ACU
AUSTRALIAN CATHOLIC UNIVERSITY

Academic Skills Unit Australian Catholic Unversity

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AALL Connect, Inspire, Share (CIS) 2022

Session 3

Designing accessible online resources: What does this mean? What is involved? How do you do it?

Session overview

➢ Background

➢ Sharing our experiences 1 (poll questions)

➢ What does accessibility mean?

➢ Sharing our experiences 2 (breakout rooms)

➢ What does an accessible resource look like?

➢ How do you do it?

➢ Q&A

➢ Topic for the next CIS session

➢ Quick post-session survey

Please post any questions in Chat box for the Q&A.

Feel free to share any resources in the Chat box.

Background

- ACU has 33,000+ students (3679 online)

- 7 Australia campuses, Rome campus

- Centre for Education and Innovation (Provost portfolio)

- Academic Skills Unit (ASU): Manager, 4 Team coordinators, 11 literacy advisors, 3 numeracy advisors

- Learning Environment Online (LEO) working party

Background: Academic Skills LEO (Learning Environment Online) site and LEO working party
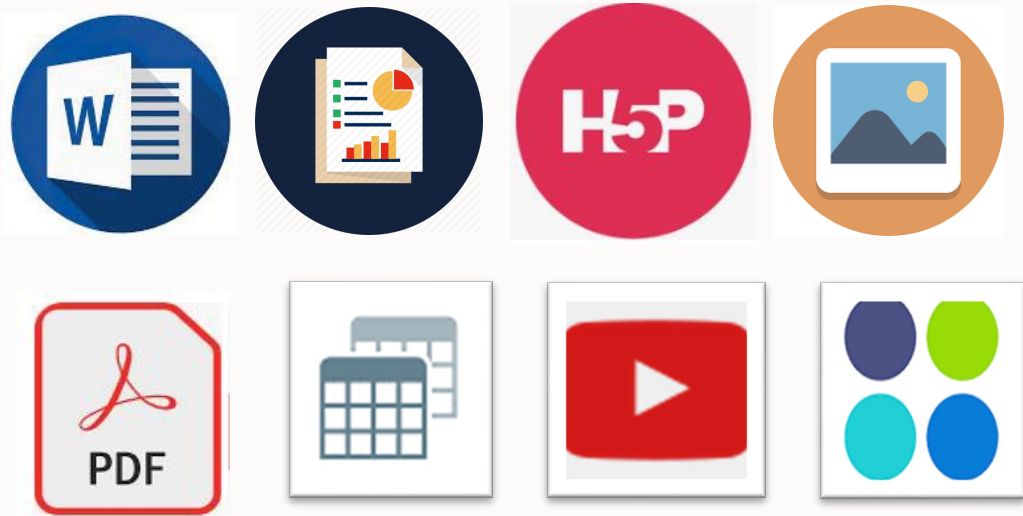
- Format and maintain site pages

- Ensure consistency/currency of pages, information and navigation

- Upload content and learning resources developed by Academic Skills Unit

- Design accessible learning objects

- Check all learning objects and site pages for accessibility

- Provide training for staff

Sharing our experiences 1 (Polleverywhere activity)

Please use a mobile device, wifi-enable tablet or internet browser window on your computer.

Scan the QR code or type the URL below into a browser.

PollEv.com/alee306

What does accessibility mean?

"Learners can access in a timely and flexible manner."

"Content accessibility for disability."

- Kerri Buttery (Director of Vetnexus)

Enable all students to "use all course materials and tools and "get to, perceive, and navigate course content and assignments."

University of California at Davis 'Accessibility for Online Courses'

Accessibility is everyone's responsibility

Higher Education Standards Framework (TEQSA, 2021)

1. Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds.

3.3.3 Access to learning resources does not present unexpected barriers, costs or technology requirements for students, including for students with special needs and those who study off campus.

Disability Discrimination Act 1992

The Australian Catholic University context

Campuses   Our university   Human Resources   Student & course management   Policies & procedures   Forms & templates   Tools & services   Search

Staff > Tools & services > Services > Disability support > Universal Design for Learning

STAFF

Universal Design for Learning

Universal Design for Learning (UDL) is an approach to teaching that consists of designing course instruction, materials, and content to benefit a broad range of learners, including students with disabilities.

← Back to Disability support

What is Universal Design for Learning (UDL)?	⌄
Where did the concept of Universal Design for Learning come from?	⌄
What is the relevance of Universal Design for Learning to disability in the higher education context?	⌄
Why should staff use Universal Design for Learning?	⌄
How do we move towards Universal Design for Learning?	⌄
What are the main characteristics of Universal Design for Learning?	⌄
How do I put Universal Design for Learning into practice?	⌄
References and Internet Resources	⌄

Academic Skills Unit statement (2016)

In line with the University's stated goals, in all its learning resources, ASU will ensure:

- accessibility for all ACU students (in visual display, file formats and internal layouts, tagging, screen reader compatibility, and navigation)

- consistent design (for modules, page layouts, labelling of resources, heading levels, wording/naming, capitalisation, size and style of font)

- consistent branding.

In practice, this means:

- ASU will strive to create innovative, engaging learning opportunities that are accessible to all students.

- ASU will develop resource templates that incorporate UDL principles and comply with University branding guidelines.

- Staff will use the templates when developing resources.

- Every learning opportunity must have an accessible option:

  o When interactive resources (for example, H5P quizzes, course presentations, hotspot images) are developed, staff will also create an accessible (text) version of the activity.

  o When videos are developed, staff will also create captions and transcripts.

  o When images (for example infographics) are created, staff will also create an accessible (text) version.

Some resources

- [UDL guidelines](#)

- [Web Content Accessibility (WCAG 2.0)Guidelines](#)

- [UC Davis online module](#)

- [ACU's UDL webpage](#)

- [Canvas general accessibility design guidelines](#) (topics include headings, images, links, colour ratios, tables, videos, Word, Powerpoint)

- [Queensland Government: Web writing and style guide](#)

- [UK government accessibility poster set](#)

Dos and don'ts on designing for accessibility

Sharing our experiences 2: Breakout rooms

Use the UK government poster set (see PDF in Chat box) as basis of discussion

- Which of the accessibility elements shown on the posters are you already aware of?

- Which of the Do's of designing for accessibility are reflected in your online resources?

- What changes would you like to make to your existing online resources?

What does an accessible resource look like?

Example 1

Time management

Use a weekly planner

Using a weekly planner, along with a semester planner and daily planner or diary, will help you schedule your weekly tasks and have an overview of the entire semester. Be sure to also consult the ACU academic calendar to plan for public holidays, census dates and mid-semester breaks.

First steps

- Download the weekly planner: **Weekly planner WORD| PDF**
- Download your Unit Outlines.
- Identify your assessment tasks for all units.
- Allow 35-40 hours per week for full time study, both in class and out of class study.
- Each week, fill in/revise the planner with all your planned activities, including:

  - classes (lectures, tutorials, labs, practicum)
  - other commitments (work, family, etc.)
  - study time, for example, reading time before lectures and tutorials
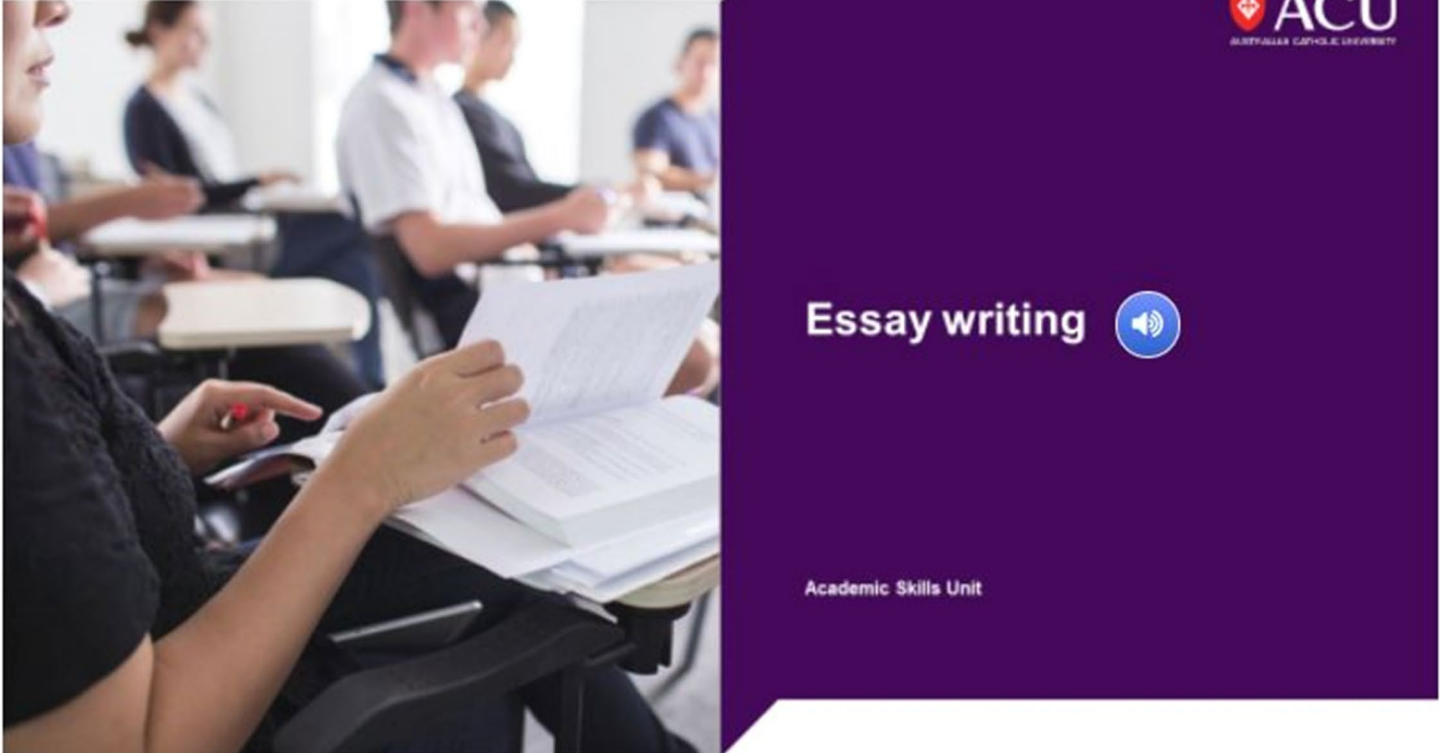 - other activities (exercise, social events, club, etc.).

What does an accessible resource look like?

Example 2
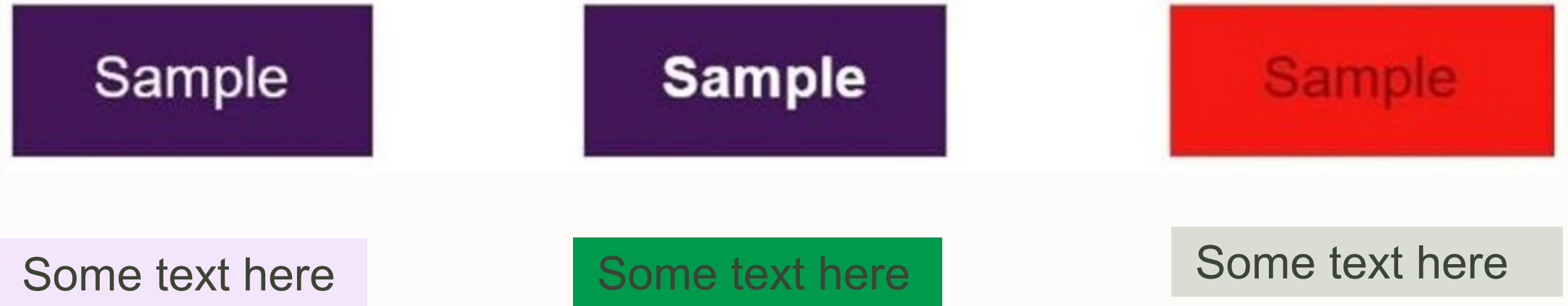
Essay writing workshop resources

Essay writing

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Select the arrows or grey bars below the screen to go through the presentation: Text version | Narration audio script.

Essay writing

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What does an accessible resource look like?

Example 3: Colour contrast

Sample	Sample	Sample

Some text here	Some text here	Some text here

[Webaim contrast checker](#)

How do you do it? (some ideas)

- Decide on the accessibility practices to follow

- Take into account design and formatting

- Create accessibility checklists

- Make the time to check resources; get feedback if possible

- Learn to use any built-in accessibility tools available in the tech platform or software (for example, Moodle, Canvas, [Microsoft Word](#))

Good accessibility design is good for all learners

Thank you all very much for attending this session

Big thanks to Steve, May and Tiana for their initial feedback

Please stay 1 more minute…

Join us for the next AALL Connect, Inspire, Share session (June)

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AALL

Association for Academic Language and Learning

Student-facilitated transition: Fostering empowered collectives

Clare Power and Evelyn Hibbert

We need just 30 seconds more of your time for a Zoom poll…