

Accessible and Inclusive Instructional Design

Facilitated by

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Purpose and Learning Objectives

In this workshop, we will explore strategies for helping us to make online courses more accessible and inclusive. During this session, we will:

- Identify instructional design guidelines to make course content more **accessible** for our student population.
- Identify practices that can be used to make courses more **inclusive** for our student population.
- Identify **resources that guide and support** faculty with creating accessible and inclusive courses.

Image search for "Professor"

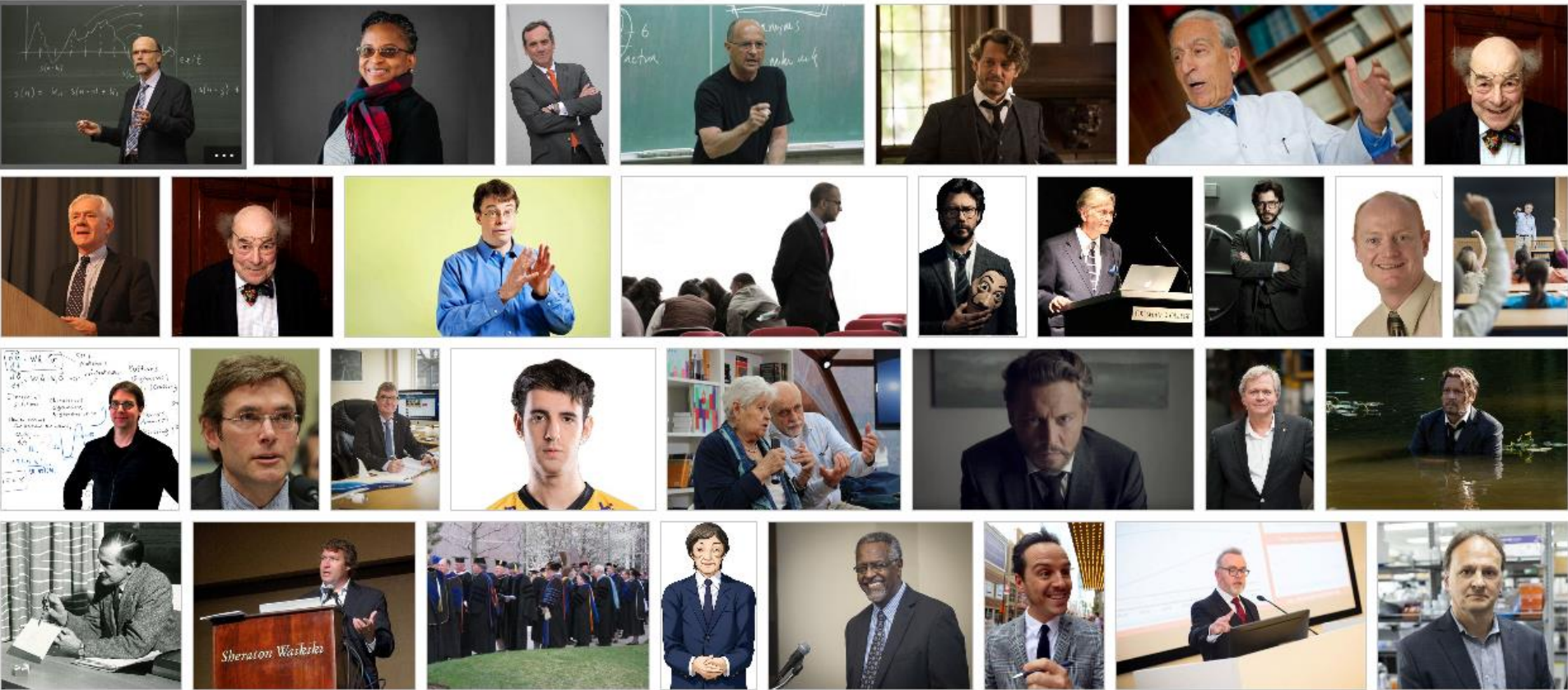
Online Pictures



← professor ×

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Who are we designing for when we use accessible and inclusive design?

How Can I
Make My
Course More
***Accessible and
Inclusive?***



Text, Images, and Video



Assessments



Activities



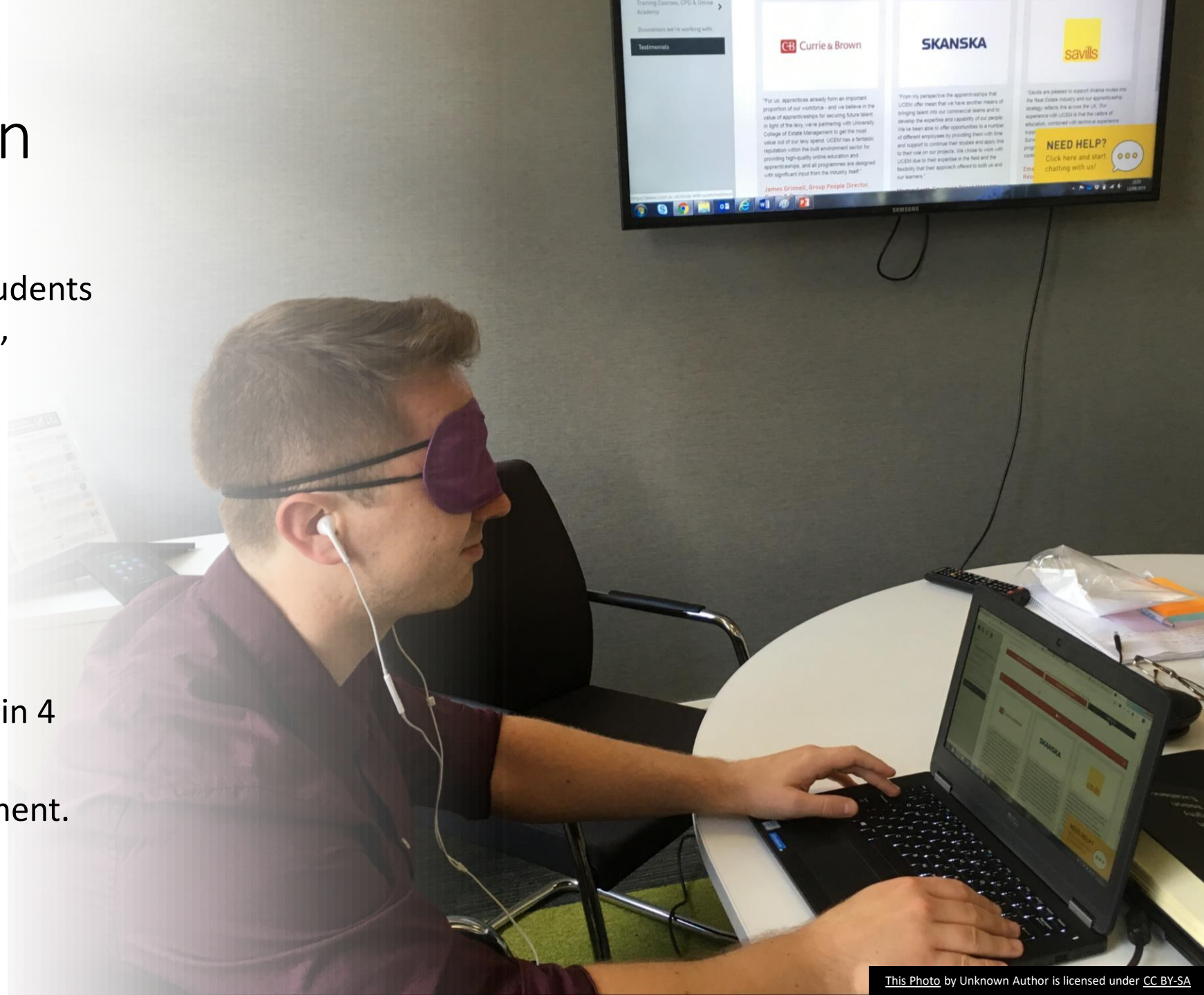
Resources and Materials



Communication

Accessible Design

- Accessible courses allow all students to engage with course content, regardless of physical or developmental impairment.
 - Visual
 - Audio
 - Motor
 - Cognitive
- According to the US Census, 1 in 4 people have a disability.
- Accessibility is a legal requirement.
- *All* students can benefit from accessible course design.



How Can I Make My Courses More Accessible?

1

Use captioned videos and images with alt text to describe images.

2

Use Instructional Materials that are accessible. Publisher-created materials may not be accessible.

3

Pay attention to the amount of material that appears on a page.

4

Use headings and keep content chunked and organized.

Chunk Your Content

▼ The Renaissance

- 🔗 Reading: Machiavelli, The Prince
- Textbook: The Renaissance, pp. 22-53
- 📎 PPT Lecture: The Renaissance
- 💬 Discussion: The Renaissance
- 📄 Assignment 1: Weekly Reflection

▼ The Reformation

- 🔗 Reading: Martin Luther, 95 Theses
- Textbook: The Reformation, pp. 54-88
- 💬 Discussion: The Reformation
- 📄 Assignment 2: Weekly Reflection
- 🔗 Martin Luther Documentary

▼ Week 1

- 🔗 Reading: Machiavelli, The Prince
- Textbook: The Renaissance, pp. 22-53
- 📎 PPT Lecture: The Renaissance
- 💬 Discussion: The Renaissance
- 📄 Assignment 1: Weekly Reflection

▼ Week 2

- 🔗 Reading: Martin Luther, 95 Theses
- Textbook: The Reformation, pp. 54-88
- 💬 Discussion: The Reformation
- 📄 Assignment 2: Weekly Reflection
- 🔗 Martin Luther Documentary

Pay Attention to White Space

Heading

Sub-heading

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Praesent lacus tortor, efficitur ornare ex sit amet, condimentum sagittis urna. Aliquam blandit ex id ligula vestibulum molestie. Proin tincidunt velit ac risus consectetur vulputate vitae ac tortor. Pellentesque purus turpis, convallis ut justo vitae, fermentum posuere neque. Integer elementum mollis velit, in pellentesque purus tincidunt in. Quisque non ornare orci, ac euismod ligula. Morbi venenatis velit mi. Phasellus ac bibendum dui. Pellentesque iaculis in dolor vel dignissim. Phasellus a urna tellus. Duis sagittis tempor dui, vel posuere ante aliquet a. Morbi id tincidunt magna, id laoreet ante. Etiam tempor risus vel velit posuere, vitae condimentum mauris aliquam. Duis sed imperdiet ex.

Heading

Sub-heading


Lorem ipsum dolor sit amet, consectetur adipiscing elit. Praesent lacus tortor, efficitur ornare ex sit amet, condimentum sagittis urna. Aliquam blandit ex id ligula vestibulum molestie. Proin tincidunt velit ac risus consectetur vulputate vitae ac tortor. Pellentesque purus turpis, convallis ut justo vitae, fermentum posuere neque. Integer elementum mollis velit, in pellentesque purus tincidunt in. Quisque non ornare orci, ac euismod ligula. Morbi venenatis velit mi. Phasellus ac bibendum dui. Pellentesque iaculis in dolor vel dignissim. Phasellus a urna tellus. Duis sagittis tempor dui, vel posuere ante aliquet a. Morbi id tincidunt magna, id laoreet ante. Etiam tempor risus vel velit posuere, vitae condimentum mauris aliquam. Duis sed imperdiet ex.

Canvas – Accessibility – Accessibility Checker

Edit View Insert Format Tools Table

12pt Paragraph | **B** *I* U A T²

Write an essay describing the possible implications of the Declaration of Independence not being drafted and adopted by the colonies. Discuss the implications on 3 major historical events and/or figures.



United States	Great Britain			
Row 1	Row 3			
Row 2				

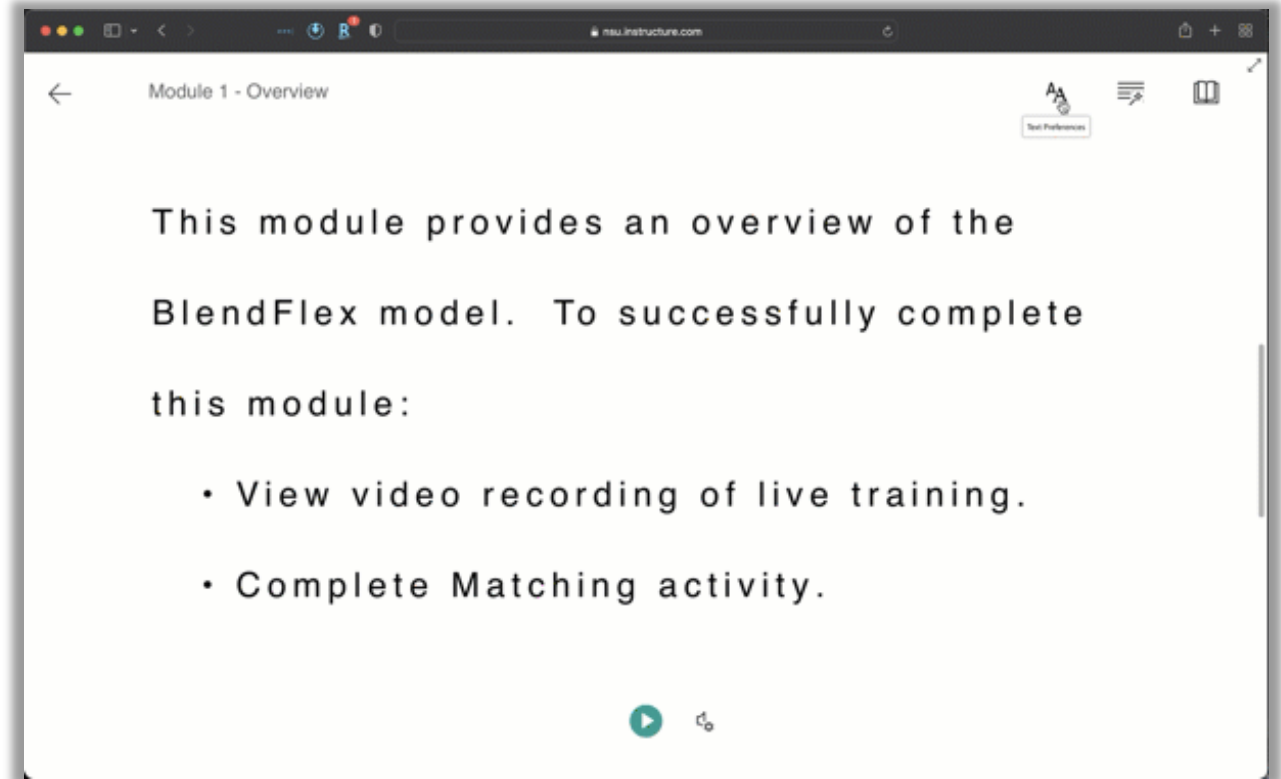
p 110 words |



- Putting content on a page rather than burying it in a document is the easiest way to have it be accessible for student.
- Anywhere there is a Content Editor you can use the Accessibility Checker, in Pages, Assignments, Discussions, even quiz questions.

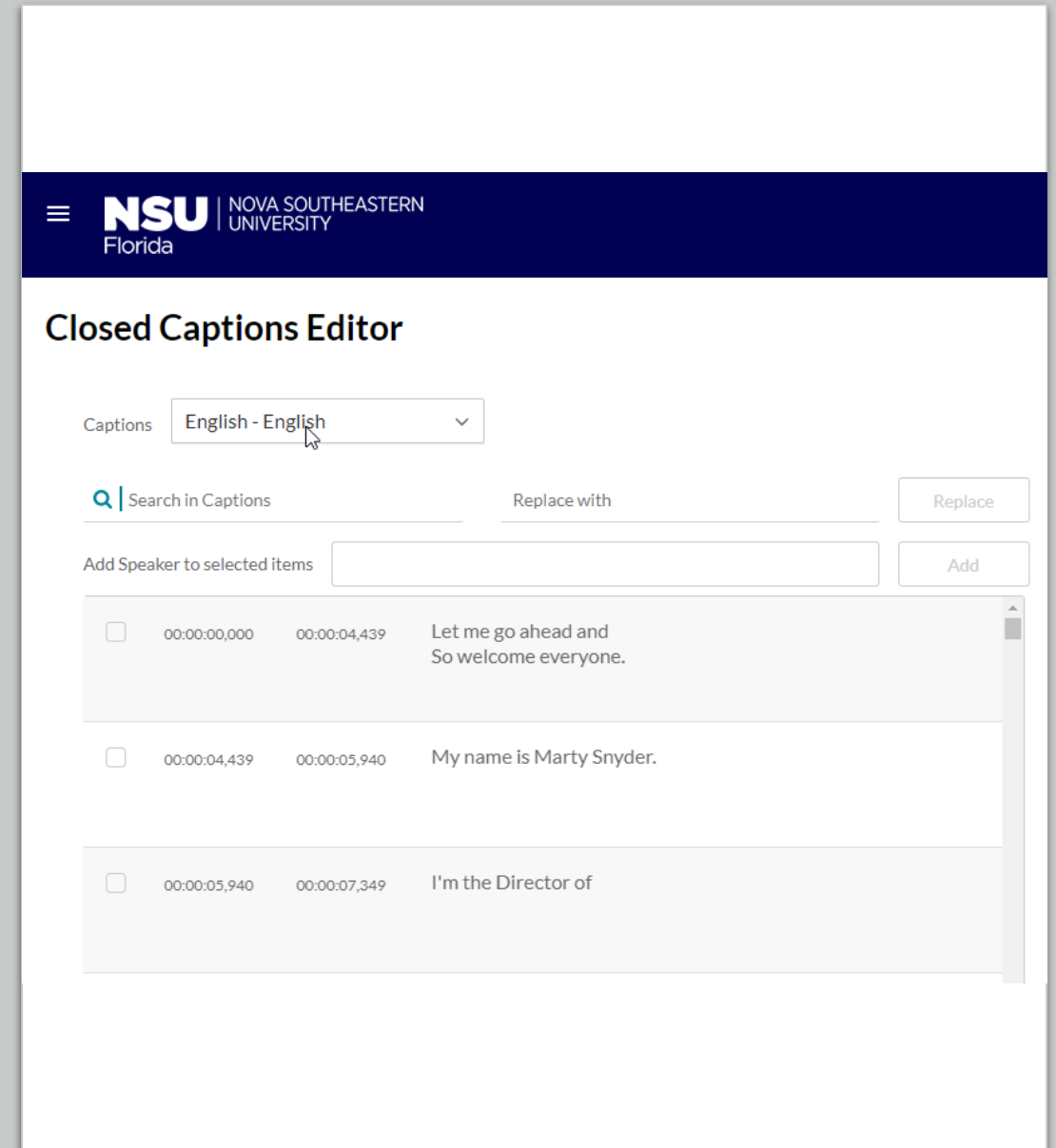
Canvas – Accessibility - Immersive Reader

- On Canvas Pages, adaptable presentation of your content
 - Text to Speech
 - Change Font Size
 - Change Spacing
 - Change Background Colors
 - Change Language



SharkMedia – Accessibility - Captioning

- Any video that is shared should be captioned accurately. Requesting automated captions is easy to do.
- Automated Captions will likely not be 100% accurate and will require some editing
- To Request Captions
 - Locate Video on SharkMedia
 - Click Actions
 - Click on Caption and Enrich
 - Scroll down to Order Captions section, select source Media Language and then click on Submit.
 - Captions should appear within an hour or so, sometimes it may take longer depending on how many other requests are ahead of yours.

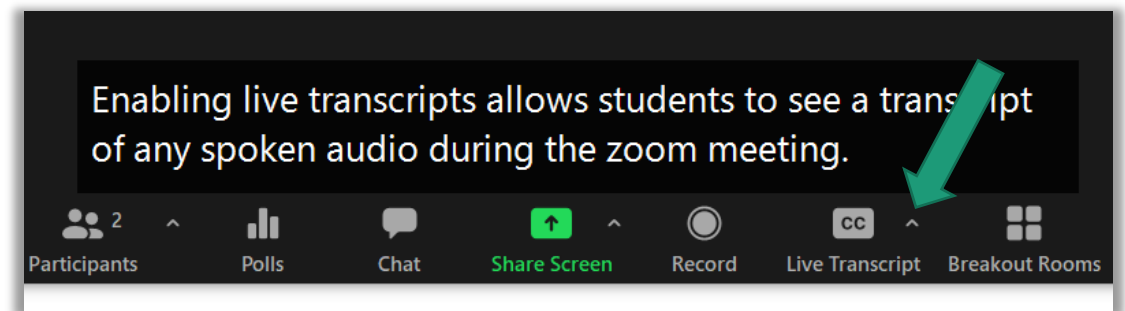
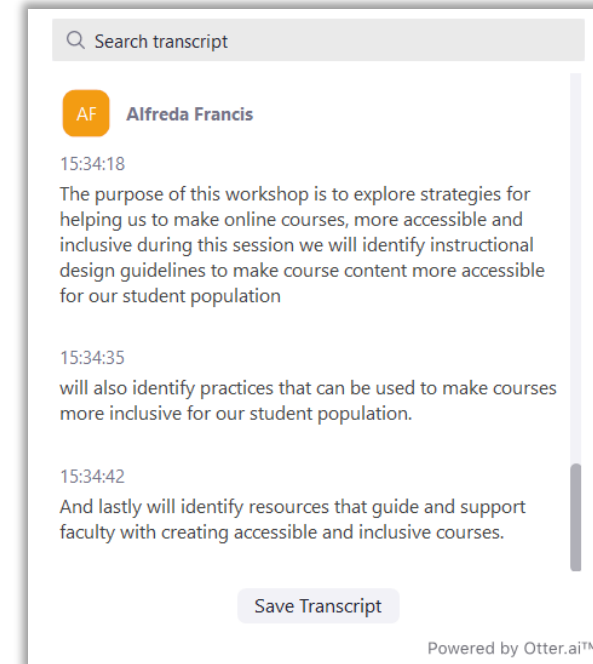


The screenshot shows the NSU Closed Captions Editor interface. At the top, there is a dark blue header with the NSU Florida logo and the text "NOVA SOUTHEASTERN UNIVERSITY". Below the header, the title "Closed Captions Editor" is displayed. The interface includes a "Captions" dropdown menu set to "English - English". There is a search bar labeled "Search in Captions" and a "Replace with" field with a "Replace" button. Below these, there is an "Add Speaker to selected items" field and an "Add" button. The main area contains a list of captions with checkboxes, start and end times, and the caption text. The visible captions are:

Checkbox	Start Time	End Time	Caption Text
<input type="checkbox"/>	00:00:00,000	00:00:04,439	Let me go ahead and So welcome everyone.
<input type="checkbox"/>	00:00:04,439	00:00:05,940	My name is Marty Snyder.
<input type="checkbox"/>	00:00:05,940	00:00:07,349	I'm the Director of

Zoom – Accessibility – Live Transcripts

- Live Transcripts in Zoom are not an ADA compliant solution because they may not be entirely accurate. Office of Student Disability Services can provide a transcriptionist if necessary.
- Great for students who may not have heard something clearly
- Full Transcript is Searchable during the session and separated by speaker



Inclusive Design

Consider **diversity** in your course.

Diversity is the recognition of how race, ethnicity, gender, sexual orientation, ability, religion, and socio-economic status affect how students learn and see the world.

Students need to know that they are represented in the course.

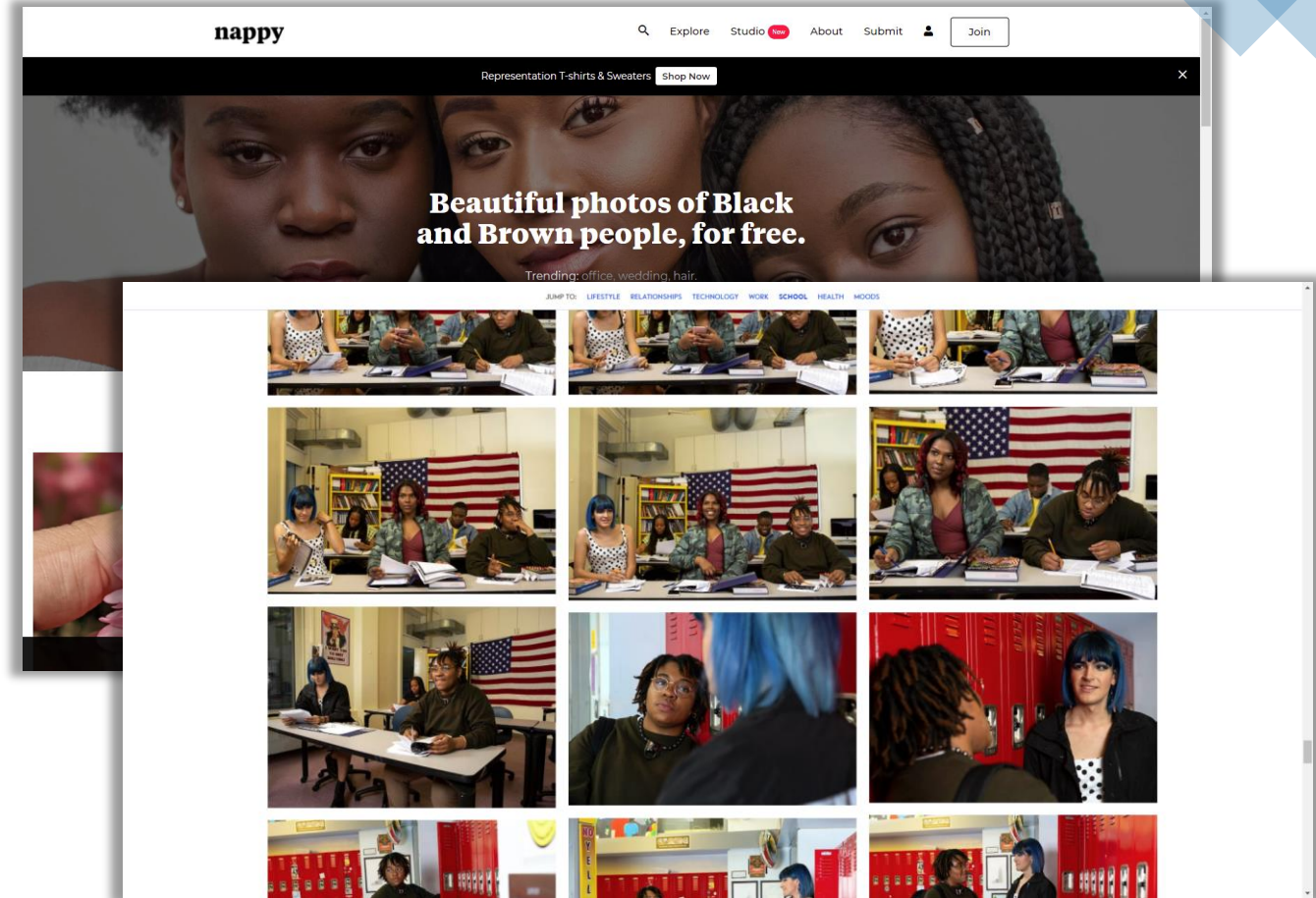
Diversity in an online environment...

- fosters growth and student awareness. Students get to discuss different experiences and learn different perspectives.
- creates safe learning environments. Everyone feels like they belong!



Resources for Diverse Images

- [The Gender Spectrum Collection by Broadly \(vice.com\)](#)
- [Nappy | Beautifully Diverse Stock Photos](#)
- [WOCinTech Chat | Flickr](#)
- [Stock photos – UKBlackTech](#)
- [Freebies - CreateHER Stock](#)
- [PICNOI – Free Stock Photo for a Colorful World](#)
- [Diverse UI](#)
- [Humaaans: Mix-&-Match illustration library](#)
- [Diversity Avatars | Diversity Avatars](#)
- [Mockupdated: Beautiful & diverse hi-res mockups \(storage.googleapis.com\)](#)



Inclusive Design is Equitable

- Implement a course design that is **equitable** so *all* students can meet course objectives.
- Inclusive design does not necessarily deliver the same experience for all students; all students are not the same.
- Get to know your students and their needs and make sure they are represented in the course.
- Design for student success! Being transparent removes barriers and helps student succeed. In general, you can...
 - Provide clear, measurable objectives.
 - Clearly align learning outcomes, content, and assessment
 - Provide example submissions when possible
 - Use rubrics for grading

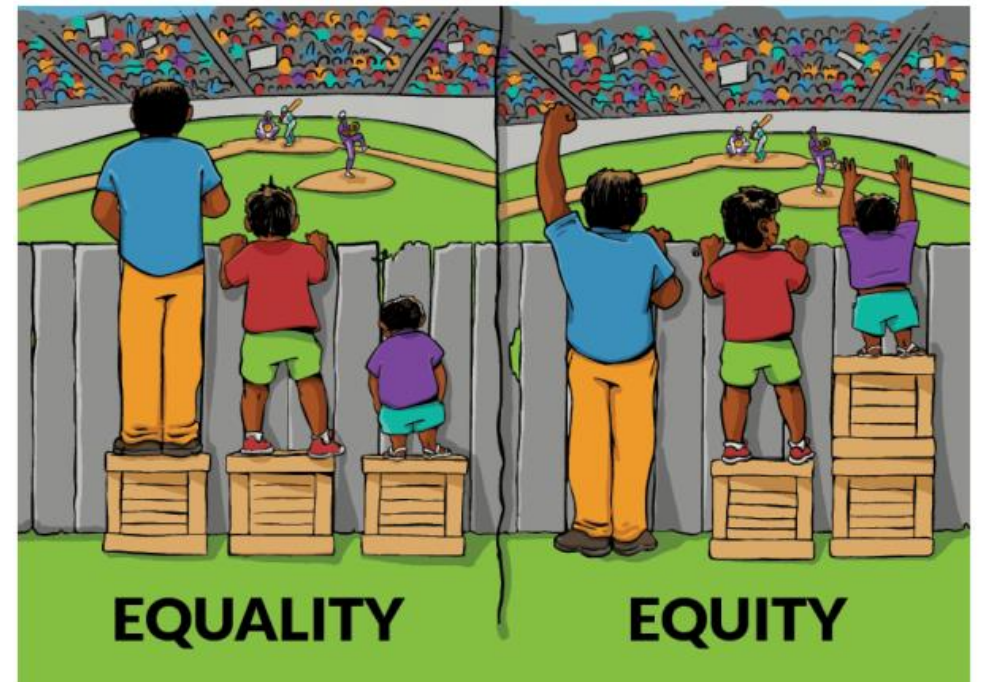


Image: Interaction Institute for Social Change | Artist: Angus Maguire

How Can We Make this Assessment Equitable?

Course: Social Work Research Methods

Objective 1: Explain the reasons for social work research using the Belmont Report.

Assessment: Write a five-page paper explaining the reasons for social work research.

Activities: live, Zoom Q&A session Monday at noon

Resources: pdf of Belmont Report

Grading Strategy:

Allowed Attempts: 1





Inclusive Instructional Materials

- Use Instructional Materials that represent diverse voices.
 - Text books
 - Journals
 - Guest speakers
 - Authors
 - Websites
- Think about how students from different backgrounds might interpret images, videos, and language.
- Show cultural diversity in content, such as names of people and places. Show images of different people with various roles.



Fostering Inclusion through Student Connections

- Use icebreakers that highlight what students might have in common.
- Let students chat with each other and make connections.
- Offer different types of engagement and allow students to express themselves in different ways.

5 Tips for Communication

A woman with long dark hair, wearing a grey sweater, is smiling and looking towards a computer monitor. The monitor displays a video conference with four participants. The background is a brick wall. The overall scene is a professional or educational setting.

1

Share your pronouns.

2

Check in with students.

3

Set clear expectations. Embed instructions and learning objectives throughout the course.

4

Take a humanistic approach. Revise the language in your syllabus.



5

Be virtually available and responsive. Communicate the various ways for students to contact you.

Humanistic Language

- Provide clear expectations of success
- Reduce jargon
- Appeal to and motivate students
- Include communal language and learning-focused language
- Promote a growth mindset
- Use personal and less legalistic language
- Point out professional and personal relevance

Source: Adams et al. (2021).

	 WELCOMING	 UNWELCOMING
Office Hours	<p>Office Hours: 233 Jones Hall MWF 10:00–10:50AM; TR 9:30–10:30AM jsmith@hotmail.com I welcome you to contact me outside of class and student hours. You may email me, call my office, or contact the department and leave a message.</p>	<p>Office Hours: 233 Jones Hall MWF 10:00–10:50AM; TR 9:30–10:30AM jsmith@hotmail.com If you need to contact me outside of office hours, you may email me, call my office, or contact the department and leave a message.</p>
Course Goals	<p>Some of the specific skills I hope you will obtain in this course are listed below. Being a critical consumer of information about mental processes and behavior is important; all of these activities will help you become one, and it is my hope that you will use the skills in your daily life.</p>	<p>Some of the specific skills you should obtain in this course are listed below. Because you are not yet a critical consumer of information about mental processes and behavior, all of these activities will help you become one, and if you are motivated enough, use the skills in your daily life.</p>
Attendance	<p>You should attend every class but extenuating circumstances arise that can make this difficult. If you cannot attend a class, please let me know. If circumstances make you miss more than 3 classes during the semester, you may be overextended. I ask that you come see me to discuss your options.</p>	<p>I expect you to attend every class. If you cannot attend a class, please let me know. If circumstances make you miss more than 3 classes during the semester, I will drop you from the class roster in accordance with the college's attendance policy.</p>
Class Participation	<p>All of us in the class, you, me, your peers, have a responsibility to create an environment in which we can all learn from each other. I expect everyone to participate in class so that we can all benefit from the insights and experiences that each person brings.</p>	<p>Come prepared to actively participate in this course. This is the best way to engage you in learning the material (and it makes the lectures more interesting).</p>

Adapted from Harnish et al. (2011)

Accessible and Inclusive Environments...

- make students feel welcomed.
- create safe learning environments
- let students know they belong in our courses.
- enable ALL students to achieve learning objectives.



Resources

References

Adams, S., Bali, M., Eder, Z., Fladd, L., Garrett, K., Garth-McCullough, R., Gibson, A. M., Gunder, A., Iuzzini, J., Knott, J. L., Rafferty, J. & Weber, N. L. (2021 June 8). *Caring for Students Playbook: Getting Started with Key Terms and Challenges*. Every Learner Everywhere.

<https://www.everylearnereverywhere.org/resources/>

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Promoting cultural diversity in the online classroom. Cultural Diversity in the Online Classroom | American University. (n.d.). Retrieved November 1, 2021, from <https://soeonline.american.edu/blog/cultural-diversity-in-the-online-classroom>.

Offices in NSU

- [Office of Student Disability Services](#)
- [Diversity Equity, Inclusion and Belonging](#)
- [Learning and Educational Center](#)