FLIPPED CLASSROOM LESSON PLAN

LESSON PLAN Ref:

COURSE Ref:

Course: Digital Accessibility Manager
Unit / Module: Managing Digital Accessibility
Lesson Title: Accessible Layout and structure
Level:

Lesson Duration:

Pre-Class Activities: 60 minutes

In-Class Activities: 90 minutes

Post-Class Activities: 30 minutes

Total: 4 hours (180 minutes)

Lesson Objectives:

- Acquiring the ability to organize accessible web pages and documents.
- Acquiring the ability to choose accessible web page titles.
- Acquiring the ability to use appropriate headings.
- Acquiring the ability to create proper links.
- Acquiring the ability to choose accessible colors and contrasts.

Outline:

- Why is this important?
- Accessible Structure (headings, titles)
- Accessible Font and Spacing
- Accessible Links and Hyperlinks
- Accessible colors and contrasts

Pre-Class Activities:

Student Learning Resources at Home:

- Read:
    - Digital Accessibility toolkit (page 24 and 26)
    - Accessible structure
    - Accessible links
- Check out webpage Accessibility Requirements for People with Low Vision.
- Try our different colors and contrasts and check it with contrast checker (e.g. contrast checker).

- Go through all the resources that can be found on Moodle.

In-Class Activities:

0 – 20 minutes: Page structure – why is page structure important? Students work in groups. Each group should make a list of reasons and present it. Discussion (add if something is missing). **Moodle: exercise 1**

20 – 35 minutes: Headings, paragraphs, structure: What have they learned at home? Discussion on headings and paragraphs.

35 – 50 minutes: Students get a text which they should structure and add meaningful headings. Group work – showing their examples and correcting them. Each group presents the best example from the group. **Moodle: exercise 2**

50 – 65 minutes: Students work in groups. They should prepare guidelines on how to provide accessible layout when writing accessible content. They can use any resource from Moodle or internet. 5 topics we should get an answer on: Font type and size, Spacing, Color and contrast, Emphasizing (bold, italics, underline; capitalization), and Writing appropriate links. **Moodle: exercise 3**

65 - 80 minutes: Students work individually on a document. They need to change the font (to be accessible), adjust the spacing, margins and borders, add accessible links. If they have any problems, they can help each other. **Moodle: exercise 4**

80 – 90 minutes: Summary.

Post-class Activities:

Short test (Name: Test 1), finalizing and uploading documents/answering the questions online.

Assessment:

- Upload all the exercises from the stationary workshops.
- Short online test.

Materials / Equipment:

- Computer
- Moodle materials

References:

- Accessibility Requirements for People with Low Vision
- Digital Accessibility toolkit
- Providing Structure in Web Pages and Documents
- Contrast checker 1

- [Contrast checker 2](#)
- [WebAIM-Web accessibility in mind-Links and Hypertext](#)