



# Teaching with Care: Introduction to Accessible Courses

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May 2022

# Land Acknowledgment

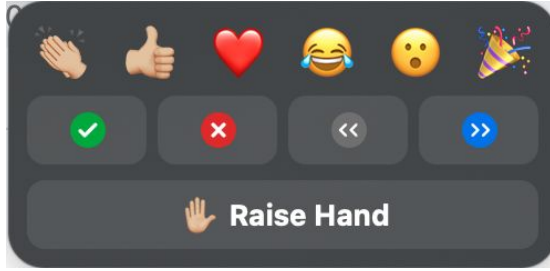


UBC Point Grey campus (Vancouver) is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people.

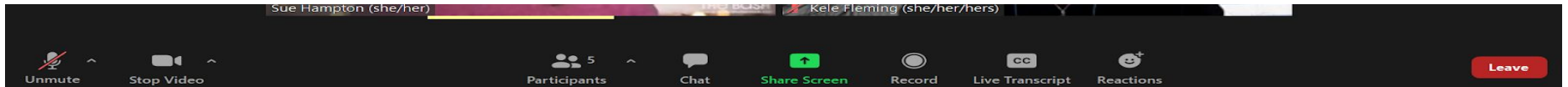


UBC Okanagan Campus (Kelowna) is located on the unceded territory of the Syilx (Okanagan) people.

# Zoom Features



## Live Transcript



# We hope you will leave this session with:



- Reflections on accessibility at UBC
- Considerations for designing inclusive and accessible learning materials
- An introduction to open in teaching and learning and why it matters
- Rationale for how open educational resources (OER) support accessibility

# Accessibility and Why it Matters



## **Question/Reflection (1 min)**

How do you personally define accessibility?



# What is Accessibility?



- Accessibility in education means giving all students equal opportunities to learn.
- Accessibility is about making sure all of the online content/materials including images and media are accessible by as many users/students as possible
- Designing your instruction and educational materials for accessibility is good design.

**Accessibility Factors = Assistive Technologies + Developer/Designer/Instructor + Disabled Individual**

# Why Does it Matter?



According to [Statistics Canada](#) an estimated one in five Canadians over 15 years old has a disability. This slices through all sectors of our society and is a significant part of every community in our country.



# **Accessibility at UBC**

# UBC AMS 2020 Academic Experience Survey Report

- One quarter of undergraduates report having one or more disabilities (in 2019, 22%)
- Mental illness stands out as the most common disability
- One third of those with disabilities have registered with the Centre for Accessibility

# UBC Vancouver and Okanagan Undergraduate Experience Survey 2021

## UBC Vancouver

- **Financial Stress (n = 4,989):** 64% worry regularly about how to pay their tuition fees and living costs
- **Responsibilities (n = 4,492):** 6% have care responsibilities (elder or child, or both)

## UBC Okanagan

- **Financial Stress (n = 1,719):** 84% worry regularly about how to pay their tuition fees and living costs
- **Responsibilities (n = 1,531):** 7% have care responsibilities (elder or child, or both)

# UBC Disability Accommodation Policy

UBC LR7 Policy: [Disability Accommodation Policy](#)

UBC has a responsibility to:

- provide an inclusive and welcoming environment for Students with Disabilities;
- ensure that eligible Students are not denied admission on the basis of their Disability;
- make its facilities, courses and programs accessible to Students with Disabilities;

# UBC Disability Accommodation Policy Continued

- provide advice and guidance for Students with Disabilities about the Accommodation process;
- and ensure that faculty and staff are provided relevant information about UBC's policies and procedures associated with providing Accommodation to Students with Disabilities and are familiar with broader accessibility issues.
- Frequently asked questions about policy LR7  
<https://students.ubc.ca/about-student-services/centre-for-accessibility/frequently-asked-questions-about-policy-lr7-accommodation-disabilities>

# **Designing Inclusive and Accessible Learning Materials**



# Accessibility from Designer Perspective

- Canvas
  - [Accessibility Checker](#)
  - [Blackboard Ally](#)
- Inclusive & Universal Design for Learning
  - Accessible design is often included under the larger umbrella of UDL
- [Inclusive Teaching Resource](#)

# What Does Accessible & Inclusive Design Mean to You?

A design process that considers the full range of human diversity with respect to ability, language, gender, and other forms of human difference.

The British Standards Institute define inclusive design as:

“The design of mainstream products and/or services that are accessible to, and usable by, as many people as reasonably possible...without the need for special adaptation or specialised design.”

[Inclusive Design Toolkit](#)

# What is Universal Design for Learning?



“Is a set of principles for curriculum development that give all individuals equal opportunities to learn.” It is the proactive design of our courses to ensure they are educationally accessible regardless of physical or sensory abilities.

<http://www.udlcenter.org/aboutudl/udlguidelines>

# UDL Principles for Inclusive Instruction



Recognition Networks

## **Provide multiple means of Representation**

For resourceful, knowledgeable learners, present information and content in different ways.



Affective Networks

## **Provide multiple means of Engagement**

For purposeful, motivated learners, stimulate interest and motivation for learning.



Strategic Networks

## **Provide multiple means of Action & Expression**

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

# Describe Your Visuals



Figure 3-3: This image displays the results of a field test conducted in 1942 to show the ability of phosphate to encourage plant growth. A phosphate deficiency reduces plant production.  
Source: The Tennessee Valley Authority

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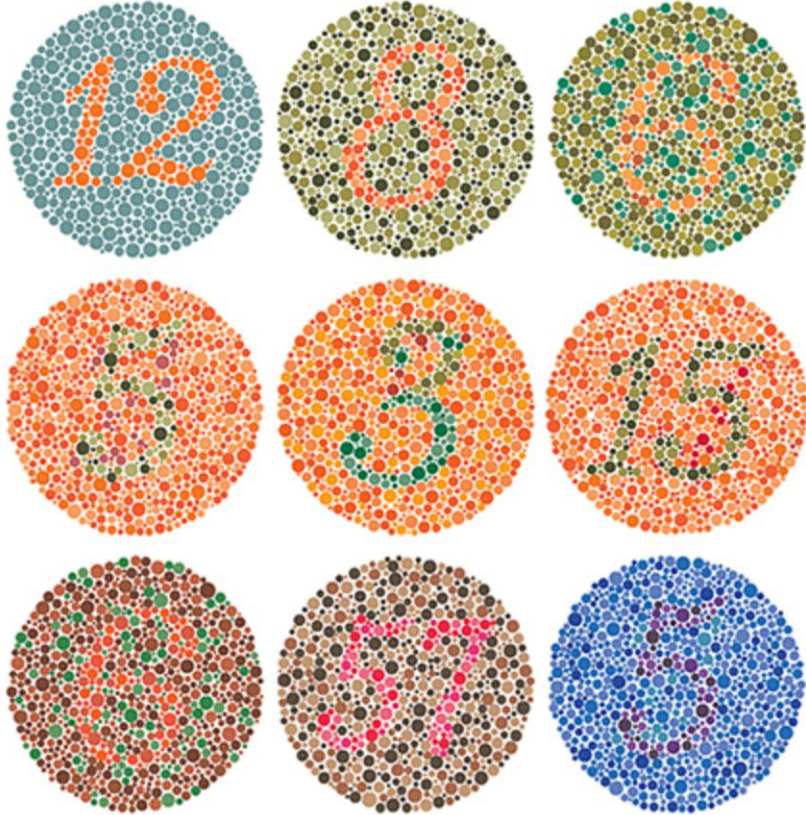
## ALT Text:

Figure 3-3: This image displays the results of a field test conducted in 1942 to show the ability of phosphate to encourage plant growth.

Two signs designate the experimental treatments.

The sign on the left reads "Starved by lack of plant food". Crops here are stunted or dead. The sign on the right reads "Nourished on phosphate and lime". Crops are healthy and show vigorous growth.

# Make Your Text Readable



Font Size and Colour Contrast



# Describe Your Hyperlinks & Use Headings

Click [here](#) for more information” has a less clear link than “[Information about Open Education](#) at UBC is available online.”

Paragraph

**Heading 1**

**Heading 2**

**Heading 3**

**Heading 4**

**Heading 5**

**Heading 6**

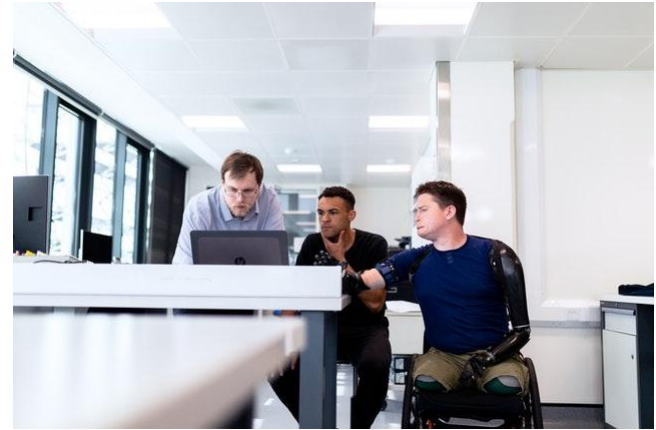
Preformatted

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# UBC Center for Accessibility

## Center for Accessibility: Available Accommodations

- note-taking
- sign language interpreting
- extended time to write exams
- alternative formats for course materials
- customized exam formats
- adaptive equipment or assistive technology
- relocation of classes
- audio recording of lectures



# Knowing Your Class

- Starting your class with asking what are their needs
  - Concept of different access needs and how they may conflict (e.g. hearing disability; autism sensory overload); how might instructors take these into consideration
- Being conscientiousness
  - Different access needs
  - Can there be different options for learning?
  - Can things be asked in different way? Image vs text question (answer A or B)

# Approaches to Concessions

- Flexible course policies increase accessibility
- Marks to the final often increases anxiety
  - Is it possible to write two similar versions?
  - Students need 7 days advance notice to book an exam with CFA

Open and Accessible

# Affordability of Course Resources

According to the 2020 AMS Academic Experience Survey:

- **\$884** is the average amount UBC undergraduates spend on textbooks and other course resources in the past year.
- **67** percent of undergraduate students reported that they went without a textbook or other course resource due to cost, with 28 percent reporting that they frequently or often go without such learning materials due to cost.



# Open Educational Resources

Open Educational Resources (OER) are defined as “teaching, learning, and research resources that are **free of cost and access barriers**, and which also carry legal permission for open use..”

Scholarly Publishing and Academic Resources Coalition (n.d). *Open Education*. SPARC.  
Retrieved from: <https://sparcopen.org/open-education/>



# What Else Affects Accessibility?

- Day-to-day life
- Digital literacy
- Access to technology
- Structure of information
- Presentation of information

-adapted from Josie Gray (2019). [How to Create Inclusive and Accessible OER](#), BCcampus.ca

# Encourage Feedback

- Were students aware of all formats or modalities available and how to use those formats?
- Did they find anything confusing, structurally? Were they able to find information?
- Did it work on their devices?

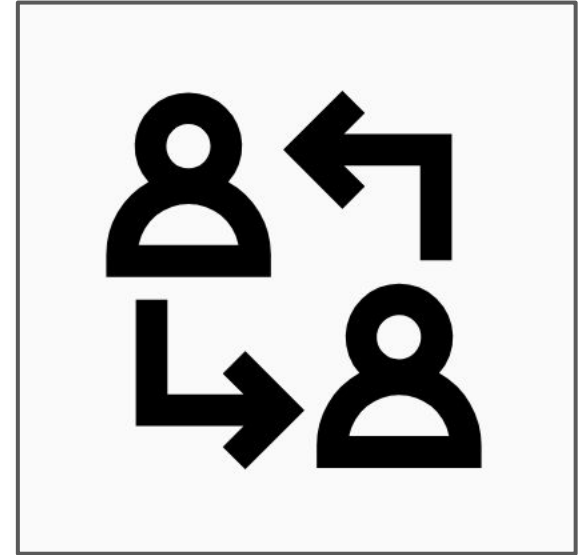
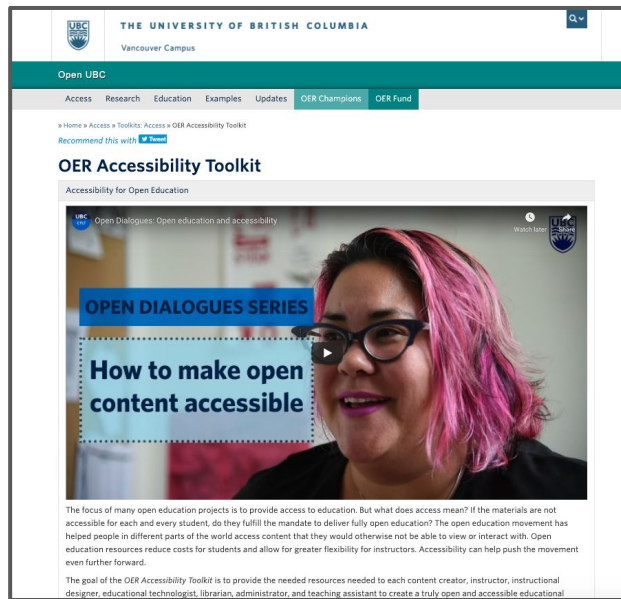
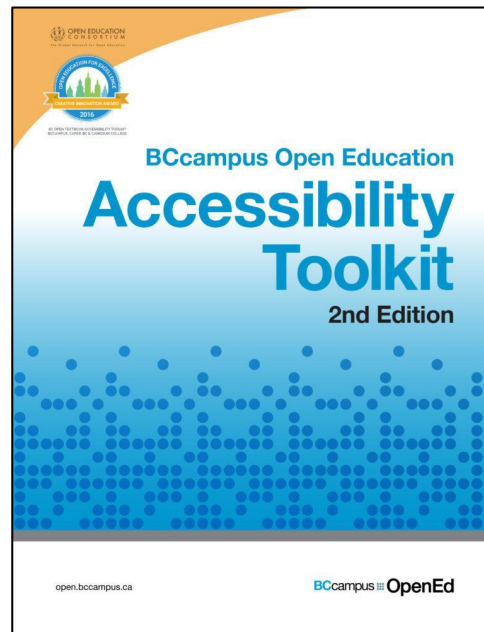


Image: [Feedback](#) by Prithvi, CC-BY

# Accessibility Toolkits



[OER Accessibility Toolkit](#)



[BCcampus Accessibility Toolkit](#)

# Resources & Getting Started with OER

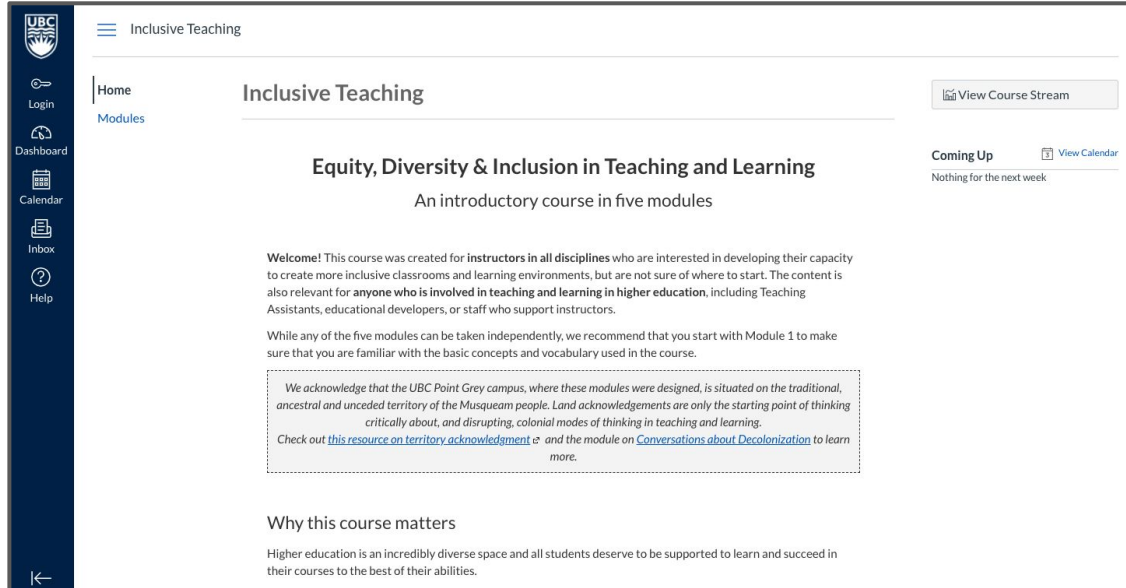
Open UBC - <https://open.ubc.ca>

- Resources, toolkits, and contacts for getting started with OER

The UBC OER Fund - <https://oerfund.open.ubc.ca>:

- Increase the creation, adaptation, adoption, and integration of high-quality OER, including assessment materials, in UBC credit courses.
- Increase accessibility for learning materials and assessments.
- Enable instructors to modify, edit, or adapt high-quality OER to fit their unique specifications and goals in order to help provide meaningful, contextualized learning materials for UBC students.

# Inclusive Teaching Course



UBC

Home

Inclusive Teaching

Modules

View Course Stream

## Equity, Diversity & Inclusion in Teaching and Learning

An introductory course in five modules

**Welcome!** This course was created for **instructors in all disciplines** who are interested in developing their capacity to create more inclusive classrooms and learning environments, but are not sure of where to start. The content is also relevant for **anyone who is involved in teaching and learning in higher education**, including Teaching Assistants, educational developers, or staff who support instructors.

While any of the five modules can be taken independently, we recommend that you start with Module 1 to make sure that you are familiar with the basic concepts and vocabulary used in the course.

*We acknowledge that the UBC Point Grey campus, where these modules were designed, is situated on the traditional, ancestral and unceded territory of the Musqueam people. Land acknowledgements are only the starting point of thinking critically about, and disrupting, colonial modes of thinking in teaching and learning. Check out [this resource on territory acknowledgment](#) or the module on [Conversations about Decolonization](#) to learn more.*

### Why this course matters

Higher education is an incredibly diverse space and all students deserve to be supported to learn and succeed in their courses to the best of their abilities.

Coming Up

View Calendar

Nothing for the next week

<https://canvas.ubc.ca/courses/31444>



What's Working For You?

# Questions & Thank You

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# Accessible PowerPoints

1. Alt text on graphics
2. Avoid excess animation
3. Use the provided templates
4. Give every slide a unique title
5. Use high-contrast color schemes
6. Have a copy of the slides available
7. Provide an audio transcript
8. Use a simple table structure and use table header
9. Check external content for accessibility
10. Use the accessibility checker