Accessibility: Making content accessible for ALL students

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Accessibility- Discussion

- What do you think it means?
- How do you define disability?
- Have you ever had situations where you had to do something different in your course to accommodate a student?
- When is the right time to accommodate?
Remember!

- “Reaching Every Student” doesn’t necessarily mean reaching students with disabilities.
- It could be learning styles, mild disabilities, technical skill, computer configurations and set up, internet speeds, access, age, gender, class, race, etc.
Examples accessibility barriers

- A student who is blind may not be able to interpret graphics.
- An instructor who has a hearing impairment may not be able to hear sounds from audio clips.
- Students who have learning disabilities or limited vision may have difficulty navigating online material that is cluttered or poorly organized.

ADE - University of Maryland University College
http://www.umuc.edu/ade/wia/benefits.html
Examples accessibility barriers

- An individual with a mobility impairment may not be able to fill out a Web-based form if it is not keyboard accessible.
- Learners who have seizure disorders might not be able to view flickering presentations safely.

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Fully accessible Web-based courses limit the impact of these barriers. They also benefit participants who have situational limitations. For example, a student with a slow Internet connection or older computer may have trouble downloading large files or running multimedia applications. A student without speakers may not be able to hear audio or video narration. Providing meaningful alternatives benefits all types of students—not just those with disabilities—and improves the quality of online education.
E-textbooks

- More and more textbooks are going electronic
- Not just for easier access but to accommodate more people.
- Many textbooks have online components that are worth investigating to determine if it would enhance your course.
Universal Design for Learning

*Universal Design for Learning (UDL) is a framework for designing curricula that enable all individuals to gain knowledge, skills, and enthusiasm for learning. UDL provides rich supports for learning and reduces barriers to the curriculum while maintaining high achievement standards for all.

*www.cast.org
Universal Design for Learning calls for ...

- *Multiple means of representation*, to give learners various ways of acquiring information and knowledge,

- *Multiple means of expression*, to provide learners alternatives for demonstrating what they know,

- *Multiple means of engagement*, to tap into learners' interests, offer appropriate challenges, and increase motivation.

www.cast.org
The 9 Principles of Universal Design for Instruction

1. Equitable use
2. Flexibility in use
3. Simple and intuitive
4. Perceptible information
5. Tolerance for error
6. Low physical effort
7. Size and space for approach and use
8. Community of learners
9. Instructional climate

What can you do?

1. Always provide clear goals and expectations
2. Consider adding supporting visuals to your course.
3. Anytime you use audio- always include text transcripts
4. Where ever possible provide variety in delivery to reach more learning styles
What can you do?

5. Be sensitive to readability
   * Do not rely on color to convey emphasis or meaning

6. Use (HTML) headers where ever possible

7. ALT tags and descriptions

8. Captions
What can you do?

9. When creating anything in PDF make sure to use the “convert to PDF” function rather than printing your document to the PDF Print Distiller or Print as PDF.
What can you do?

10. If you have any links that launch a new browser window, include a message that it will do so.

11. Type out URL links instead of using a word. (avoid click here)

12. Be willing to arrange special access to online quizzes or exams.
Provide multiple pathways to a common goal

- Give students a choice for assignments
- Some students yearn for extra challenge
- Be prepared to provide equivalent assignments to those that are high tech
- Surely you may have some students who will want to do the standard assignment but there will be some students who really want the challenge or opportunity to use technology that they know well. Or visa versa- you may have a student that is not able to do advanced assignment.
Accessibility in Distance Education

A Resource for Faculty in Online Teaching

http://www.umuc.edu/ade/

University of Maryland University College

The Accessibility in Distance Education (ADE) Web site focuses on helping faculty develop accessible online learning materials for people with disabilities. It is divided into five major sections, targeting common accessibility questions.
Center for Applied Special Technology

Founded in 1984 as the Center for Applied Special Technology, CAST has earned international recognition for its development of innovative, technology-based educational resources and strategies based on the principles of Universal Design for Learning (UDL).
Free online textbook

- Teaching Every Student
- http://www.cast.org/teachingeverystudent/ideas/tes/
Thank you