FLIPPED CLASSROOM LESSON PLAN

LESSON PLAN Ref:
COURSE Ref:
Course: **Digital Accessibility Manager/ Digital Accessibility Tester/**
Web developer with expertise in Digital Accessibility/
Web designer with expertise in Digital Accessibility
Unit / Module: **Introduction to Digital Accessibility**
Lesson Title: **Overview and importance of Digital Accessibility**
Level:

Lesson Duration:
Pre-Class Activities: 90 minutes
In-Class Activities: 60 minutes
Post-Class Activities: 30 minutes
Total: 3,0 hours (180 minutes)

Lesson Objectives:
To familiarize the learners with the digital accessibility and its importance.

Outline:
1. Digital accessibility definition.
2. The purpose of digital accessibility.
3. Responsibility for accessible web content.
4. The costs of digital accessibility.
5. The importance of digital accessibility in common life, society and work.
6. The pros and cons of digital accessibility.

Pre-Class Activities
Students Learning Resources at Home:
- [Introduction to Web Accessibility and W3C Standards](#),
- [Digital Accessibility as a Business Practice by Digital Education Strategies, The Chang School](#),
- [Web Accessibility](#), or/and http://resources.fahcsia.gov.au/videos/web_accessibility_video.mp3

Student Learning Activities at Home:
Students have to study the resources mentioned above and try to answer the following questions:
1. What is the purpose of digital accessibility.
2. Who is responsible for accessible web content.
3. What are the costs of digital accessibility.
4. What is the importance of digital accessibility in common life, society and work.
5. What are the pros and cons of digital accessibility.

In-Class Activities
Note: the trainer chooses any 2 exercises out of the 5 provided on Moodle.

0-20 minutes: Students discuss in teams on an issue of accessibility in the past, present and future.

0-20 minutes: Students identify basic standard principles of website design such as:

1) Co-ordination
2) Enforcement
3) Leadership
4) Consideration of access
5) Technical dimensions
6) Educational research
7) Social inclusion

20-40 minutes: Students work in small groups in order to work out:
1) rationale for organizations to address accessibility.
Group 1 - tangible benefits,
Group 2 - intangible benefits,
2) Risks for organizations of not addressing accessibility adequately
Group 1 – operational risks
Group 2 – strategic risks

20-40 minutes: Students work in small groups in order to work out benefits of web accessibility for users.

20-40 minutes: Students work on One-Minute Elevator Pitch.
Establishing a culture of accessibility in an organization requires buy-in from senior management. These managers may not always understand the implications of accessibility barriers on the company.
Using the knowledge students have gained to this point during the course, learners write an elevator pitch to convince a senior manager that accessibility is important to the company.
If they are not familiar with elevator pitches, they often unfold when the speaker, getting on the elevator, happen to run into a key senior person in the company, who typically spends his/her day running from meeting to meeting. They have her/him as a captive audience for one minute while the elevator ascends. This is the only opportunity they will have to pitch their idea to this person, and if they succeed in convincing this person, she/he will support them in their effort.
Students' task in this activity is to convince one of the following people that digital accessibility is very important and they have a good idea that is sure to benefit the company.
Students in group consider different arguments to convince different people.
   – President/Chief Executive Officer
   – Director of Marketing
   – IT Manager/Chief Information Officer
   – General Manager
   – Human Resource Director

40-60 minutes: Groups present the results of their work.

Post-class Activities
Students take the online test about the overview and importance of Digital Accessibility.

Assessment
Final test. In order to successfully pass the unit, the student has to pass the online quiz.

Materials / Equipment
- Flipchart/whiteboard and markers
- Projector and screen
- Laptop
- PowerPoint slides

References

- [Introduction to Web Accessibility, W3C](#)
- [Web Accessibility Perspectives - Compilation of 10 Topics/Videos](#)
- [The Business Case for Digital Accessibility](#),