

# Creating a Course for Universal Learning & Participation

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# Overview

With rapidly changing technology and new approaches to teaching it can become difficult to ensure ALL students will be able to learn and participate fully.

# Objectives

- Simple techniques for making word, PDF, and PowerPoint files accessible to all students.
- Best practices for class discussions and activities in the traditional, blended, and online class platforms; ensuring all students can participate.
- Potential barriers to learning and participation created by some new classroom technologies and ways to get around those barriers.

# Today's Materials

- For a copy of the presentation please visit
- <http://www.missouristate.edu/atc/>
- Link Other Resources: Conference Materials

# Techniques for Making Accessible Files

- Word
- PDF
- Powerpoint
- Just because a document is digital or online, it is not inherently accessible



# Formatting & accessibility

- Use true numbered and bulleted lists
- Ensure that font size is sufficient, usually around 12 points or more
- Provide sufficient contrast
- Don't use color as the only way to convey content
- Use true columns, not tables or columns created by hand with the Tab key
- Provide a table of contents
- Use simple language

# Word Files

- Create Headings
- Use Alternative Text for images
- Data Tables & Accessibility Issues
- Word 2000 Accessibility checker
- **<http://webaim.org/techniques/word/>**

# PDF Files

- **Adobe Acrobat XI Pro**
- Use Alternative text for images
- Open document with Adobe
- click the “Tools” tab
- Select “Recognized Text” tab on the drop down menu
- Click “In This File” option
- Allow to convert and save new file
- <http://www.adobe.com/accessibility/products/acrobat/>

# PowerPoint Files

- Save the PowerPoint as an outline/rich text format
- Open the new outline format
- Select all the text and change the style to “normal” or clear all settings under the home tab.
- Additional tips:
- <http://webaim.org/techniques/powerpoint/>

# Best practices

- For class discussions and activities in the traditional, blended, and online class platform; ensuring all students can participate.

# Traditional Courses

- Ensure that students have access to materials in a format that works for them
- Provide materials ahead whenever possible
- When using diagrams, pictures, and other information, be sure to describe what is being shown
- When writing material be sure to read back what was written

# Traditional Courses Cont.

- When using videos or media clips utilize captioning or descriptive services whenever possible
- If alternative formatting is not possible for something being used consider group work or discussions
- If using a website to hand in materials, or for examples the student is expected to utilize ensure it is accessible

# Online Formats

- Consider the principles outlined previously regarding documents and materials accessible
- Ensure that the elements you are choosing to use are in fact accessible, this is especially true for chat clients which are often not accessible
- If in doubt contact the Access Technology Center
- Consider alternatives if you determine something is not accessible

# Online Format Continued

- Provide logical layout or titles to elements, cutting down on searching
- If you are using material that cannot be made accessible consider allowing group assignments
- Use videos that allow for captioning or descriptive services, if not possible make a point to provide a written description or narrative

# Blended Courses

- This will vary based upon how your individual course is set up (time in class vs online)
- Utilize components of both the in class and online considerations noted previously
- Also consider utilizing a method for upcoming sessions or course wide announcements that ensures timely access to materials

# Potential Barriers

- Potential barriers to learning and participation created by some new classroom technologies and ways to get around those barriers.
- “Accessible” doesn’t always mean “accessible”

# Mylab courses

- Be aware:
- Some block Assistive Technology software completely
- Most do not work with screen readers
- Remove lock-down browser for testing with assistive technology software
- Alternative approach:
- May need to explore alternative ways for student to access material and participate

# Concern

- No alternative option will provide the student with the same experience

# Clickers

- Be aware:
- Not all students can read what is on the screen or push the button
- Reading questions and options aloud allows everyone access to the information at the same time
- Make sure to read aloud results of the polls
- Alternative options: Work with ATC to explore other options so student can participate

# Tablet Apps

- Not all apps are accessible with voiceover, zoom, and alternative gestures
- Not all tablets are accessible
- Alternative Option: Sometimes there are alternative app options that are accessible—the ATC can assist with exploring this
- Concern: Alternative apps do not provide the same experience for the student
- An alternative app can not always be found
- There is not a way to print out app material and scan to make accessible like we do textbooks and course materials

# Questions

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