Accessibility in the Virtual Classroom

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Accessible Video Calls by Rooted in Rights

Guiding Principles of Universal Design for Learning (UDL)

- Jay Dolmage – "a push toward seeing space as multiple & in-process"
  - ❖ Multiple means of representation
  - ❖ Multiple means of actions & expression
  - ❖ Multiple means of engagement
- 5 A's (by Jessie Male at OSU) for an interdependent learning enviro.
  - ❖ Anticipation
  - ❖ Access
  - ❖ Accommodation
  - ❖ Adaptation
  - ❖ Agency

"Setting the Tone for Who is Valued"

- Uploading syllabus as embedded content & Word doc
    - ❖ Avoid pdfs (though they are starting to use accessibility tags)
- Calendar with deadlines
- Structured weekly routine
- Highlighting campus & community resources
- Alternate modes of engagement for synchronous vs asynchronous
- Making sure all materials are captioned & compatible with screen readers

PowerPoint Basics

- Built-in templates & consistent layouts

- Accessibility checker – warnings, errors, intelligent services

- Simple is better – avoid using all caps, excessive italics, & underlining

- Use at least 24 font & *sans serif* font (e.g., Calibri, Arial, Helvetica)

- Reading order & screen readers – things read based on what was placed first

- Your presentation should have a structure

- Every slide should have a unique title (that you can hide, if needed)

Color & Images in PowerPoint

- High contrast between background & text
- Use intentional images
- All images should have alt-text - either by you or by automatically generating them
- Do <u>not</u> use an image to convey body text
- Do <u>not</u> use color to convey meaning

This is not to say that the specific strategies for an online composition classroom can transfer directly to an online physics classroom. Rather, **the guiding principles of Universal Design—multiple means of representation, multiple means of actions and expression, and multiple means of engagement (Connell, etc.)—can aid in the development of an online class that is not only commensurable to its face-to-face counterpart, but is a space of tremendous possibility.** I'm going to address these principles through the introduction of an "A" framework, considering how the *anticipation* of possible student need, *access* to materials and resources, *accommodation* based on demonstrated student need, *adaptation* throughout the course, and an emphasis on student *agency* all move towards the building of an interdependent[2] learning environment that supports student success.

Hyperlinks & Videos in PowerPoint

- Make sure links have context
  - ❖ "Click **here**."
  - ❖ "Download the full survey **here**."
- Do not use autoplay or have flashing content
- Any video used (embedded or not) should have closed captioning & transcripts for audio
- Captioning options – Panopto, Blackboard Collaborate, WebEx, **Zoom**, MS Teams, Google Meet
- Live, speech-to-text transcription options - **Otter.ai**, Descript, MS Translater

Pedagogical Tips

- Identify yourself before speaking
- Articulate, vary your tone, & pace yourself
- Verbally describe your actions & any images you use
- Repeat all questions/statements shared synchronously or via chat
- Utilize/share the existence of the new Zoom feature where you can pin the speaker(s)
- Offer outlines & other scaffolding tools
- Provide adequate time & opportunities to practice
- Provide frequent, constructive, validating feedback

Access Intimacy

Access intimacy at once **recognizes & understands the relational & human quality of access**, while simultaneously **deepening** the relationships involved. It moves the work of access out of the realm of only logistics & into the realm of relationships & understanding **disabled people as humans**, not burdens . . . Access intimacy is **interdependence in action**.

-- Mia Mingus (2017)
Paul K. Longmore Lecture on Disability Studies

Questions/Resources?

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