

VLS UDL and Accessibility

Before we get started



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Turn on live captions if you would like closed captioning (see screenshot for details)

During the webinar

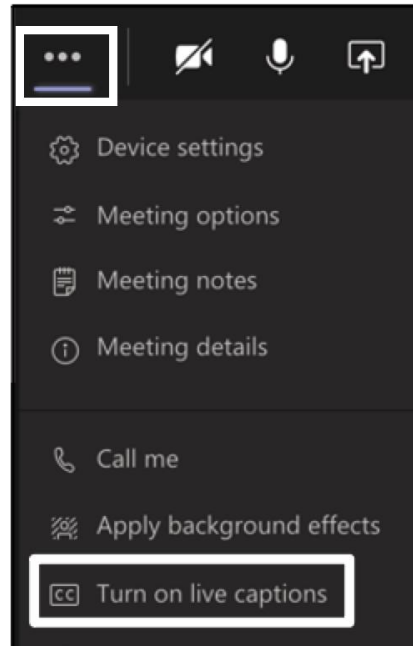


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Welcome!



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VLS Webinar Series
UDL and Accessibility

May 27, 2021

<https://uoft.me/vls-support>

Outcomes

By the end of this session you will be able to:

- Describe the value of universal design for learning
- Appreciate the importance of providing digital materials in accessible formats
- Identify resources to support inclusive online learning activity design.



What is Universal Design?



Universal design (which is closely related to inclusive design) refers to broad-spectrum ideas meant to produce buildings, products and environments that are inherently accessible to all, regardless of ability.

What are some characteristics of Universal Design for Learning?



“UDL is a set of principles for curriculum development that give all individuals equal opportunities to learn.

(...)

UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.”

(National Center on Universal Design for Learning)

Why Consider UDL?

- Reduces barriers to learning;
- Increases student engagement;
- Empowers students to be self-directed;
- Helps students to demonstrate what they know;
- Creates a flexible and responsive course design and delivery model

Reaching the widest possible audience

Beyond the needs of the mythical “average” learner:

- Choice of (digital) formats (video, audio, responsive)
- Increased options for interacting (mobile, voice)
- Variety of learning platforms (LMS, apps, adaptive)



Multiple Means of Representation (WHAT) How we gather facts and categorize what we see, hear, and read	Multiple Means of Expression (HOW) Planning and performing tasks. How we organize and express our ideas	Multiple Means of Engagement (WHY) How learners get engaged and stay motivated.
Strategies to present information and content in different ways	Strategies to differentiate the ways that participants can express what they know	Strategies to stimulate interest and motivate for learning

Examples:

Multiple Means of Representation

Present course content using visual, auditory (graphic, and verbal) formats

- comprehensive print and electronic syllabus specifying course requirements, course expectations, and due dates
- use an organizer to highlight essential course concepts

Ensure accessibility of course content and materials by using accessible documents and websites (today's session)

- provide captions for videos

Select open educational resources/material that offer rich media options

Examples:

Multiple Means of Expression

- Allow multiple formats for demonstrating knowledge—oral, graphic or written
- Incorporate a variety of assessment formats
- Establish framework for planning through detailed descriptions of assignments
- Encourage use of technologies to ensure students accurately express their understanding

Examples:

Multiple Means of Engagement

- Accept format choice (oral, written, visual) in assignments
- Create safe, welcoming learning environments
- Support activities that encourage self-reflection and identification of personal goals
- Incorporate individual, partner, small group, and large group activities
- Use rubrics to heighten salience of objectives

Accessibility in Design



Accessibility

The Accessibility for Ontarians with Disabilities Act (AODA) office suggests:

- General Web Communications requirement – content must be [Web Content Accessibility Guidelines \(WCAG\) 2.0 – Level AA](#) compliant effective Jan 2021.
- Landing pages with reference links to open resources should include accessibility information and contact for requests related to access to content.
- Other institutions that choose to use the materials have responsibility to make sure they meet AODA requirements. Ensure transformable.

Four Principles of Accessibility

Perceivable - Information and user interface components must be presentable to users in ways they can perceive.

- This means that users must be able to perceive the information being presented (it can't be invisible to all of their senses)

Example: An online article is presented as a *scanned* PDF. If a user's assistive technology cannot read the PDF, can they learn the content of the article?

Four Principles of Accessibility

Operable - User interface components and navigation must be operable.

- This means that users must be able to operate the interface (the interface cannot require interaction that a user cannot perform)

Example: An assessment's 'hot spot' areas can be activated with a click of the mouse. If the hot spots don't receive keyboard focus, how can a keyboard user follow the links to assessment items?

Four Principles of Accessibility

Understandable - Information and the operation of user interface must be understandable.

- This means that users must be able to understand the information as well as the operation of the user interface (the content or operation cannot be beyond their understanding)

Example: A course's navigation consists of a number of links and pages that are displayed in a different order from module to module. If a user has to (re)learn basic navigation for each module, how can they effectively move through the course?

Four Principles of Accessibility

Robust - Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.

- This means that users must be able to access the content as technologies advance (as technologies and user agents evolve, the content should remain accessible)

Example: An online interactive video requires an inaccessible plug-in to play in the web browser. If the user can't play the video in an accessible video player, how can they participate?

Snippets of WCAG 2.0 – Level AA

- Provide synchronized captions for recorded, web-based video.
- Ensure audio in media components provide all information for a person who is visually impaired.

Snippets of WCAG 2.0 – Level AA

- Reading and navigation order (determined by code order) is logical and intuitive.
- Instructions do not rely upon shape, size, or visual location (e.g., "Click the square icon to continue" or "Instructions are in the right-hand column").
- Color is not used as the sole method of conveying content or distinguishing visual elements.

Snippets of WCAG 2.0 – Level AA

- All page functionality is available using the keyboard.
- Keyboard focus is never locked or trapped at one particular page element.

Resources

- [UDL Supports](#)
- [Storyline Accessibility Supports](#)
- [Adobe Captivate Accessibility Supports](#)
- [H5P Accessibility Supports](#)
- [Canvas \(Quercus\) Accessibility Supports](#)
- [WCAG](#)
- [Colour contrast checker](#)
- [UofT AODA Office](#)



That's It!