Take the Mystery out of Accessibility

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Instructional Designer

Where are you on your digital accessibility journey?

A.

B.

C.

D.

You just told a team of educators at your organization that all their instruction, technology tools, and curriculum must meet accessibility requirements, what reaction are you most likely to receive?

A.

B.

C.

Digital Accessibility

Legal Considerations

- [Section 508 and the rehabilitation act](#)
    - Federal agencies must have access to technological and electronic information

- American with Disabilities Act of 1990
    - Digital media must meet accessibility requirements. This includes ensuring accessibility compliance such as captioning videos and adding alternative text to image

Quality Matters Alignment (K-12 course specific standards)

- 8.2 C The course design facilitates readability.

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

- 8.4 C The course **provides alternative means of access** to multimedia content in **formats that meet the needs of diverse learners.**

Found in the inbox of an Instructional Designer or Instructional Technologist…

"Hey, I really like this infographic; how can I make it accessible?"

"I need to use this graph, but if I provide too much alternative text description, I'll give away the answer, right?"
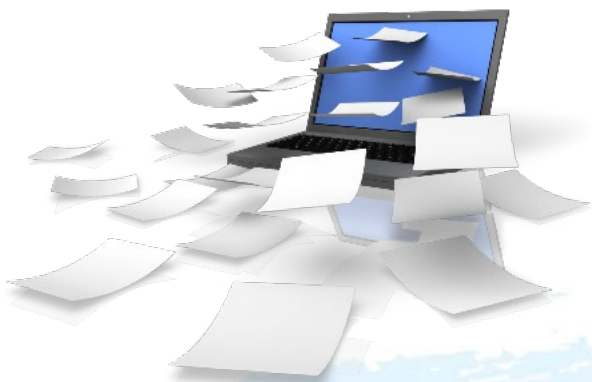
Found in the inbox of an Instructional Designer or Instructional Technologist…

"None of my students have IEPs, so I don't have to worry about this, right?

"I don't need a transcript, because students need to listen to the audio as a part of their assessment, correct?"

Take out the mystery

• When leading educators on accessibility, discuss with them why they are selecting the tools, resources, and content they are using.

• Accessibility is not only about compliance. It's about connective pedagogy that meets the needs of all learners.

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Reframing Accessibility for educators

Moving from compliance   to Connective Pedagogy

CIA

Connect?

Instructional Intent?

Achieve (for the students)?

What types of connections am I hoping to foster with this media resource?

- How does this resource allow for my learners to interact better with their peers, the course, or their instructor?
  - *If a student could not perceive this resource, how would the student interact with their peers, the course, or their instructor?*

Connections

- Japanese 3
  - [Module Two Lesson One Speaking Assignment](#)

Students have multiple options to master standards (3.1 C) and connect with their peers and instructor (5.3 C)

In this example, students are expected to create an avatar and to use words in the target language to describe their avatar. They are then asked to share the avatar and their spoken and/or written text with their classmates and peers.

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What are my instructional intentions?

Why am I choosing this specific resource in the first place?

- *Does it allow my students to better understand a concept I am trying to explain?*
- *If a student could not perceive the resource, how would they understand the concept?*

Does this resource support learning objectives?

- *If a student could not perceive this resource, how would they meet the objectives?*

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Instructional Intentions

AP Art History

The image could have different possible descriptions depending on intent and objective

- In the Impressionist painting (left), from Claude Monet (1880), the artist depicts the pastoral life of the village of Lavacort, located along the Seine River in France."

- In the Impressionist painting (left), from Claude Monet (1880), the artist uses a technique known as impressionism in which light is emphasized and broad strokes are used to capture the essence and idea of the subject vs. the precise details. The artist uses blues and greens contrasted with daytime light.

As you consider accessibility, you also account for instructional materials standards (4.1 C The instructional materials contribute to the achievement of the stated course- and module/unit-level learning objectives or competencies, and their relationship with learning objectives or competencies is clearly stated. 4.2 C: C Instructional materials are integrated within the context of each lesson, and their intended use is clear.)

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How does this resource support learner achievement?

In what way does this resource help my learners become more successful?

- *How could I enhance the learning for a student who had challenges perceiving this resource?*
- *If I eliminated the resource, what would the learner experience be like?*

Learner Achievement

- Math Grade 7
  - [Module Eight Lesson One Key Terms Interactive](#)
  - [Alternate Module Eight Lesson One Key Terms Interactive](#)

In this example, the key terms interactive was intended to support learning mastery of the new terminology for the lesson (6.1 C Course tools support the learning objectives or competencies).

The design team was able to use the content resources from the teachers to create an alternative for the interactives in Canvas Quizzes that could be perceived with screen reading technology and support learning objectives.

Great Pedagogy and Strong Accessibility go hand in hand

As educators consider how to provide accessibility support, they can consider the **connections** they are trying to make with the selected resources, their instructional **intentions** with the selected resources, and how the resource supports learner **achievement**.

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Citations

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