CURRENT TRENDS THAT MAY AFFECT ACCESS TO ONLINE COURSES

Online courses are incorporating more complex pieces of multimedia than ever before. The use of multimedia presents a challenge at times for accessibility and it is recommended that faculty members make their materials accessible as they are designing and creating them. For example, videos, lecture capture, and screencasts should be captioned. Narrated PowerPoints should be captioned, or the audio portion can be transcribed and placed in the notes section.

BELOW IS A LIST OF SOME CURRENT TRENDS IMPACTING ONLINE COURSES IN HIGHER EDUCATION:

1. Increased use of Complex Media/Software
   a. Narrated PowerPoint Presentations
   b. Video Lecture Capture (e.g., Adobe Connect, Blackboard Collaborate, Tegrity)
   c. Screencasting software (e.g., Camtasia, Captivate)
   d. Video (e.g., YouTube, Vimeo)

2. Increased trends in course delivery methods include:
   a. MOOCs
   b. Flipped Classrooms

3. Increased use of Mobile Technology
   a. Mobile Smart Phones (e.g., iPhone, Android, Windows Phone)
   b. Wearables (e.g., Google glasses, smart watches)
   c. Tablet Computers (e.g., iPad, Android, Windows Surface)
   d. E-book Readers (e.g., Kindle, Nook)

FUTURE TRENDS THAT MAY AFFECT ACCESS TO ONLINE COURSES

Although the following items may not be regarded as especially new technology, there is a trend in higher education to require students to use these tools such as social media and adaptive learning products in order to complete course activities or assignments. Since there is no current federal legislation requiring companies to create accessible products, it falls on the institution to take the initiative to investigate the product prior to using or purchasing it. This does not mean that institutions should shy away from using such technologies.
In fact, the U.S. Department of Education and the Department of Justice have made it clear that “ensuring equal access to emerging technology in university and college classrooms is a means to the goal of full integration and equal educational opportunity for this nation’s students with disabilities” (Office of Civil Rights - Dear Colleague Letter: Electronic Book Readers).

**BELOW IS A LIST OF SOME OF FUTURE TRENDS IMPACTING ONLINE COURSES IN HIGHER EDUCATION:**

1. Increased use of Social Media (e.g., Facebook, Twitter, LinkedIn, YouTube) as a course requirement
2. Cloud Programs (e.g., Google Apps, Microsoft Office365)
3. With the renewed focus on competency-based learning and personalized learning, adaptive learning products (e.g., RealizeIT, Knewton, LEAP, Adapt Courseware, ALEKS, etc.) are growing in numbers and finding their way into mainstream education.

**TIPS AND STRATEGIES FOR BUILDING ACCESSIBLE COURSES**

The following list includes tips and strategies for some of the most common items faculty are currently adding to their courses:

1. **Create Accessible Online Course Pages**
   a. The most accessible documents include:
      i. HTML – follow the [WCAG 2.0 guidelines](#) to create accessible HTML pages
      ii. Microsoft – follow the [Microsoft Office’s accessibility guide](#) to download a how-to for using Word’s built in accessibility features, attend accessibility tutorials for Microsoft products, and read more about Microsoft’s accessibility initiatives.
      iii. PDF documents (use sparingly). Follow the [Adobe’s guide for creating accessible PDFs](#)

2. **Add/Create Accessible Media**
   a. **PowerPoint**
      i. Add alternative text to graphs, photos, other images
      ii. Use [Microsoft’s Accessibility Checker](#) to check for accessibility issues in Word, Excel, and PowerPoint
   b. **Narrated PowerPoints**
      i. Transcribe audio
      ii. Add transcription to PowerPoint Notes section or caption using accessible screencast software (e.g., Camtasia or Captivate)
   c. **Screencasts**
      i. Create transcripts to add captions.
      ii. Use programs such as Camtasia or Captivate to create accessible screencasts
   d. **Video Lecture Capture**
      i. Caption live (e.g., Adobe Connect)
      ii. Caption later (e.g., Tegrity)

3. **Captioning Tools**
   a. Do-It-Yourself Caption Systems
i. YouTube: Add subtitles and closed captions to your YouTube videos (must have a YouTube account). Learn how to add subtitles.


4. Self-Created Videos
   a. Create transcripts
      i. Ensures important points are covered
      ii. Easier to make updates/edits from semester to semester
      iii. Easier to add captions

5. Other Video Sources
   a. Search for videos with captions
   b. Seek textbook publishers who offer captioned content
   c. Request textbook publishers caption non-captioned items

Table 1 below contains general strategies for both faculty and students and assistive technologies that may benefit more than one type of student.

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Online Strategies for Faculty</th>
<th>Online Strategies for Students</th>
<th>Assistive Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Differences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Learning Disabilities</td>
<td>• May have oral/language/processing differences</td>
<td>• Provide estimated times required to complete each assignment.</td>
<td>• Self-advocacy Plan ahead</td>
<td>• Organizational software (e.g., Read &amp; Write Gold)</td>
</tr>
<tr>
<td>• Attention Deficit Disorder</td>
<td>• May take longer to complete activities than usual</td>
<td>• Chunk and divide content into small sections so it is easier for your students to absorb and it requires less scrolling for easier content navigation.</td>
<td>• Take short, frequent breaks</td>
<td>• Visual mapping software (e.g., Inspiration)</td>
</tr>
<tr>
<td>• Autism Spectrum Disorder (ASD)</td>
<td></td>
<td>• Provide clearly written assignments and instructions.</td>
<td>• Learn &amp; practice time management strategies</td>
<td></td>
</tr>
<tr>
<td>• Traumatic Brain Injuries</td>
<td></td>
<td>• Consider providing alternate ways to complete some assignments (e.g., video vs. PowerPoint vs. short paper).</td>
<td>• Consider taking a smaller course load</td>
<td></td>
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<tr>
<td>• Psychological</td>
<td></td>
<td></td>
<td>• Consider a peer mentor Consider registering with the</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• student disabilities services office</td>
<td></td>
</tr>
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<td>Category</td>
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<tr>
<td>Hearing Differences</td>
<td>• Deaf: unable to hear</td>
<td>• Provide captions for any videos or other audio-type online course materials (e.g., narrated PPT)</td>
<td>• Self-advocacy</td>
<td>• Communication Access Realtime Translation (CART) transcription and signing service</td>
</tr>
<tr>
<td></td>
<td>• Hearing Impaired/Hard of Hearing: those who have some hearing</td>
<td></td>
<td>• Plan ahead</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>• Consider peer support</td>
<td>(refer to student disabilities office)</td>
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<td></td>
<td></td>
<td></td>
<td>• Consider registering with the student disabilities services office on campus</td>
<td>• Assistive Listening Devices</td>
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<tr>
<td>Visual Differences</td>
<td>• Blindness: loss of useful vision</td>
<td>• Explain all images, charts, and graphs in descriptive text</td>
<td>• Self-advocacy</td>
<td>• Screen reading software (e.g., JAWS, NVDA, Windows Eyes)</td>
</tr>
<tr>
<td></td>
<td>• Blindness</td>
<td>• Low Vision/Colorblind: black text on white background is generally best; use care when including color; check for color accessibility</td>
<td>• Plan ahead</td>
<td>• Braille Keyboard</td>
</tr>
<tr>
<td></td>
<td>• Low Vision</td>
<td>• Low Vision: has some useful vision</td>
<td>• Consider peer support</td>
<td>• Talking Feedback Calculator</td>
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<tr>
<td></td>
<td>• Color Blindness</td>
<td></td>
<td>• Consider registering with the student disabilities services office on campus</td>
<td>• Screen Magnification Software (e.g., Zoom Text)</td>
</tr>
<tr>
<td>Language Differences</td>
<td>ESOL: the use or study of English by speakers of other languages</td>
<td>• Provide estimated times required to complete each assignment.</td>
<td>• Consider registering with the student disabilities services office on campus</td>
<td></td>
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<td></td>
<td>• Chunk and divide content into small sections so it is easier for your students to absorb and it requires less scrolling for easier content navigation.</td>
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<td>• Provide clearly written assignments and instructions.</td>
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<td>• Provide captions to video and other transcripts for audio-only</td>
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SOME OF OUR FAVORITE ACCESSIBILITY TOOLS.
The following list contains some tools that can be used to check web pages for accessibility, color contrast, and interactive resources for UDL.

2. WebAIM Contrast Checker http://webaim.org/resources/contrastchecker/
3. UDL Wheel http://udlwheel.mdonlinegrants.org
4. DO IT Washington http://www.washington.edu/doit/Brochures/Academics/equal_access_udi.html

SOME OF OUR FAVORITE ACCESSIBILITY RELATED ORGANIZATIONS AND RESOURCES.

• WebAIM
  - http://webaim.org
  - http://webaim.org/blog/motivating-accessibility-change/
  - http://webaim.org/articles/tools/

• DO-IT - Distance Learning
  - http://www.washington.edu/doit/Faculty/Strategies/Academic/Distancelearning

• DO-IT - Universal Design in Higher Ed
  - http://www.washington.edu/doit/Brochures/Academics/equal_access_udi.html

• CAST (Center for Applied Special Technology)
  - http://cast.org

• UDL Guidelines Version 2.0
  - http://www.udlcenter.org/aboutudl/udlguidelines

• UDL-Universe: A Comprehensive Universal Design for Learning Faculty Development Guide
  - http://enact.sonoma.edu/content.php?pid=218878&sid=2032318

• Project CanNECT: How-To Guide for Creating Accessible Online Learning Content
  - http://projectone.cannect.org/
• CANnect: Accessibility Resources
  o http://www.pathstoliteracy.org/resources
• Web Content Accessibility Guidelines (WCAG) 2.0
  o http://www.w3.org/TR/WCAG20
• Microsoft Ease of Access
  o http://windows.microsoft.com/en-us/windows/what-accessibility-features-windows-offer#1TC=windows-7
• Apple iOS Accessibility Resources
  o https://www.apple.com/accessibility/ios/
• EnACT UDL Syllabus Rubric
  o http://enact.sonoma.edu/content.php?pid=218878&sid=2032318
• Free Tools forCaptioning YouTube Videos
  o http://terrillthompson.com/blog/15

AUTHORS

Kathleen Bastedo and Nancy Swenson are instructional designers for the Center for Distributed Learning at the University of Central Florida.

Kathleen Bastedo

Nancy Swenson

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