

Slide 1: Building a Better Container: Accessibility, Access, and Universal Design

A recording of the workshop along with the PowerPoint and materials provided during the workshop will be posted on the [Center for Transformative Teaching Website](#). You will receive an email when the recording has been made available.

Slide 2: Introduction

For follow up questions concerning this workshop and accessibility please contact us!

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Slide 3: Housekeeping

- PowerPoint: [Building a Better Container: Accessibility, Access, and Universal Design](#)
- Shared Document: [Building a Better Container: Accessibility, Access, and Universal Design](#)
- Polls will be taken in zoom and results posted to the shared document

Slide 4: Session Goals & Poll

Poll 1:

Which of the following goals is your primary focus in attending the workshop today?

1. Provide faculty with an overview of the interrelationship between accessibility and Universal Design for Learning.
2. Learn some practical strategies and best practices they can adopt that will address common barriers of equally accessing in higher education.
3. Reflect on their current teaching practices and identify ways to improve the accessibility of their classes.
4. Incorporate various Universal Design for Learning techniques.

Results

57% Learn some practical strategies and best practices they can adopt that will address common barriers of equally accessing in higher education

30% Reflect on their current teaching practices and identify ways to improve the accessibility of their classes

13% Incorporate various Universal Design for Learning Techniques

0% Provide faculty with an overview of the interrelationship between accessibility and Universal design for learning

Slide 5: Participant Goals: Reflection

Reflection: Please take some time to share with us your response to following questions

1. What is one thing you hope to gain from attending this workshop?
 - Ways to make documents online accessible
 - Ideas I can apply to second language learners.
 - How to do the technical work of building universal design as I'm not the most techy person
 - Is there a way to assess how well people can access your content as a baseline so I can change/improve this?
- I'd love to know how to make sure that the materials I share are as accessible as possible, especially as we might be going online at any moment.
- Be more aware of needs and incorporate more strategies in my courses.
- Better awareness of student needs and how I can meet these given my particular courses.
- I'd like to better understand how to organize my class to help everyone better navigate it whether the course is in person or remote
- Crafting inclusive, dynamic and creative approaches to engage all students. I want to avoid student disengagement while making everything equally accessible (to the best of my ability in an online space) for students in the class.
- Learn some helpful hints to make my class more accessible to all – especially if we move to remote learning.
- Increased confidence and ability to create accessible, inclusive, teaching materials.
- Improved understanding more about universal design especially
- I don't really care for all of us typing in a googledoc because you can't see what you're typing. It moves all around.
- I saw diversity in the needs of my students when we transitioned to remote learning this spring.
- I am looking for different strategies to provide different ways students can engage with the material to give all students opportunities to be successful.

1. What is one or two major questions you have concerning accessibility?
 - That My Deaf students. Masks block lipreading. ASL may be the primary language
 - That student needs cannot be met with my particular course - students may have unrealistic career goals.
 - What are the biggest "no no's" (barriers) that I should look out for and be aware of?
 - What accessibility gaps do I currently have? How can I build in accessibility ahead of course?
 - What is the best way to remain current (organizations? journals? websites) on accessibility issues?
 - What am I not thinking about or aware of in terms of accessibility on Canvas and the other technology we use? (for instance, I didn't know that copying from Word to Canvas would create a barrier to screen readers that use Canvas's specific Header feature as shortcuts to scroll through the materials)
 - What are some ways of testing accessibility of online resources?
 - What App did you use for the survey? And, can you offer a short demo on its use?
 - I am not really comfortable with a lot of the technologies, so I go to the easy for me. BUT, is it easy for the students to access?
 - How to use a doc like this with lab course. Not very tech savvy
 - Here's some directions that may be helpful for you: <https://resources.mojomedialabs.com/blog/your-guide-to-collaborative-document-editing-with-google-docs>

Slide 6: Our Role

- Website: [A Message of Support and Inclusion](#)

Slides 7 & 8: Accessibility & Accommodations

- Where to find help for questions concerning accessibility: [Instructional Designer, Library Services](#)
- Where to find help for questions concerning accommodations: [Services for Students with Disabilities](#)

Slide 9: Content vs. Container

- Book: [Reach Everyone, Teach Everyone](#) by Thomas Tobin

Slide 10: Universal Design for Learning

Poll 2:

Tell us about your familiarity with Universal Design for Learning (UDL)?

1. I currently use UDL principles in my course(s)
2. I have heard of UDL principles but never used them in my course
3. I have never heard of UDL principles before

Results

55% I have heard of UDL principles but never used them in my course

24% I currently use UDL principles in my course

21% I have never heard of UDL principles before

Slide 11: Getting Started

- Website: [About Universal Design for Learning](#)

Slide 12: Pillars of Universal Design

- Book: [Reach Everyone. Teach Everyone](#) by Thomas Tobin
- Website: Hosted by [CAST](#)

Slide 13 & 14: Layering UDL into Course Design: Reflection

- Book: [UDL Navigators in Higher Education – A Field Guide](#)

Reflection: Please take some time to share with us your response to following questions

2. In what ways could you see yourself layering in UDL principles into your course design?
 - Closed captioning. Different submission possibilities for an assignment / providing class materials ahead of time
 - VidGrid presentations.
 - Rethink action and expression. Provide more options in high stake assignments such as the final project.
 - I could see offering students different modes of getting the material as well as allowing them to use different formats to give me the information. So for one assignment, allow them to make a video, write a paper, or do a one-page “ad” for something;
 - Providing the powerpoint slides and notes in their original forms to make taking extra notes easier
 - Being more intentional in alternative, low stakes assignments. I think other forms could be used in labs fairly easily.
 - Offering more options for completing assignments - powerpoint, video, infographics
 - Provide captions for videos; provide options for intro of self to class - like the flexibility
 - Offering students a choice for formative assignments and including more collaborative opportunities.
 - To be honest, not entirely sure. If I have to provide lectures once we’re online only, making those audio (since I hate recording video anyway) and then creating a transcript rather than closed-captioning since those are actually even more accessible.
 - Greater use of social media type apps for access
 - I am unique in that I teach low income SNAP recipients, my take away here is to connect w/ learners just like I do in classroom. So introductions, have them share with class on zoom.

Slide 15 & 16: Best Practices and L.I.S.T.S. Accessibility Checklist

- Website: [L.I.S.T.S Accessibility Checklist](#)
- OneNote: [Accessibility Resources: Word, PowerPoint, Excel, Screen Reader, & Checkers](#)

Slide 17 & 18: L=Links

- Website: [L.I.S.T.S Accessibility Checklist](#)

Slide 19, 20, 21, 22: I= Images/Videos

- Website: [Adding Closed Captions to VidGrid](#)
- Website: [Finding your VidGrid Video's embed code](#)
- Website: [L.I.S.T.S Accessibility Checklist](#)

Question: We just recently learned in a CTT webinar about these great quizzes that can be integrated into a VldGrid recording...how does this play out with accessibility? Any special design recommended?

Slide 23: S=Structure

- Website: [L.I.S.T.S Accessibility Checklist](#)

Slide 24 & 25: T=Tables

- Website: [L.I.S.T.S Accessibility Checklist](#)

Slide 26: Canvas Pages

- Website: [Accessibility within Canvas Resource](#)

Slide 27: Supplements

- Website: [Accessibility Resources for faculty and students](#)
- Website: [L.I.S.T.S Accessibility Checklist](#)
- OneNote: [Accessibility Resources: Word, PowerPoint, Excel, Screen Reader, & Checkers](#)

Slide 28: Debrief: Reflection

Reflection: Please take some time to share with us your response to following questions

1. What are one or two things you could do to improve accessibility in your course?
 - Better structuring of documents; CC option in VidGrid; I didn't realize Adobe PDFs were inaccessible to some students. At my previous institution Adobe was free to all students. So I'll be making sure to offer Word versions.
 - Using style guides to make sure my office docs/ppts are
 - I'm going to go through my PowerPoints and make sure they are readable....also, I'm going to include my PPTs as PDFs as they are easier to get through for some
 - I also want to use captioning in VidGrid the accessibility checkers. I didn't know there were so many tools for accessibility in office!
 - Using formatting on ppts and in Canvas
 - Make sure that when sharing video content it is closed caption.
 - Not use as many pdfs; utilize styles in Microsoft products.tr
 - Use pages to organize the information for each topic better.
 - Change the format of the documents I post to make them more accessible.
 - Add questions and polls to my presentations.
 - Offering course content in multiple formats—for example, making transcripts and potentially PowerPoints available as alternatives to videos
 - Didn't know about the PowerPoint accessibility check and how to use Powerpoint formats efficiently
 - Use WORD rather than PDF format for on-line handouts

2. What is one thing you learned in this workshop that you will try to implement into your course?
- Revisit PowerPoint presentations
 - CC; better structuring of documents; revisit accessibility checkers
 - So many options. I think it would be great for TAs to be familiar with these concepts. I think working together with them would be a good opportunity for us to tackle a course together and. For them to learn how to employ some of these principles along side me.
 - (I SECOND THIS ONE :)Change my syllabus calendar format...
 - Use Canvas more, including making more reader friendly. Work on PowerPoint accessibility as I update them for this semester
- Use resources point more in designing accessibility in my courses and work.
Collaborative note taking

Slide 29 & 30: Resources

Additional supplemental resources

Universal Design for Learning

Website: [Top 10 UDL tips for assessment](#)

PDF: [Top 10 UDL tips for assessment](#)

Website: [More about Universal Design for Learning](#)

Accessibility

Website: [LISTS resource site](#)

Website: [National Center on Disability and Access to Education one-page "cheatsheets"](#)

Website: [Free screen reader to download](#)

Instructional Design Support

Website: [Instructional Design Support](#)

Website: [Center For Transformative Teaching Workshops](#)

UNL Accessibility Resources

Website: [Center for Transformative Teaching Accessibility Resources](#)

Website: [Diversity and Inclusion Accessibility Resources](#)

Website: [UNL Library Accessibility Resources](#)

QUESTIONS:

Does word offer dyslexic fonts? If so, what are they. If not, how can I get them?

- [Adding dyslexic fonts to Microsoft Office](#)

How to use polls in zoom?

- Here's a guide: [Polling for Meetings in Zoom](#)
- Also, there will be a workshop on Tuesday that will include how to use them.

Does closed captioning work for other languages in vidgrid?

- No unfortunately at this time it does not

Can we fix the machine captioning after the fact, when it sends it back to us?

- Yes, machine caption can be revised in vidgrid: [Adding and Editing Vidgrid Captions](#)

We just recently learned in a CTT webinar about these great quizzes that can be integrated into a VidGrid recording...how does this play out with accessibility? Any special design recommended?

- [Adding quiz questions to VidGrid](#)
- Yes all content created in Vidgrid (including quizzes) is certified as accessible here is there statement on accessibility "Automatic interactive captions ensure every video is accessible and searchable from the video player for all viewers. VidGrid meets or exceeds WCAG 2.0 AA accessibility guidelines with support for screen readers, keyboard functionality, and color contrast."

Will we talk about discussion boards/Yellowdig and accessibility?

- [Statement of accessibility for yellowdig](#)
- For canvas discussion boards, just make sure when creating your page to follow along with accessibility guidelines presented in the workshop

What about QR codes? How they work?

- Here is a [resource on QR codes and consideration for accessibility](#)

