OER Accessibility

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Accommodations vs. Universal Design for Learning

- By *proactively* using UDL principles, there is less need to make *reactive* accommodations for students
- If we focus on equity instead of equality by using universal design for learning (UDL) principles, we ensure all students have access



What is Universal Design?

In the 1970's, Ronald Mace coined the term Universal Design...

... which is the design of products and environments to be usable by *all* people, to the greatest extent possible, without the need for adaptation or specialized design.

- This tool eliminates barriers to the act of opening a door for all people. Because it is universally designed, it automatically promotes accessibility.
- If you eliminate barriers in the learning environment, you will increase student engagement and achievement.



The Basic Idea of UDL

UDL is simply

- *understanding* the concept you want to teach
- *representing* that concept in different ways
- while engaging the students and
- encouraging them to *express* their knowledge in different ways.

UDL is an approach to teaching that **plans for** expected **variability** among learners by providing lessons that are flexible and accessible.

e.g. Offering the OER in ePub and PDF and MOBI

Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
 Provide options for perception 1.1 Offer ways of customizing the display of information 1.2 Offer alternatives for auditory information 1.3 Offer alternatives for visual information 	 4: Provide options for physical action 4.1 Vary the methods for response and navigation 4.2 Optimize access to tools and assistive technologies 	 7: Provide options for recruiting interest 7.1 Optimize individual choice and autonomy 7.2 Optimize relevance, value, and authenticity 7.3 Minimize threats and distractions
 2: Provide options for language, mathematical expressions, and symbols 2.1 Clarify vocabulary and symbols 2.2 Clarify syntax and structure 2.3 Support decoding of text, mathematical notation, and symbols 2.4 Promote understanding across languages 2.5 Illustrate through multiple media 	 5: Provide options for expression and communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition 5.3 Build fluencies with graduated levels of support for practice and performance 	 8: Provide options for sustaining effort and persistence 8.1 Heighten salience of goals and objectives 8.2 Vary demands and resources to optimize challenge 8.3 Foster collaboration and community 8.4 Increase mastery-oriented feedback
 3: Provide options for comprehension 3.1 Activate or supply background knowledge 3.2. Highlight patterns, critical features, big ideas, and relationships 3.3 Guide information processing, visualization, and manipulation 3.4 Maximize transfer and generalization 	 6: Provide options for executive functions 6.1 Guide appropriate goal-setting 6.2 Support planning and strategy development 6.3 Facilitate managing information and resources 6.4 Enhance capacity for monitoring progress 	 9: Provide options for self-regulation 9.1 Promote expectations and beliefs that optimize motivation 9.2 Facilitate personal coping skills and strategies 9.3 Develop self-assessment and reflection

Resourceful, knowledgeable learners

Strategic, goal-directed learners

Purposeful, motivated learners

Accessibility Checklist

 WebAIM Section 508 Checklist <u>https://webaim.org/standards/508/checklist</u>

Questions?