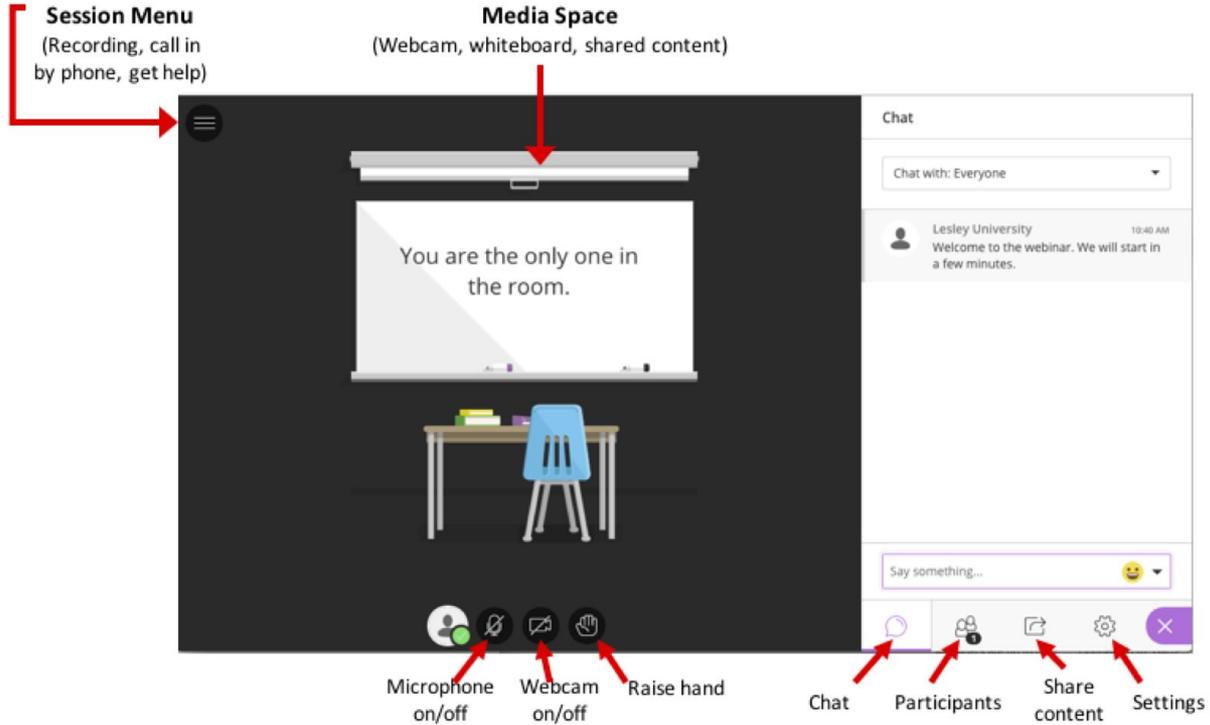




Teaching Remotely with Care: Introduction to Accessible Online Courses and Open Educational Resources

**Afsaneh Sharif, CTLT
Will Engle, CTLT**



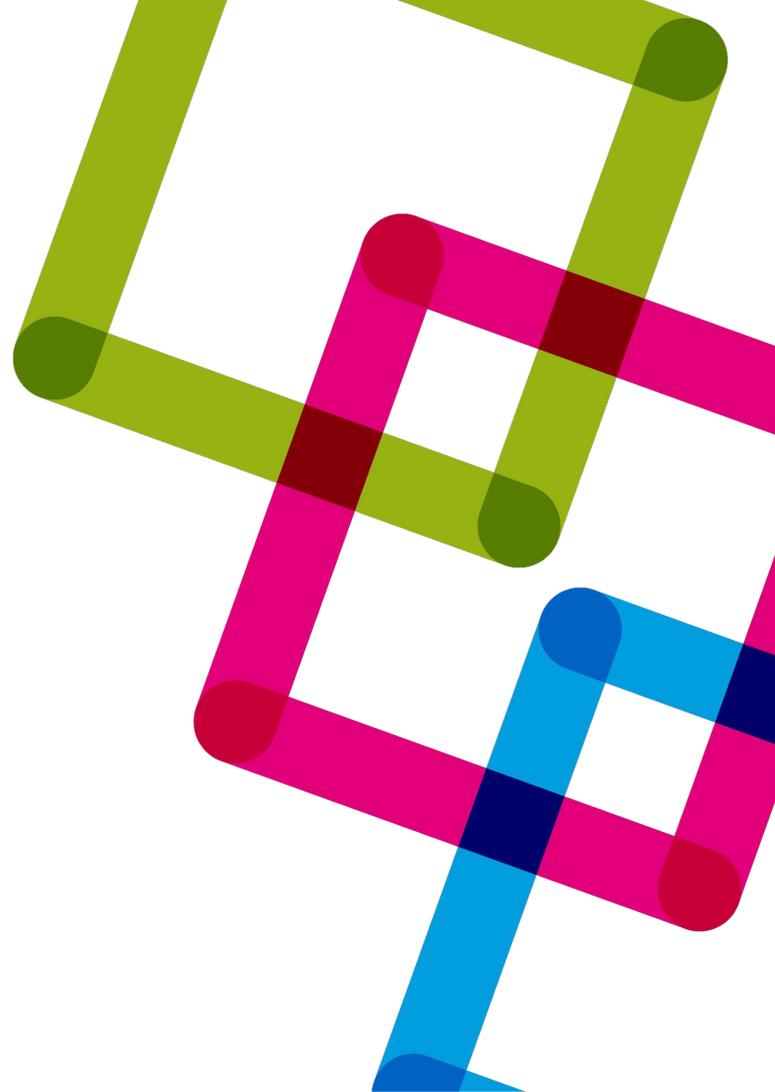
Please note this session is being recorded.

We hope you will leave this session with:



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

Accessibility and Why it Matters





Question/Reflection! (1 min)

What Does Accessibility Mean to You?

Comment from the chat on the bottom-right screen

The screenshot displays a Zoom meeting interface. On the left, a dark overlay contains the text: "Welcome! You're the only one in the room. Jump in and get started! Upload your content and check your audio." Below this are icons for profile, mute, video off, and gallery view. On the right, a chat window shows the message: "Nothing has been said since you joined. Start chatting." Below the chat is a text input field with "Say something" and an emoji picker. At the bottom, a control bar includes icons for chat, participants (with a '1' badge), screen sharing, settings, and a close button. A red arrow points from the chat icon in the control bar to the chat window.

What Is Accessibility?



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

Why Does it Matter?

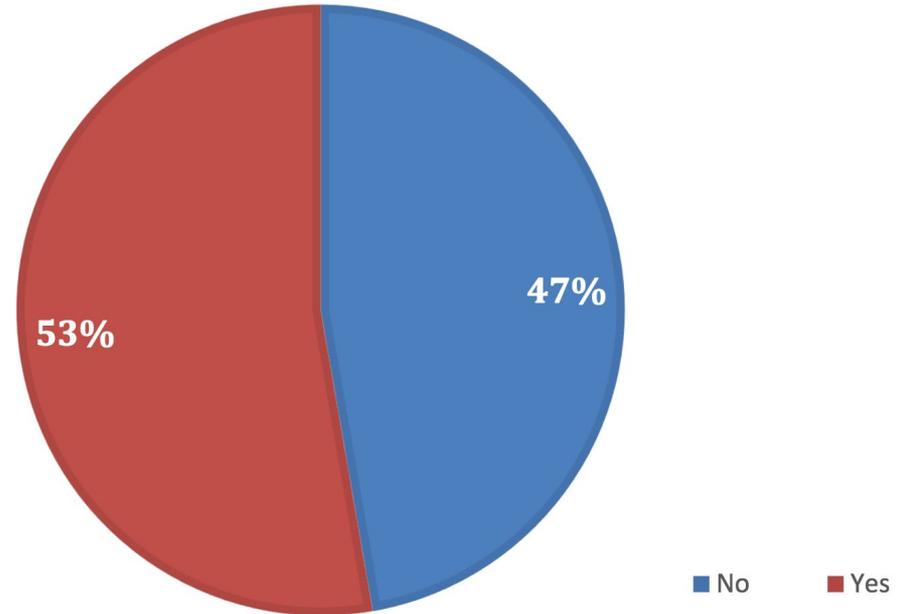


According to [Statistics Canada](#) an estimated one in five Canadians over 15 years old has a disability. This slices through all sectors of our society and is a significant part of every community in our country.

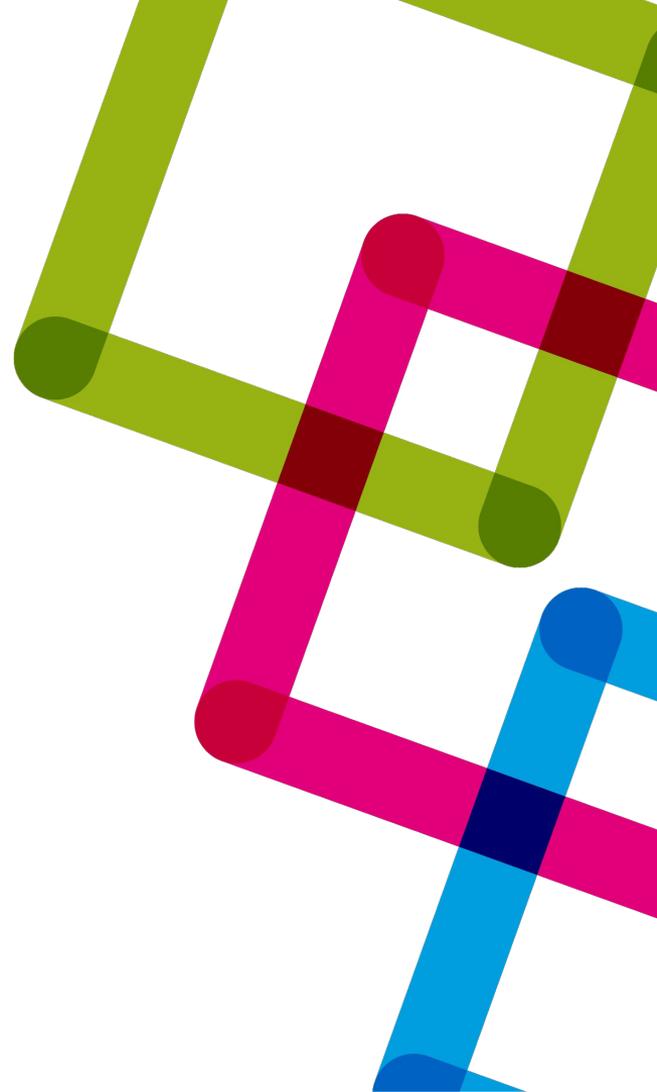
AMS 2019 Academic Experience Survey

22% of undergraduate students at UBC report having at least one disability, the most common being self-identified mental illness (16%). Among this group, only 30% of the 22% of respondents have registered with the Centre for Accessibility, primarily because respondents are claiming that they do not want, or need any extra assistance.

Student Connectivity Survey N=1300



Accessibility at UBC



UBC and Accessibility

Policy LR7: 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;
- provide reasonable Accommodation to Students with Disabilities to the point of undue hardship;
- provide advice and guidance for Students with Disabilities about the Accommodation process;
- provide information on its academic calendar and website regarding 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.

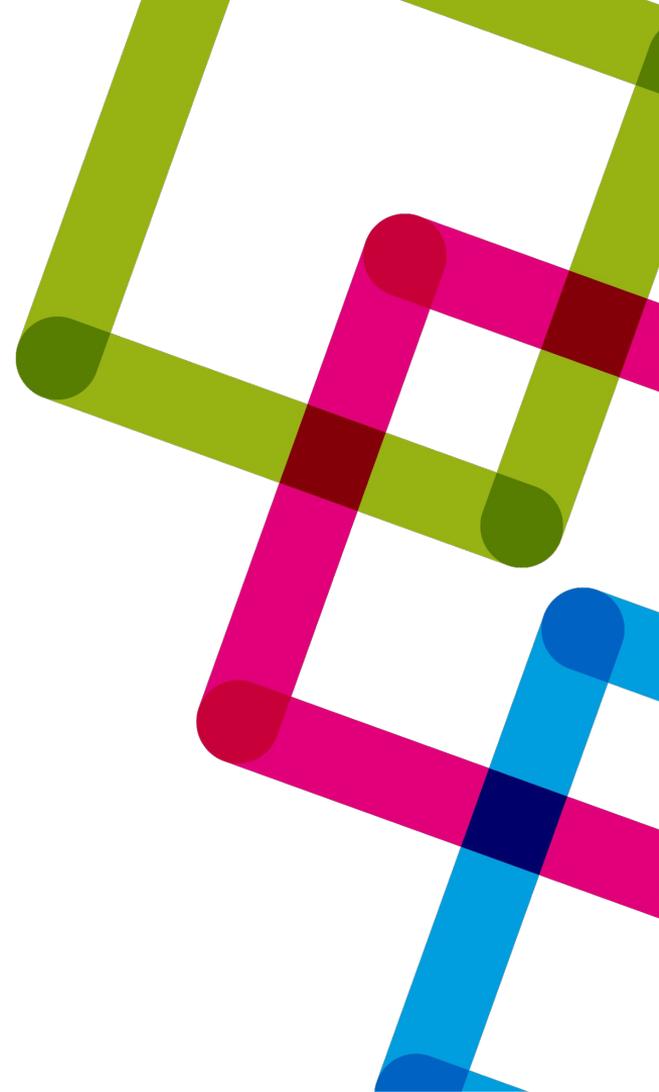
UBC & Accessibility

[Center for Accessibility](#): Available Accommodations

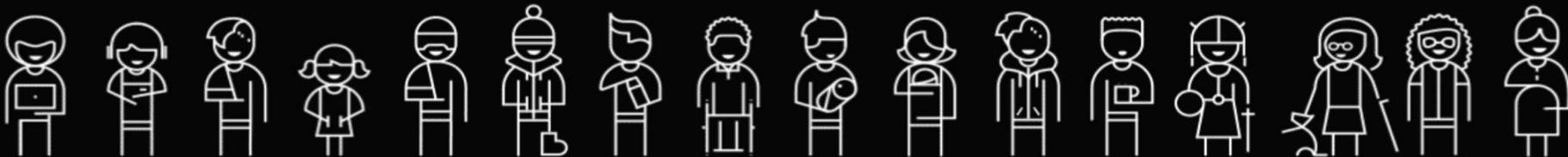
- note-taking
- sign language interpreting
- extended time to write exams
- distraction reduced environment to write exams
- alternative formats for course materials
- customized exam formats
- adaptive equipment or assistive technology
- relocation of classes
- audio recording of lectures



Designing inclusive and accessible learning materials



Accessibility from Designer Perspective



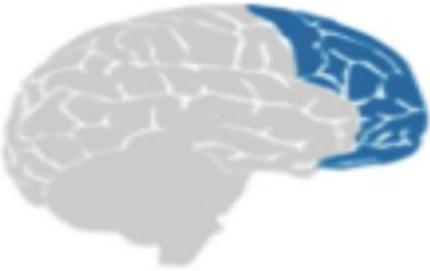
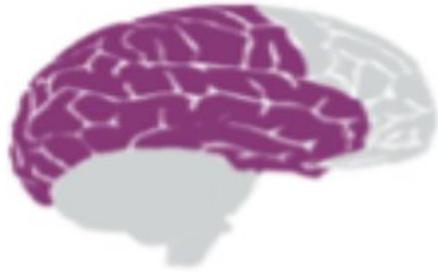
- Canvas
 - ❖ [Accessibility Checker](#)
 - ❖ [Blackboard Ally](#)
 - ❖ [How to Fix and Prevent Accessibility Issues in Your Canvas](#)
- Inclusive & Universal Design for Learning
 - Accessible design is often included under the larger umbrella of UDL
- [Inclusive Teaching Resource](#)



What Does Inclusive Design Mean to You?

The British standards Institute (2005) 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.”



What is Universal Design for Learning?

- A framework to improve and optimize teaching and learning for all people based on Scientific insights into how humans learn.
- Universal Design for Learning (UDL) is a research-based set of principles to guide the design of learning environments that are accessible and effective for all.
 - Provide multiple means of Representation
 - Provide multiple means of Actions and Expression
 - Provide multiple means of Engagement
- The framework was first defined by Anne Meyer and David H. Rose, Ed.D. of the Harvard Graduate School of Education and the Center for Applied Special Technology (CAST) in the 1990s.

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

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.

Complex Images

The figure below gives percentages for the top pathogens contributing to domestically acquired foodborne illnesses and deaths between the years 2000 and 2008. It is important that you are aware of the Norovirus pathogen in particular, as it is really the only pathogen of any concern that is related to Donkey Cheese production. Known as "Winter Vomiting Bug" in the UK and elsewhere, Norovirus can be nasty but causes very few deaths --- about 12% of all foodborne illness deaths. Most of the time, Norovirus just makes you *wish* you were dead!

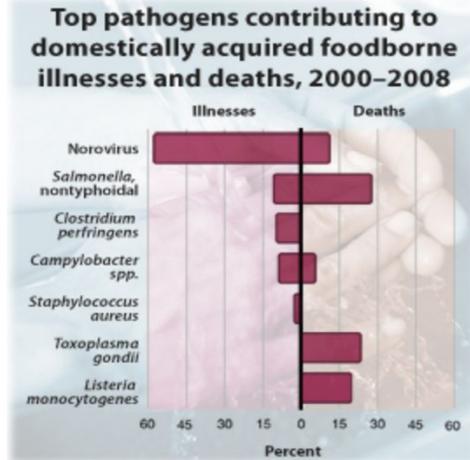


Figure 8.5 Top pathogens contributing to domestically acquired foodborne illnesses and deaths, 2000 to 2008.

Credit: [Centers for Disease Control](#), (2011).

- A text link to the long description close to the image
- Describe the location of the long description in the alt attribute
- Structurally associating the image and its close long description (HTML5)
- Resource: [Complex Images for All Learners](#)

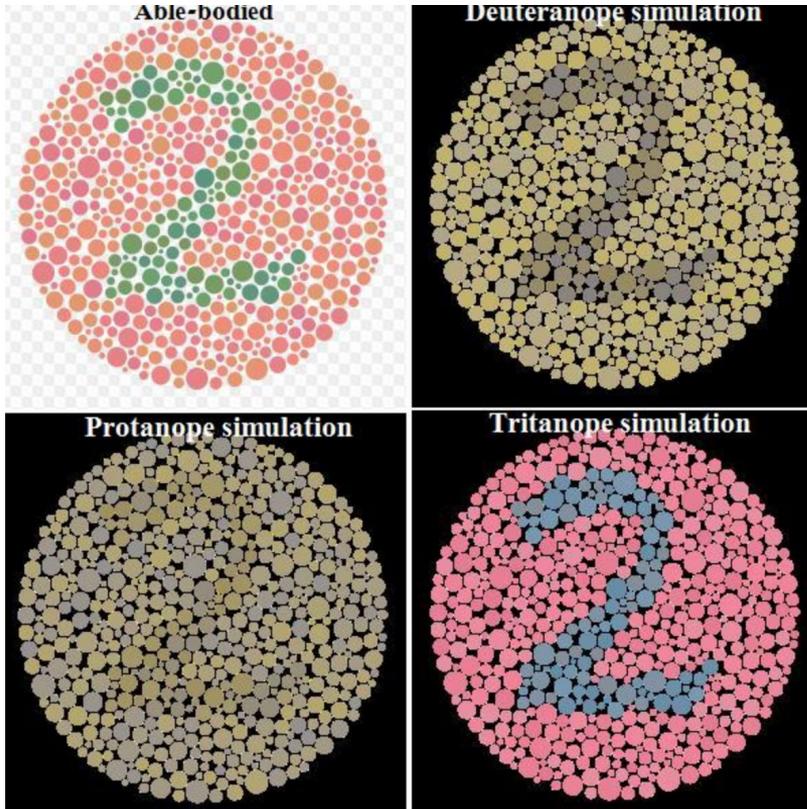
[Figure 8.5 text description.](#) (This will expand to provide more information).

Transcribe Your Media



A transcript provides students with equivalent information to the audio and video content.

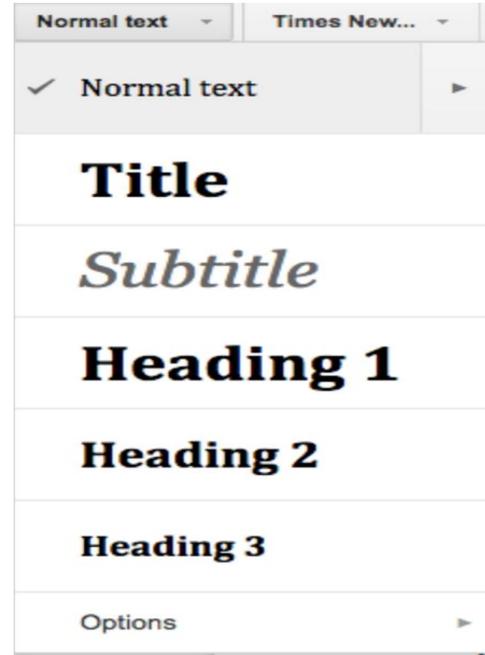
Make your text readable



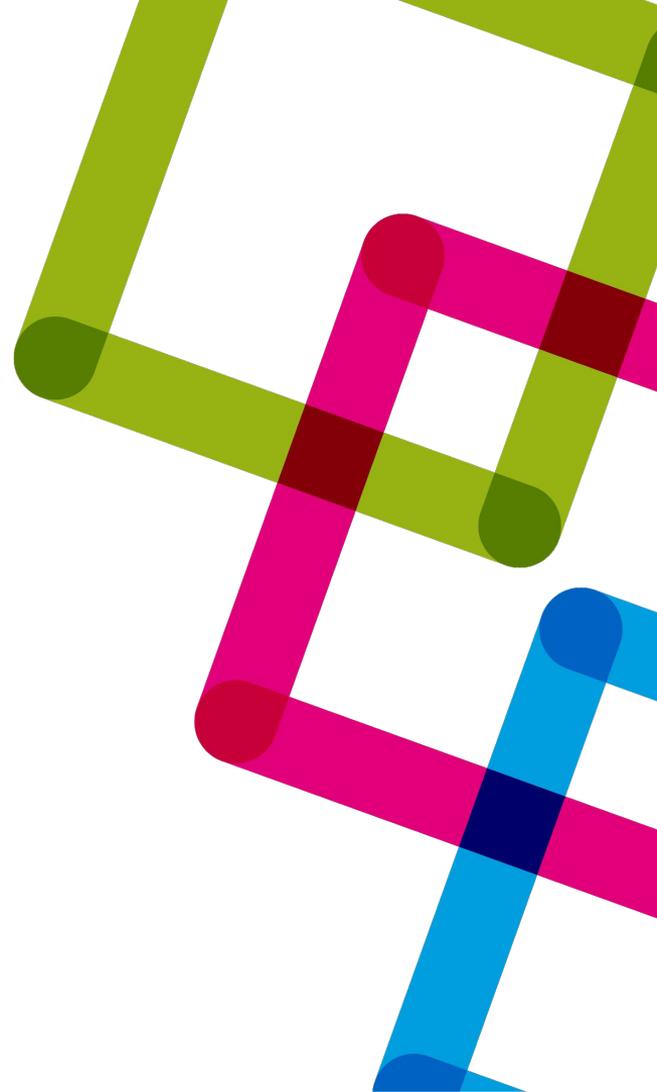
Font Size and Colour
Contrast

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.”



Open
and
Accessible



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/>

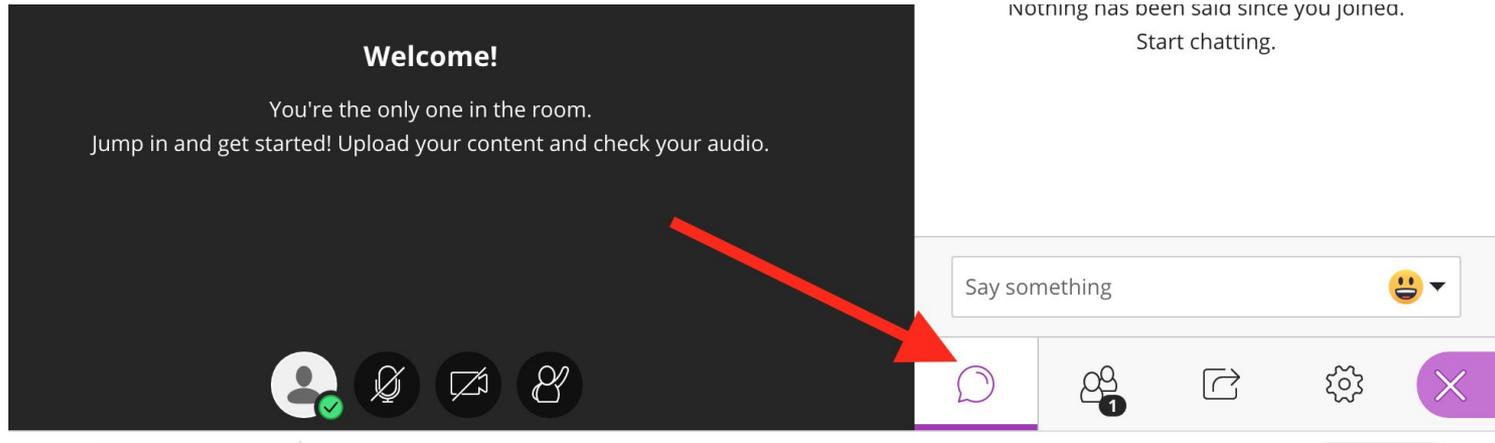


Question/Reflection! (1 min)



Have you ever created something that is open? How do you know it is open?

Comment from the chat on the bottom-right screen



5 R's
of open content

Retain

Reuse

Revise

Remix

Redistribute

71%

Of UBC Students reported they went without a textbook or other course resource due to cost



→ **ON AVERAGE** undergraduate students pay \$760 per year on textbooks.



→ **9 IN 10** students have bought a textbook or class resource that they rarely used or didn't use at all.



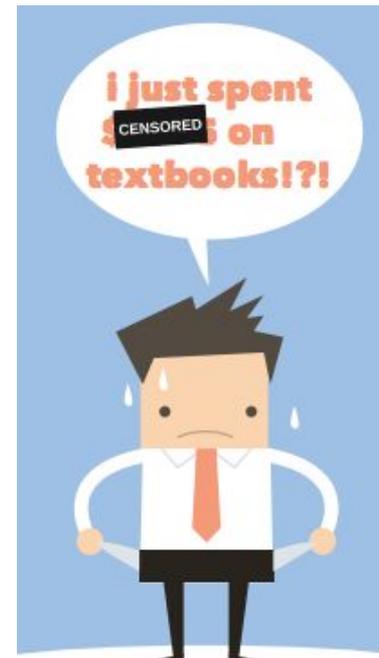
→ **7 IN 10** students have chosen not to buy a textbook because of the cost.



→ **4 IN 10** students worry about paying for textbooks and other class materials.



→ **2 IN 10** students might need to abandon their studies due to financial reasons.



Take a picture of your
textbook receipt
& tweet at us using
[#textbookbrokeBC](https://twitter.com/textbookbrokeBC)
[@ams_ubc](https://twitter.com/ams_ubc)

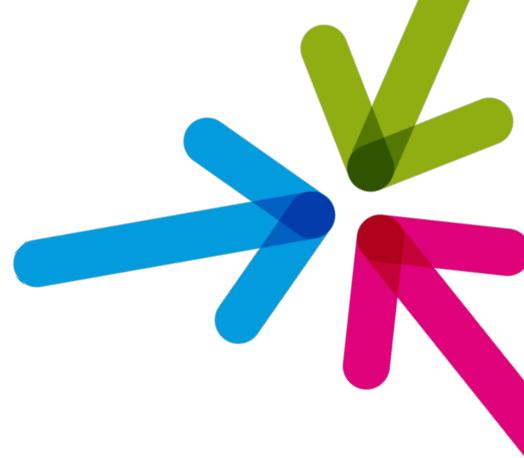


ams.ubc.ca/OER

Source: UBC AMS

What Else Affects Accessibility?

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



All Subjects
Academic/Career Success
Adult Basic Education
Art and Design
Biological/Physical Sciences
Business
Communication/Writing
Computer Science
Earth and Ocean Sciences
Education

Principles of Social Psychology - 1st International Edition

Posted: September 25, 2014 | **Updated:** September 23, 2019

Author: Dr. Rajiv Jhangiani, Kwantlen Polytechnic University, Dr. Hammond Tarry, Capilano University, Adler School of Professional Psychology, Dr. Charles Stangor, University of Maryland

The first International edition of this textbook provides students with an introduction to the basic concepts and principles of social psychology from an interactionist perspective. The presentation of classic studies and theories are balanced with insights from cutting-edge, contemporary research. An emphasis on real world examples and applications is intended to guide students to critically analyze their situations and social interactions in order to put their knowledge to effective use.

Subject Areas

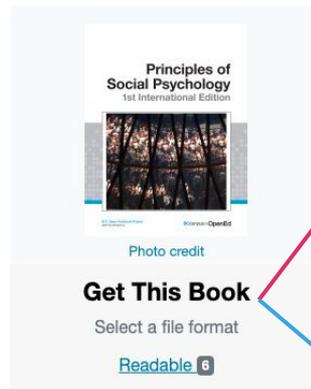
[Social Sciences](#), [Psychology](#)

Original source

open.bccampus.ca

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<https://open.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? Where they able to find information?
- Did it work on their devices?

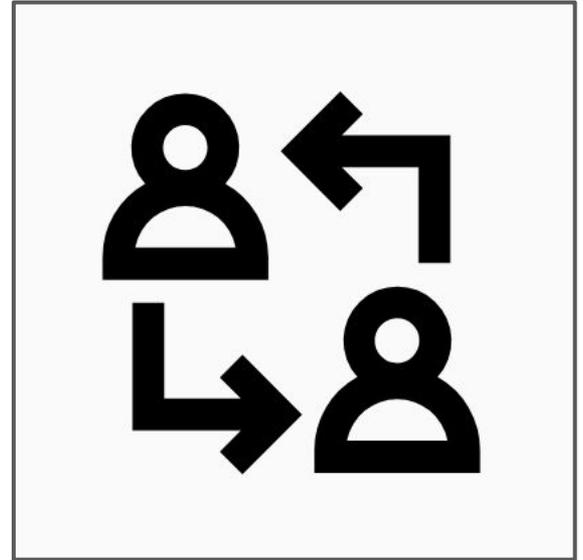


Image: [Feedback](#) by Prithvi, CC-BY

THE UNIVERSITY OF BRITISH COLUMBIA
Vancouver Campus

Open UBC

Access Research Education Examples Updates OER Champions OER Fund

» Home » Access » Toolkits: Access » OER Accessibility Toolkit

Recommend this with [Twitter](#)

OER Accessibility Toolkit

Accessibility for Open Education



OPEN DIALOGUES SERIES

How to make open content accessible

The focus of many open education projects is to provide access to education. But what does access mean? If the materials are not accessible for each and every student, do they fulfill the mandate to deliver fully open education? The open education movement has helped people in different parts of the world access content that they would otherwise not be able to view or interact with. Open education resources reduce costs for students and allow for greater flexibility for instructors. Accessibility can help push the movement even further forward.

The goal of the *OER Accessibility Toolkit* is to provide the needed resources needed to each content creator, instructor, instructional designer, educational technologist, librarian, administrator, and teaching assistant to create a truly open and accessible educational

<https://open.ubc.ca/access/toolkits-access/oer-accessibility-toolkit/>

OPEN EDUCATION CONNECTION
THE OPEN EDUCATION CONNECTION
2019
2019
2019

BCcampus Open Education
Accessibility Toolkit
2nd Edition

open.bccampus.ca

BCcampus OpenEd

<https://opentextbc.ca/accessibilitytoolkit>



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Modules

Inclusive Teaching

View Course Stream

Equity, Diversity & Inclusion in Teaching and Learning

An introductory course in five modules

Coming Up

View Calendar

Nothing for the next week

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](#) and 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.

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

Questions & Thank You



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