during the COVID 19, which were the main challenges you faced while studying online?

Participants discussed 3 main issues :

1. Online learning environment and tools



3 of the participants talked about technical problems, such as internet connection problems, which affected the quality of their learning process and their ability to participate. One participant explained that sometimes learners or teachers would not show a presentation due to their connection, or that their audio would be missing.

The participant living in Peru also explained that the different time zones were a problem to them while taking online classes taught in Spain.

2. Unfamiliarity of students and teachers of online learning platforms

5 of the learners highlighted the lack of familiarity and experience they had with online learning platforms. Some of them were “afraid” of these new tools, and others said that it was necessary to take time to learn how to use them, which they didn’t always have.

However, one of the participants expressed that with time to adapt to online learning tools, they now prefer it.

3. Lack of interactions in classes

One participant mentioned to lack speed in online classes , which led to them not being very participative. They explained that during online classes, the interactions are fast, and they can’t keep up. Whereas in face-to-face classes, participation occurs at the same time for everybody.

Question 2: Inclusion and accessibility is about including everyone, disabled and non-disabled persons in a universal design approach, without any barrier. Given this definition, what should be an inclusive teacher for you?

1. **Adaptive** : Most participants declared that for them an inclusive teacher should be able to handle and adapt to the needs of learners.
2. **Aware** : An inclusive teacher is aware of the learner’s needs and is able to include them in the class.
3. **Provides accessible content** : An inclusive teacher is someone who can provide accessible learning material for students who need it. Half the participants reported they would prefer a personalised approach toward accessibility. They pointed out the lack of need for adaptation if there were no learners with disability, and also that adaptations in Easy-to-Read or Plain Language would lead to have too much number of pages. They considered that adding too many accessibility services may actually make lessons less accessible for the learners that don’t need these services.

Question 3: In an ideal online class, what should be done to make it inclusive? Which accessibility services should be provided?



The majority of participants agreed that accessibility services should fit the learners' needs, needs that should be asked to the learners or expressed by learners in some way.

Half the participants reported that the accessibility services needed depend on whether it is a guided or non guided course or depending on the field of study.

- In non-guided online training (i.e. MOOCs) accessibility services should always be included because you don't know the type of learners that you have in your courses.
- In online guided training synchronous and asynchronous accessibility services should be provided according to the learner's requests and needs. One learner pointed out that unneeded accessibility services could be a barrier.

Specific accessibility services reported were screen readers compatibility, subtitles, transcriptions, live subtitles and easy to understand language. One participant said that assessments should be compatible with assistive technologies.

One participant mentioned the future increasing role of VR in education, and that these ICT tools should already incorporate all accessibility features.

Question 4: On a scale from 1 to 10, 10 being maximum and 1 minimum, how important do you think the following skills are?

	Understand diversity in online teaching	Plan and evaluate accessibility in online teaching	Design and create accessible course materials in online teaching	Manage diversity in online teaching
Average	9,3	9,7	9,8	9,0
Standard deviation	0,82	0,52	0,41	1,26

Table 3 Spanish/Catalan group's answers to question 4

2 participants added that it would be good to apply these competences for face-to-face teaching and learning, one proposed to add the competence «Responsiveness: capacity to adapt to unforeseen difficulties».

Question 5: Which added value do you think a certified teacher on inclusive and accessible training could bring compared to a non-certified one?

There was a unanimous consensus that certified teachers are important to learners. Two reasons in particular were raised by the participants :



1. Accessible materials :

Participants explained that with a certified teacher on inclusive and accessible training, there is a guarantee that the teaching materials will be accessible for all learners. Such a certificate will ensure to students that their teachers have the knowledge and competences to provide accessible and inclusive online teaching, which to them, is better than non certified teachers.

2. The institution's reputation :

Participants explained that they would opt for teachers who have this certification, one of them explained that it would improve the institution's reputation. Another participant added that a certified teacher on inclusive and accessible training could be an example for other educational institutions, which would encourage other institutions and teachers to get certified.

4. Conclusions extracted from the focus group

The answers and discussions during the different focus groups reflected the priorities and needs of its participants. Therefore the importance of accessibility in online learning was highlighted in the french and spanish groups, who had participants with disabilities.

The challenges faced by the learners were for the most part similar ; technical problems related to internet connections, lack of familiarity with online tools and organisation problems due to the fast shift between in person and online classes. These problems were also encountered by respondents to the survey. Many participants expressed the difficulty to interact and participate during online classes. They also explained that exams and evaluations became more challenging in the online format, which echoes the negative view of online assessments in the survey.

Participants with particular accessibility needs reported that the course materials were not always accessible and that the rhythm didn't always suit their needs for concentration, which is coherent with the results from the survey, where accessibility services were reported to be not available most of the time. Teachers lacked the proper tools and knowledge to provide them with a comfortable learning experience.

Some terms were always present when the learners were asked about the qualities of an inclusive teacher. Adaptability and awareness were the most common features that were mentioned, as learners thought it was important for teachers to be able to understand the different needs in a classroom, and be capable of accommodating them. This can be achieved by proper training. An inclusive teacher should also be proactive and create an environment where learners can communicate their needs.

Participants pointed out that a certified teacher would have more credibility and will give its institution a good reputation. If the learned skills are implemented by teachers, the overall experience of the learners will improve, as they will be able to provide accessible materials, which will be reassuring for the learners who need them.



As for the accessibility services that were requested or deemed important for learners, they reflected the personal needs of the participants. They included : screen readers compatibility for the course materials and assessments, recordings and transcripts of classes, adapting the schedule and rhythm of the classes, providing different types of course materials (written, audio visual...etc). There was a visible gap between the experience of students in European countries such as France, Germany and Spain, and the students who studied in the UK. It appeared that the latter's university had more awareness and was more prepared to respond to the students' accessibility needs.

When asked to evaluate the importance of certain skills on a scale from 1 to 10, the answers of the learners, once again reflected their personal needs. For example, in the French group, where many participants had disabilities, the skill that had the highest average was "Design and create accessible course materials in online teaching". In the group with international students, the skill that was most valued was "Understand diversity in online teaching".

Overall, participants agreed on the importance of adapting in-person courses to the online format, as they require a different organisation, which was not taken into consideration by their institutions at the beginning of the COVID-19 crisis. The need for a formal and organised communication process to report disabilities and/or needs is also important for learners.

V. Results

The findings discussed in this report contribute to the IDE@ project's global objective of establishing the professional profile and competencies for a "Certified Trainer in Inclusive Distance Learning". This is achieved by providing an overview of the current teaching practises in distance education from the perspectives of learners related to online teaching across different countries, identifying gaps and good practises. These findings feed directly into the subsequent stages of the project, including the definition and assessment of skills required of a "Certified Trainer in Inclusive Distance Learning".

The results confirm a gap in the need and interest in the proposed certification between learners without disabilities and learners with disabilities. In short, there is a need among learners for the training being developed as part of subsequent stages of the IDE@ project, but most of the learners without disabilities probably won't feel concerned.

VI. Next steps

The findings discussed in this report contribute to the IDE@ project's global objective of establishing the professional profile for a "Certified Trainer in Inclusive Distance Learning".



VII. Dissemination

The work conducted in this OI has been presented and reported at:

May 2021: eNEM (Plataforma de Tecnologías Multimedia y Contenidos Digitales) in Spanish
<https://enem.ametic.es/proyectos/>

July 2021: Presentation at AVANCA | CINEMA 2022 International Conference Cinema - Art, Technology, Communication (online Portugal): <https://www.avanca.org/EN/inicio.php>

Publication of a research paper: "[Training professionals to improve media accessibility](#)"

November 2021:

Poster presentation at II International Congress of Teaching Innovation and Research in Higher Education (CIDICO) (online) <https://cidico.es/>

Presentation at Life Long Learning seminar (online)

Presentation at the UDeL conference (online) <https://www.hamk.fi/wp-content/uploads/2019/01/Short-agenda-UDeL-Conference.pdf>

February 2022: Presentation at the Unlimited3! conference Innovation for access: New interactions (online) <https://www.opentoegankelijk.be/en/activities/unlimited-3-innovation-for-access-new-interactions>

Annex I

Unit 1	Elements
"Understand diversity in online teaching"	E1. Basic concepts: Accessibility, diversity, inclusion and Universal Design
	E2. Inclusive classroom: Target groups and their needs (visible and non-visible disabilities)
	E3. Inclusive course materials
Unit 2	Elements
"Plan accessibility in online teaching"	E1. Accessibility legislation
	E2. Accessibility services
	E3. Accessibility tools
Unit 3	Elements
"Design and create accessible online course materials"	E1. Getting Started with Accessibility
	E2. Accessibility toolkit for synchronous online teaching
	E3. Accessibility toolkit for asynchronous online teaching
Unit 4	Elements



"Manage diversity in online teaching"	E1. Relevant agents/stakeholders
	E2. Inclusive lecture strategies and rhythm management
	E3. Inclusive assessment

Table 4 List of competences for the profile "Certified Trainer in Inclusive Distance Learning"

Annex II - Online survey (English version)

IDE@ Skills framework for accessible and inclusive online learning

IDE@ is co-funded by the Erasmus+ Programme of the European Union IDE@ (Implementing a Digital E-learning Alternative) Erasmus + Partnerships for Digital Education Readiness, 2020-1-FR01-KA226-VET-095584. Isabelle Hondermarck. 2021-2023.

During the COVID 19 situation teaching and learning practices were moved to online environments. Digital accessibility and inclusive learning are the central axes of the IDE@ project, which aims at developing the necessary skills to train professionals in online educational contexts, to create inclusive and accessible online teaching materials to reach all students regardless of their needs.

This survey aims at identifying the main challenges that learners in higher education and vocational education encountered when following online courses, in the use of platforms, contents or materials. Two online formats are under study: synchronous and asynchronous. Synchronous teaching is online distance education that happens in real time, often with a set class schedule and required login times. Asynchronous teaching does not require real-time interaction; instead, content is available online for students to access when it best suits their schedules, and assignments are completed to respect deadlines. Online teaching can also use a hybrid teaching model, which includes a blend of synchronous and asynchronous formats.

To know more about the project, please visit us at: <https://idea.erasmus.ac-creteil.fr/>

The data collected in this form will only be used for the research purpose indicated above. Except in the case of legal obligations, in no case the gathered data will be assigned or transferred to a third party. The recipients of the data is Universitat Autònoma de Barcelona. Your data will be kept for a period of 5 years. In accordance with the provisions of the General Data Protection Regulation N° 2016/679 (RGPD) and the Personal Data Protection Act N° 2018-493, you have rights of access, rectification, deletion, limitation and portability as to the data that concerns you. If you wish to exercise these rights, please contact projets@koena.net. Your responses will remain anonymous. Your participation in this survey is voluntary and you may exit the survey at any time.

If you are willing to participate, please confirm the following statements by clicking ACCEPT:



- I have read and understood the information given for this research or have had the information read to me by a speech to tech app. –
- I consent to take part in the questionnaire.

Disclosure:

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

*Required

ACCEPT

Demographic information

This section requires some basic information regarding your age range, country in which you are staying and practice during both pre and post COVID-19 situation.

1 - Please choose your age range*

- 18 - 24 years old
- 25 - 34 years old
- 35 - 44 years old
- 45 - 54 years old
- 55 - 64 years old
- 65 years old or over

2 - To which gender identity do you identify yourself?*

- Female
- Male
- Non binary
- I prefer not to answer
- Other:

3a - In which country are you studying/learning?*

3b - In which country do you live?*

4a - In which language are you studying? (select all that apply)*

- Catalan



Erasmus+

- Spanish
- English
- French
- German
- Other:

4b - Are you studying in your mother tongue(s)?*

- Yes
- No, but this is not an issue
- No, and it's difficult

5 - What kind of education are you currently involved in?*

- Initial vocational education and training at secondary and upper secondary level(e.g. school, training/learning centre)
- Initial vocational education and training at post-secondary level (college, lycée,university)
- Continuing vocational education and training in the workplace
- Other:

6 - What is your education level achieved?*

- Primary school
- Secondary school
- Post-secondary non-university degree
- Undergraduate (e. g. Bachelor)
- Postgraduate (e. g. Master)
- Doctoral degree (PhD-equivalent)
- I prefer not to answer
- Other:

7 - Did you study online before the COVID 19 situation?*

- Yes, online asynchronous format (posted recording of a lecture, emails, boarddiscussions, sending corrections/comments ...)
- Yes, online synchronous format (virtual class, videoconferences, phone calls...)
- Yes, blended synchronous and asynchronous online formats
- Yes, blended online and face-to-face formats
- No

8 - What was the format of your courses before COVID 19?*



	None	Only one	Some of them	Most of them	All of them
Online asynchronous format (e.g. posted recording of a lecture, emails, board discussions, sending corrections/comments).					
Online synchronous format (e.g. virtual class, video—conferences, phone calls).					
Blended format (mixed synchronous and asynchronous activities).					
Blended format (mixed online and face-to-face activities).					
Face-to-face format.					

9 - What was the format of your courses during COVID 19 (courses 2019/20 and 2020/2021)?

	None	Only one	Some of them	Most of them	All of them
Online asynchronous format (e.g. posted recording of a lecture, emails, board discussions, sending corrections/comments).					
Online synchronous format (e.g. virtual class, video—conferences, phone calls).					
Blended format (mixed synchronous and asynchronous activities).					
Blended format (mixed online and face-to-face activities).					
Face-to-face format.					



10 - What would be your main preference for this academic year (2021-22) and in the near future? (select all that apply)*

- I hope that all/most courses will be in face-to-face again
- I hope that all/most courses will remain online asynchronous
- I hope that all/most courses will remain online synchronous
- I hope that it will be possible to choose between face-to-face and online for each course
- I hope to have a blend of online sessions and face-to-face sessions for each course
- I have no preference
- I won't be a student/learner next year

11 - What is the average enrollment in the courses that you follow? (select all that apply)

- 5 - 10 students/learners
- 11 - 20 students/learners
- 21 - 25 students/learners
- 26 - 50 students/learners
- 51 - 100 students/learners
- More than 100 students/learners

Accessible and inclusive materials in online courses

During the COVID 19 situation teaching and learning practices were moved to online environments. This section refers only to online learning practices. It aims at identifying the main challenges that learners encountered when following online courses previous and during the COVID 19 situation. Accessible and inclusive online teaching means that course materials, students engagement and assessment, are designed and developed so that all students regardless of their abilities can fully access and participate in online courses. More specifically, students can perceive, understand, navigate, interact and contribute to online content and class development.

12a - Rate how difficult or easy it was to deal with the following aspects when using the online system(s)/platform(s) for your online courses.*



	Very difficult	Difficult	Easy	Very easy
Time constraints to study materials				
Digital skills to access and use materials				
Relevant difficulty of materials				
Financial constraints to access and use materials				
Available technical support				
Accommodation for learners with disabilities according to disability laws				

12b - Please specify which system(s)/platform(s) do you use to interact with the learners in your online courses

13 - Course materials*

	Yes	No	I don't know
I do have access to interactive technology to facilitate class communication and participation (e.g., Discussion Board)			
I do have access to multiple opportunities for engagement			
I do have access to a variety of online instructional formats, such as small group projects, video lectures and discussion board activities			
I do have teachers who apply heading styles (e.g., Heading 1, Heading 2, Heading 3) to ALL document titles and subsections (e.g., Word, HTML, PDF, etc.) to organize text content in a document			
I do have teachers who structure online communication (e.g., discussion board threads, course chat threads)			

14 - Inclusive classroom*

	Yes	No	I don't know
I do have access to course information in multiple formats (e.g., short videos, text, graphics, audio, video, podcast)			
I do have access to modules and reading assignments supplemented with visual aids(e.g., photographs, videos, diagrams, interactive simulations)			



I do have access to course material available in a variety of formats (e.g., podcast of lecture available for download, course readings available as mp3 files)			
I am allowed to complete extra credit assignments in my course(s)			

15 - Accessible course materials*

	Yes	No	I don't know
All video clips in my course(s) have been captioned/subtitled			
Electronic versions of course handouts contain alternative text (alt text) on all images			
It seems to me that the current accessibility legislation about course materials is properly followed			
It seems to me that the current accessibility legislation about course materials is properly followed in multiple reading assignments aids (available in of lecture course readings credit assignments been captioned/ handouts contain all images accessibility legislation properly followed			

16 - Inclusive lecture strategies*

	Yes	No	I don't know
Key points are summarized throughout each online class module			
Key points are connected with larger course objectives within online class modules			
An outline/agenda of the topics that will be covered in each online class module is posted/available			
Statement online is posted in different locations inviting ALL students to discuss their needs with teachers			
Online course materials do not present any instructional barriers			

17 - Inclusive assessment*

	Yes	No
I am allowed to express comprehension in multiple ways		



I am allowed to demonstrate my knowledge and skills in ways other than traditional tests and exams (e.g., written essays, portfolios, journals)		
I can request flexibility with assignment deadlines if I express a need		

18 - Accommodations*

	Yes	No	I don't know
I have access to video screen capture or transcripts of captioned/subtitled videos matching my disabilities			
I have access to individual accommodations relevant for my disability			
I have access to extended time on exams matching my disabilities			

19 - Would you say that the following inclusion aspects are taken into account in the online courses you are following?

	Never	Sometimes	Often	Always	Don't know/Not concerned	It depends on the course
Course materials						
Inclusive classroom						
Accessible course materials						
Inclusive lecture strategies						
Inclusive assessment						
Accommodations						

20 - About the following accessibility services in your online course materials and platforms...

	I need it and it is available	I need it but it is absent	I don't need it but it is available	I don't need it and it is not available	I don't know
Pre-recorded subtitles					
Live subtitles					
Audio description					
Transcriptions of audio and video					



Compatibility with screen readers					
Easy-to-understand language					
Sign Language interpreting					
Keyboard compatibility (navigation without mouse)					
Voice recognition/Speech to text					

21a - What is/are the disadvantage(s) you, personally, find in online courses? *

	Strongly agree	Agree	Disagree	Strongly disagree
Platform, materials or contents are not always accessible				
Platform, materials or contents are not always easy to use or to understand				
Platform, materials or contents require good Internet connection and I don't have one				
Platform, materials or contents are instable				
I don't have any issue with online course				

21b - Could you tell us more about your opinion on these disadvantages?

22a - What is/are the main advantage(s) you, personally, find in online courses?*

	Strongly agree	Agree	Disagree	Strongly disagree
I have a disability/health condition and it is easier for me to be online				



I find it more comfortable studying online (e.g. avoiding long travel time)				
I prefer to have all the content available online rather than on paper				
I find it more interactive or various in contents				
I don't see any advantage, I prefer being face-to-face				

22b - Could you tell us more about your opinion on these advantages?

23 - If a "Certified Trainer in Inclusive Distance Learning" certificate was available, would a training with a teacher having this certificate be appealing to you?*

- Very appealing, it would influence my choice for a training a lot
- Appealing, it would somehow influence my choice for a training
- Not very appealing, it would not be a criterion for my choice of training

Thank you for participating in this survey. Your time and contributions to our research are invaluable. If you want to be informed about the next phases of this project please provide your email:



Annex III - Informed consent form (18 years and older)

Research project name : IDE@

Please read this consent form carefully before participating in this study.

A. Identification

Researchers in charge of the focus group :

- Armony Altinier, Koena founder and CEO
- Clément Garénaux, digital inclusion consultant and researcher at Koena
- Amy Khairalla, digital accessibility educator at Koena
- Mail address : projets@koena.net

B. Research objective:

Ide@ is a ERASMUS+ project on which several organization work :

- [Koena](#)
- [ECQA \(European Certification & Qualification association\)](#)
- [Télé-Université de Québec \(TÉLUQ\)](#)
- [Universitat Autònoma de Barcelona \(UAB\)](#)

The project aims to learn from the COVID crisis, the associated lockdowns in each country and the mass switch to e-learning to gather the best practices concerning digital accessibility.

The objective of the project is to train educational teams to distance education to allow a true efficient and inclusive pedagogical method, in order for it to become as accessible as possible, using appropriate tools and relevant training paths to ensure the inclusion of all learners.

C. What your participation in the study implies

The participation in the focus group will be via video conference. Two or three members from the Koena research team will be present at the meeting. The participant will have to answer questions orally and discuss them with the other participants.

Your collaboration is an important part of the success of this project and we would like to thank you for agreeing to participate.

D. Duration

The focus group will last approximately 90 minutes.



E. Risks and benefits

Your participation does not pose any risk of any sort.

F. Confidentiality

If you agree to participate, your identity will remain confidential

Pseudonyms will always be used to identify the participants in the notes taken during the meeting.

This informed consent form will be kept in a safe place by the main researchers and will be deleted five after the end of the project, which is on 02/28/2028.

When the project is finished and all the data is analyzed, all the notes and observations made by the researchers will be anonymised and will stay at the disposal of the researchers from Koena.

G. Voluntary participation

The participation in this study is entirely voluntary. There is no penalty if you don't want to participate.

H. Right of Withdrawal from the study

You can withdraw from the study at any time without having to explain yourself and without negative consequences: just by telling us by any means of communication.

You can exercise your Right of Withdrawal in accordance with the European General Data Protection Regulation (GDPR) by sending a request to Rachel Le Roux, Koena's delegate to [Data protection](#) with a copy of your ID card attached in the mail.

You can also fill a complaint to the *Commission Nationale Informatique et Libertés* (CNIL) at the following URL : <https://www.cnil.fr/>

I. Subsequent publication / reuse / other basic data analysis and period of storage

The anonymised results of the focus group will be used in the reports produced and published for the IDE@ project. During that period, the data will not be used by organizations other than the partners of the IDE@ project.

Five years after the end of the project, the research data will be anonymised and put at the disposal of other researchers. Personal identifiers will be deleted. Otherwise, the information can



remain confidential with a legal agreement - only giving access to the researchers who sign this consent form.

J. Contact person

For additional questions about your rights as a research participant and the organisation of the focus group, you can contact Armony Altinier on direction@koena.net to ask for more information on the project and its results.

K. Consent

- I agree to participate in the focus group and I have received a copy of this consent form.
- I read the information explaining the research project and I had the opportunity to ask questions to which I was given satisfying answers.
- I understand that the anonymised information of this project may be put at the disposal of other researchers after the end of the project.
- I consent to the quoting of my contributions without any mention of my name.
- I consent to the use of my contributions for scientific dissemination, under the condition that actions are taken to protect my privacy.

Complete name of participant :

Date and signature :

Researcher 1 : Armony Altinier

Date and signature :

Researcher 2 : Clément Garénaux

Date and signature :

Researcher 3 : Amy Khairalla

Date and signature :



Annex IV – Detailed descriptions

A. *Table of images*

Figure 1 Participants' age range. Detailed description in annex IV

Figure 2 Participants' gender. Detailed description in annex IV

Figure 3 Participants' course format before COVID 19. Detailed description in annex IV

Figure 4 Participants' course format during COVID 19. Detailed description in annex IV

Figure 5 Participants' learning preferences. Detailed description in annex IV

Figure 6 Average enrolment in online courses. Detailed description in annex IV

Figure 7 Online platforms used by participants. Detailed description in annex IV

Figure 8 Level of difficulty or easiness to deal with different aspects when using the online platform/system. Detailed description in annex IV

Figure 9 Inclusion aspects taken into account in courses. Detailed description in annex IV

Figure 10 Accessibility services in participants' courses. Detailed description in annex IV

Figure 11 Participants' interest in certification. Detailed description in annex IV

B. *Detailed description*

Figure 1 Age Range

- 18 - 24 years old: 35,6
- 25 - 34 years old: 16,9
- 35 - 44 years old: 23,7
- 45 - 54 years old: 16,9
- 55 - 64 years old: 3,4

Figure 2 Gender

- Female: 76,3
- Male: 22,0
- I prefer not to answer: 1,7

Figure 3 Course format before COVID 19

- Online asynchronous format:
 - None: 61,0
 - Only one: 11,9
 - Some of them: 18,6
 - Most of them: 5,1
 - All of them: 3,4



- Online synchronous format:
 - None: 74,6
 - Only one: 5,1
 - Some of them: 13,6
 - Most of them: 5,1
 - All of them: 1,7
- Blended synchronous and asynchronous online formats:
 - None: 81,4
 - Only one: 3,4
 - Some of them: 11,9
 - Most of them: 1,7
 - All of them: 1,7
- Blended online and Face-to-Face formats
 - None: 71,2
 - Only one: 20,3
 - Some of them: 8,5
 - Most of them: 0,0
 - All of them: 0,0
- Face-to-face format
 - None: 16,9
 - Only one: 5,1
 - Some of them: 8,5
 - Most of them: 13,6
 - All of them: 55,9

Figure 4 Courses format during COVID 19

- Online asynchronous format:
 - None: 23,7
 - Only one: 8,5
 - Some of them: 42,4
 - Most of them: 10,2
 - All of them: 15,3
- Online synchronous format:
 - None: 18,6
 - Only one: 5,1
 - Some of them: 27,1
 - Most of them: 35,6
 - All of them: 13,6
- Blended synchronous and asynchronous online formats:



- None: 39,0
- Only one: 10,2
- Some of them: 27,1
- Most of them: 13,6
- All of them: 1,7
- Blended online and Face-to-Face formats
 - None: 67,8
 - Only one: 8,5
 - Some of them: 16,9
 - Most of them: 5,1
 - All of them: 1,7
- Face-to-face format
 - None: 66,1
 - Only one: 10,2
 - Some of them: 18,6
 - Most of them: 3,4
 - All of them: 1,7

Figure 5 Learning preferences

- Blended: 44,1
- Online: 11,9
- F2F: 32,2
- Not a learner: 8,5
- No preference: 1,7

Figure 6 Average enrolment in online courses

- 5 - 10 learners: 21,5
- 11 - 20 learners: 19,5
- 21 - 25 learners: 23,2
- 26 - 50 learners: 8,8
- 51 - 100 learners: 6,5
- More than 100 learners: 3,1

Figure 7 Online platforms

- Moodle: 27,3
- Big Blue Button: 7,3
- ENF CNAM: 12,7
- Teams: 29,1



- Zoom: 34,5
- Skype: 3,6
- Slack: 7,3
- Discord: 3,6
- Google Meet: 5,5
- Others: 32,7

Figure 8 Level of difficulty or easiness to deal with different aspects when using the online platform/system

- Time constraints to study materials
 - Very easy: 3,6
 - Easy: 49,1
 - Difficult: 40,0
 - Very Difficult: 7,3
- Digital skills to access and use materials
 - Very easy: 45,5
 - Easy: 41,8
 - Difficult: 12,7
 - Very Difficult: 0,0
- Relevant difficulty of materials
 - Very easy: 5,5
 - Easy: 52,7
 - Difficult: 40,0
 - Very Difficult: 1,8
- Financial constraints to access and use materials
 - Very easy: 43,6
 - Easy: 34,5
 - Difficult: 18,2
 - Very Difficult: 3,6
- Available technical support
 - Very easy: 34,5
 - Easy: 41,8
 - Difficult: 21,8
 - Very Difficult: 1,8
- Accommodation for learners with disabilities according to disability laws
 - Very easy: 18,2
 - Easy: 41,8
 - Difficult: 30,9
 - Very Difficult: 9,1



Figure 9 Inclusion aspects taken into account

Never Sometimes Often Always Don't know/Not concerned It depends on the course

- Inclusive course materials
 - Never: 0,0
 - Sometimes: 20,3
 - Often: 23,7
 - Always: 23,7
 - Don't know/Not concerned: 22,0
 - It depends on the course: 10,2
- Inclusive classroom
 - Never: 11,9
 - Sometimes: 18,6
 - Often: 11,9
 - Always: 8,5
 - Don't know/Not concerned: 33,9
 - It depends on the course: 15,3
- Accessible course materials
 - Never: 3,4
 - Sometimes: 16,9
 - Often: 20,3
 - Always: 27,1
 - Don't know/Not concerned: 23,7
 - It depends on the course: 8,5
- Inclusive lecture strategies
 - Never: 10,2
 - Sometimes: 16,9
 - Often: 20,3
 - Always: 5,1
 - Don't know/Not concerned: 35,6
 - It depends on the course: 11,9
- Inclusive assessment
 - Never: 15,3
 - Sometimes: 18,6
 - Often: 10,2
 - Always: 6,8
 - Don't know/Not concerned: 39,0
 - It depends on the course: 10,2
- Accommodations
 - Never: 8,5



- Sometimes: 13,6
- Often: 5,1
- Always: 1,7
- Don't know/Not concerned: 66,1
- It depends on the course: 5,1

Figure 10 Accessibility services

- Pre-recorded subtitles
 - I need it and it is available: 6,8
 - I need it but it is not available : 8,5
 - I don't need it but it is available: 3,4
 - I don't need it and it is not available: 62,7
 - I don't know: 18,6
- Live subtitles
 - I need it and it is available: 6,8
 - I need it but it is not available : 5,1
 - I don't need it but it is available: 3,4
 - I don't need it and it is not available: 59,3
 - I don't know: 25,4
- Audio description
 - I need it and it is available: 3,4
 - I need it but it is not available : 5,1
 - I don't need it but it is available: 3,4
 - I don't need it and it is not available: 55,9
 - I don't know: 32,2
- Transcriptions of audio and video
 - I need it and it is available: 6,8
 - I need it but it is not available : 8,5
 - I don't need it but it is available: 5,1
 - I don't need it and it is not available: 50,8
 - I don't know: 28,8
- Compatibility with screen readers
 - I need it and it is available: 6,8
 - I need it but it is not available : 5,1
 - I don't need it but it is available: 3,4
 - I don't need it and it is not available: 30,5
 - I don't know: 54,2
- Easy-to-understand language
 - I need it and it is available: 18,6



- I need it but it is not available : 6,8
- I don't need it but it is available: 5,1
- I don't need it and it is not available: 37,3
- I don't know: 32,2
- Sign Language interpreting
 - I need it and it is available: 1,7
 - I need it but it is not available : 1,7
 - I don't need it but it is available: 1,7
 - I don't need it and it is not available: 62,7
 - I don't know: 32,2
- Keyboard compatibility
 - I need it and it is available: 10,2
 - I need it but it is not available : 8,5
 - I don't need it but it is available: 3,4
 - I don't need it and it is not available: 30,5
 - I don't know: 47,5
- Voice recognition/Speech to text
 - I need it and it is available: 5,1
 - I need it but it is not available : 5,1
 - I don't need it but it is available: 3,4
 - I don't need it and it is not available: 37,3
 - I don't know: 49,2

Figure 11 Interested in certification

- Very appealing, it would influence my choice for a training a lot: 14,5
- Appealing, it would somehow influence my choice for a training: 32,7
- Not very appealing, it would not be a criterion for my choice of training: 60,0

Annex V - Research project name: IDE@

Please read this consent form carefully before participating in this study.

A. Identification

Researchers in charge of the focus group :

- Armony Altinier, Koena founder and CEO
- Clément Garénaux, digital inclusion consultant and researcher at Koena
- Amy Khairalla, digital accessibility educator at Koena
- Mail address : projets@koena.net



B. Research objective:

Ide@ is a ERASMUS+ project on which several organization work :

- [Koena](#)
- [ECQA \(European Certification & Qualification association\)](#)
- [Télé-Université de Québec \(TÉLUQ\)](#)
- [Universitat Autònoma de Barcelona \(UAB\)](#)

The project aims to learn from the COVID crisis, the associated lockdowns in each country and the mass switch to e-learning to gather the best practices concerning digital accessibility.

The objective of the project is to train educational teams to distance education to allow a true efficient and inclusive pedagogical method, in order for it to become as accessible as possible, using appropriate tools and relevant training paths to ensure the inclusion of all learners.

C. What your participation in the study implies

The participation in the focus group will be via video conference. Two or three members from the Koena research team will be present at the meeting. The participant will have to answer questions orally and discuss them with the other participants.

Your collaboration is an important part of the success of this project and we would like to thank you for agreeing to participate.

D. Duration

The focus group will last approximately 90 minutes.

E. Risks and benefits

Your participation does not pose any risk of any sort.

F. Confidentiality

If you agree to participate, your identity will remain confidential

Pseudonyms will always be used to identify the participants in the notes taken during the meeting.

This informed consent form will be kept in a safe place by the main researchers and will be deleted five after the end of the project, which is on 02/28/2028.

When the project is finished and all the data is analyzed, all the notes and observations made by the researchers will be anonymised and will stay at the disposal of the researchers from Koena.



G. Voluntary participation

The participation in this study is entirely voluntary. There is no penalty if you don't want to participate.

H. Right of Withdrawal from the study

You can withdraw from the study at any time without having to explain yourself and without negative consequences: just by telling us by any means of communication.

You can exercise your Right of Withdrawal in accordance with the European General Data Protection Regulation (GDPR) by sending a request to Rachel Le Roux, Koena's delegate to [Data protection](#) with a copy of your ID card attached in the mail.

You can also fill a complaint to the *Commission Nationale Informatique et Libertés* (CNIL) at the following URL : <https://www.cnil.fr/>

I. Subsequent publication / reuse / other basic data analysis and period of storage

The anonymised results of the focus group will be used in the reports produced and published for the IDE@ project. During that period, the data will not be used by organizations other than the partners of the IDE@ project.

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For additional questions about your rights as a research participant and the organisation of the focus group, you can contact Armony Altinier on direction@koena.net to ask for more information on the project and its results.

K. Consent

- I agree to participate in the focus group and I have received a copy of this consent form.
- I read the information explaining the research project and I had the opportunity to ask questions to which I was given satisfying answers.



Erasmus+

- I understand that the anonymised information of this project may be put at the disposal of other researchers after the end of the project.
- I consent to the quoting of my contributions without any mention of my name.
- I consent to the use of my contributions for scientific dissemination, under the condition that actions are taken to protect my privacy.