

Scope's online learning programs closely mirror the learning outcomes of the Scope Young Ambassador and See the Person incursion programs, but offer flexibility for teachers and students as well as the ability to connect regardless of school location.

### **QUESTION: How do I know which program will best suit my students?**

ANSWER: The **Exploring PossAbilities** program follows a similar learning pathway to that of the Scope Young Ambassador. Students will explore detail relating to the understanding, empowerment and ultimately inclusion of people with disability through our 'See the Person - Disability Engagement' eLearning module. The addition of the 'Communication Access' eLearning module then provides insight into strategies, tools, aids and devices for communicating with people who have communication disability or who may be difficult to understand. Please note that the Communication Access module is focused towards an adult, business-minded audience and students should be made aware of this before completing the module.

The **Making it Happen** program is great for all secondary students in years 9-12 as the primary focus is on the broader understanding, appreciation and inclusion of people with disability in the community.

Both programs are complemented by an online Question and Answer Session with Scope educators, a supplementary student workbook and an additional teacher activity resource.

### **QUESTION: How do students access the eLearning modules?**

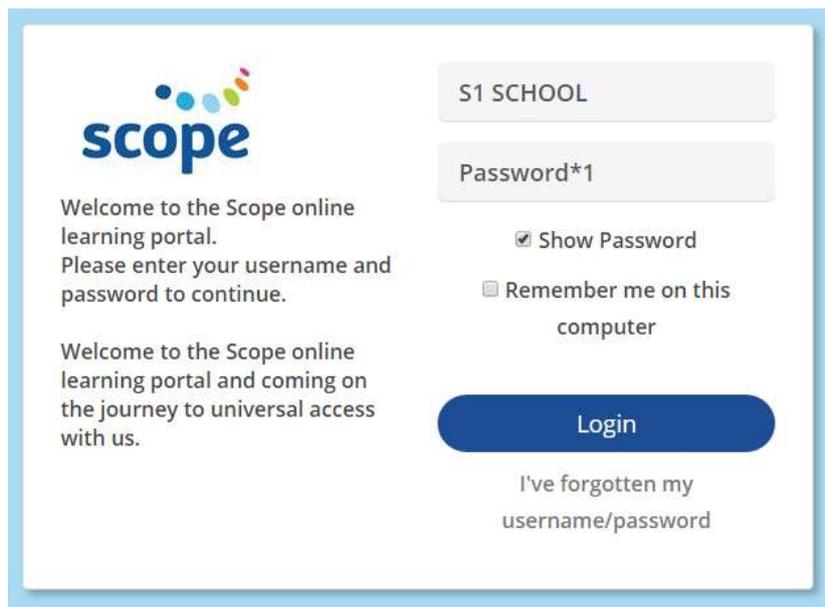
ANSWER: eLearning modules are accessed through a login portal at <https://scopeaust.litmos.com.au>

Prior to commencing, the Scope education administrator will provide the classroom teacher with a list of student login details that they can allocate to students.

For example:

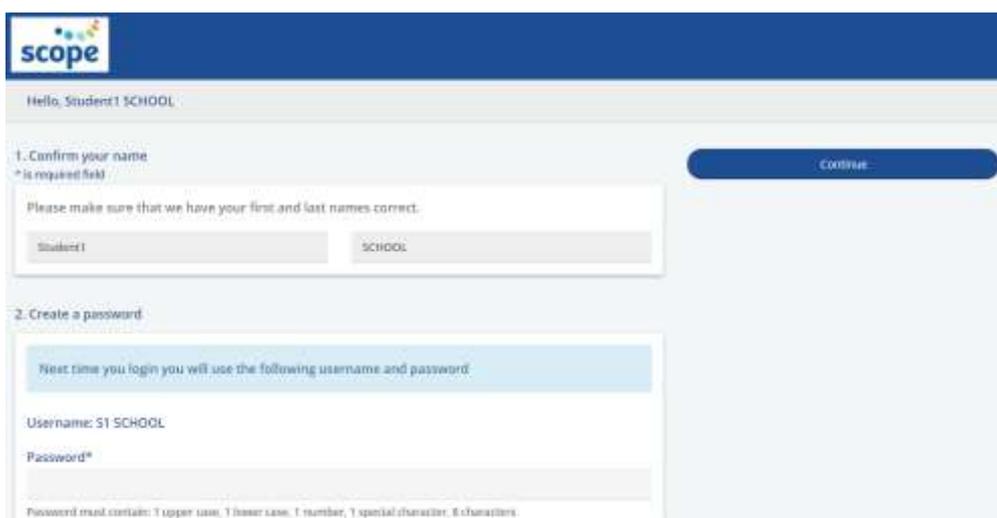
<b>Username</b>	<b>FirstName</b>	<b>LastName</b>	<b>Password</b>
S1 SCHOOL	Student1	SCHOOL	Password*1
S2 SCHOOL	Student2	SCHOOL	Password*2
S3 SCHOOL	Student3	SCHOOL	Password*3
S4 SCHOOL	Student4	SCHOOL	Password*4

Using the login details provided, students enter their username and initial password at <https://scopeaust.litmos.com.au>



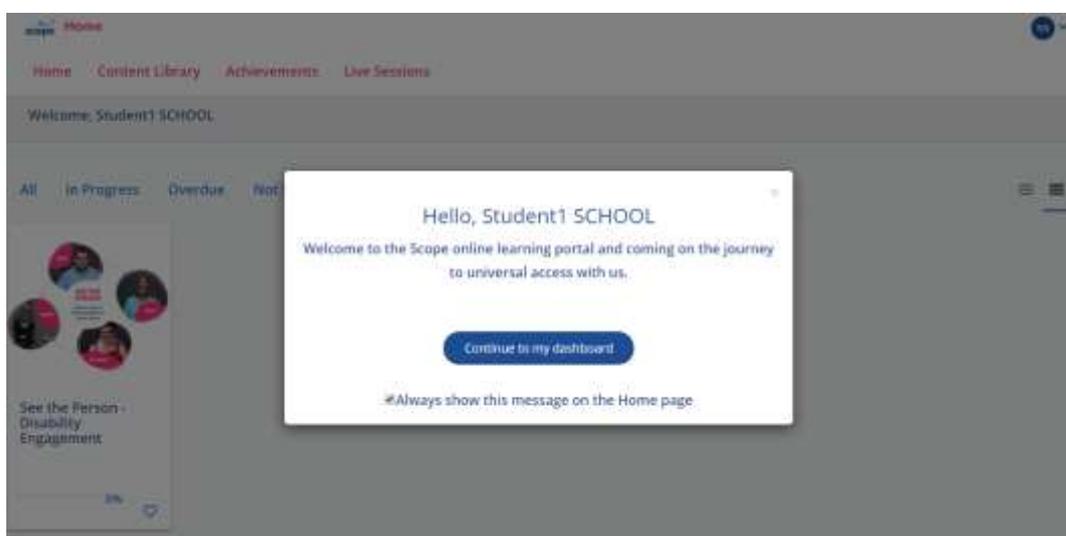
The login page features the 'scope' logo on the left. Below it, a welcome message reads: 'Welcome to the Scope online learning portal. Please enter your username and password to continue.' A second message below that says: 'Welcome to the Scope online learning portal and coming on the journey to universal access with us.' On the right side, there are two input fields: 'S1 SCHOOL' and 'Password\*1'. Below the password field are two checkboxes: 'Show Password' (checked) and 'Remember me on this computer' (unchecked). A blue 'Login' button is positioned below the checkboxes. At the bottom right, there is a link that says 'I've forgotten my username/password'.

Students will then be prompted to change their password



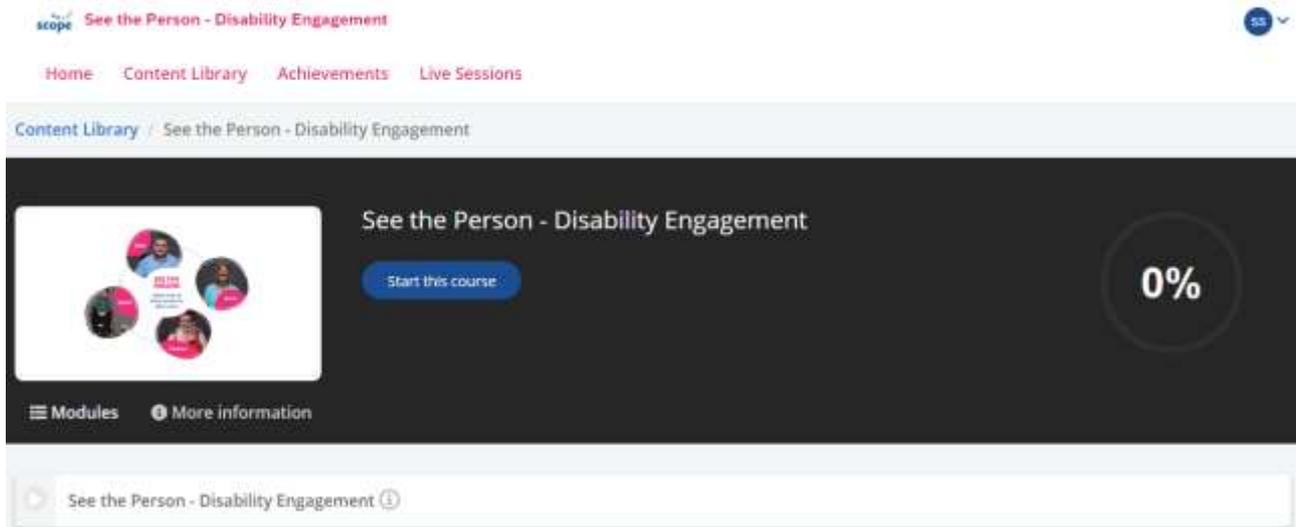
The password change page has a blue header with the 'scope' logo. Below the header, it says 'Hello, Student1 SCHOOL'. The page is divided into two sections. Section 1, '1. Confirm your name', is marked as a required field and asks the user to ensure their first and last names are correct. It has two input fields: 'Student1' and 'SCHOOL'. A blue 'CONTINUE' button is to the right. Section 2, '2. Create a password', shows the user's login details: 'Next time you login you will use the following username and password', 'Username: S1 SCHOOL', and 'Password\*'. A note at the bottom states: 'Password must contain: 1 upper case, 1 lower case, 1 number, 1 special character, 8 characters'.

They will then be taken to the dashboard



The dashboard page has a dark grey header with the 'scope' logo and 'Home' button. Below the header are navigation links: 'Home', 'Content Library', 'Achievements', and 'Live Sessions'. The main content area says 'Welcome, Student1 SCHOOL'. A modal window is overlaid on the dashboard, displaying the same welcome message as the login page: 'Hello, Student1 SCHOOL', 'Welcome to the Scope online learning portal and coming on the journey to universal access with us.', and a blue 'Continue to my dashboard' button. At the bottom of the modal, it says '#Always show this message on the Home page'. The background dashboard shows a grid of content cards, including one titled 'See the Person-Disability Engagement'.

And they can begin their course



Teachers may contact the Scope educator at any stage for a progress report outlining which users have logged in, accessed and/or completed the modules.

**QUESTION: For how long will my students be able to access the eLearning modules? Are they only able to access these once?**

ANSWER: eLearning modules will be available from the agreed upon start date until the end of that same school term. This allows flexibility for each class to complete the modules at an appropriate pace and timing within their course.

Students will have the ability to log into the portal and eLearning modules as many times as they need to during this period. These modules also have a save and return feature, allowing even greater flexibility for students and teachers to break down or chunk learning as needed.

**QUESTION: Do students need to complete the eLearning modules in any specific order?**

ANSWER: For students completing the **Exploring PossAbilities** program, they will have access to two eLearning modules: See the person – Disability Engagement and Communication Access. It is advised that students complete the See the person – Disability Engagement module first. This provides an overview of common challenges and experiences of people with disability and is good prior knowledge for Communication Access. Students completing the **Making it Happen** program will only have access to the See the Person – Disability Engagement module.

**QUESTION: As their teacher, will I also have access to the eLearning module(s)?**

ANSWER: Yes. One teacher per class group will gain access to the same eLearning modules as the students. These modules can also contribute to professional learning time and relate to APST 1.3, 1.5, 1.6 and 6.4.

**QUESTION: IT and privacy questions – Do we need to provide any student information (names, email addresses etc.)?**

ANSWER: No. In an effort to ensure student confidentiality and anonymity, student eLearning login details will be created using the following format: First name – STUDENT1 Last name – your school name.

See the 'how does the Question & Answer session work' for information regarding student privacy and child safety for the online session.

**QUESTION: What happens if any students have IT issues (time out / forgotten password / video or audio doesn't work) etc. during the eLearning modules?**

ANSWER: One of the most common IT concerns is that the menu icon is cut-off / can't be accessed during a module. Try zooming the screen out using CTRL-

For any other questions or concerns, get in touch with your Scope educator and we will be able to assist.

**QUESTION: Why do I need to sign a licence agreement as well as a program registration?**

ANSWER: The eLearning modules are accessed through an organisation called Litmos. To protect all parties (yourself as the school, Scope and Litmos), we require an additional licence agreement or contract to be completed. If you have any questions or concerns about the content of the agreement, please notify your Scope educator.

**QUESTION: We aren't allowed to use Zoom, is there another option for the Question and Answer session?**

ANSWER: Each school that we work with has slightly different policies around the platforms that can and can't be used for the online Question and Answer session. We are happy to discuss your specific needs and have experience working with platforms such as WebEx, Microsoft Teams, Starleaf Skype, Google Meets as well as Zoom.

**QUESTION: How do the Question and Answer sessions with the educator work?**

ANSWER: There are two parts to this answer – how is this session arranged and what is the structure of the session?

Part 1 - how is this session arranged?

This may be different for each school and each group as students return to school and have access to different types of technology in the classroom. We will work with individual teachers to secure a time and date that best suits their class group.

From there, each school will have different processes for engaging with this platform, so we have many options:

- A Scope educator will arrange the meeting and invite the teacher (who will pass details to the students in the instance that students are learning from home),
- The classroom teacher will arrange the meeting and invite the students and the Scope educator

For Question and Answer sessions run while students are learning at home: It is to the discretion of each school as to whether student video and audio is turned on or off for the duration of the session. Each classroom teacher should discuss 'hosting' duties with the Scope educator prior to this session (i.e. management of mute/unmute all functions, medium for students to ask questions over audio or using chat functions etc.).

For Question and Answer sessions run from the classroom with students present: Video should be turned on and classroom audio managed by the classroom teacher. This enables ease of access for students to ask questions of Scope educators as well as regulating background noise.

Where possible, we recommend scheduling Question and Answer sessions in the classroom.

Part 2 – what is the structure of this session?

45 minutes could be a long time to have a free-for-all (or to be sitting in silence) while students ask questions, so we have developed a structure for this time. The sessions are broken into 15 minute intervals which include:

1. A welcome and introduction to get to know the educator
2. Pre-arranged questions that will be asked by the Scope co-facilitator of the educator and a short activity for students to complete
3. Open forum for students to ask their burning questions

The Scope educator will inform the classroom teacher if students need access to any resources (e.g. pen and paper) prior to the session. We also advise utilising the 'interview a Scope educator' activity within the teacher activity resource to prepare students for the session.

### **QUESTION: I would like to add a Community Activity but am not currently allowed to take students on excursions. What are my options?**

ANSWER: As we are all experiencing, the advice and medical information regarding COVID-19 restrictions is constantly changing. The result of this is that as of the time of writing, Community Activities are not currently occurring for school groups.

Many teachers are 'looking ahead' for those golden opportunities to re-engage students with work and activities in the community and this can meet this need. We will work with schools to:

- include an activity in the initial program registration with the understanding that this may need to be rescheduled or postponed as medical advice changes
- add on a community activity at a later date (i.e. after the remainder of the remote program has been completed) and will book and invoice for this session separately.

As Community Activities are only available in certain areas of Victoria, this option also ensures schools who cannot easily access these areas do not incur additional costs.

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