# An Instructional Design Approach to Accessibility – Lessons Learned

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## Agenda

* *accessibility* and its relationship to your institution
* Instructional Design and Delivery (IDD) in context
* how accessibility fits into the IDD development process
* how ensuring accessibility affects cost and schedule
* addressing challenges associated with non-compliant learning content

## Discussion

* What are some of the things that your institution currently does to support the delivery of accessible content?
* What are some of the challenges that your institution has encountered when trying to deliver accessible content?

## What is Cengage’s IDD Team?

Instructional Design and Delivery (IDD) delivers unique end-to-end outcome-based academic services that integrates technology, content, and design to support institutions’ goals.

IDD partners with:

* For-profit, private career, trades, etc.
* Not-for-profit, traditional colleges and universities
* Community colleges and online college systems
* Cengage product teams

## Roles

* Project Teams
  + Project Manager
  + Lead ID
  + Educational Technologist
  + Copyeditor
* Accessibility ID
* Learning Center of Excellence
  + Director of UDL and Accessible Technology
  + Accessibility/UDL Specialist

## Phases of a Project

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Scoping** | **Pre-Launch** | **Launch** | **Development and Production** | **Project Close** |
| * Work with sales to identify the scope of work for the project. * Accessibility IDs(designated IDs) support scoping—fill out Scoping Gap Analysis and handoff docs for accessibility. | * Create design prototype * Run design summit, get customer feedback * Update docs & plan * Accessibility IDs evaluate all content and fill out the Full Gap Analysis for accessibility, answer questions about design. | * Confirm and go over detailed schedule and design prototype with stakeholders * ID shows design prototype to the customer and talks about how accessibility will be addressed in the solution. | * Create deliverables using decisions from design prototype * IDs design deliverables to meet accessibility requirements. * Accessibility IDs answer questions. | * Discuss lessons learned * Send any updated materials to the Product Team * IDs discuss lessons learned and content updated for accessibility |

## Our Sphere of Influence

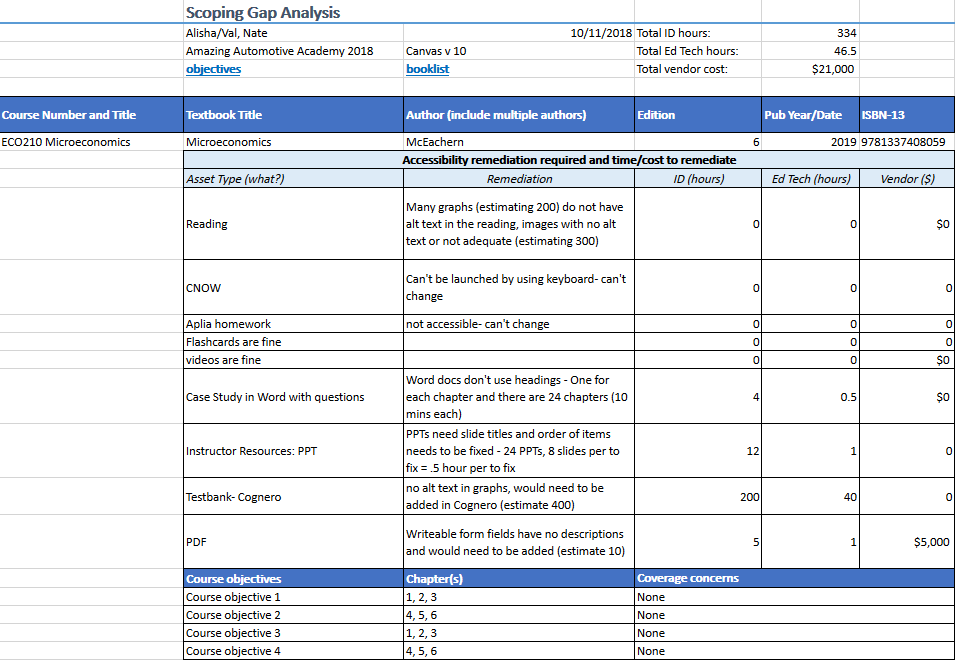
* Student-facing Office docs or PDFs we include or content we write has:
  + Screen-readability
  + Appropriate color contrast
  + Appropriate reading order
  + Descriptive links
  + Accessible form functions
* Images in editable files (test bank questions, PPTs, lectures) have:
  + Appropriate alt text
  + No text in the images
* Videos, including those in a platform, have:
  + Closed captioning
  + Transcripts

\* We will **check** much more than this in scoping, to ensure that the customer knows, and we design for, what we cannot change (by including alternate activities etc.)

## Scoping Gap Analysis

* Expanded Gap Analysis to include both content and accessibility
* Review a sample of the content for the project (based on project size)
* Determine where content lacks accessibility
  + Effort
  + Cost
  + Schedule
* Focus on the content that aligns to learning objectives

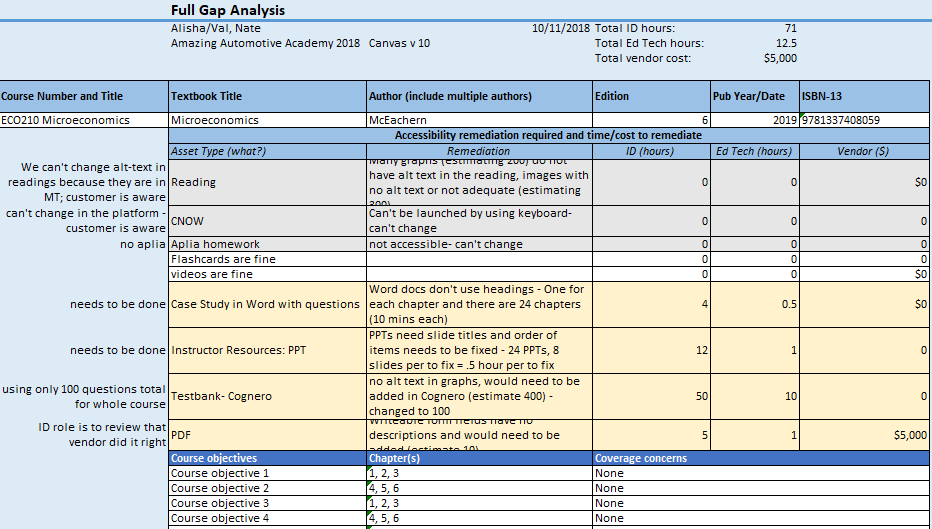
## Scoping Gap Analysis (Example Spreadsheet)



## Full Gap Analysis

* Pre-launch: Full Gap Analysis
  + All courses are considered
  + Confirm there are no major deviations from scoping
* Prototyping and Development:
  + Full Gap Analysis informs design – make sure that design reflects the accessibility decisions
  + Log newly uncovered accessibility issues to the Full Gap Analysis as they are uncovered
* Project Close:
  + Send updated files to Product

## Full Gap Analysis (Example Spreadsheet)



## Discussion, Part 2

* What have you learned in this presentation that you can implement at your institution?
* What suggestions do you have for improving our process?