

NALA
Discussion
Paper



Review of the teaching and learning content on WriteOn

Nuala Broderick



August 2015

National Adult Literacy Agency
Áisíneacht Náisiúnta Litearthachta do Aosaigh

Contents

Introduction	Page 2
Background	Page 3
Approach to the review	Page 3
Limitations	Page 5
Main messages	Page 5
A social practice model of literacy	Page 7
Writeon	Page 9
Next steps	Page 19
References	Page 21
WriteOn action plan	Page 23

Need to include how this report differs from two previous reports.

A Review of the Teaching and Learning Content on Writeon.ie

1. Introduction

This paper sets out the discussion and findings from an internal review of the teaching and learning content of the Writeon (<http://www.writeon.ie>) interactive website. The main purpose of the review is to determine the ‘fitness for purpose’ of the website’s teaching and learning content in the context of the increasing demand for literacy, language and numeracy learning opportunities. NALA is aware that many learners and potential learners are struggling to access traditional face to face literacy programmes and this is unlikely to change in the near future given that government funding for education remains constrained. For those learners who are currently in provision, access to tuition remains limited in terms of hours per year (**Moser 1999, DES 2013**). Currently, this is much lower than the number of hours that research demonstrates is needed for students to make significant progress. There is a greater emphasis within Education and Training Boards (ETBs) on increasing access to intensive LLN provision notwithstanding the fact that this will inevitably lead to a smaller number of learners being enrolled on programmes (DES 2013).

Therefore, this review takes into account the need for greater access to high quality learning, while at the same time recognising the emphasis in educational policy papers on integrating new technologies into the teaching and learning process in general and the teaching of literacy, language and numeracy (LLN) in particular. Research (Moser 2000, NRDC 2007, NALA 2011) suggests that not only is technology an engagement and motivational tool for LLN learners, but those learners who use ICT for LLN learning, double the value of their study time by acquiring two sets of skills at the same time.

80% of Irish households have access to the internet and 84% of Irish adults use the internet daily for personal purposes, including almost 2 million daily Facebook users (O’Grady 2015). NALA acknowledges the link between social inequalities and LLN difficulties and recognises that the above statistics mask inequalities in terms of access to the internet for many LLN students and potential students. However, NALA is also committed to ensuring that Irish adults have access to as many opportunities

as possible to develop their literacy skills. Therefore, this paper also seeks to inform the discussion of how WriteOn teaching and learning content can meaningfully support access to high quality literacy, language and numeracy learning opportunities, delivered in a way that remains respectful of the ethos of the *Guidelines for Good Adult Literacy Work* (NALA 2012). The guidelines set out NALA's definition of literacy; introduce the importance of literacies and locate literacy learning and teaching within a situated social practice perspective. This perspective,

'is based on a belief that effective learning builds on the wealth of life experience which adults bring to their work on literacy development'.

Alongside this there is also the need to meet learners' expectations of what an up to date, interactive learning website might offer them.

2. Background

NALA has a well-documented history of developing and supporting creative and innovative projects to meet the needs of adult literacy learners (NALA 2011). WriteOn, launched by NALA in September 2008, was set up to provide free online learning across the country as well as to facilitate literacy development and accreditation for adult learners, initially at Level 2 and later at Level 3 of the National Framework of Qualifications of Ireland. WriteOn provides two primary services to enable learners to achieve Levels 2 and 3 accreditation. Firstly, a Recognition of Prior Learning (RPL) tool that uses online assessments which allow learners to obtain qualifications for what they have previously learned but never received formal accreditation for; this facility is the only method of RPL available in Ireland **at this level** (UNESCO 2013). Secondly, for those who do not qualify for certification through RPL, WriteOn offers a suite of online learning materials, complemented by one-on-one tutor availability, if requested, for users to improve their skills and work towards accredited qualifications.

3. The approach taken and scope of the review

The review draws on previous evaluations of the NALA Distance Learning Service, other relevant NALA research, the knowledge and expertise of NALA colleagues, who gave generously of their time, including the former Distance Learning Co-ordinator. **This review differs from previous evaluations (NALA 2010, 2012) and**

usability reports (2009, 2011) in so far as the focus of this review is the site itself and its contents. The two distance learning service evaluations were broader in scope and were not just concerned with WriteOn but with the experience of students using WriteOn and their experiences of the wider distance learning service. Where there is overlap between these evaluations and this review, the findings as they relate to the WriteOn site and its navigation, are closely aligned. This is an internal review and consequently the views of external partners, including students, were not sought. However, where NALA colleagues, due to their roles, had information on the views of external colleagues, these have been taken into account and incorporated into the review.

Alongside the above, I have familiarised myself with the WriteOn website through a process in which I sampled learning modules from across all levels and disciplines. This helped me to become familiar with the content and approach of the website materials. Please see Appendix A for a full list of levels and modules sampled.

The *Guidelines for Good Adult Literacy Work* (2012), (the guidelines), which set out the underpinning philosophy and theoretical perspective and inform all the work NALA undertakes, provided a framework for the review. Drawing on the guidelines, I developed the following set of questions:

1. What are the characteristics of a social practices model of LLN and what does this mean within the context of an interactive web-based learning site? What is reasonable to expect from the WriteOn content when working within the social practice model?
2. To what extent does WriteOn teaching and learning content support the social practice model?
3. How could WriteOn content better support students using the service in terms of:
 - Engagement, explanation and navigation
 - A critical pedagogy
 - Progression
 - Reflection

For the purpose of this review, I have interpreted teaching and learning content as all the content of WriteOn as it effects all aspects of the learner journey. This includes: engagement; initial assessment; teaching and learning; formative and summative assessment; progression.

4. Limitations

The review is intended to provide a focus for a discussion which in the first instance, will take place within NALA. Therefore, the views of colleagues working within ETBs and other environments, as well as learners using WriteOn, have not, formally, contributed to this discussion. A wider consultation may be needed in the future.

5. Main messages

The main messages from the review are:

- WriteOn is a unique, powerful and empowering resource. It not only reduces barriers to access, but it also provides learners with opportunities to accredit their prior learning (recognition of prior learning). Learners, with particular dispositions and existing skills, can also work towards learning new skills and having these accredited at Levels 2 and 3. WriteOn further offers learners the chance to experience working at Levels 1 and 4 without working towards accreditation.
- WriteOn has the potential to further reduce access barriers to learning for LLN learners, however, this great potential is challenged by limitations of the site and its content.
- The majority of learners (90%) using WriteOn do not access it for accreditation. To better support these learners and potential new learners, changes are needed to enhance the website content at each stage of the learner journey, particularly around engagement, explanation and reflection. Changes to these areas would support a learning experience which is better aligned with a social practice model of literacy teaching and learning.

- WriteOn is not expected to mirror the face to face learning experience. However, in its current form, it lacks 'a conversation' with learners. There are many opportunities to engage with learners at each stage of the learner's journey through the website, yet these opportunities are not exploited. For example, the 'Getting Started' module at level 1 is a very useful addition. However, the content does not set the context for getting started. Nor does it explain how the website works and what learners might expect from it. Instead it offers content which is more in keeping with the decontextualised skills model of literacy.
- While recognising that automatic progression between levels is not straightforward, learners would benefit from access to 'bridging modules' to support them in progressing through the levels. This is especially the case in relation to numeracy. Ideally, if these modules were available, they would be accessed from a home page and offered in a different format from the present modules.
- With a very high percentage of learners choosing not to opt for accreditation, there is scope to provide learning content that is not constrained by the requirements of accreditation. This could best be accessed from the main menu/home screen and, if possible, without the need for a password. Alongside the bridging modules suggested above, other content organised into 'bite sized chunks' **and possibly drawing on Resources.ie** not necessarily linked to a level, but arranged around everyday activities, which learners could be guided through, could more readily illustrate the social contexts of literacy and numeracy either combined or separate. Further research would need to be carried out to determine the nature and scope of this content.
- There is a need to interact more with learners on the website, through guidance and explanation of the learning process in general as well as aspects of literacy practices in particular. The transfer of active learning

strategies to the Web is not straightforward and interactivity as a goal of instructional website design requires significant elaboration.

- WriteOn provides some interactivity for learners. At Levels 1 and 4 there is greater use of video clips and explanations to support the teaching of skills, than are used at levels 2 and 3. It is unfortunate, however, that overall, at these levels, the same approach has been taken as with levels 2 and 3, even though they are not constrained by the requirements of formal accreditation.
- There is scope to enhance the content of WriteOn to better meet the needs of specific groups of learners, for example, ESOL learners especially at the lower levels as well as learners with learning difficulties.
- Lack of literacy is linked to poverty which can limit access to computers and the internet for potential WriteOn students, who access the service outside of a formal learning space. With many learners accessing the internet via their smart phones, having a WriteOn app with access to non-accredited content, at least, may meet the needs of some learners who are unable to otherwise access the site.

6. A social practice approach to literacy teaching and learning

The NALA guidelines set out the theoretical perspectives which underpin all its work. At the heart of the guidelines is a commitment to the notion of literacies which recognises the situated, social practice model of literacy. The social practice model of literacy, rejects a purely skills based notion of literacy and instead advocates a definition that emphasises the different literacies that are deployed in diverse social contexts as well as introducing the idea that literacy encompasses social justice.

‘Literacy involves: listening, speaking, reading, writing, numeracy, and using everyday technology to communicate and handle information. But it includes more than the technical skills of communication: it also has personal, social and economic dimensions. Literacy increases the opportunity for individuals and communities to reflect on their situation, explore new possibilities and initiate change.’ (NALA, 2010)

The social practice model focuses on what people can do and recognises that most people have a spiky profile when it comes to literacy and numeracy.

The social view of literacy also emphasises what people do within literacy activities. Literacy events and practices are each situated in a particular context. For example, writing a text message to a friend is a different activity or practice from writing a formal job application letter or writing a note to pass on a phone message to a colleague. Each literacy activity or event and the literacy practices involved are influenced by the time and place within which it occurs and the technologies they involve, who uses them, in what context and for what purpose. As Papen (2005) suggests the social practices view of literacy does not totally reject the skills model of coding and decoding letters and words, which are required for every reading and writing activity. Instead, she suggests that the 'technical' alone is but one part of what makes up a literacy event, 'coding and decoding are part of what we do when we read a letter. But how we read it, how we understand its meaning, how we react to it – these have to do with more than skills' (Papen 2005 p34).

There are implications for LLN teaching and learning practice in adopting a social approach to literacy and **work from this review has shown that this is important in the context of WriteOn. One significant implication is to recognise and acknowledge** the knowledge and understanding adult learners bring to their learning and to build on these as a way of encouraging learners' 'literacy mobility' (Hensey 2005). Literacy mobility is important for adult learners in helping them to move comfortably between contexts. Other implications are the changing nature of the relationship between tutor and student; valuing and recognising learners' everyday practices as well as recognising learners' attitudes and beliefs about literacy and numeracy are important to their learning. Many learners believe, about maths in particular, that you are either good or bad at it and ability is fixed. **Within the WriteOn context,** Learners need to be supported to reflect on these beliefs and to understand where and how these beliefs originate and how they can be challenged through a greater understanding of the learning process.

The social justice or political aspect of learning is a key part of the social approach to literacy. Learners are encouraged to develop critical skills with which to question the world around them. NALA cannot contribute to or repeat ideas of deficit which

abound in newspapers and educational policy documents. Therefore NALA needs to take advantage of all opportunities to put forward particular messages about literacy. There is the potential to put forward these messages as part of the writeon student experience.

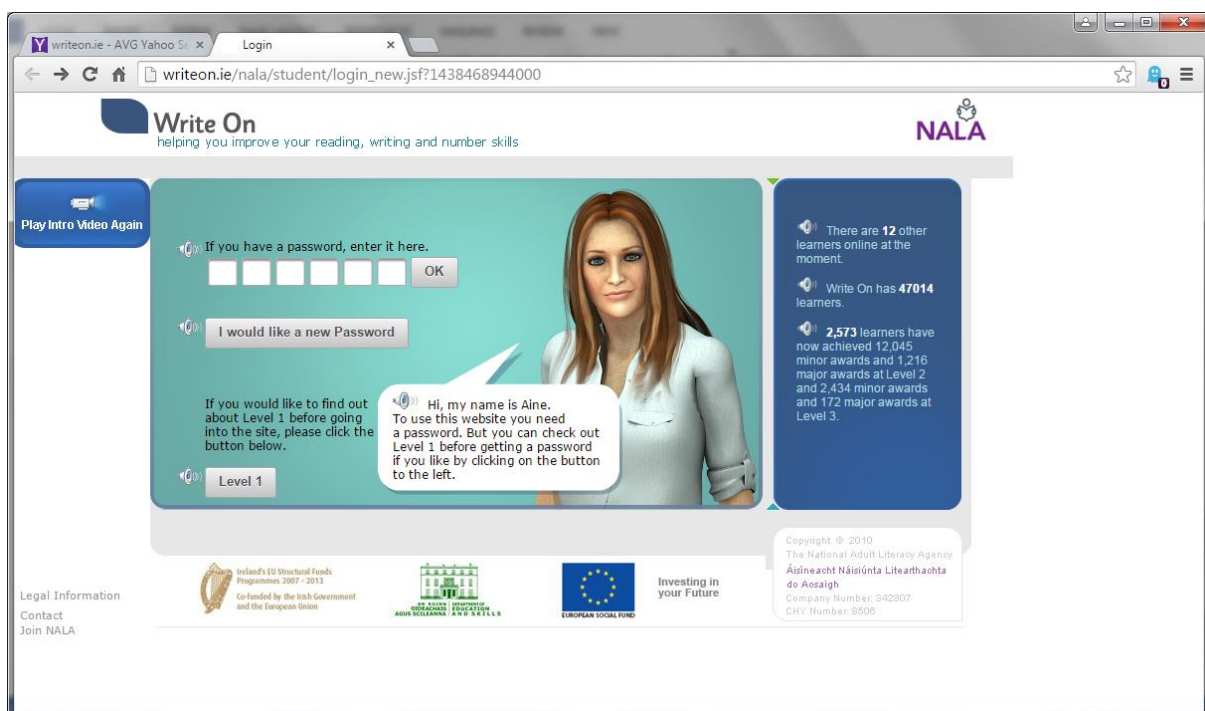
7. WriteOn

NALA's interactive website www.WriteOn.ie was set up in September 2008 to support learners in improving their reading, writing and number skills. It allows learners, either independently or with tutor support, to complete Level 2 and Level 3 accreditation in literacy and numeracy. The WriteOn site was originally designed with independent, individual learners in mind (NALA 2010).

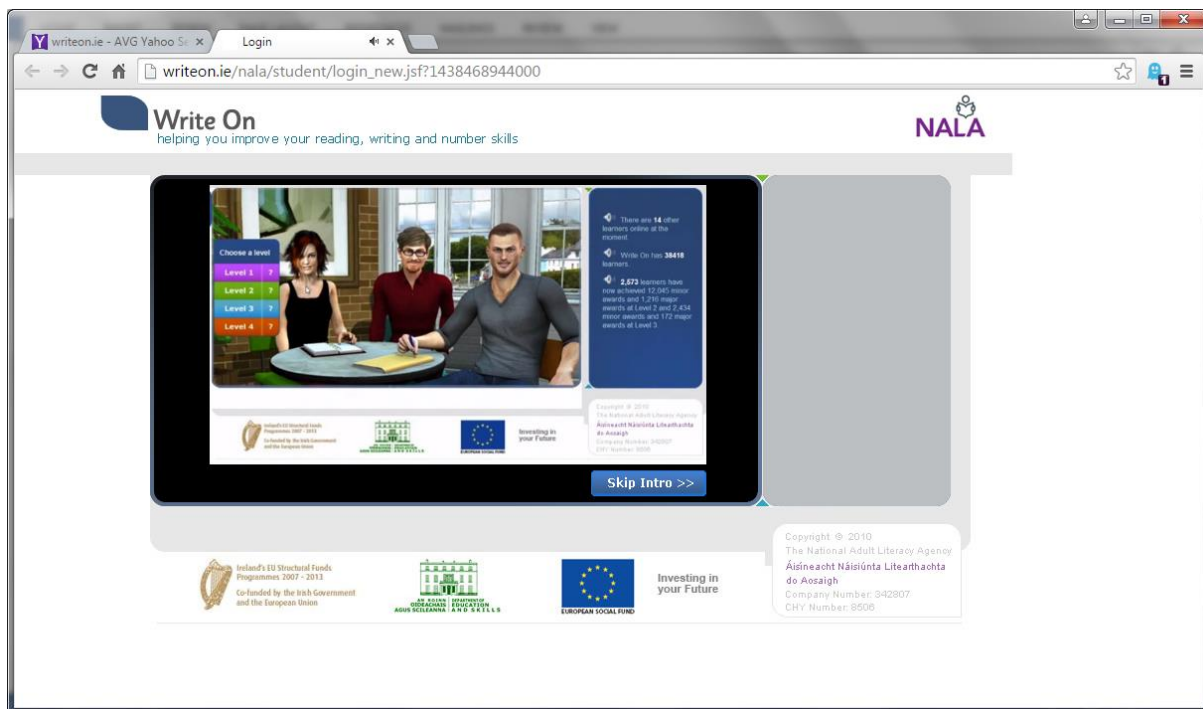
WriteOn is primarily an accreditation and recognition of prior learning tool. It was designed to comply with the requirements for accreditation. It was set up at a time when LLN learners struggled to access accreditation for LLN. This aspect of WriteOn continues to fulfil this need for LLN learners. But this is only part of the potential of WriteOn. We know that 90% of WriteOn users do not use the site for accreditation. Therefore, the learning experience for these learners could be improved. For many learners then, the purpose of using WriteOn may be to become expert in using a more formal literacy and numeracy in order to feel more confident generally, become involved in the local community, progress to further learning or employment or support their children at school. For these learners, who do not wish to gain accreditation, different content could well be made available which more readily meets their immediate literacy and numeracy needs. Or, the very useful teaching content that is available, for example, within resources.ie, could be more usefully signposted and re-packaged to enable greater ease of access. The videos in particular provide important learning points which contextualise or situate what is being taught. This would go some way towards supporting a social practice model.

Engagement and explanation across Levels 1, 2, 3, 4.

When prospective students first visit the WriteOn interactive website the choices they have are: to listen to a video, check out Level 1 or get a password. (See screen shot 1 below) While there is some explanation of what the site is about, the majority of the video is spent discussing passwords and stressing the importance of having, keeping and always using a password. There is no explanation of what Level 1 might mean or why this is a useful activity. Given that this is a critical opportunity in engaging learners, this first introduction is potentially off putting for some. Most internet users have expectations of the websites they use. It would seem reasonable to have a menu which more readily mirrors most websites which learners use and which provides more explanatory information, in spoken and written formats.

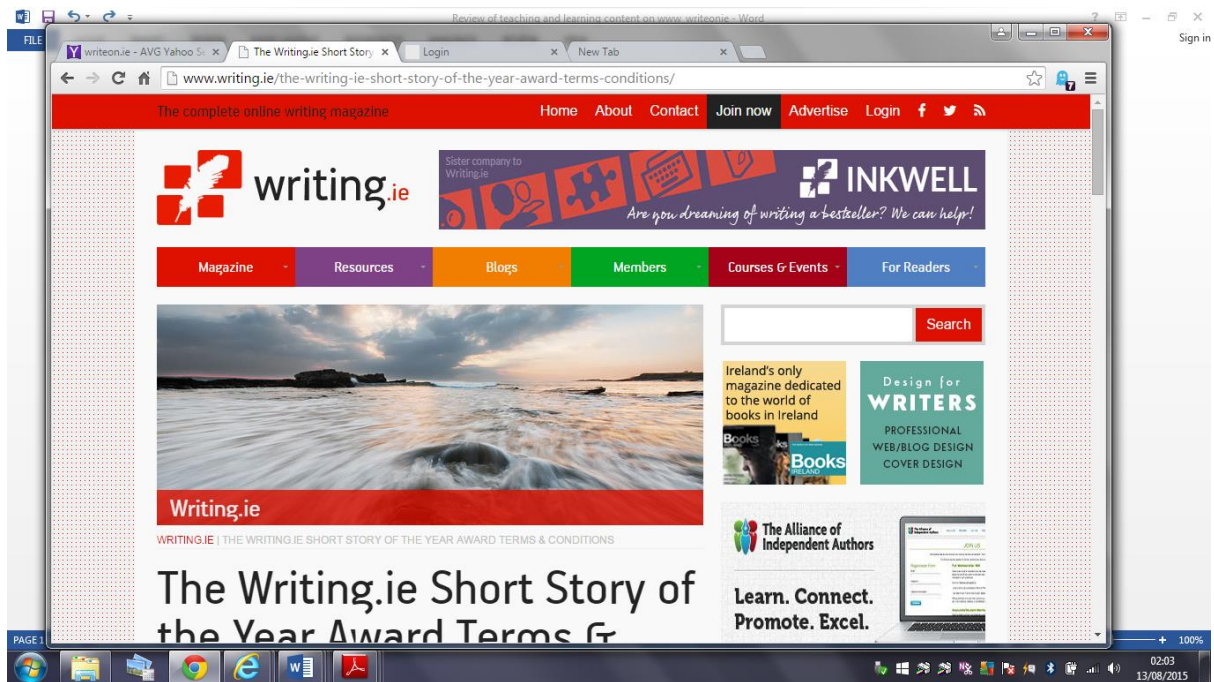


Screen shot 1



Screen shot 2

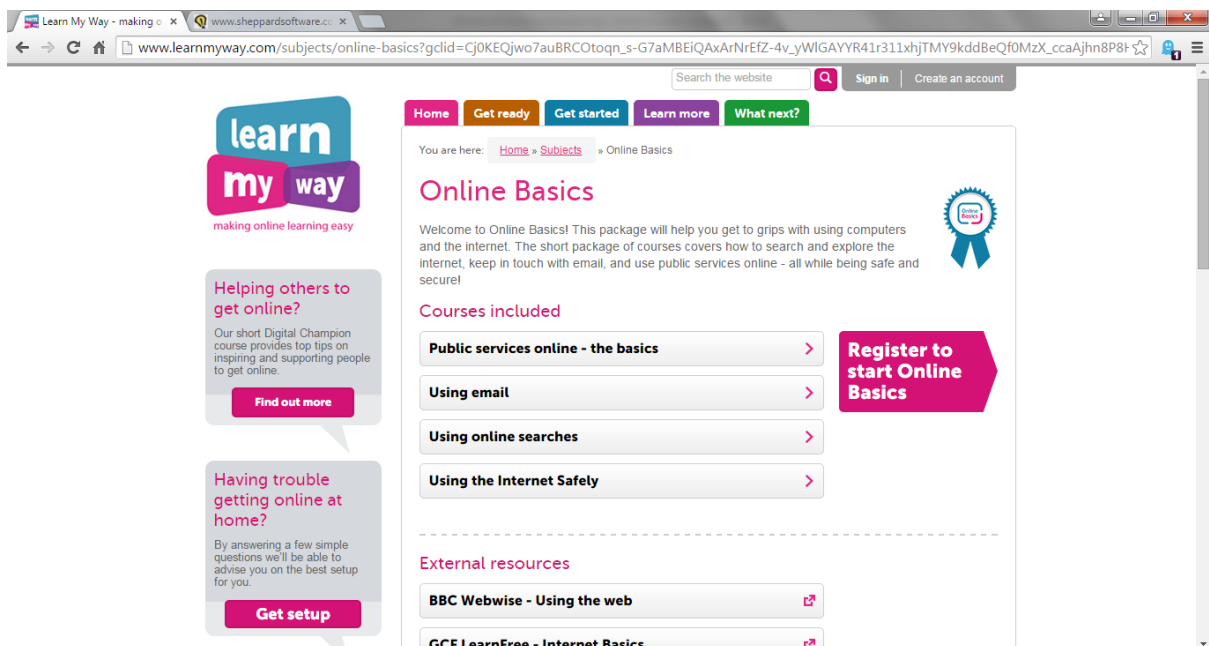
Looking at screen shots 1 and 2 above shows how different the website is from the writing.ie website; Livemocha and Learn my way websites. These websites have extensive choices which allow users to be more in control of where and how they navigate. The limited choices as well as the lack of information presented to users on writeon does not provide learners with a visually obvious structure. If learners do listen to the video from the Help menu on Level 1, the content does not attempt to build on what learners might already know in particular contexts of their everyday lives. The Level 1 content itself, in the Getting Started unit, (See screen shot 7 below) focuses on an atomised notion of literacy with an emphasis on the alphabet and phonemes rather than a more language experience approach. Getting Started is the obvious place to begin to engage with learners and introduce key messages from the guidelines which could support learners to understand how they learn; how they might use literacy and numeracy already across all areas of their lives; how their dispositions might have an impact on their learning and why the 'fault' does not lie with them.



Screen shot 3: Home screen from writing.ie



Screen shot 4 Livemocha language learning website



Screen shot 5 Learn My Way It learning website

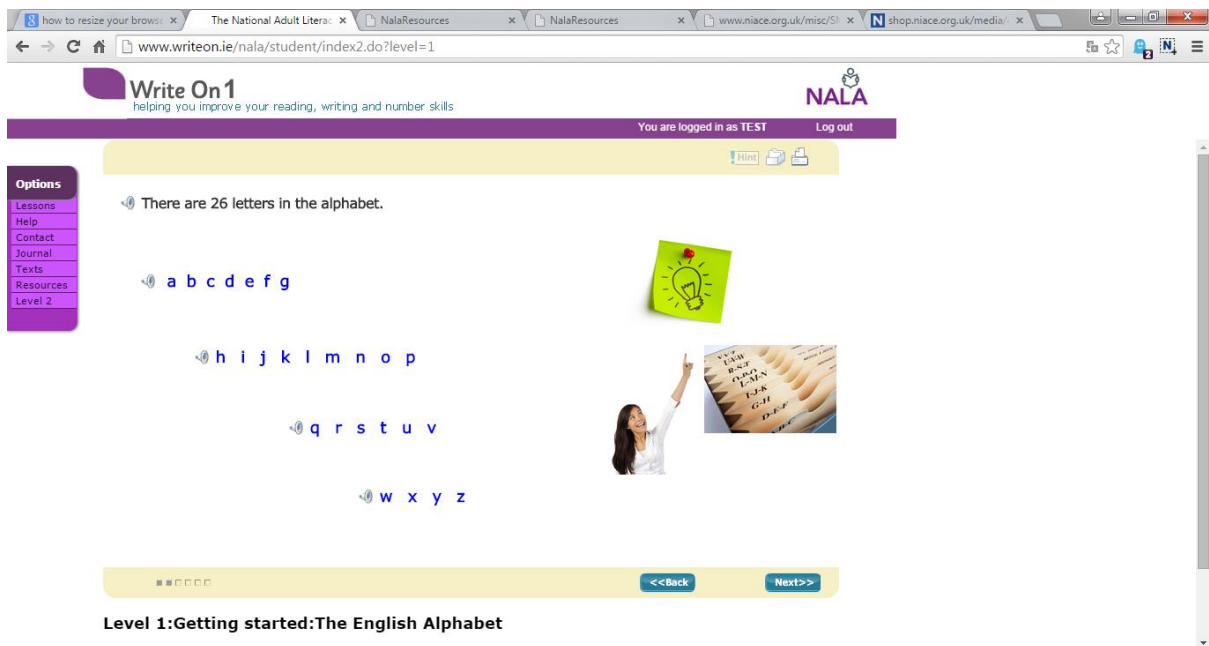
There is also an opportunity at this stage in the learner's journey to get across some of the key messages from the guidelines and to nurture and acknowledge those learners who have had negative prior experiences of learning. We know from research (NALA 2010) that,

'the most prevalent barrier to engagement with literacy is dispositional. This is when a person's outlook and attitude are embodied in feelings of low esteem, self-deprecation and the associated reluctance to be exposed to the embarrassment and stigma associated with unmet literacy needs'

(Hegarty and Feeney 2010 p15).

It would be helpful, at the introductory stage on the website, to explain to learners that wanting to develop their confidence and skills in particular aspects of reading, writing and number does not mean that they have difficulty with all of the basics. The guidelines stress the importance of emphasising the wealth model as opposed to the deficit model and aims, 'to help students to realise their own strengths and knowledge'. (NALA 2012 p16) This approach is not facilitated by writeon content throughout the learner journey.

It might be helpful for learners if screen shot 1 was not the first page of the website, but rather was viewed after learners had logged in/signed in to the learning part of the site and had already gleaned some understanding of WriteOn; what the site was about; what the philosophy is which underpins the site; how best to prepare for learning on the site; tried out some sample activities; undertake an introductory module, for example, 'Getting Started' which might include key terminology and some sample literacy and numeracy activities.



Screen shot 6 Getting Started Level 1

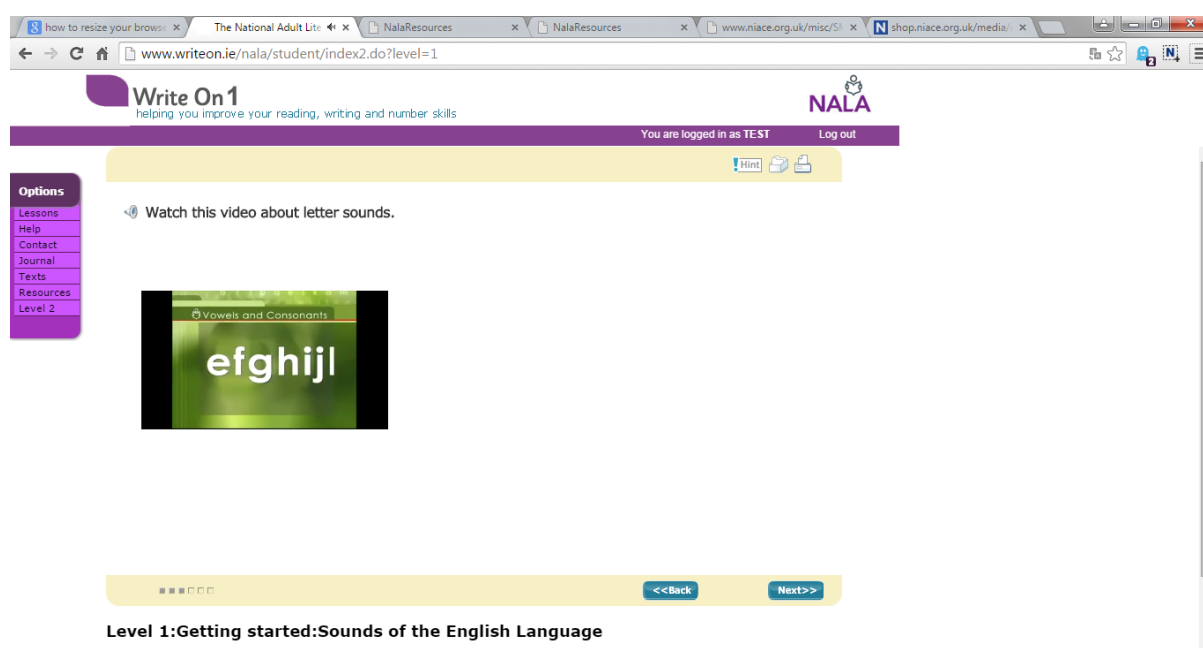


Screen shot 7 Getting Started Level 1

The inclusion of video clips at Level 1 is most welcome and these videos not only provide variety of approach but actually demonstrate and teach activities to students, albeit that the content on vowels and consonants and the use of 'magic e' might more easily be introduced further into the level.

The content on Quantity and Number; Pattern and Relationship; Shape and Space; Data handling and Problem Solving attempt, as well as introduce, actual teaching with the use of videos. However, addressing issues of 'affect' at this level could

begin to combat those negative emotions associated with maths, which research (Evans 2000) shows many adults share.



Levels 2 and 3

Learning content at these levels is based on the specific learning outcomes which are set out in the 26 national awards which learners are able to work towards. A learner's online lesson plan shows a roadmap of learning outcomes that contribute to the final reward.

The learner can click on any learning area to proceed with assessment questions and move along the ladder towards level completion. The courses are delivered in the form of online exercises and 16 online work books that take learners through real-world examples to apply the skills being learnt. The primary themes through which the content is taught are family, health, sport & leisure, work, money and technology.

The modules available at level 2 are:

- Reading
- Writing
- Speaking and listening
- Quantity and number
- Pattern and relationship

- Shape and space
- Data handling
- Quantitative Problem solving
- Setting Learning goals
- Personal Decision Making
- Using Technology
- Computer Skills

and at level 3 the modules include:

- Mathematics;
- Application of number
- Functional mathematics
- Communication
- Personal and Interpersonal Skills
- Personal Effectiveness
- Self - Advocacy
- Event Participation
- Computer Literacy
- Digital Media
- Internet Skills
- Career Preparation
- Health and Safety Awareness
- Managing Personal Finance

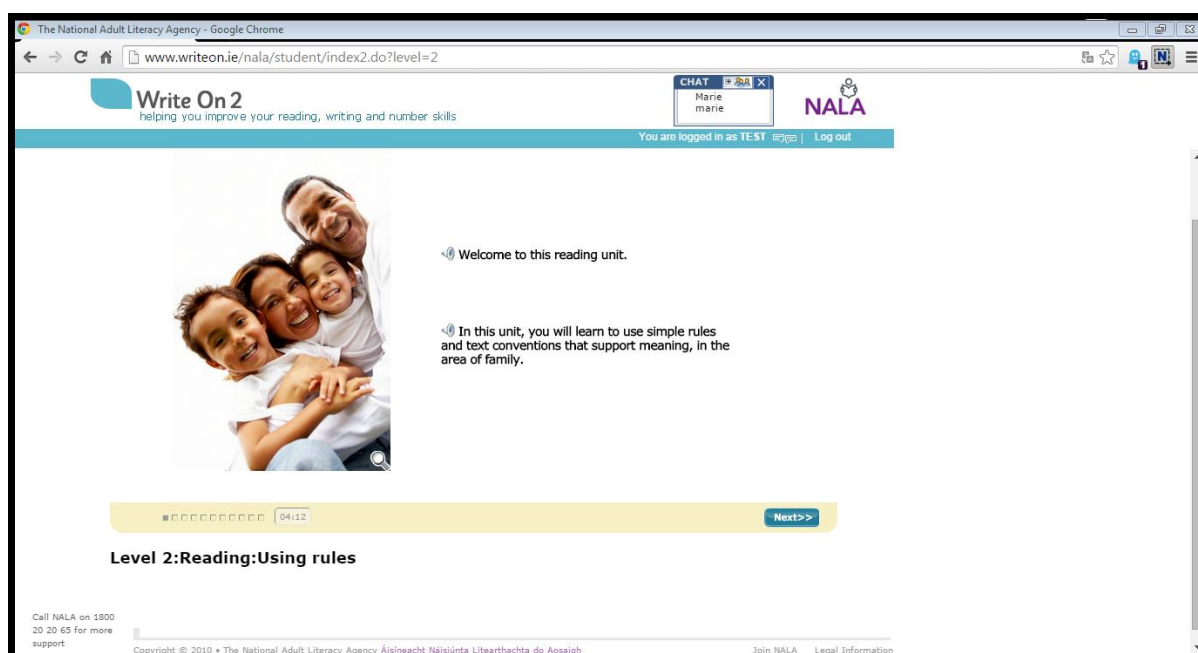
Whereas at Level 1, there is a Getting Started module, this is not available at levels 2 or 3 even though learners accessing WriteOn for the first time, might start at Level 2. Given that level 2 and level 3 provide recognition of prior learning and the opportunity to develop and accredit learning, it is perhaps not surprising that the content is very tightly tied to learning outcomes linked to the qualifications. While the successful completion of the quality assured content enables learners to achieve a nationally recognised qualification at Level 2 or 3, it is very much accrediting prior learning rather than providing content through which learners, with spiky profiles, are taught all the content to succeed at either levels. Indeed, there are few examples of content being taught and the links to resources to support learning on Resources.ie are not easily accessed.

Nor is there any easily accessible explanation for why there are three different types of maths to choose from and what the differences might be between the three.

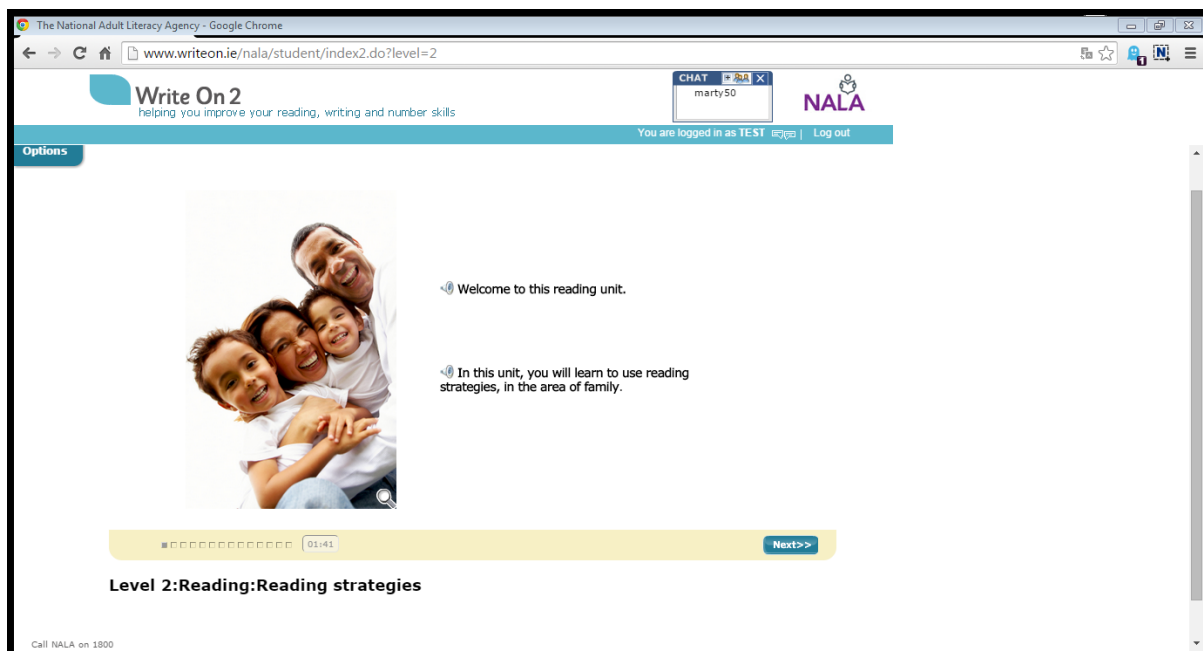
Whereas learners who use WriteOn as part of a blended learning programme are supported to access the site, fully independent learners would struggle to understand

how to address their learning needs at both these levels. The relatively gentle introduction at level 1 would not prepare them for level 2 nor the step change from level 2 to level 3, especially in maths. Moving between the topics is also not readily apparent with instructions to do this 'hidden' within the site.

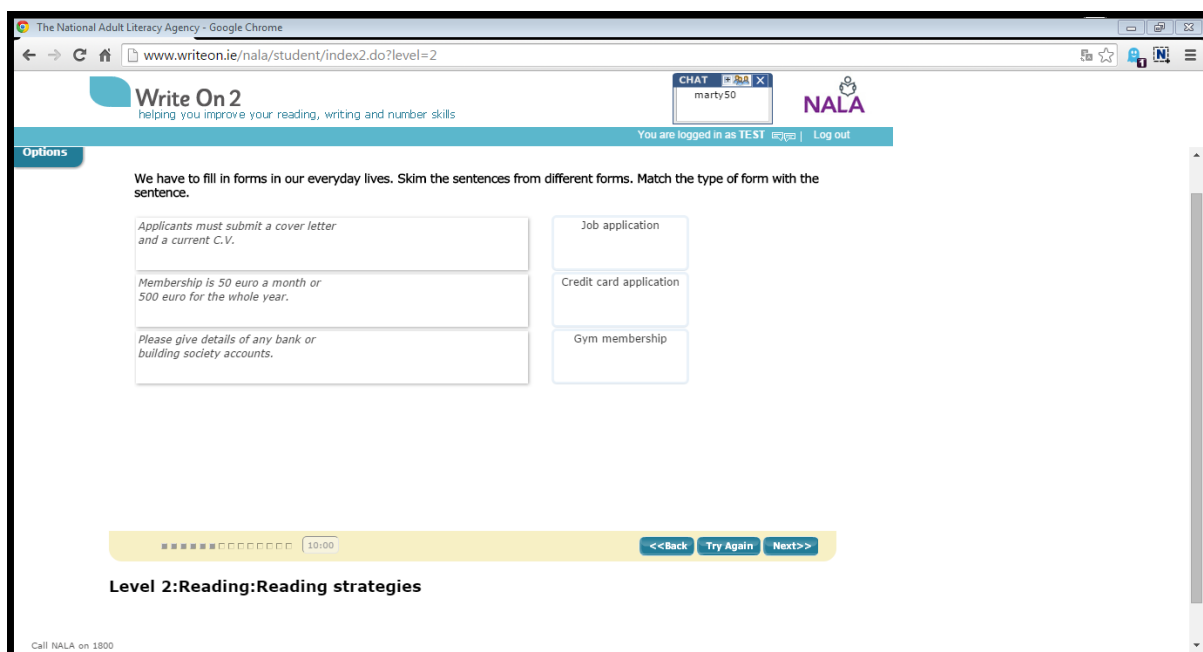
No obvious link was made between the results of my initial assessment in reading and the units I was subsequently signposted to undertake. Nor, within these units, were any links made between the formal and the informal contexts, in an effort to demonstrate to learners, that they use reading strategies across the different domains of their everyday lives. Having taken the assessment for reading at level 2, I deliberately made mistakes to see how the learner is then signposted for help. I was told after my initial assessment of reading that I would be told what I needed to work on. I was signposted to the unit on using rules. Having completed this unit correctly, I was then signposted to the unit on reading strategies. However, I was not told why I was signposted to these units.



Screenshot 8



Screen shot 9



Screenshot 10

In the reading strategies unit, students are told to 'read on' when reading.

'When reading, try and look at the rest of the words in a sentence as this will help you to work out the meaning of some of the longer words.'

This is a helpful reading strategy for learners. However, what is missing at the beginning of this unit, is some explanation for students which engages them in understanding the usefulness and importance of using reading strategies. A couple

of sentences about the different ways of reading (skimming, scanning, detailed reading) when and why they are used and encouraging learners to reflect on which type of reading strategies they currently use, would be helpful here too. There are many examples of this type of omission at levels 2 and 3.

At the heart of these issues with WriteOn is the fact that it is primarily addressing the need to provide recognition of prior learning rather than teach students about reading strategies or other developments from a social practice perspective.

Next steps

The purpose of this review, as stated at the beginning of the discussion paper, is to determine whether the teaching and learning content of the WriteOn website is 'fit for purpose', that is, does it meet the needs of learners who currently use or will use the site and to what extent does it support the philosophy underpinned by the NALA guidelines. For those learners, currently ten percent of users of the site, who wish to gain accreditation of their prior learning, then the answer is yes, it is fit for purpose. WriteOn is an excellent recognition of prior learning tool and empowers learners by providing much needed opportunities to systematically achieve nationally recognised qualifications in literacy, numeracy and ICT at levels 2 and 3. It aligns with the guidelines in terms of providing learners with the right to choose their learning location and learning time. It overcomes the barriers of transport, childcare costs, and potential stigma. It further supports access from adults who may be otherwise excluded from similar programmes due to their socio-economic circumstances. In its current format WriteOn is less able to support a social practice perspective and challenge the deficit model of LLN. There is scope however, to improve the content to provide opportunities for greater engagement and explanation for learners to support them in better navigating the site as well as recognising the wealth of experience they bring to the learning process. Currently almost ninety percent of WriteOn users do not seek accreditation through the site. It is outside the scope of this internal discussion paper to investigate the detailed reasons and motivations of these learners in using WriteOn. Given that a substantial number reject using the site as an accreditation tool, it would make sense to provide LLN learning opportunities which are different from those designed to accredit prior learning and

which seek to provide a less atomised and more ideological model of LLN teaching and learning.

Whichever way this is achieved, it would need to take into account the following factors:

- Learner motivation – what learners want and why
- Clarity of purpose in terms of the ‘curriculum offer’
- Differentiation of learning opportunities – ‘bite-size learning’, stand-alone chunks, as well as more in-depth learning opportunities
- Progression – bridging modules between levels
- Meeting the needs of different cohorts of learners
- Managing learner expectation in relation to navigating the WriteOn site as well as what can be achieved
- A focus on learners’ funds of knowledge – the wealth model
- A focus on learning to learn
- Learner feedback and review to inform content

References

DES (2012). *Adult Literacy Review*. Dublin: DES.

DES (2013) *Adult Literacy Programme: Operational Guidelines for Providers*. Dublin: DES.

Hegarty, A & Feeley, M. (2011) *Connected! Improving literacy and computer skills through online learning*, NALA.

McCaffery, J., Mace, J., O'Hagan, J. (2009) *Developing Curriculum in Adult Literacy and Numeracy Education*: Dublin, National adult Literacy Association.

Moser (1999) *A Fresh Start*, London, DfES.

National Adult Literacy Agency, 2010. *Identifying and reducing barriers to participation in adult literacy tuition*, Dublin, National Adult Literacy Agency.

National Adult Literacy Agency (2011) *Distance Learning Service: Blended Learning Report*, Dublin, National Adult Literacy Service.

National Adult Literacy Agency, (2012) *Guidelines for Good Adult Literacy Work*, Dublin, National Adult Literacy Agency.

Mellar, H. et al. (2007) *Effective Teaching and Learning: Using ICT*, London, NRDC.

Papen, U. (2005) *Adult Literacy as Social Practice: More than Skills*, London, Routledge.

Solas (2014) *Further Education and Training Strategy: 2014 – 2019*, Dublin, Solas.

Unesco (2014) *Harnessing the Potential of ICTs for Literacy Teaching and Learning: Effective Literacy and Numeracy Programmes using Radio, TV, Mobile Phones, Tablets, and Computers*, Unesco Institute of Lifelong Learning, Germany.

WriteOn Action Plan

Summarised finding	Recommendation	Target
1. The student experience on WriteOn (RPL) could be enhanced through additions to the content.	Identify opportunities to develop WriteOn content to support greater student engagement.	<ol style="list-style-type: none"> 1. Develop the home page on WriteOn to make it more student friendly. This will include how the site works; that it's free; who it's for etc. 2. Change the site navigation for learners to help them access the site more easily, at each level. 3. Include short pieces of text which explains students' current uses of literacy and numeracy (social practice model) at each level.
Outcome in 2017: Navigation and login to be updated as part of a new system update scheduled for 2018/2019		
2. Create new content for non-accredited learning which could be used by all learners.	Provide students with the option to access content which is part of a non-accredited offer, from the home screen.	<ol style="list-style-type: none"> 1. Create separate space on the WriteOn site where non accredited learning can take place. 2. Show how non-accredited learning links to RPL on WriteOn.
Outcome in 2017: Non-accredited learning space created for Preparing for Level 3 content. The option to make content 'searchable' so that non-accredited learning can happen is listed as part of a system update.		
3. Students would benefit from having bridging models to support progression between levels, especially in mathematics and communication.	Prioritise areas for development of bridging modules.	<ol style="list-style-type: none"> 1. Liaise with appropriate staff and students to determine content suitable for 'bridging modules'. 2. Review content of WriteOn resources.ie and determine what can be used to support 'bridging modules.' 3. Produce new content if needed.
Outcome in 2017: New Preparing for Level 3 content created for maths and communications.		
4. Enhance the content of WriteOn through the use of WriteOn resources.ie	Make the content on WriteOn resources.ie more accessible to students to support 'bite-size' chunks of learning.	<ol style="list-style-type: none"> 1. Review the content available on WriteOn resources.ie to ascertain how it could be more widely used to support accredited and non-accredited learning. 2. Ensure that students using the site can access this content.

Outcome in 2017: Resources linked within content pages in the new Preparing for Level 3 level. Further work on linking content is part of a new system update.		
5. Improve the content on WriteOn to better support particular groups of students, e.g. ESOL, workplace literacy and numeracy, literacy and numeracy for particular occupations.	Match content to specific students' needs.	<ol style="list-style-type: none"> 1. Liaise with appropriate staff and students to determine content to support identified groups of learners. 2. Assess which content from WriteOn resources.ie could be used for the identified groups of students.
Outcome in 2017: With the information of Fetchcourses.ie there is scope to provide new programme offerings tailored to specific groups and to make resources available as part of this.		
6. Make a WriteOn app available initially for non-accredited learning.	Move forward with current technology to increase accessibility for students to non-accredited learning.	<ol style="list-style-type: none"> 1. Design app for use on mobile phone and tablet which could engage learners with WriteOn site.
Outcome in 2017: The website has been tested for app and mobile phone use and works on various operating systems. Further development of a native app can be part of the system update but would need to happen after the site and content has been fully migrated and updated appropriately.		
7. Resolve issues around accessibility of WriteOn site.	Ensure WriteOn site is fully accessible to all students.	<ol style="list-style-type: none"> 1. Develop the site to meet W3C WCAG 2.0 standards as recommended by the Centre for Excellence in Universal Design.
Outcome in 2017: Part of site update		
8. Amend the administration and tutor interfaces on WriteOn.ie	Make changes to the administration and tutor interface of WriteOn.ie to better facilitate tutor and NALA admin staff and improve reporting functionality from the site.	<ol style="list-style-type: none"> 1. Liaise with NALA admin staff and tutors around reporting requirements.
Outcome in 2017: The need to provide better data reporting and search queries has been identified and is recommended as part of a system update.		

