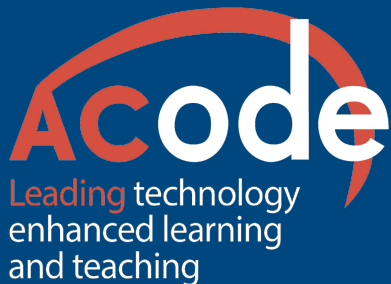
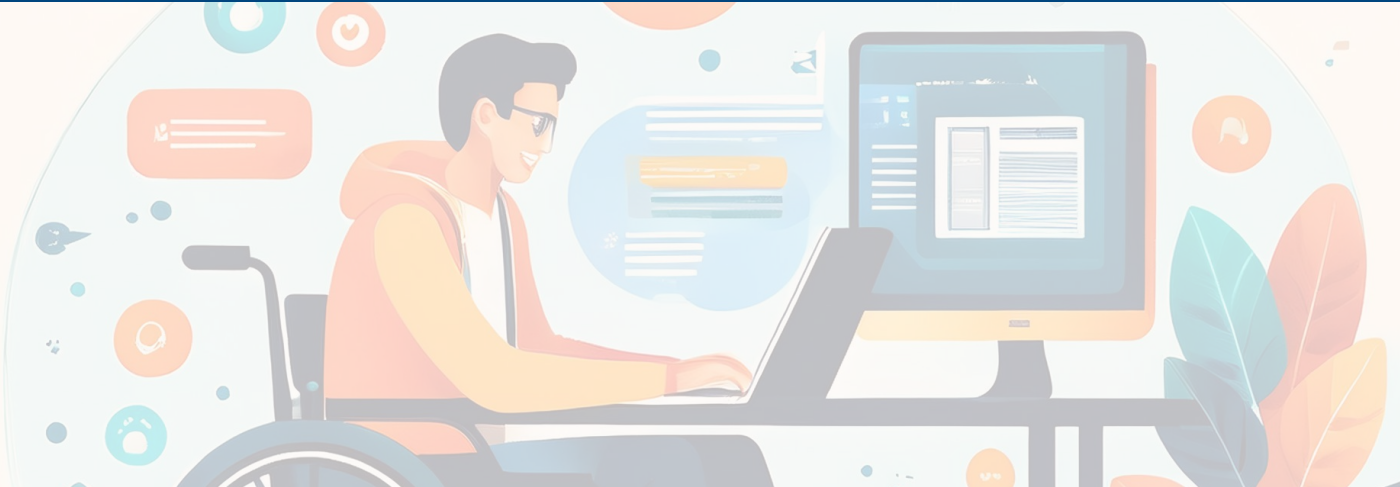


ACODE 93: Accessibility & Technology Enhanced Learning



UNIVERSITY OF
AUCKLAND
Waipapa Taumata Rau
NEW ZEALAND

Housekeeping and Health & Safety

Emergency Evacuation Procedure

- **Bathroom Locations:** Indicate nearest restrooms.
- **In Case of Emergency:**
 - Locate the nearest exit on the provided map.
 - Exit via the stairs—do NOT use lifts.
 - Proceed to assembly areas and wait for further instructions.
- **Assembly Areas:**
 - **Grafton Road Footpath**
- **Who to Contact:**
 - Steve will ensure everyone is safe and accounted for.



Mihi

E mihi ana ki te rangi.

E mihi ana ki te whenua.

E mihi ana ki a Ngāti Whātua.

Ko Steve Leichtweis tōku ingoa.

Nō Ranga Auaha Ako ahau.

Nau mai ki tēnei wānanga.

Greetings to the sky.

Greetings to the land.

Greeting to Ngāti Whātua.

My name is Steve Leichtweis

*I am from Ranga Auaha Ako | the
Learning & Teaching Design Team.*

Welcome to this workshop.

Workshop Agenda - Part 1 (75 min)

Time (NZDT) Topic	Presenter/Facilitator
12 noon (10 min)	Housekeeping, Welcome & Introductions Dr. Steve Leichtweis (UoA, Ranga Auaha Ako Learning & Teaching Design Team)
12:10 (20 min)	ACODE President's Welcome Professor Kate Ames (Torrens, PVC Engagement & Access)
12:30 (15 min)	UoA Welcome Professor Simon Holdaway (UoA, Interim Deputy VC - Education)
12:45 (30 min)	Presentation: How accessible are we really? Examining access, technology, and standards in learning and teaching Professor Kate Ames (Torrens, PVC Engagement & Access)
1:15 (15 mins)	Break

Workshop Agenda - Part 2 (60 min)

Time (NZDT) Topic	Presenter/Facilitator
1:30 (30 min)	Presentation: Strategies, Plans and Frameworks – oh my! Organising ourselves to deliver accessible learning and teaching. Professor Cathy Stinear (UoA, PVC - Equity)
2:00 (30 min)	Presentation: Perspectives from ADCET Darren Britten (ADCET)
2:30 (30 min)	Major Break

Workshop Agenda - Part 3

Time (NZDT) Topic	Presenter/Facilitator
3:00 (30 mins)	Presentation: The nice thing about standards is there are so many to choose from - what makes a good benchmark? Professor Stephen Marshall (VU-Wellington, Director, Centre for Academic Development)
3:30 (45 mins)	Group Activity: Review draft benchmark sections and identify strengths, gaps and opportunities. Padlet Links below
4:15 (30 mins)	Group Report Back
4:45 (15 mins)	Summary of the Day / Closing Remarks Professor Kate Ames (Torrens)

Workshop Agenda - Part 4 (Next Steps)

Expressions of Interest for getting involved with the BM #10 Working Group.

- THETA Conference (May, 2025)
- ICDE Conference (November, 2025)
- Ascilite Conference (December, 2025)
- ACODE Benchmarking & Summit (March - July, 2026)

Workshop Agenda

- **ACODE President's Welcome** - Professor Kate Ames (Torrens, PVC Engagement & Access)
- **University of Auckland Welcome** - Professor Simon Holdaway (UoA, Interim Deputy VC - Education)
- **Presentation:** How accessible are we really? Examining access, technology, and standards in learning and teaching - Professor Kate Ames (Torrens, PVC Engagement & Access)
- **Presentation:** Strategies, Plans and Frameworks – oh my! Organising ourselves to deliver accessible learning and teaching. - Professor Cathy Stinear (UoA, PVC - Equity)
- **Presentation:** Perspectives from ADCET - Darren Britten (ADCET)
- **Presentation:** The nice thing about standards is there are so many to choose from - what makes a good benchmark? - Professor Stephen Marshall (VU-Wellington, Director, Centre for Academic Development)
- **Group Activity:** Review draft benchmark sections and identify strengths, gaps and opportunities.
- **Summary of the Day / Closing Remarks**

ACODE President's Welcome

Professor Kate Ames (Torrens, PVC Engagement & Access)

University of Auckland Welcome

Professor Simon Holdaway (UoA, Interim Deputy VC - Education)

Presentation:

How accessible are we really? Examining access, technology, and standards in learning and teaching.

Professor Kate Ames (Torrens, PVC Engagement & Access)

Presentation:

Strategies, Plans and Frameworks – oh my! Organising ourselves to deliver accessible learning and teaching.

Professor Cathy Steinar (UoA, PVC - Equity)

Presentation:

Perspectives from Australian Disability Clearinghouse on Education and Training.

Darren Britten (ADCET)

Presentation:

The nice thing about standards is there are so many to choose from.
What makes a good benchmark?

Professor Stephen Marshall (VU-Wellington, Director, Centre for Academic Development)

Group Activity:

Review draft benchmark sections and identify strengths, gaps and opportunities.

Summary / Closing Remarks

Join the Benchmark Working Group

ACODE Senior Executive Officer

Email: secretariat@acode.edu.au

Steve Leichtweis

Email: s.leichtweis@auckland.ac.nz

Kate Ames

Email: kate.ames@torrens.edu.au

Padlet Questions

- (1) Assess the section headings & discuss whether we have all areas covered
- (2) Discuss, create and submit some draft questions for each of the sections
- (3) Reflect on the proposed questions and identify whether this is an 'edtech issue' or something else

Padlets

Group 1 Padlet (Face to Face participants)

https://griffithu.padlet.org/sheila_mccarthy2/accessibility-and-technology-enhanced-learning-3fn9850bjjksuzmy

Group 3 Padlet (Virtual participants)

https://griffithu.padlet.org/sheila_mccarthy2/accessibility-and-technology-enhanced-learning-group-3-yhzowsa6lonafhb6

Group 6 Padlet (Virtual participants)

https://griffithu.padlet.org/sheila_mccarthy2/accessibility-and-technology-enhanced-learning-group-6-g653nt37sb82faas

Draft TEL Benchmark #10 Structure: TEL & Accessibility

Accessibility is the feature of a service, environment, or facility that enables people to use it without discrimination. In the context of TEL this means that the experience of learning and teaching is mediated by technology in a way that ensures all users have full access and use of all affordances and equal opportunity to experience the full range of outcomes intended.

1. The institution has governance oversight of TEL accessibility
2. The institution's strategic plan addresses TEL accessibility
3. Institution policies, procedures and guidelines provide a framework for how TEL accessibility is achieved
4. Staff development on creating accessible content and integrating accessible technologies into learning is provided
5. Students have support in their use of TEL accessibility services and resources
6. Physical learning spaces are accessible
7. Digital learning platforms are accessible
8. TEL accessibility is resourced
9. TEL accessibility services and resources are regularly evaluated

