Accessibility: Getting Faculty on Board

Joachim Jack Agamba, PhD
Nevada State College
Accessing Higher Ground 2022

Introduction

Accessibility in Higher Education

Higher Ed institutions and the reality of diverse student bodies.

Image: American Council of Education.
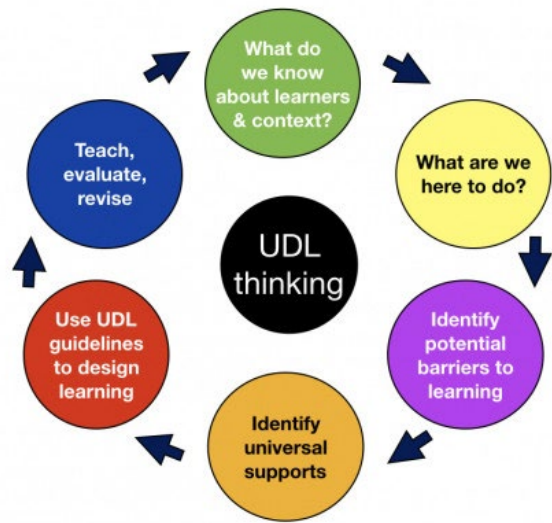
Accessibility and Diverse Learners

Image: Magna Communications.

- Articulating the benefits of accessibility for all learners.
- How accessibility, UDL, and inclusiveness are aligned.
- Strategies for implementing accessibility in course content.

Accessibility and UDL

UDL

Inclusivity

"One of the mantras of UDL is that instructional design that is deliberately created for individuals with disabilities often provides significant benefits to all students" (Dave Edyburn in Roblyer and Doering, 2013).

Accessibility

Accessibility-What Not To Do

Accessibility and ADA Compliance

Image: Magna Publications

WCAG, what?

(Perceivable, Operable, Understandable, and Robust)

Technology Innovation vs. Adoption

Images: Shutterstock.com

Innovation impact on outcomes and achieving widespread use.

Gene Hall (2010). Technology's Achilles Heel:
Achieving High-Quality Implementation.

Building on the Familiar

Learner Characteristics

Image: Magna Communications

Accessibility is another pathway for envisioning student differences.

Implementing Accessibility

Checklist for ADA Compliance in Digital Content

Accessibility Item	Description	Yes	No	N/A
Links				
Text				
Headers, Lists, & Bullets				
Tables				
Images				
Video				
Audio				

Instructional Modules

The What, the Why, and How.

- Document Content.
- Document Structure.
- Evaluating Accessibility (Canvas, Word, PPT, PDFs).
- Audio-Visual Content.
- Accessibility, UDL, & DEI.

Reflections/Comments

"I appreciate the level of detail in this course. What also made it helpful for me was applying it to my own course. The self-paced speed made it easier to accomplish."

"One of my biggest takeaways during this process was how course accessibility really isn't that difficult to do. After I learned about appropriate formatting of course pages (using headlines, paragraphs, numbers, etc.) I was able to quickly go through my courses and change this. I was so used to writing everything "paragraph" style and underlining that it had not registered how this could potentially be a difficulty. "

" I have to admit that I was nervous about taking this class. I learn technology best by "show and tell" and then guided opportunities for hands-on application. I found that making a course accessible isn't as difficult as I thought it would. I was encouraged by others to take it step by step."

"I believe that as educators we need to walk the walk and not just talk the talk of equity and inclusion. Providing accessible learning materials, and Universal Design for Learning assignments is an essential part of inclusionary and equitable practices in education. "

"I'll be honest - as a deaf person who went through the Disability Services and advocacy process for much of my schooling, I thought I knew it all when it came to accessibility. Boy, was I wrong! Things have changed since I was in college - a lot - and for the better."

"This course was "eye opening" for sure. You do not realize how much designing your course with UDL in mind can benefit all students. I personally wish I knew this information so much sooner."

"It was very enlightening learning about all the different ways in which my courses can be modified to ensure that accessibility is met for all students."

"My knowledge of accessibility was mainly captions which I already used, but I'm glad that after this course I have more of an understanding about how screen readers work so I can focus on making my content accessible for them.

Are We There Yet?

Accessibility: Making Connections

Image: Magna Communications

"There is no technology that knows how to teach, or how to build a relationship. We have never coded for kindness or understanding or compassion or compromise, and those things are vital when establishing the connection between student and teacher."

-Sean Michael Morris

Accessibility Initiatives: Success Criteria

How Traits of Successful Communities Can Inform Our Accessibility Initiatives.

webaim.org

Summary & Conclusions

Point 1: Focus on the "**what**."

Point 2: Justify the "**why**."

Point 3: Simplify the "**how**."

Thank you for coming! Please complete the session evaluation.

Joachim Jack Agamba

Joachim.Agamba@nsc.edu

References

Hall, G. (2010). Achieving High-Quality Implementation. JRTE, 42(3), 231-253. www.iste.org

Morris, S. M. (2021). On Silence: Humanising Digital Pedagogy. https://www.seanmichaelmorris.com/on-silence-humanising-digital-pedagogy/

Roblyer, M.D. & Doering, A.H. (2013). Integrating educational technology into teaching (6th ed.). Pearson.

Webaim.org