

Inclusive Course Design Requires a Team

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MOOC – ICT Accessibility – 2015 -2018 More than 10,800 participants (edX)

Georgia Tech summer credit course – Accessible ICT, 2017, 2018, 2019 (edX, Canvas) Training future engineers, scientists, and leaders in accessibility.

Multiple trainings in accessibility topics.

www.amacusg.org



Objectives

- Learning Objective 1:

Recognize the importance of proactively incorporating accessible design practices into course design.

- Learning Objective 2:

How to add accessibility into course design

- Learning Objective 3:

A team approach to accessible course design is needed.



Focus on Inclusion & Accessibility

Inclusion:

The act or practice of including students with disabilities.

Inclusion of people with **disabilities** into everyday activities involves practices and policies designed to identify and remove barriers such as physical, communication, and attitudinal, that hamper individuals' ability to have full participation in society, the same as people without **disabilities**



Accessibility



Accessibility is the “extent to which products, systems, services, environments and facilities can be used by people from a population with the widest range of characteristics and capabilities to achieve a specified goal in a specified context of use.” (IOS TC 159, Ergonomics).

Access & Inclusion

Specifically allow for the widest range of learners.

Accessible and inclusive courses are created by planning for access and inclusion.

Designers using universal design principals.

A team approach will ensure design plans are inclusive and accessible.

Universal Design Principle #3

Principle 3: Simple and Intuitive Use

3a. Eliminate unnecessary complexity.

3b. Be consistent with user expectations and intuition.

3c. Accommodate a wide range of literacy and language skills.

3d. Arrange information consistent with its importance.

3e. Provide effective prompting and feedback during and after task completion.

Examples for Course Design:

- Plain Language Act
- Consistent layout
- Multiple means of relaying information (video and reading)
- Your ideas?

Universal Design Principle #4

Principle 4: Perceptible Information

- 4a. Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.
- 4b. Provide adequate contrast between essential information and its surroundings.
- 4c. Maximize "legibility" of essential information.
- 4d. Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions).
- 4e. Provide compatibility with a variety of techniques or devices used by people with sensory limitations.

Examples for Course Design: Think about those with color-blindness.

- Color on its own should not be used as the sole means of conveying important information.

Awareness of Plain Language

<http://www.plainlanguage.gov/plLaw/index.cfm>

Common Language

When the process of freeing a vehicle that has been stuck results in ruts or holes, the operator will fill the rut or hole created by such activity before removing the vehicle from the immediate area.

Plain Language

If you make a hole while freeing a stuck vehicle, you must fill the hole before you drive away.

Plain Writing

<http://www.plainlanguage.gov>

- Use common words. If you must use unfamiliar words, define them for the reader.
- Avoid confusing words and phrases.
- Avoid or explain acronyms, jargon, and idioms.
- Write sentences with no more than 15 words.
- Convey one idea per sentence
- Be specific and comprehensive. Do not assume people's knowledge or that they know what to do.
- Speak directly to the reader, using "you" and "your."
- Use active voice.
- Avoid "if/then" sentences.

Plain Writing Exercise



Course Accessibility

- In deciding how to present content, you may decide:
- The course modules will use a combination of video, photos, and text to present the content (Note: full video-based lectures pose difficulty when content needs to be revised).
- All content must be accessible
- Visuals will have alt descriptions
- Videos will have captioning
/Audio Description
- Accessible text & audible files
- Accessible student interaction
- Accessible assessments/proctoring services



Online Course - LMS

Is it accessible?

WYSIWYG

Load accessible content & test

PowerPoints (Voiceover)

Documents- Syllabus, Journal articles (pdf)

Videos

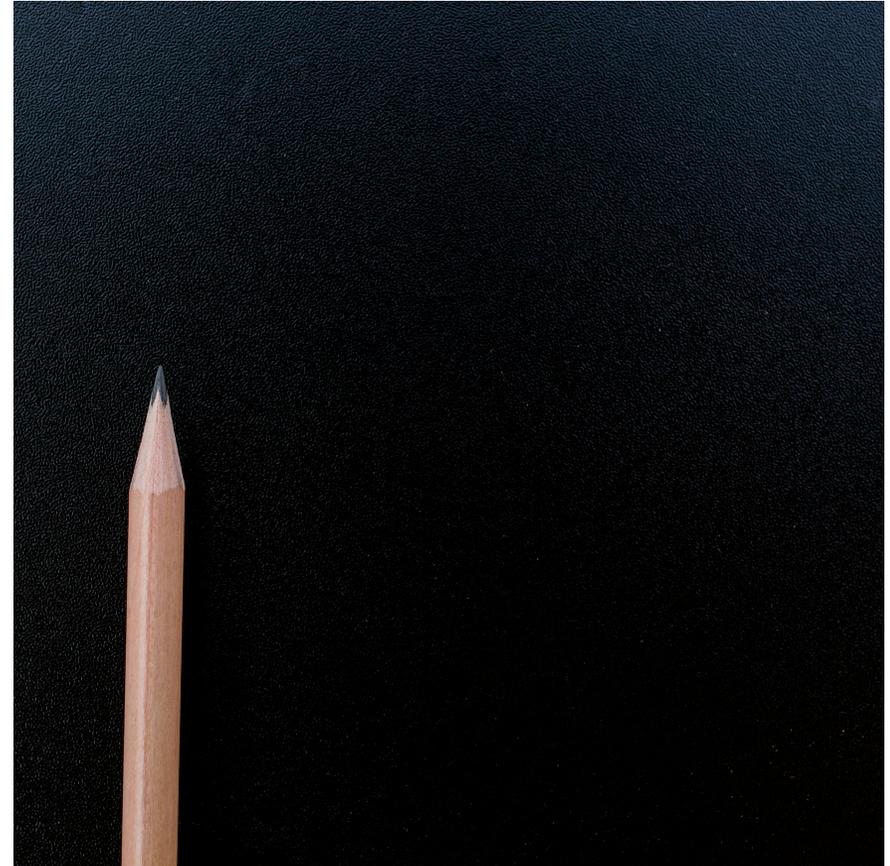
Podcasts – audio files

Photos

URLs

Required texts and supplemental materials

Mobile access?



Your Experience

Are you using any of the materials discussed- are they accessible?

Tell us about a challenge you faced in creating accessible content. How did you solve it?

Challenge – what instructional content do you need help with?



Build a Course Design Team



While the instructor is the subject matter expert (SME), designing a course for online delivery has many factors.

Assemble a team of professionals with specific expertise.

Course design team members do not need to be involved with every aspect of the course design.

The recommended practice is to schedule check-ins with team members.

Team Members May Include

- The educator (SME),
- Instructional Designer,
- Literacy expert (developmental reading department),
- Graphic designer,
- Multimedia designer,
- User experience person,
- Accessibility expert
- Your idea

Instructional Designers are Valuable

IDs know the LMS and the integration of learning tools.

Advise on learning theory,

Advise on course design,

Advise on learning measurements,

Advise on instructional alignment between:

- the instructional goals

- the learning outcomes

- the materials,

- the assessments, and the activities.



Idea!

Find students (student worker staff) to provide user feedback on the instructional materials and activities during the design/develop process.

Learning how students perceive your course and what attitudes that have about your design plan could alleviate problems and promote learning.



I See Me!

Inclusive design should include examples of people with disabilities.

- Photos and videos of people with disabilities
- Provide multicultural/disability literature so all students find themselves represented in the literature.
- Include learning situations that include people with disabilities. There are people with various disabilities in all professions that may be highlighted in your lessons.



See What I Mean?

We read Jouanah, a Hmong Cinderella by Jewell Reinhart Coburn. My students who are immigrants and refugees from Myanmar, Cambodia, Thailand, and Vietnam were elated to see a familiar story. A few girls came up to me after class and told me how happy they were to be able to relate to a text in class.

Students with vision impairments read quotes that mention disability, for example, George Washington said, "Gentlemen, you will permit me to put on my **spectacles**, for I have not only grown gray but almost blind in the service of my country."

Challenge



Answers

Fact: **Atlanta** is an hour away from **Atlanta**

