Accessibility in Online Courses and Materials: Applying Universal Design for Learning (UDL)

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Agenda:

- Poll
- Universal Design for Learning (UDL)
- Why does this matter?
- Accessibility
- Applying UDL to Library Work (creating online materials and instruction)
- Tools and Strategies
- Takeaways and Questions
Follow along:

http://tinyurl.com/UDLwebinarSH
Let’s do a quick poll!

https://tinyurl.com/NCLACUSUDL

NCLA CUS UDL
Universal Design for Learning (UDL)
Universal Design for Learning is an approach to curriculum that minimizes barriers and maximizes learning for all students.

-CAST “UDL at a Glance” Video
Universal Design for Learning:

Provide multiple means of Representation.

Present content and information in multiple media and provide varied support. Use graphics and animations, highlight the critical features, activate background knowledge and support vocabulary so that students can acquire the knowledge being taught.
Universal Design for Learning:

Provide multiple means of Action and Expression.

Give students plenty of options for expressing what they know and provide models, feedback, and supports for their different levels of proficiency.
Universal Design for Learning:

Provide multiple means of Engagement

What fires up one student won’t fire up another! Give students choices to fuel their interests and autonomy. Help them risk mistakes and learn from them. If they love learning, they will persist through challenges!
Why does it matter?
Online Education Growth:

- A year-to-year 3.9% increase in the number of distance education students, up from the 3.7% rate recorded last year.
- More than one in four students (28%) now take at least one distance education course (a total of 5,828,826 students, a year-to-year increase of 217,275).
- The total of 5.8 million fall 2014 distance education students is composed of 2.85 million taking all of their courses at a distance and 2.97 million taking some, but not all, distance courses.
- Public institutions command the largest portion of distance education students, with 72.7% of all undergraduate and 38.7% of all graduate-level distance students.
- The proportion of chief academic leaders that say online learning is critical to their long-term strategy fell from 70.8% last year to 63.3% this year.
- The percent of academic leaders rating the learning outcomes in online education as the same or superior to those in face-to-face instruction is now at 71.4%.
- Only 29.1% of academic leaders report that their faculty accept the “value and legitimacy of online education.” Among schools with the largest distance enrollments, 60.1% report faculty acceptance while only 11.6% of the schools with no distance enrollments do so.

OLC: Distance Education Enrollment Growth Continues

Taken from “Online Report Card: Tracking Online Education in the United States”
According to the ACRL Standards for Distance Learning Library Services, “The attainment of lifelong learning skills through general bibliographic and information/computer/digital literacy instruction in academic libraries is a primary outcome of higher education, and as such, must be provided to all students.”
Accessibility
In 2013-2014, 13% of postsecondary students listed a disability on this list.
“Just a quarter of students who received help for their disabilities in high school acknowledge in college that they need the same assistance.”

- 94% of high school students report disabilities
- 17% of college students report disabilities

“Colleges respond to growing ranks of learning disabled”
At UNCG:

- 5% of UNCG students have some form of learning disability
- 29% have an attention deficit disorder
- 5% have an hearing impairment
- 2% are visually impaired
- 4% are mobility impaired
- 14% are medically impaired
- 11% are other health impaired
ADA Compliance:

Under federal law, Section 504 of the Rehabilitation Act and Titles I and II of the Americans with Disabilities Act (ADA) are applicable mandates for the university’s efforts to provide electronic accessibility to persons with disabilities.
ADA Compliance:

From Section 504 of the Rehabilitation Act of 1973:

No otherwise qualified handicapped individual in the United States ... shall solely by reason of ... handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under, any program or activity receiving Federal financial assistance.
Accessibility is about more than ADA compliance!
Equity versus Equality

Equality = everyone gets the same resources

Equity = each person gets the resources they need
Equity versus Equality

http://interactioninstitute.org/illustrating-equality-vs-equity/
How do we do this with online instruction, courses, and materials?
Online Materials:

- Make multiple forms of media.
Online Materials:

Action and Expression:

- Create interactive materials.
- Examples: interactivity modules (SoftChalk, Captivate, H5P, and more), interactive videos, more.
Online Materials:

Engagement:

- Create anonymous activities within online materials.
 Representation:

- Vary your teaching style and activities in a course or in a lecture.
Online Instruction:

Action and Expression:

- Use active learning activities throughout your instruction
Engagement:

- Engagement is student to student AND instructor to students.
Knowledge is Power!

UNCG Libraries: Accessibility Guide

Interactive Videos, Polling, Google and Instruction
Some Tools and Resources to get you Started:

**Accessibility:** [WebAIM Wave Checker](https://wave.webaim.org), [Chrome Extensions](https://chrome.google.com/webstore/detail/chrome-extensions), [UDOIT](https://www.udotit.org)

**Creating Materials:** [H5P](https://h5p.org), [Edpuzzle](https://www.edpuzzle.com), [YouTube CC](https://www.youtube.com/t/terms), [WebAIM guides](https://webaim.org)

**Resources/Guides:** [CAST](https://www.cast.org), [CAST Free Learning Tools](https://freelearningtools.cast.org) (curriculum checker), [NC State Center for Universal Design](https://www.ncsu.edu cepaad), [National Center on UDL](https://www.universaldesign.org) (Examples and Resources)
Padlet on UDL:

https://padlet.com/slharlow/nclacusudl
Important Take-Aways ...

Universal Design for Learning (UDL) is about accessibility AND taking away barriers from learning for ALL learners.

UDL is not just about course design - librarians can also use it when creating online materials and planning for online instruction.

UDL is important to implement in online learning - learning in libraries (and beyond) is not just face-to-face.
Questions?

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