# 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
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## 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?