Perspectives on Accessibility Series: Instructional Designers in Higher Education

@AccessibleMason Webinar
1:00pm – 2:30pm
October 22, 2014
Today’s Presenters

Moderator:

– Kara Zirkle (IT Accessibility Coordinator, Assistive Technology Initiative, George Mason University)

Presenters:

– Maureen Madden (Instructional Designer, Extended Learning Institute, Northern Virginia Community College)
– Karla Kmetz, M.Ed. (Instructional Designer, Online Learning and Instructional Technology Services, University of South Florida)
– Kathleen Bastedo (Instructional Designer, Center for Distributed Learning, University of Central Florida)
Housekeeping Notes

✓ Use Audio Setup Wizard:
  – From the Tools menu select Audio and then Audio Setup Wizard

✓ Telephone option is also available:
  – Toll number: (267) 507-0240
  – Access Code: 518050
  – NOTE: You will incur charges for telephone access based on your telephone provider.

✓ This session is being recorded for archival purposes. Will be available at http://ati.gmu.edu/training/webinars/
Housekeeping Notes

✓ Individuals will have the option to submit questions to the moderators via the Chat feature within the Webinar Platform.
  – Other than presenters and moderators, all microphones and telephones will be muted during the session

✓ Real-time captioning will be available via the webinar platform.
  – Enter Control + F8 (Command+F8 on Mac)
  – From Window Menu, Select Show Closed Captioning

Individuals who are using Screen Reader Software should review the instructions and information available online at: [http://accessibilityonline.org/Accessibility/](http://accessibilityonline.org/Accessibility/)
Troubleshooting Information

Go to [http://support.blackboardcollaborate.com](http://support.blackboardcollaborate.com) and select the “Blackboard Collaborate Web Conferencing” link under the “First Time Users” section.

- Check System Requirements
- Provide you with a *Configuring Room* to check your settings
Acknowledgements

✓ Presenters
✓ Great Lakes ADA Center – [http://www.accessibilityonline.org](http://www.accessibilityonline.org)
✓ Mason’s Compliance, Diversity, & Ethics Office

Follow us on Twitter [@AccessibleMason](https://twitter.com/AccessibleMason). Join the conversation [#AccMasonWeb](https://twitter.com/hashtag/AccMasonWeb) for live/archived tweets during and after the webinar.
Today’s Agenda

✓ Housekeeping and Info from GMU’s Assistive Technology Initiative

✓ Topics will include the following:
  – Accessibility Techniques found in Instructional Design
  – Collaborative Efforts
  – Common Barriers with accessibility and e-learning

✓ Audience and Moderator Q & A
Instructional Designer, Extended Learning Institute
Northern Virginia Community College

MAUREEN MADDEN
Instructional Designers in Higher Education

Accessibility: Proactive & Reactive

Maureen Madden
NOVA, Extended Learning Institute
Northern Virginia Community College (NOVA)

- Opened for classes in 1965.
- Second College to join the Virginia Community College System (VCCS) in 1966.
- Now one of 23 Colleges in the VCCS.
- Includes six campuses and two centers.
- Second or third largest Community College in United States.
- Provides guaranteed admission to more than 40 area colleges and universities when agreement requirements are met.
Counseling

NOVA Counseling

• Multiple counselors on each campus and at ELI.

• At least one Disability Services counselor at each campus and at ELI.
Extended Learning Institute

Extended Learning Institute (ELI)
• Offering distance education for 35 years.
• Online learning using Blackboard.
• FA14
  o Approximately 475 courses.
  o About 1100 sections.
  o Awards 43 total degrees and certificates completely online.
• About 600 faculty – full-time & adjunct.
• Participates in Shared Services Distance Learning (SSDL) program with other VCCS Colleges.
ELI Staff

• Associate Vice President for e-Learning.
• Instructional Designer Team.
• ELI ID Help & Course Design Assistants.
• IT Support Staff.
• Student Services.
Office of Disability Services (ODS)

- Full-time
  - Director of Disability Services
  - Interpreter Services Coordinator
  - Assistive Technology Coordinator
  - Staff Interpreter
- Part-time
  - Computer Operations Technician (deaf)
  - Trainer Instructor (blind)
  - Trainer Instructor – Captioning Coordinator
  - Work-study – captioner
Proactive

• Review ELI online courses for accessibility.
• Starting January 2014.
• Two year assignment that can be extended.
• One (1) Instructional Designer
• Research.
• Collaboration.
• Share.
Reactive

• Need quickly became apparent.
• ELI students needing accommodations or assistance contact
  o ODS
  o Counselors
  o Instructors
  o Student Support Services
Captions & Transcripts

Captioning & Transcripts

• YouTube – edit auto captioning or create transcript.

• Videos – upload script or create transcript.

• Takes 10-15 minutes to transcribe & edit a 3 minute video.

• Captioning takes 15-30 minutes to transcribe, edit, sync and time stamp a 3 minute video.
Progress

Since March 2014, ODS & ELI have...

• Reviewed more than 25 courses.
• Identified over 300 videos & podcasts (over 1700 minutes).
• Spent over 147 hours completing the captioning and transcripts.
• Created multiple tutorials for captioning YouTube videos, using Captioning, creating accessible Word & PDF documents and PowerPoint presentations.
It Takes A Village

Collaboration
Cooperation
Communication
Documentation
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KARLA KMETZ
Accessibility and Online Learning at USFSP

Karla Kmetz, M.Ed.
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Online Learning and Instructional Technology Services

Nelson Poynter Memorial Library
A Little About DL at USFSP
Just the facts ma’am!

- Small Institution
  - Under 6500 students
  - Approximately 350 faculty (includes adjuncts)

- Canvas by Instructure (LMS)

- Online presence
  - Approximately 23% SCH online in Fall & Spring
  - Approximately 50% SCH online in Summer

- Students pay DL Fee of $50 per credit hour for online
Small Course Development Team

Instructional Designer
- Course Design
- Media/AV Development & Copyright
- LMS Structure
- Accessibility
- Tech Support
- QM Process

Faculty/Instructor
- Course Design
- Content Development
- QM Process

Additional Supports
- Other IDs: Area of Expertise
- Studio Staff
- IT Help Desk
- Professional Development
Accessibility Processes & Initiatives
A Campus Commitment

- Distance Learning Accessibility Committee
  - Research to improve the online learning experience for students with disabilities at USFSP.

- Recent Work
  - Closed-captioning research and procedure
  - Accessibility Checklist
Design with Accessibility in Mind

- Quality Matters
  - Rubric emphasizes WCAG and UDL

- Procedures that designers implement:
  - Closed-captioning (in progress)
  - Web accessibility: materials and interactions
  - UDL Principles
Collaborate to Accommodate

- Work with Student Disability Services and Faculty to provide common accommodations to online students.
  - Example:
    - Closed-captioning
    - Extended time on tests

- Referrals from SDS for complex accommodations
  - Example:
    - Inaccessible documents
Building Capacity

- Faculty Professional Development
  - Sessions focused on accessibility and universal design
  - Try to integrate in all trainings
  - Online training repository in progress

- Distance Learning Blog
  - Share resources at and beyond USFSP
  - Currently 75 subscribers

- DL Accessibility Checklist
Branching Out

- UCF Collaboration
- Professional Memberships
  - Annual Meetings & Conferences
  - ATHEN, AHEAD, Quality Matters, Educause, etc.
How to ensure accessibility and universal design for courses not developed with support from our office.

Coordinating at the system level to provide a high quality experience to faculty and students among our three campuses.

Frequent updates to Canvas include changes that can impact our accommodations procedures and affect accessibility.
Resources

- Quality Matters: https://www.qualitymatters.org/

- DL Accessibility Checklist: http://decade.it.usf.edu/stpete/olits/adadlcheck.html

- OLITS: http://lib.usfsp.edu/online-learning/

Thank you!

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Instructional Designer, Center for Distributed Learning
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KATHLEEN BASTEDO
Accessible Online Course Materials: Supporting/Training Faculty

Kathleen Bastedo
Instructional Designer

October 22, 2014
University of Central Florida

- About UCF
  - Orlando, FL
  - Second largest university in U.S.
  - Over 60,000 students enrolled (2014)
  - 34% of all student credit hours are online
  - 44% of SWD enrolled in an online course
  - UCF online since 1996
    - Section 508, 1998
Center for Distributed Learning

Our Teams
- Techrangers
- Instructional Design
- CDL Graphics
- New Media
- CDL Video
- iDev

What we do...
- Online Learning
- Faculty Development
- Course Production
- Course Design
- Technical support

For more information go to: http://dl.ucf.edu/
Need for Support Model

• Face to Face
  • Accommodations in place

• Online
  • Increasing number of students with disabilities:
    • Entering UCF
    • Taking online courses
  • Increase in online accessibility needs
  • Requests handled on case-by-case basis
Campus Wide Initiative

- Senior level campus administrators
  - Meetings to identify roles and responsibilities
- CDL
  - Researched what others were doing
  - Created a CDL Accessibility “Big Picture” Group
  - Identified media used by faculty online and typical accommodations requested
  - Identified internal workflow
- SDS
  - Involved and consulted throughout process
- Provost Letter
Provost letter (August 2011)

- Faculty Responsibility
  - Provide ADA compliant course materials
- Student Disability Services
  - Provide transcripts for audio portions of media
- Center for Distributed Learning
  - Provide captions for video materials
  - Continued support to provide accessible course pages
Online Course Accessibility Support Model
UDL Principles

• IDL6543 Professional Development Course
  • Accessibility and UDL Module
  • Module and Course rubrics
  • Accessibility Check of Course Materials

• Supplemental
  • Faculty Seminars in Online Teaching
  • Faculty Multimedia Workshop Series
  • Teaching Online Website (teach.ucf.edu)
  • Tech Time (e.g., JAWS demo)
Proactive Requests

- Courses Developed Years Ago
- CDL offers:
  - Accessibility Evaluation of Content
  - UDOIT Tool being developed for Canvas LMS
Images should have a non-empty "alt" attribute

All images must have a text equivalent (called ALT text). This text should describe what the user should see in the image. If the image is described sufficiently in the content of the page or in a caption, the ALT text can be minimal. In addition, check that any text within an image is also in the "alt" attribute.

Line 1: <img src="http://placeholder.it/300x300" alt="">

Placeholder
Immediate Need

• Addresses Accommodations for Online Classes for Upcoming Semester
• Work closely with Student Disability Office
  • Created Workflow
  • SDS provides transcripts
  • CDL provides captions
UCF Online Accessibility Accommodation Workflow

1. SDS emails faculty 4 weeks before classes begin to provide notice that a student with a disability is enrolled in the faculty’s online course. Email includes the following:
   a. The student’s disability
   b. Link to appropriate online form for faculty to complete
   i. Checklist for Accessibility Accommodation of Online Course Materials (Form B)
   ii. Checklist for Accessibility Accommodation of Online Course Materials (Form D)

2. Faculty responds to SDS and completes the online form.

3. CDL reviews the online form.

4. CDL screens online course materials for possible accommodations.

5. CDL consults with SDS to determine accommodation priorities.

6. CDL contacts faculty with proposed action plan and copies SDS.

7. CDL and SDS implement action plan:
   a. CDL contacts appropriate internal teams to review or fix documents and/or media that need to be made accessible
   b. SDS provides transcripts for media

8. CDL sends faculty a summary of completed course accommodations and copies SDS.

9. Faculty reviews changes and submits follow-up requests as needed.
Summary of Model

- Increased Efficiency
  - Accommodation letters sent 3 weeks before start of semester
- Improved Communication
  - Increased faculty awareness
  - Regular meetings (SDS, CDL, other campus offices)
- Benefits
  - Identify potential problem areas
  - Improve processes
  - Increase efficiency
  - Increase knowledge
Best Practices
Always...

- Create a well-designed course
- Create accessible course pages
  - Alt text, table headers, bullets/numbers
- Add/create accessible media
  - Search for captioned media first
  - Create a transcript for videos or audio
  - Add captions as videos are created
- Provide professional development opportunities
Future Trends

Center for Distributed Learning
Increasing use of Media & Technology

- Mobile devices (phones, tablets, etc.)
  - Test for accessibility
- Social media (e.g., Facebook, Twitter, YouTube)
  - Provide directions for Facebook use
  - Provide a list of approved acronyms (e.g., LOL)
  - Use YouTube videos with captions
- Use of Adaptive Learning
  - Realizelt, Knewton, Adaptcourseware
  - Test for accessibility
Tips and Strategies

• Develop a plan
• Assign a coordinator
• Provide short professional development opportunities
• Provide resources for faculty
• Promote UDL
• Hire a student to help as a Usability Checker
• Develop a relationship with disability office
• Include accessibility seamlessly into research, conferences, and pilot studies
Questions?
Thank you & Contact info!

Kathleen Bastedo
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UCF Resources

- Provost letter
- Accessibility Tips
- Creating Accessible Course Content
- Document Formatting Guidelines
- IDL6543 Module and Course rubrics
- Faculty Seminars in Online Teaching
- Faculty Multimedia Workshop Series
- Professional Development Pathways
COMMON BARRIERS IN E-LEARNING AND ACCESSIBILITY
Questions

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