



Online Course on  
*ACCESSIBLE DIGITAL EDUCATION (ADEDU)*  
Manual on User Guidelines  
Hellenic Open University (HOU)



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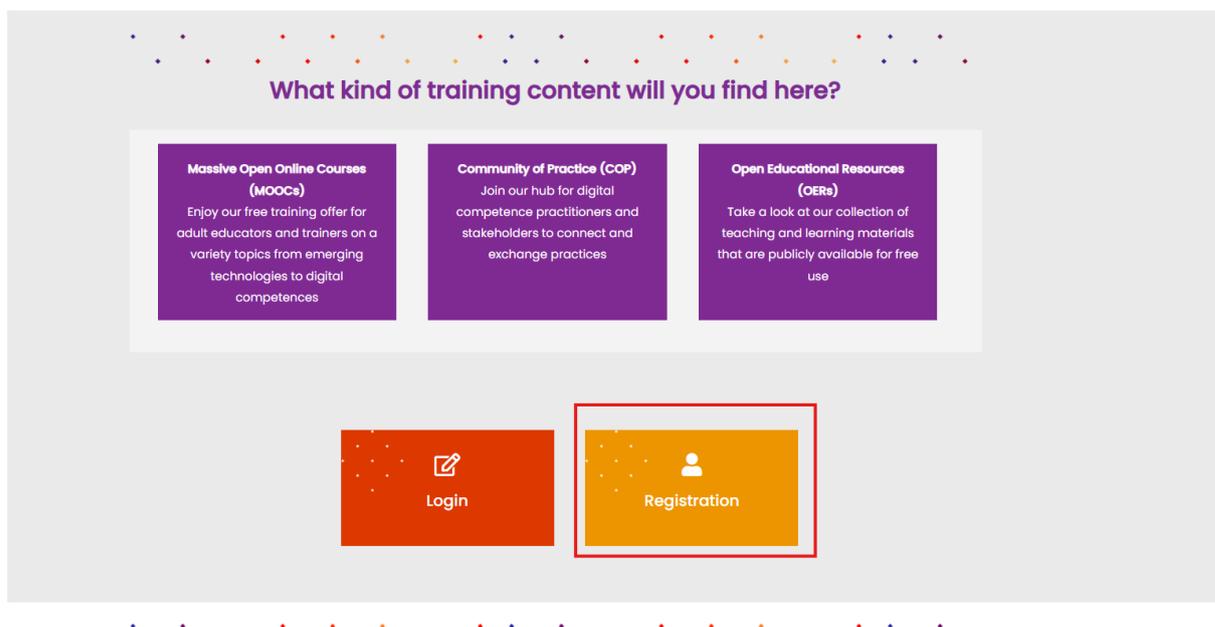
Co-funded by  
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## Introduction & Scope of the “Manual on User Guidelines”

In the framework of the European co-funded project “Accessible Digital Education” (AEDU) an Online Course has been developed. The Course is primarily addressed to Teachers, Adult educators and trainers and Educators in the field of special education, psychology, and pedagogy and every other stakeholder that want to enhance their knowledge on the topic. Scope of this Manual is to present all the necessary steps in order to ease the users’ access and navigation on the AEDU platform and Course.

### 1. Prerequisite Steps

- The content is accessible to all that have registered and are logged-in in the All Digital Academy platform: <https://platform.alldigitalacademy.eu/>
- To register to the platform, press the button “Registration” in the bottom right of the page.



[Figure 1. Platform registration](#)

## 2. Registration / Enrollment in the AEDU Course

After successful login at the platform, a user should go to the “MOOCs (Massive Open Online Courses)” section on the main menu (Fig. 1). In order to enroll to AEDU Course, select from “Our Trainings” menu the **AEDU** option.

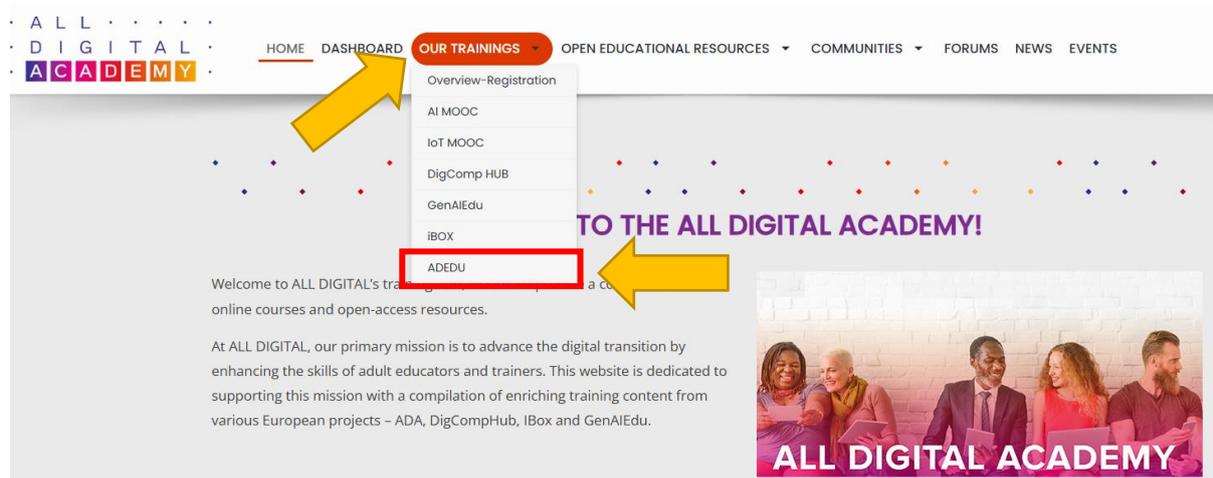


Figure 2. The MOOCs section on the ADA platform menu

On the AEDU page click “Take this Course”.

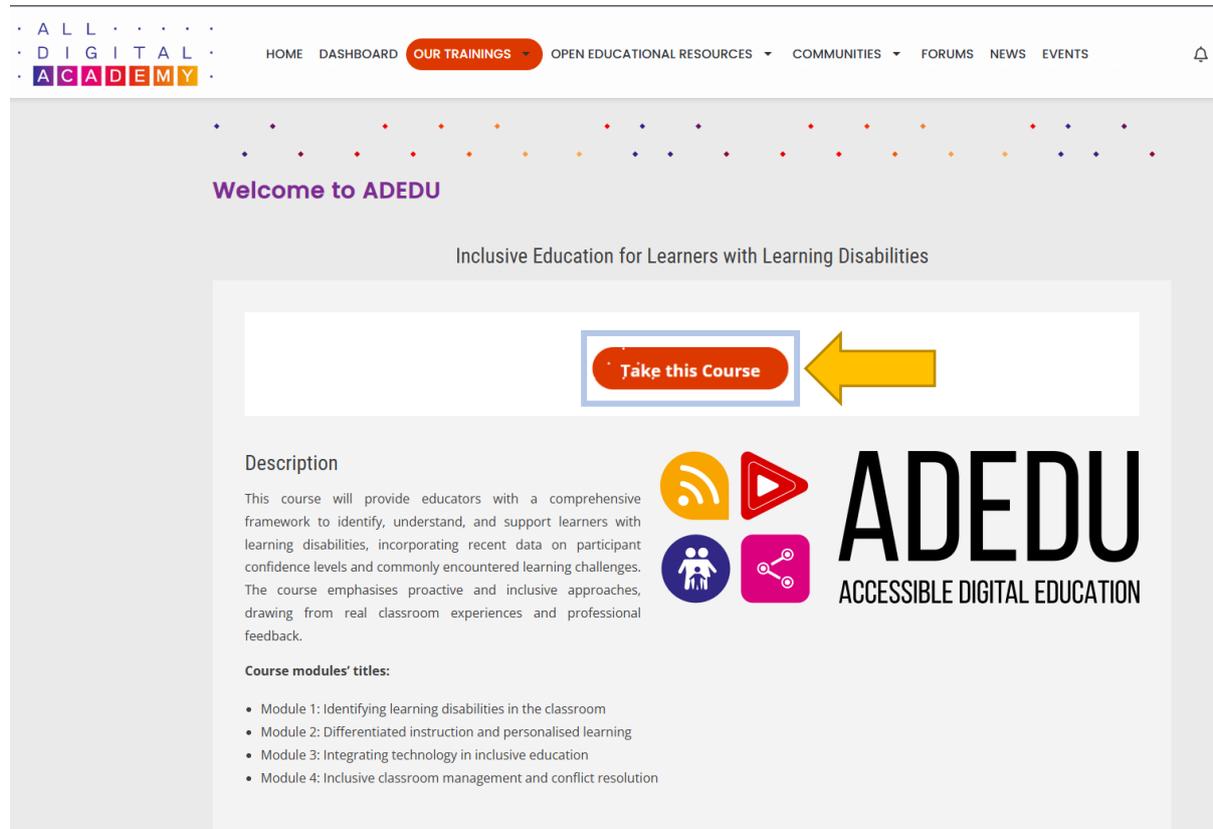


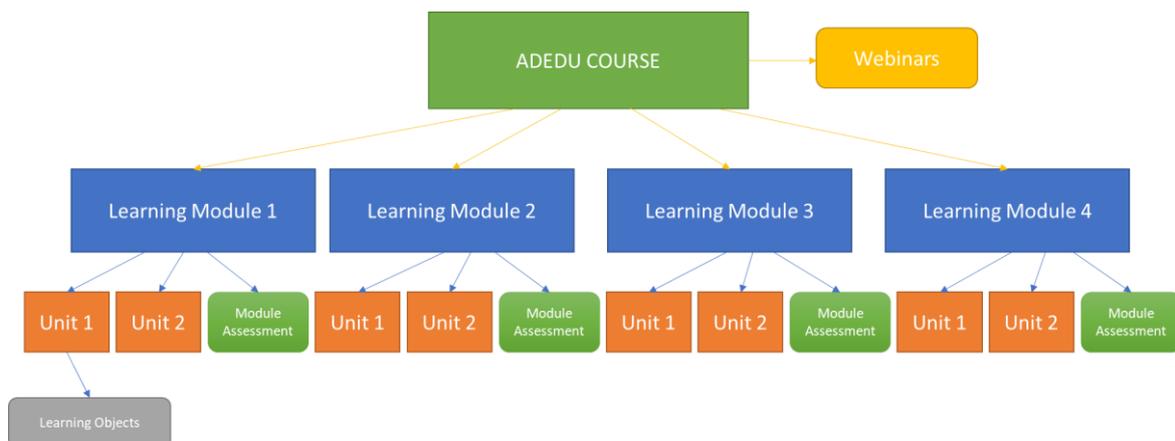
Figure 3. Accessing the Course from the AEDU ADA page

This will enroll and change the button to **“Access Course”**. By clicking this button, you will be forwarded to the ADEDU Course main page.

### 3. The ADEDU Course

#### 3.1 Structure

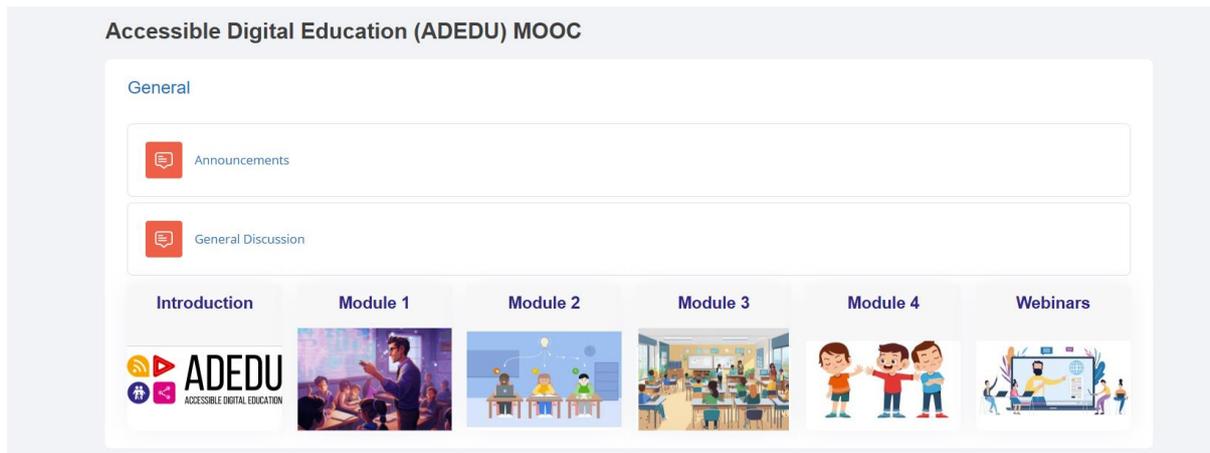
The ADEDU Course structure follows a modular approach where, based on the Course structure, a number of Modules are provided, which are broken down to Units. Units consist of learning material in the form of text, presentations and videos. In some cases, additional (optional) learning material is also provided. At the end of the Module an assessment test is offered to evaluate the achievement of the Module’s Learning Outcomes. The Course’s structure is depicted in following figure:



[Figure 4. The ADEDU Course's structure](#)

#### 3.2 Navigation

Upon entering the ADEDU Course you will find yourself in the following page:

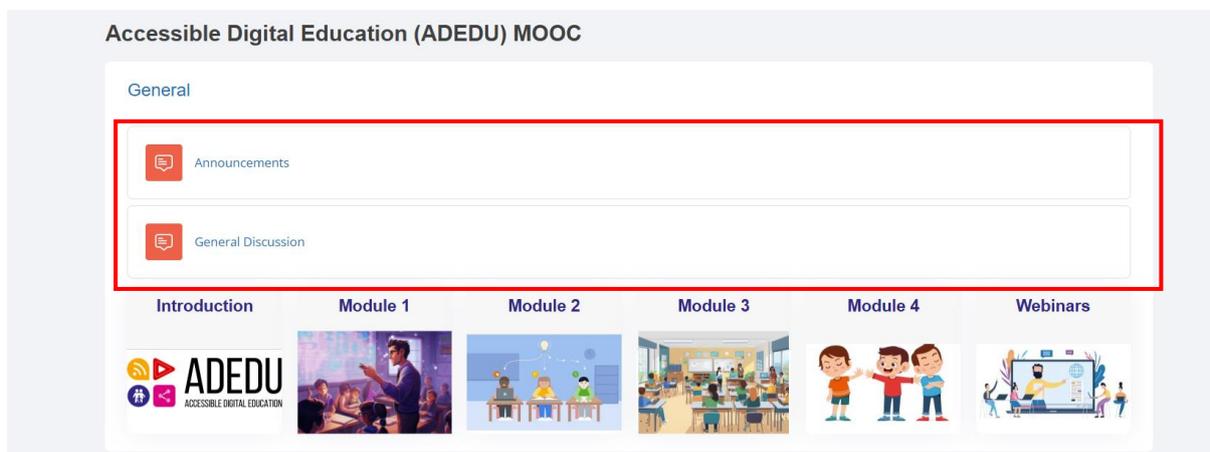


[Figure 5. AEDU Course main page](#)

Here you can see the Introductory section in which you can find generic information on the Course, the 4 main Modules and a section where the Webinars that will take place during the Course will be uploaded.

### 3.3 AEDU Course Forums

The Announcements Forum is a section where Tutors post news related to the Course. At the general discussion Forum, learners may ask questions and start a discussion either pertaining to a specific topic with regard to the Course, or more general topics to socialize with peers. [\(Fig. 6\).](#)



[Figure 6. MOOCs' Forums](#)

### 3.4 Course Modules

Each Module consists of an overview, the Units and an Assessment. [\(Fig. 7-8\).](#)

[Main course page](#)

Module 2 +

[Introduction](#)

## Module 1

### Identifying learning disabilities in the classroom

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The module is focused on the identification of the students with learning disabilities in the classroom in the light of the basic principles and conditions of inclusion philosophy. Identifying learning disabilities in a school setting is a complex process. The module describes the processes and practices that are necessary for the identification process. Basic intervention and early intervention parameters are mentioned. The goal of early recognition is not to simply locate high-risk students, but rather the early intervention to reduce difficulties and preventative intervention with regard to secondary disorders accompanying the predominant difficulty or disability.

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Learning objectives

- Defining learning disabilities.
- Screen and evaluate phases of identifying.
- Implement processes and practices that are necessary for the identification process.
- Develop, strengthen and build practices that support students with learning disabilities.
- Recommend interventions that can implemented at each phase of system development.

[Figure 7. Course' Module Structure \(Module Overview\)](#)



Unit 1.1  
 Understanding Learning Disabilities identification

Unit 1.2  
 Basic and early intervention parameters

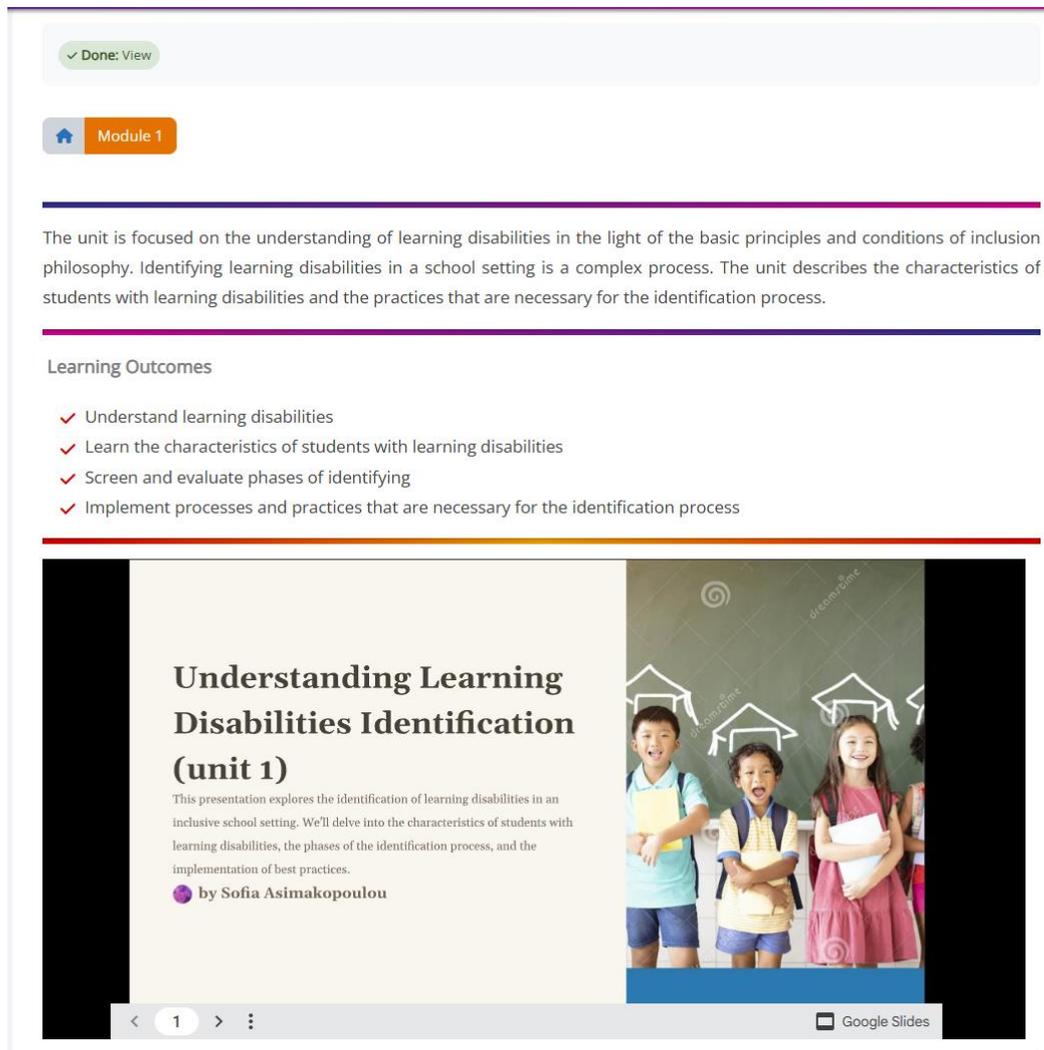
**Quiz for Module 1** To do: Receive a grade

Not available unless:

- The activity **Unit 1.1: Understanding Learning Disabilities identification** is marked complete
- The activity **Unit 1.2: Basic and early intervention parameters** is marked complete

[Figure 8. Course's Module Structure \(Presentation, Units and Quiz\)](#)

Upon entering each Unit the learner will find generic information of this Unit as well as the Unit's Schedule ([Fig. 9](#)).



Done: View

Module 1

The unit is focused on the understanding of learning disabilities in the light of the basic principles and conditions of inclusion philosophy. Identifying learning disabilities in a school setting is a complex process. The unit describes the characteristics of students with learning disabilities and the practices that are necessary for the identification process.

**Learning Outcomes**

- ✓ Understand learning disabilities
- ✓ Learn the characteristics of students with learning disabilities
- ✓ Screen and evaluate phases of identifying
- ✓ Implement processes and practices that are necessary for the identification process

**Understanding Learning Disabilities Identification (unit 1)**

This presentation explores the identification of learning disabilities in an inclusive school setting. We'll delve into the characteristics of students with learning disabilities, the phases of the identification process, and the implementation of best practices.

by Sofia Asimakopoulou

Google Slides

[Figure 9. Unit's Structure \(Generic Information and Presentation\)](#)

In the Unit's schedule you will find the learning material that comprises this Unit. For each Unit there is a Core Reading Material and an extra learning object that can be accessed by clicking the button on the bottom right of this material. This material may be a presentation, extra reading or a self-assessment activity ([Fig. 10-11](#)).

📖 1.1.b: Phases of Identification

This presentation explores the identification of learning disabilities and involves a structured process divided into key phases. These phases ensure that students' challenges are accurately recognized and addressed through appropriate interventions.

▶ Study effort: 1 hour

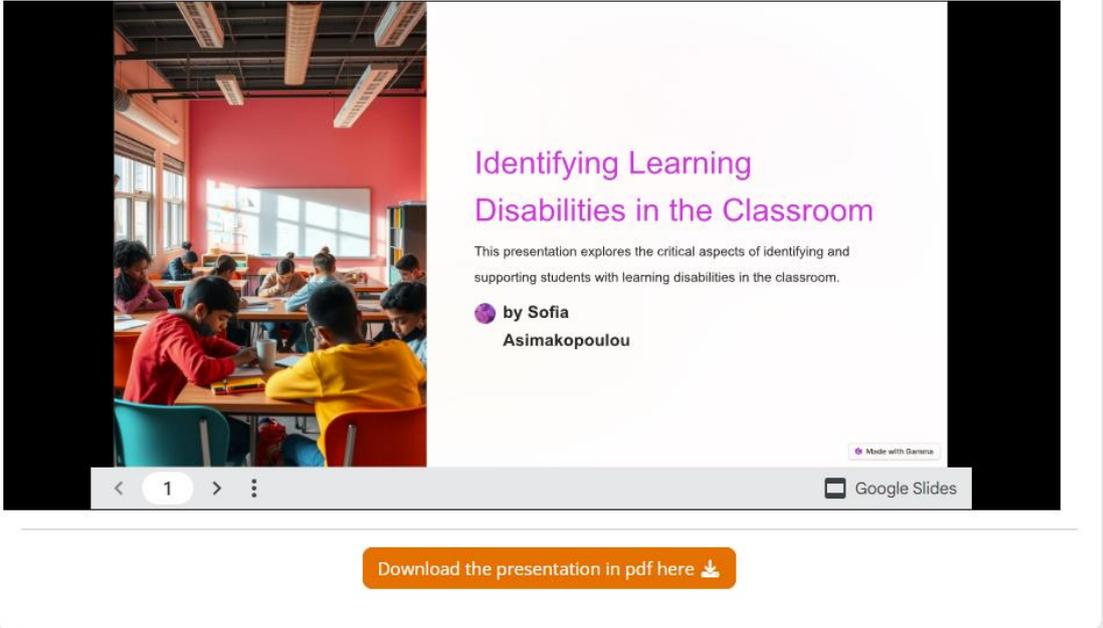
 PHASES OF IDENTIFICATION CORE MATERIAL

[View the Presentation](#)



[Figure 10. Unit's Learning Material](#)

[View the Presentation](#)



[Figure 11. Learning object \(Presentation example\)](#)

The Assessment test (Quiz) at the end of each Module has to be completed. The Assessment is available from the moment you have accessed and read both Units of the Module (Fig. 12). It contains questions concerning the material you 've read in each specific Module.

### Quiz for Module 1

Back

**Question 1**  
Not yet answered  
Marked out of 1.00  
[Flag question](#)  
[Edit question](#)

What is the definition of Learning Disabilities?

Select one:

- a. Learning disabilities (LDs) are neurodevelopmental disorders that affect how individuals process, understand, and retain information.
- b. The term 'learning disabilities' is interchangeable with other disorders.
- c. Learning disabilities usually correspond with a low IQ.
- d. Learning disabilities do not go away — they're with you for life.

**Question 2**  
Not yet answered  
Marked out of 1.00  
[Flag question](#)  
[Edit question](#)

What are the most common types of Learning Disabilities?

Select one:

- a. ADHD and autism.
- b. Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia, Dysphasia/Aphasia, Auditory and Visual Processing Disorders.
- c. Dyslexia and Dyspraxia.
- d. Autism and dyslexia.

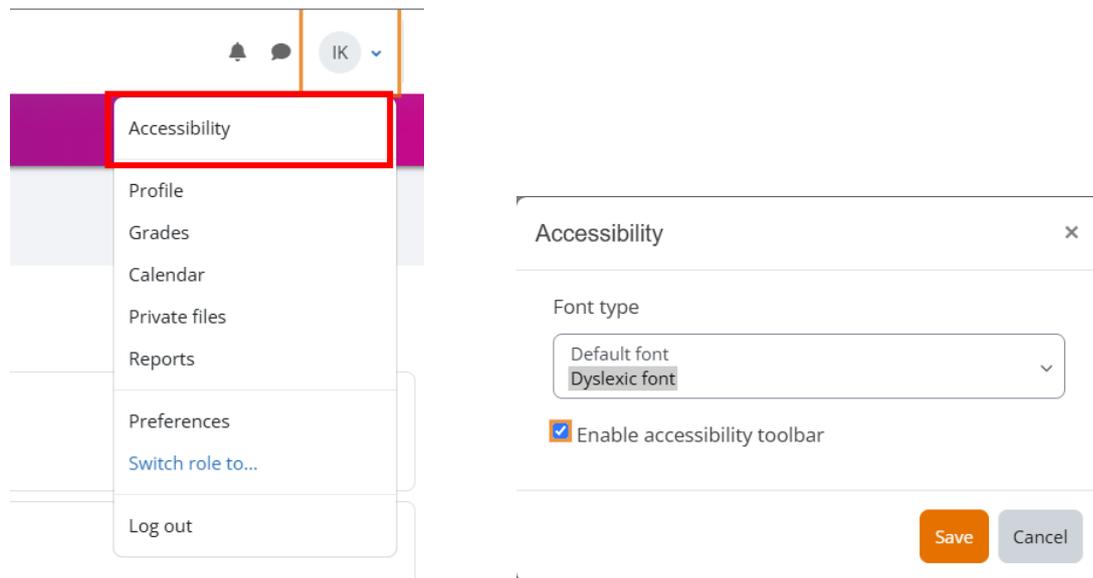
[Figure 12. Example for Taking a quiz](#)

The Certificate of successful Course completion will be based on the average of your scores in each quiz Modules.

## 4. Platform functionalities

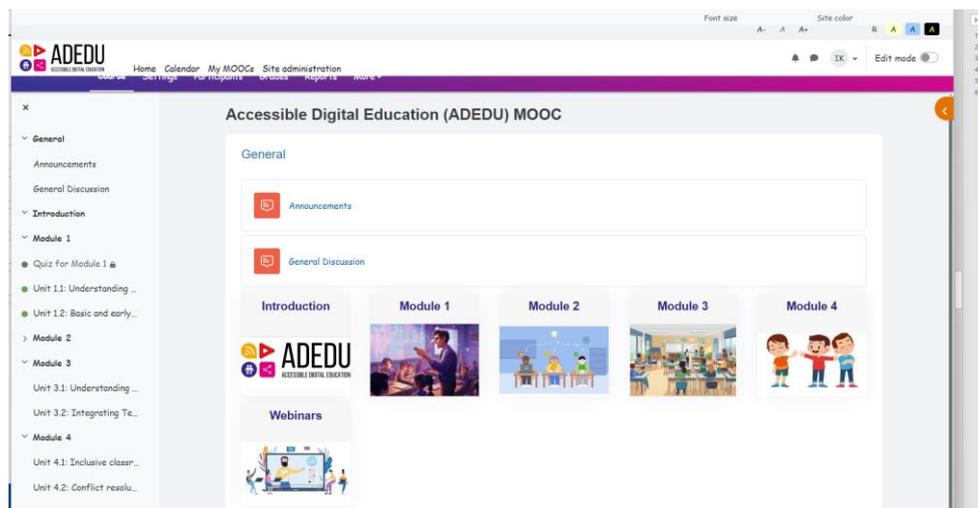
### 4.1 Accessibility Features

AEDU Course provides the option for accessibility features in order to ease the use for persons with learning and other disabilities, dyslexia or color blindness. From the icon with the learner’s initials on the top right corner the user can select **“Accessibility”**. A pop-up with the accessibility features is shown (Fig. 13).



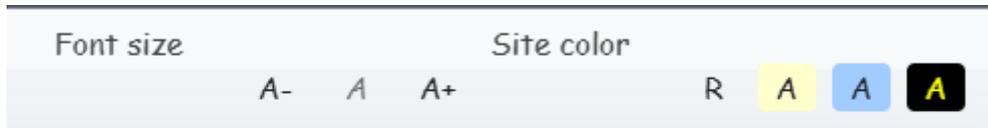
[Figure 13. Accessing Accessibility Features](#)

Upon enabling the accessibility toolbar, a bar on top of the topmost menu will appear as shown in the next image (Fig. 14).



[Figure 14. Dyslectic Fonts and Accessibility Toolbar](#)

The accessibility toolbar provides tools to increase or decrease the font size and to change the site color into specific presets ([Fig. 15](#)).



[Figure 15. Accessibility Toolbar Options](#)

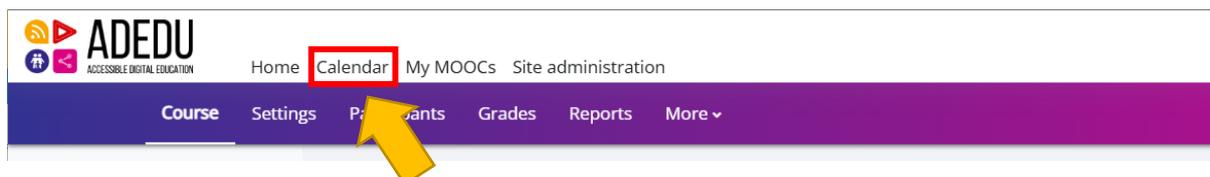
An example of the Low contrast color mode is shown in the following figure.



[Figure 16. Low contrast color mode](#)

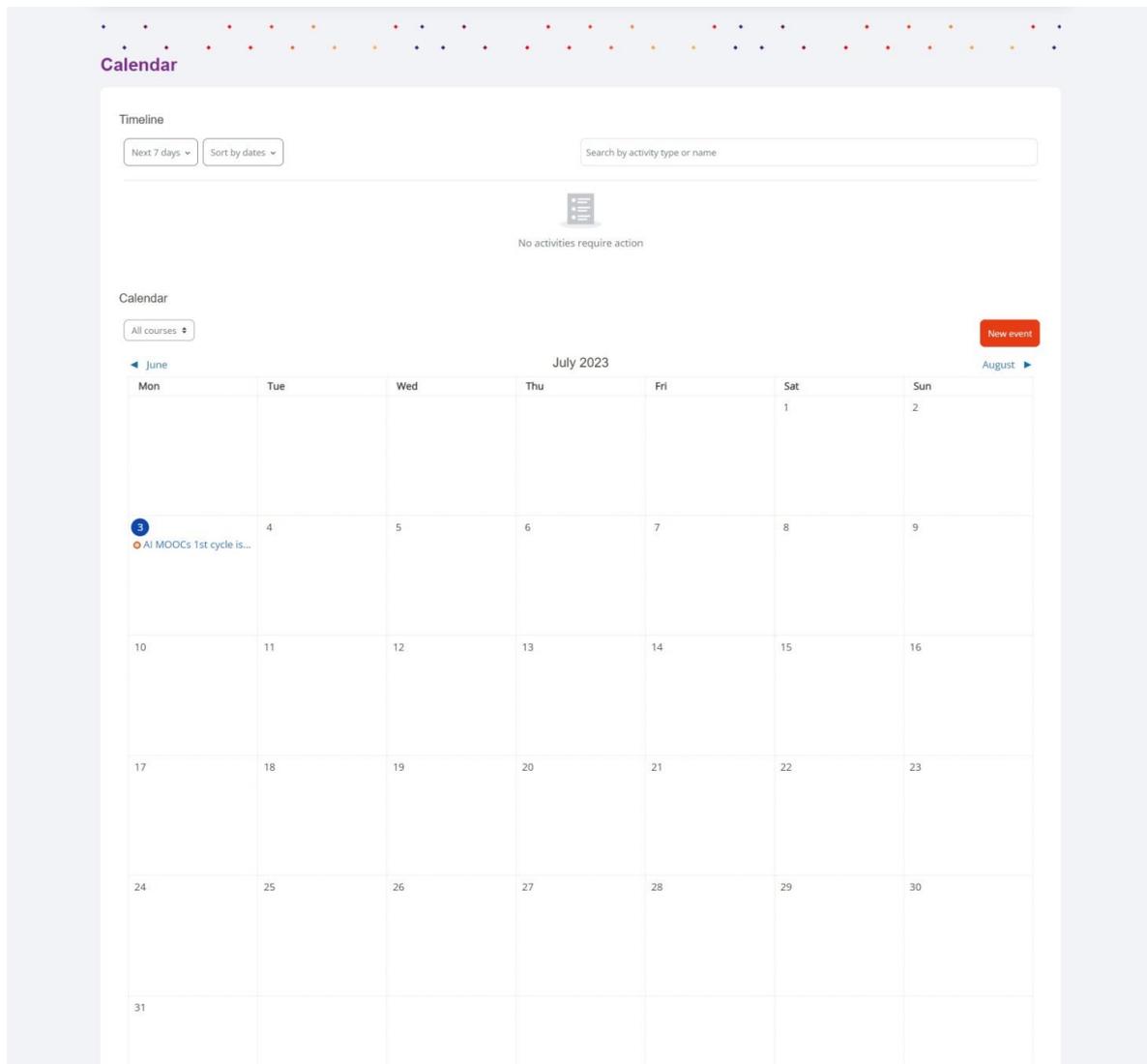
## 4.2 Calendar

You may use the link “Calendar” on the menu shown in ([Fig. 17](#)) to access the Calendar that informs you about important Announcements concerning the Course.



[Figure 17. Accessing the calendar](#)

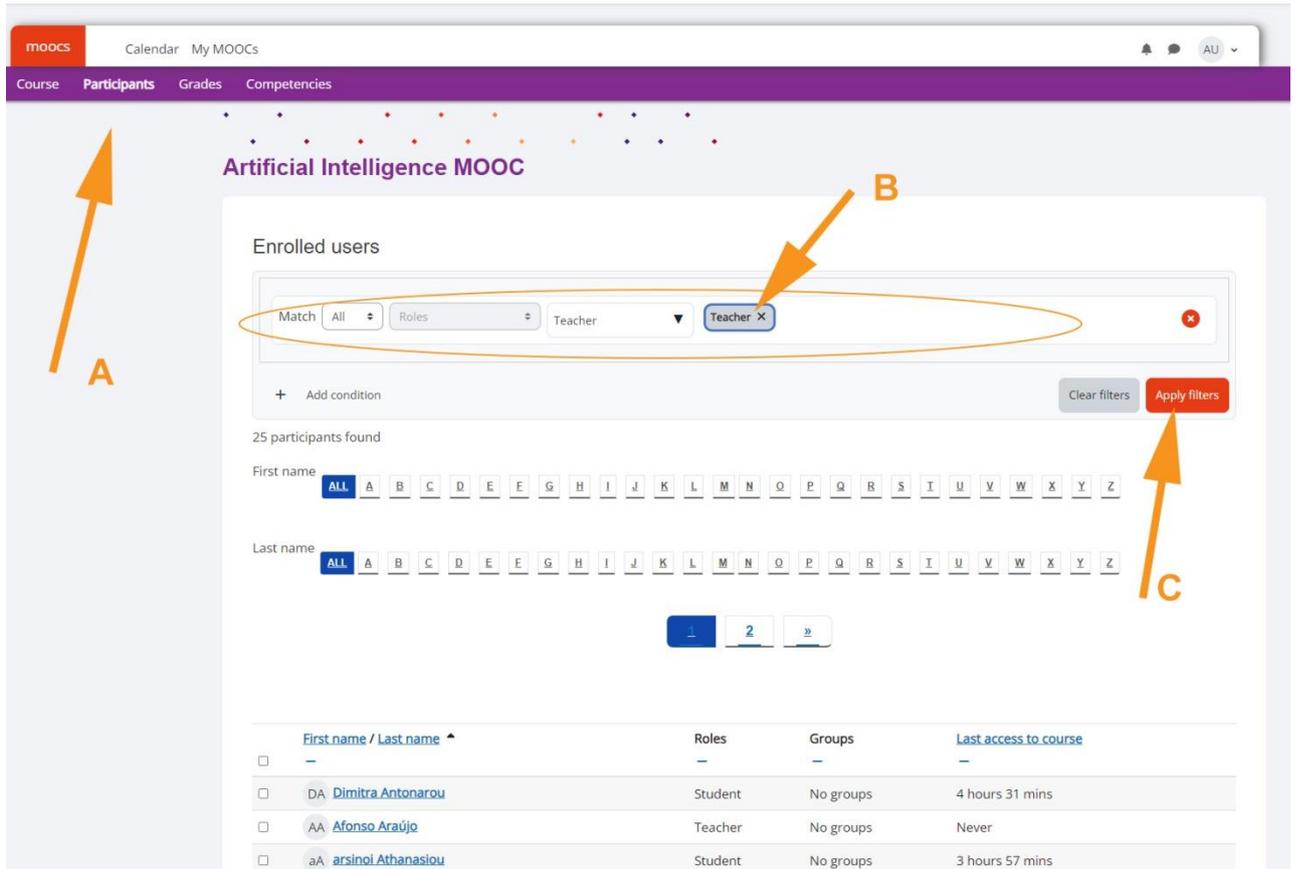
By clicking on a future date you can add an event note as a personal reminder. ([Fig. 18](#)).



[Figure 18. MOOCs' Calendar](#)

### 4.3 Participants

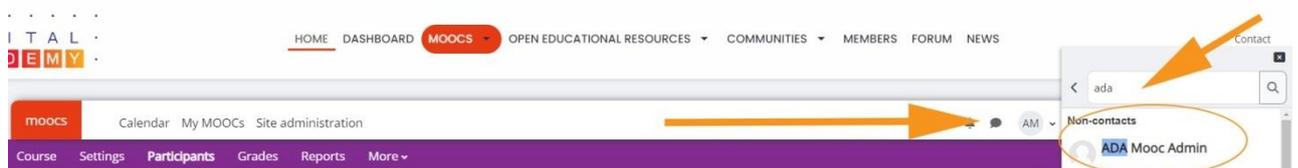
When you are logged in in the ADEDU Course, you can click on the “Participants” option ([A in Fig. 19](#)) in order to find all members that are enrolled within. If you want to find the Tutors of the Course you can use the filtering functionality based on Roles and select Teacher. You click on the “Apply filters” button and when the filter is added ([B in Fig. 19](#)) you click on the “Apply filters” button again. ([C in Fig. 19](#)). You can also filter participants based on a keyword.



[Figure 19. MOOCs' Participants](#)

#### 4.4 Instant messaging

From the Course navigation you may send instant messages to another participant or to a tutor. You may search the user you want based on his/her name/ last name and you can send an instant message. [\(Fig. 20\).](#)



[Figure 20. ADEDU Course's Instant Messaging](#)