How to Get Faculty Interested in Alt-Text

Providing Purpose in UDL and Access Training

Presented by:

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AHG November 10, 2021

Hello

Course Development Manager & Accessibility Specialist

- Course Development / Instructional Design / Training

- Faculty Support

- Digital Accessibility

- Universal Design for Learning (UDL)

- Diversity, Equity, Inclusion, and Anti-Racism (DEIA)

Agenda

- **Accessibility**
  - a person with a disability is afforded the opportunity to **acquire the same information**, **engage in the same interactions**, and **enjoy the same services** as a person without a disability in an **equally effective and equally integrated manner**, with substantially **equivalent ease of use**.

- **Universal Design for Learning (UDL)**
  - a framework that supports inclusive curriculum for diverse learners

- **Purpose**
  - Training
 - Initiatives
  - Circumstances
  - Unexpected

Why is accessibility of digital course content important?

Objectives

- Improve faculty training and support with an integrated approach to accessibility and Universal Design for Learning (UDL).

- Increase faculty buy-in to create accessible digital course content.

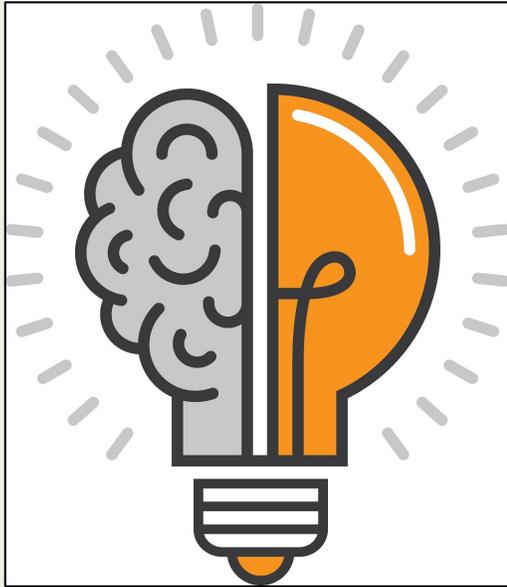- Discuss authentic purpose to foster inclusive course design.
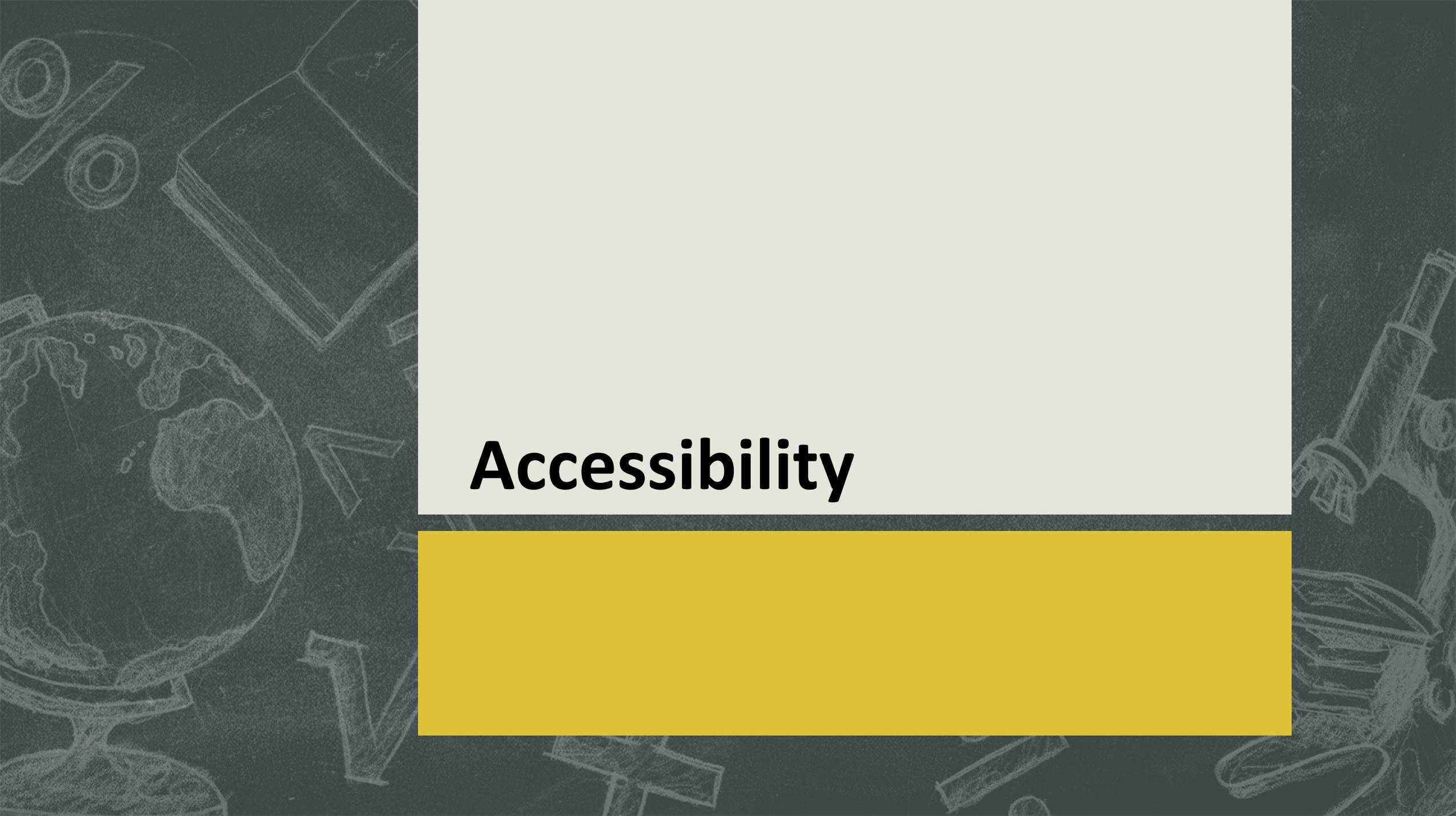
Accessibility

Accessibility Training: Captions

don't forget the captions!

Accessibility Training

Online Education:
User Challenges and Solutions

Accessibility

Learners with disabilities experience challenges and barriers to equivalent educational experiences if online content is not created according to accessibility guidelines.

Visual

Challenge: It is difficult or impossible to perceive images, graphics, and video.

Provide text-based and/or audio alternatives equivalent to the visual content.

Hearing

Challenge: It is difficult or impossible to hear auditory content.

Provide captions for video and transcripts for audio.

Motor

Challenge: It is difficult to use technology. The user may not be able to use a mouse.

Make content available by keyboard only. Make sure the tab order makes sense.

Cognitive

Challenge: Diverse users have a wide range of difficulty with complex information, layout, or navigation.

Simplify text and layout. Be consistent. Chunk information. Provide multiple means of representation.

WCAG 2.1

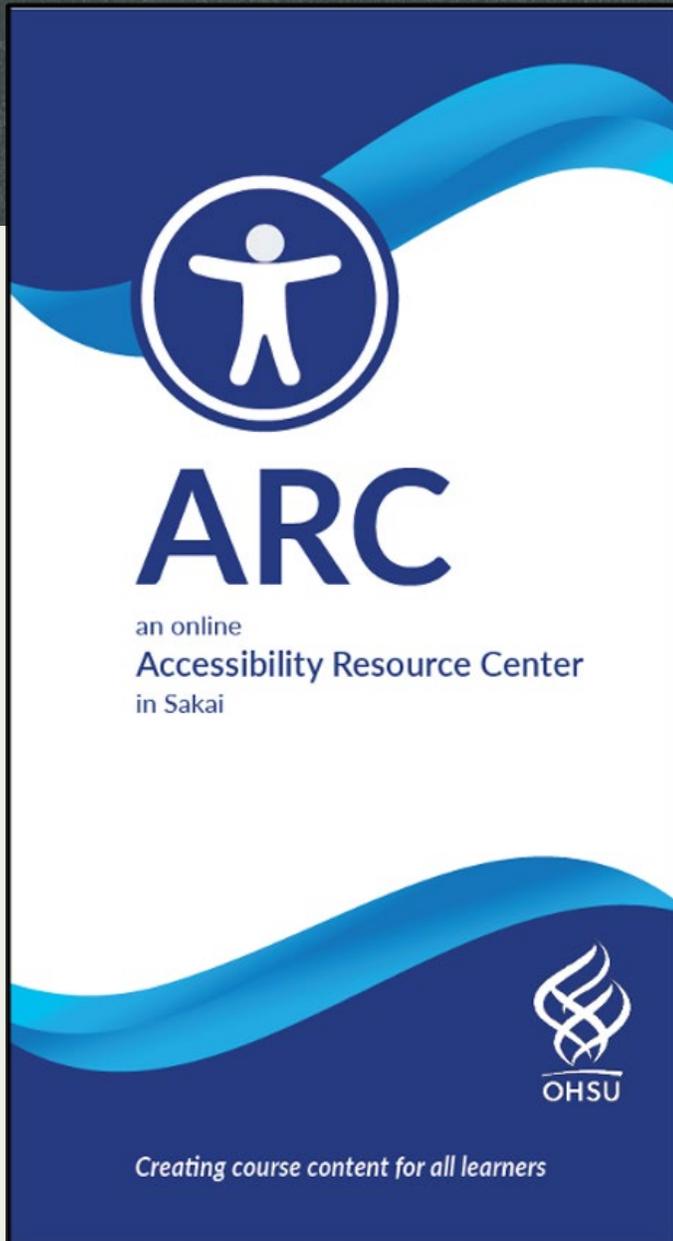Alt Text & Alt Formats:
Accessible Complex Images

Presented by Justi Echeles, Accessibility and Faculty Development Specialist
Teaching and Learning Center, OHSU

Accessibility Training: Tables

Blue	Green	Red	Black	Orange
Up		X		X
Down	X		X	X
Across			X	

- Use sufficient color contrast
- Avoid using color as information
- Write meaningful link text
- Links: Avoid "click here" or full URLs
- Use Heading styles (H1, H2…)
- Avoid large blocks of *italicized* text
- Do not underline text
- Use List Styles (bullet or numbered)
- Avoid visual location indicators
  - (no "click link on the left" or "click the star below")
- Organize content into chunks
- Use simple, consistent, predictable layout

Challenges

What do you think is the most difficult content to create accessibly?

Universal Design for Learning (UDL)

Universal Design

EQUALITY   EQUITY   UNIVERSAL DESIGN

Universal Design for Learning: Guidelines
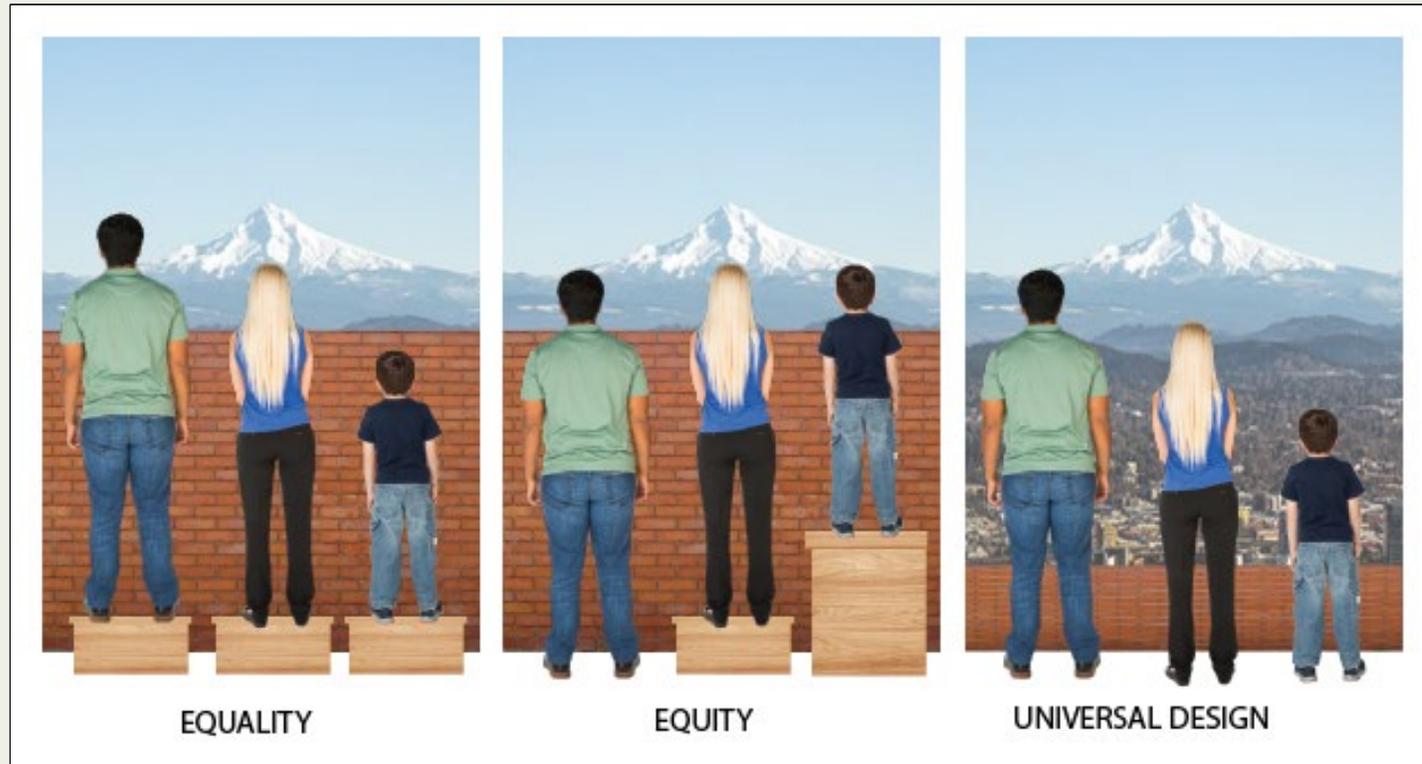

The Universal Design for Learning Guidelines — CAST | Until learning has no limits

Provide multiple means of **Engagement**	Provide multiple means of **Representation**	Provide multiple means of **Action & Expression**
Affective Networks — The "WHY" of Learning	Recognition Networks — The "WHAT" of Learning	Strategic Networks — The "HOW" of Learning

Access

Provide options for **Recruiting Interest** (7)	Provide options for **Perception** (1)	Provide options for **Physical Action** (4)
• Optimize individual choice and autonomy (7.1) • Optimize relevance, value, and authenticity (7.2) • Minimize threats and distractions (7.3)	• Offer ways of customizing the display of information (1.1) • Offer alternatives for auditory information (1.2) • Offer alternatives for visual information (1.3)	• Vary the methods for response and navigation (4.1) • Optimize access to tools and assistive technologies (4.2)

Build

Provide options for **Sustaining Effort & Persistence** (8)	Provide options for **Language & Symbols** (2)	Provide options for **Expression & Communication** (5)
• Heighten salience of goals and objectives (8.1) • Vary demands and resources to optimize challenge (8.2) • Foster collaboration and community (8.3) • Increase mastery-oriented feedback (8.4)	• Clarify vocabulary and symbols (2.1) • Clarify syntax and structure (2.2) • Support decoding of text, mathematical notation, and symbols (2.3) • Promote understanding across languages (2.4) • Illustrate through multiple media (2.5)	• Use multiple media for communication (5.1) • Use multiple tools for construction and composition (5.2) • Build fluencies with graduated levels of support for practice and performance (5.3)

Internalize

Provide options for **Self Regulation** (9)	Provide options for **Comprehension** (3)	Provide options for **Executive Functions** (6)
• Promote expectations and beliefs that optimize motivation (9.1) • Facilitate personal coping skills and strategies (9.2) • Develop self-assessment and reflection (9.3)	• Activate or supply background knowledge (3.1) • Highlight patterns, critical features, big ideas, and relationships (3.2) • Guide information processing and visualization (3.3) • Maximize transfer and generalization (3.4)	• Guide appropriate goal-setting (6.1) • Support planning and strategy development (6.2) • Facilitate managing information and resources (6.3) • Enhance capacity for monitoring progress (6.4)

Goal

Expert learners who are...

Purposeful & Motivated	Resourceful & Knowledgeable	Strategic & Goal-Directed

udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

Accessibility vs Universal Design for Learning

Digital Accessibility

- Specifically addresses needs of people with a **disability**

- Americans with Disabilities Act (**ADA**) & Section 508 of Rehabilitation Act of 1973

- Federal **compliance** if public online content receives public funds

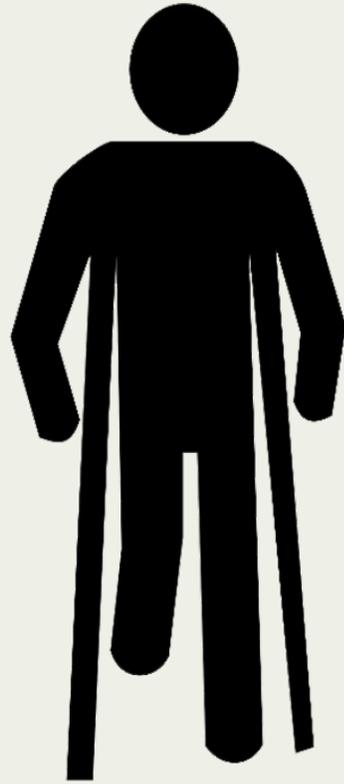- International **standards**: Web Content Accessibility Guidelines (WCAG)

UDL

- Benefits the **most learners** as possible, including those with a disability

- Based in **research** on how people learn

- **Framework** for recommended practice

- **Principles** developed by CAST
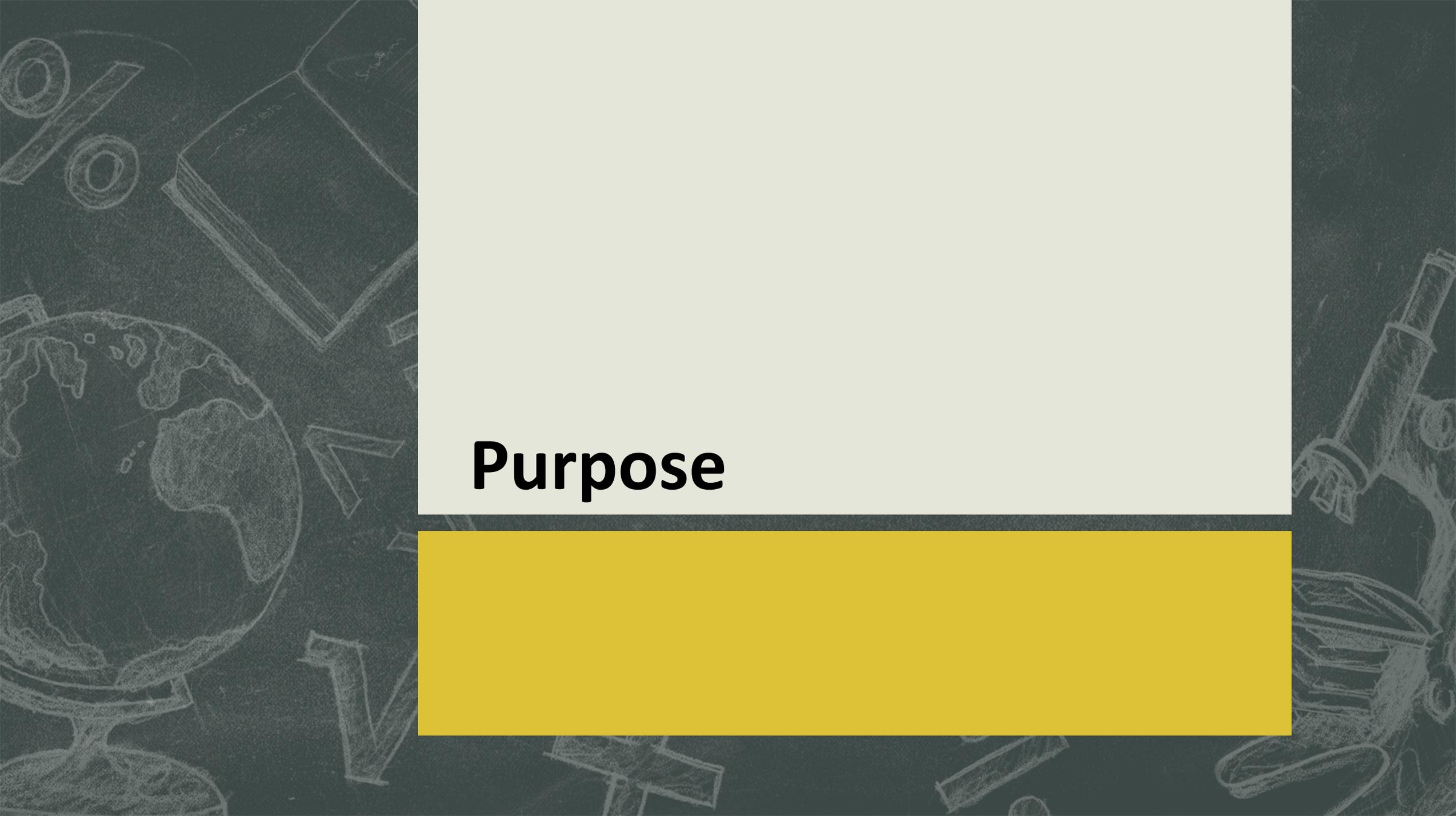
Purpose

Disability: Permanent, Temporary, Situational

Barriers

Can you think of other temporary or situational disabilities that might create barriers to learning if the course materials were not made accessible?

Quality Matters

Standard 8: Accessibility and Usability

- 8.1 Course navigation facilitates ease of use.

- 8.2 The course design facilitates readability.

- 8.3 The course provides **accessible text and images in files, documents, LMS pages, and web pages** to meet the needs of diverse learners.

- 8.4 The course provides **alternative means of access to multimedia content** in formats that meet the needs of diverse learners…
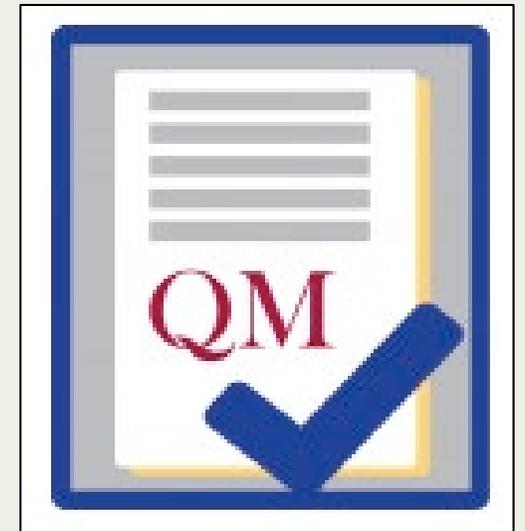
Accessible course content became essential for what other reasons?

Recommended Practice

The Flipped Classroom

DURING

IN CLASS

Students practice applying key concepts with feedback

GOAL — GOAL — GOAL

Students prepare to participate in class activities

BEFORE

OUT OF CLASS

AFTER

Students check their understanding and extend their learning
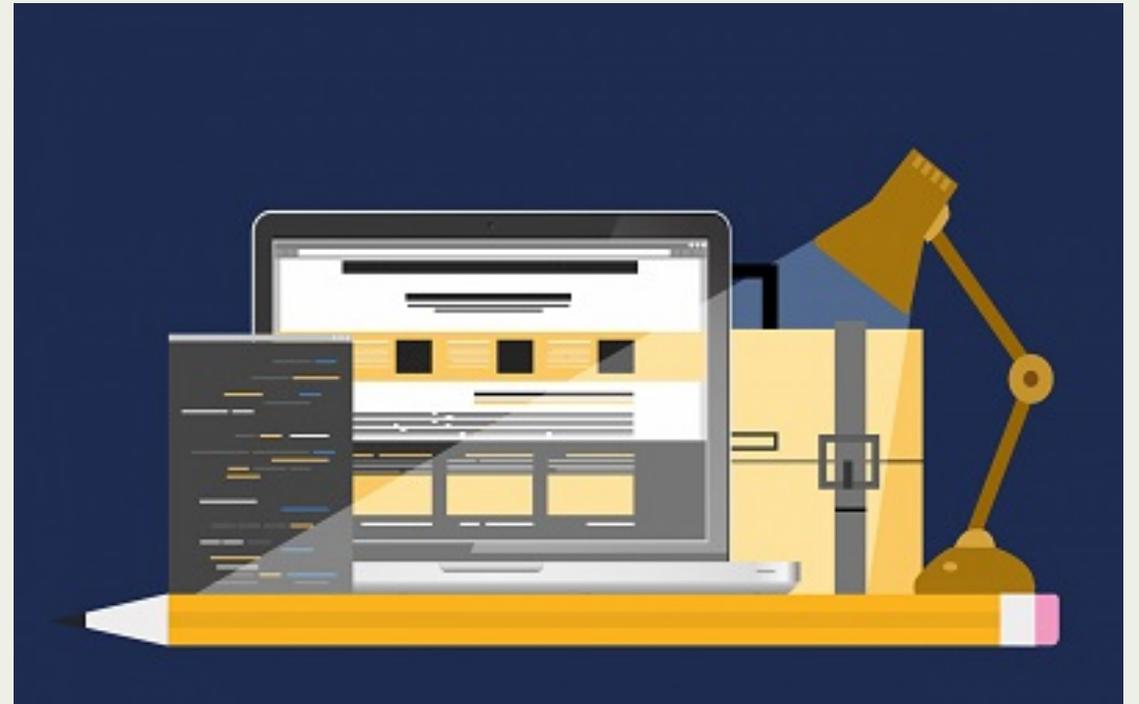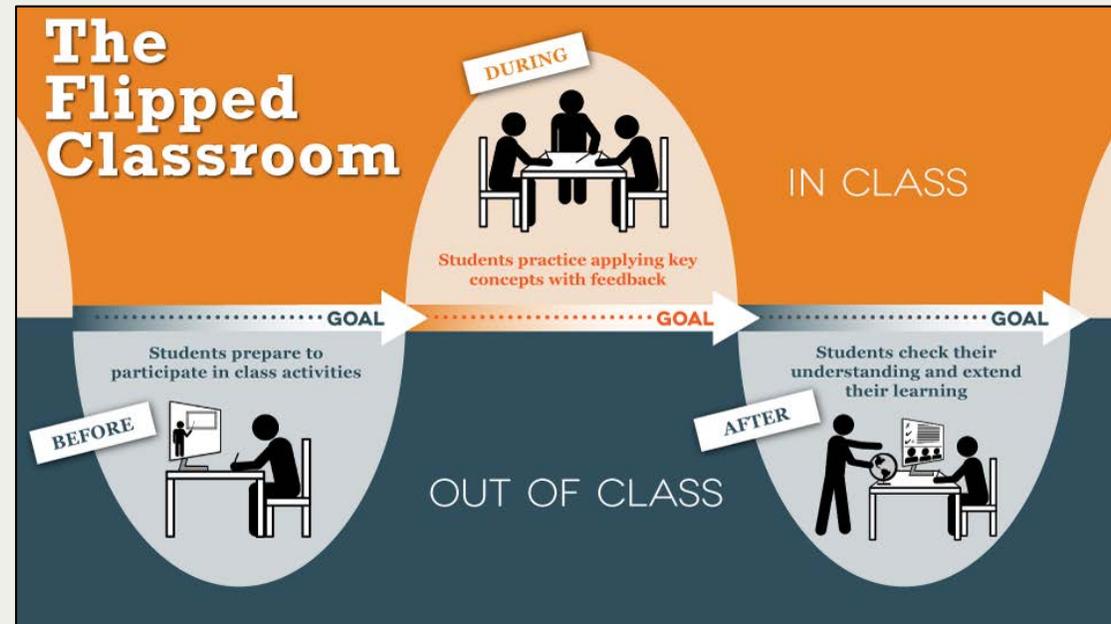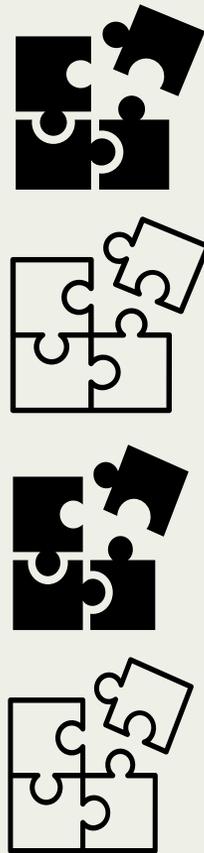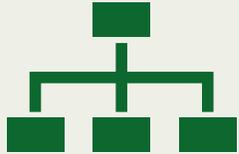
DEIA: Diversity, Equity, Inclusion, Anti-Racism
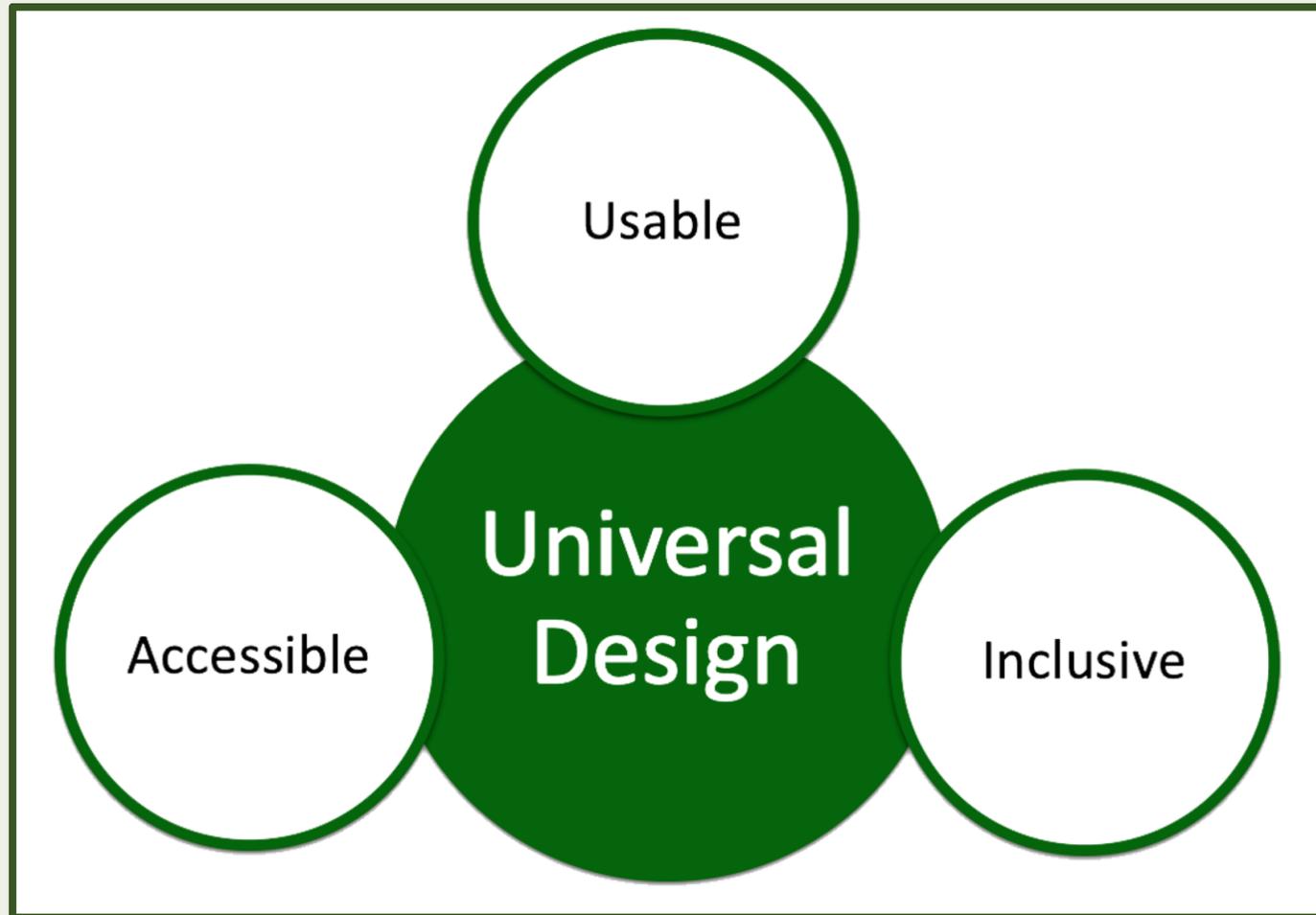
Providing Purpose

Accessibility · **UDL** · **Disabilities** · **Quality Matters** · **COVID-19** · **Best Practices** · **DEIA Initiatives**
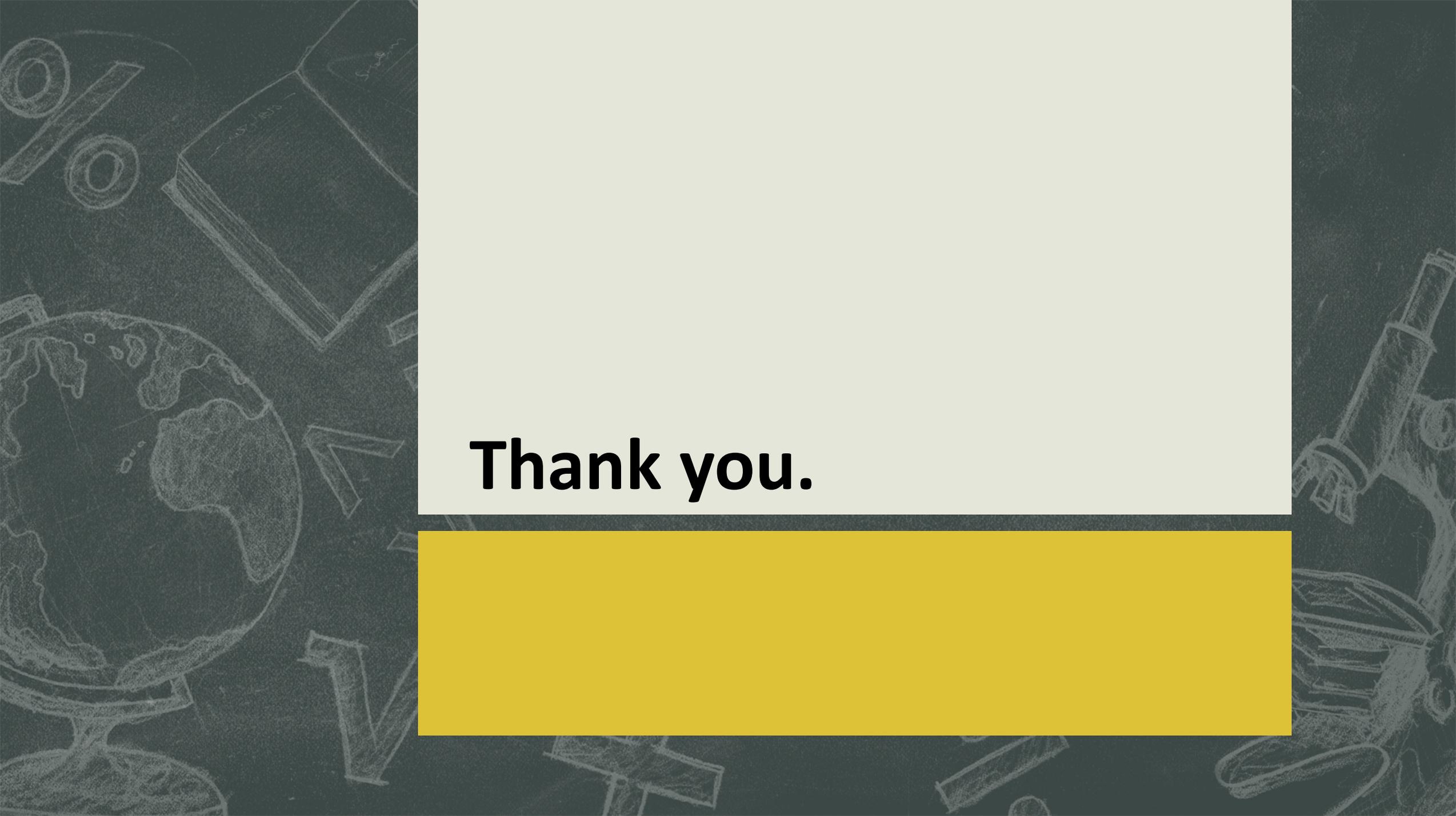
Thank you.

Sources

NCDAE: The National Center on Disability and Access to Education

OLC: Online Learning Consortium

Quality Matters