

Accessibility as a Learner Engagement Strategy

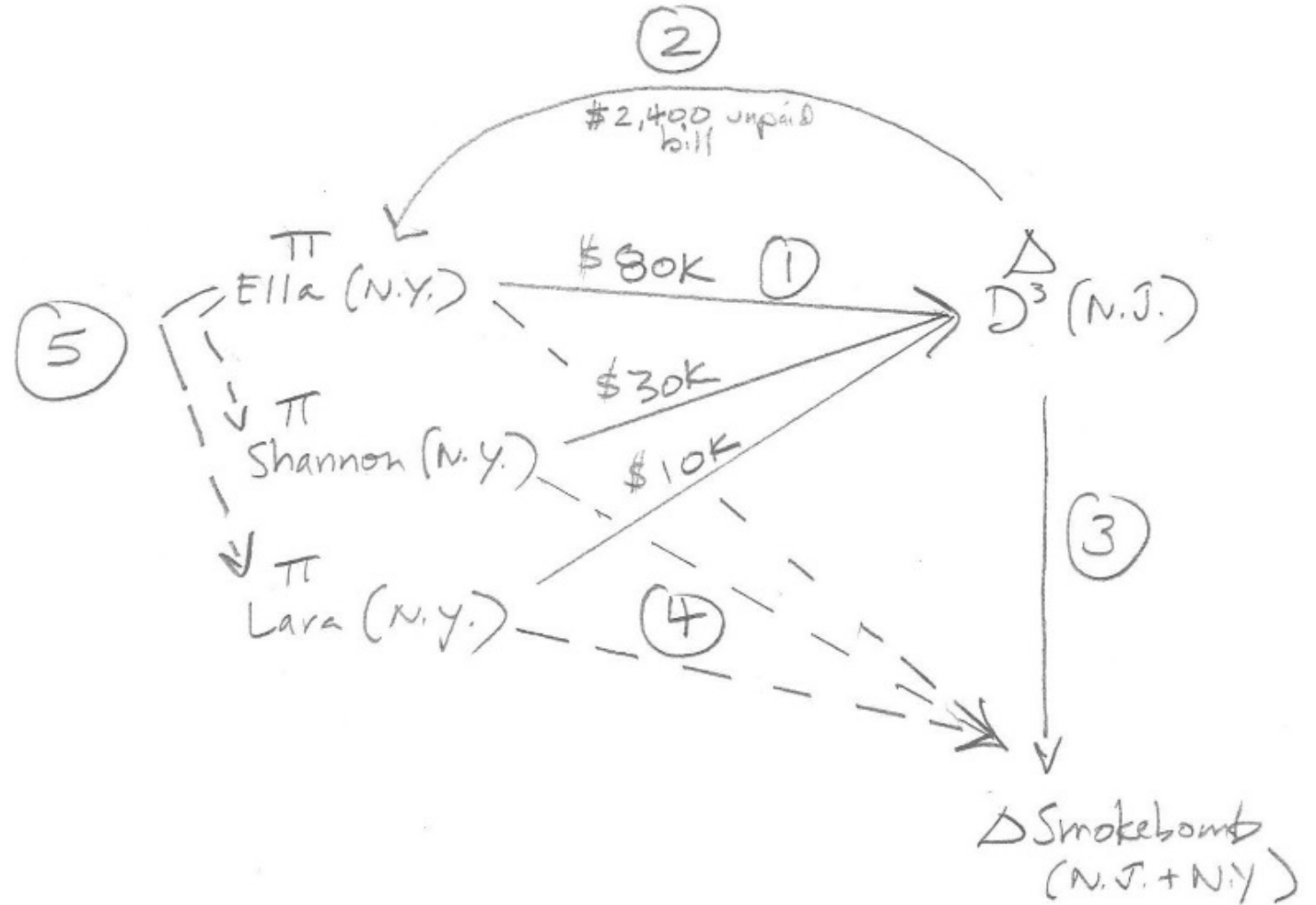
motivating instructors by reframing the conversation

After this session, participants will be able to

- Reframe the accessibility conversation with faculty as a way to increase learner engagement.
- Employ scalable strategies for built-in accessibility that also improve course transparency.
- Share accessibility resources with faculty in ways that are not intimidating or conflictual.

Our story

- Stand-alone law school
- Pioneers in online legal education, but...
- Traditional teaching methods
- Urgent need for accessible documents

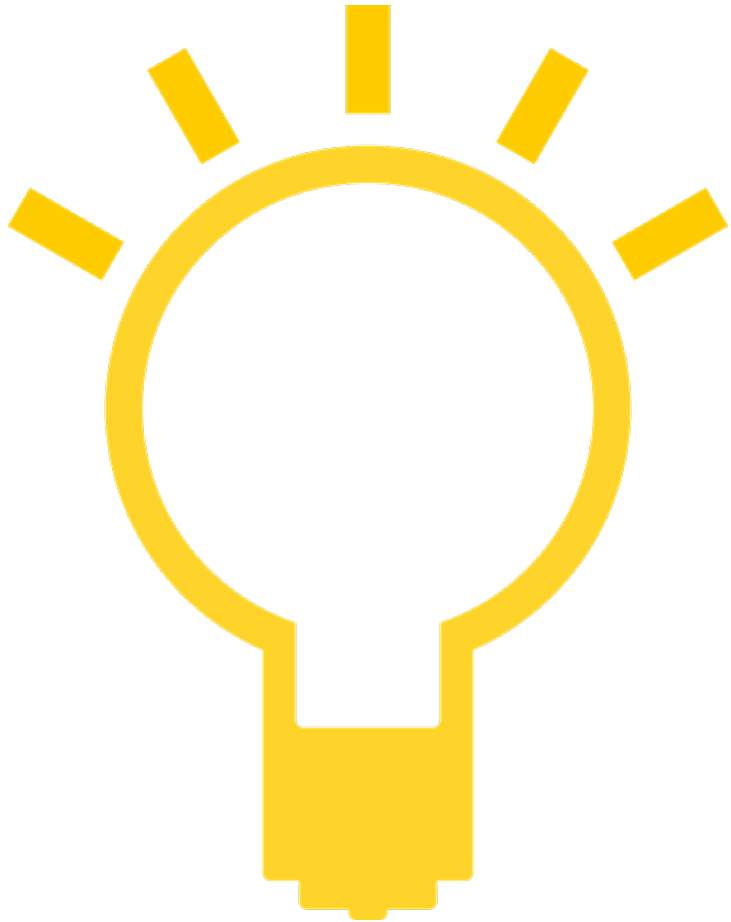


What did we do about it?

- Sent IDs, Library Support, and Student Services through the same accessibility trainings
- Targeted crucial courses first
- Repeated successes
 - Developed a system (and tracked results)
 - Found a few tools for many solutions
 - Built templates
 - Offered simplified, repeated workshops and resources for faculty



Then the faculty discovered...

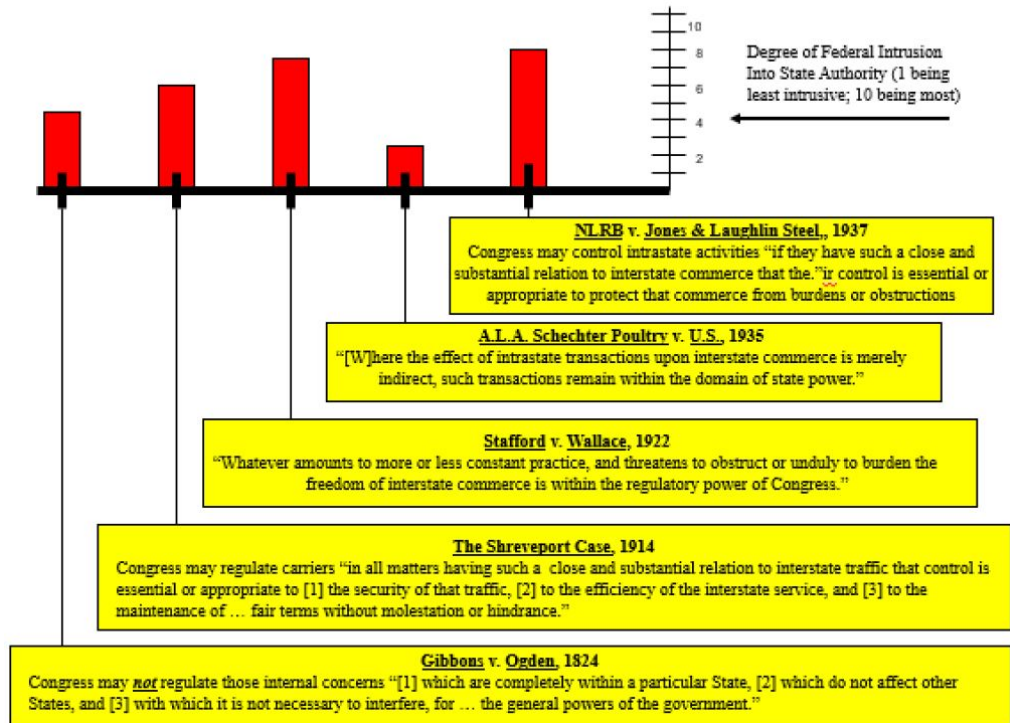


- Materials were cleaner
- Courses were easier to navigate
- Students were more engaged
- Students asked fewer questions
- Templates and other resources made it easier

Accessible *and* easier for students to use

Before...

COMMERCE CLAUSE TIME LINE



...and after

Commerce Clause Time Line (Text Version)

Case	Year	Description	Degree of Federal Intrusion (1-10, low to high)
<u>Gibbons v. Ogden</u>	1824	Congress may <i>not</i> regulate those internal concerns "[1] which are completely within a particular State, [2] which do not affect other States, and [3] with which it is not necessary to interfere, for ... the general powers of the government."	4.5
<u>The Shreveport Case</u>	1914	Congress may regulate carriers "in all matters having such a close and substantial relation to interstate traffic that control is essential or appropriate to [1] the security of that traffic, [2] to the efficiency of the interstate service, and [3] to the maintenance of ... fair terms without molestation or hindrance."	6
<u>Stafford v. Wallace</u>	1922	"Whatever amounts to more or less constant practice, and threatens to obstruct or unduly to burden the freedom of interstate commerce is within the regulatory power of Congress."	7.5



Scoring the Thomas-Kilmann Conflict Mode Instrument

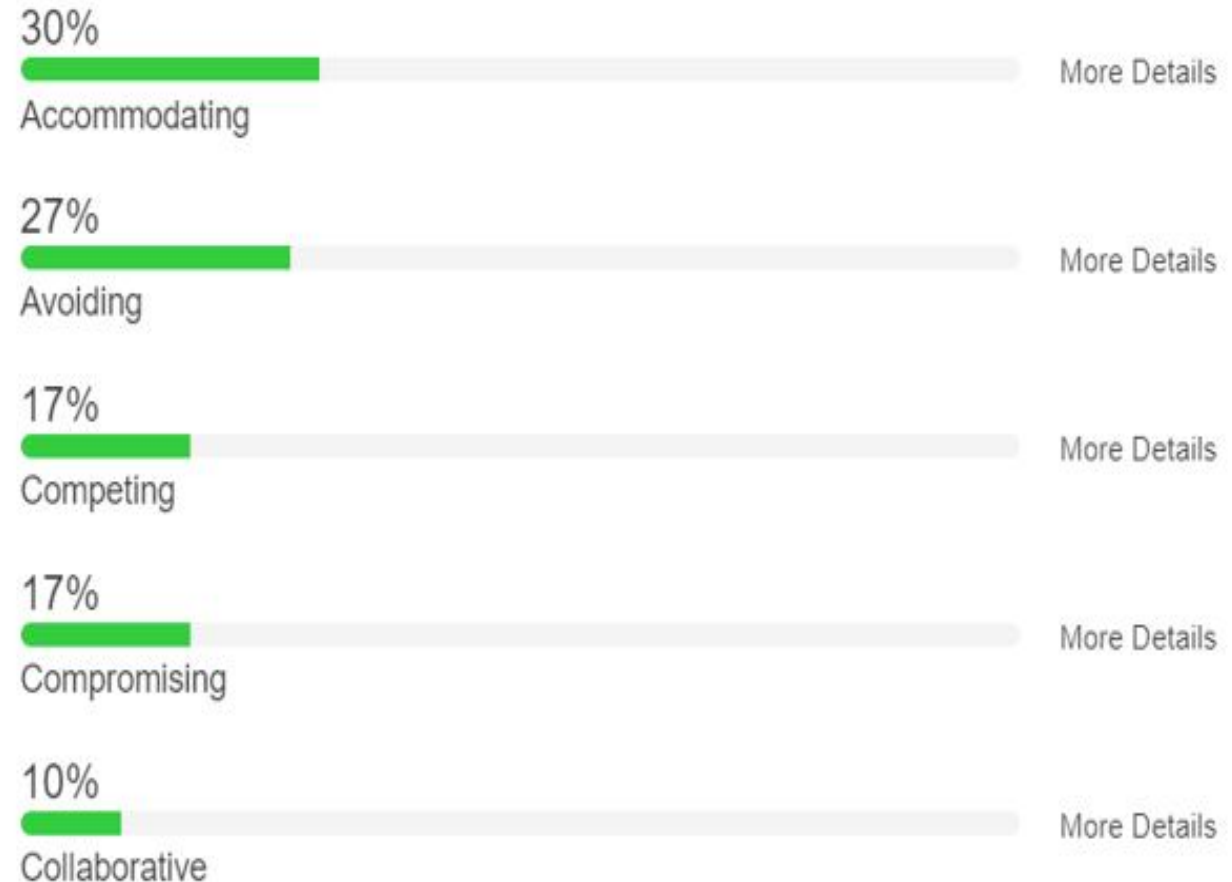
Thomas-Kilmann Conflict Mode Instrument

Circle the letters below which you circled on each item of the questionnaire.

TAKE QUIZ

Your Top Results

1.			A	B	
2.		B	A		
3.	A			B	
4.			A	B	
5.		A		B	
6.	B			A	
7.			B	A	
8.	A	B			
9.	B			A	
10.	A		B		
11.		A		B	
12.			B	A	
13.	B		A		
14.	B	A			
15.				B	A
16.	B				A
17.	A			B	
18.			B		A
19.		A		B	
20.		A	B		
21.		B			A
22.	B		A		
23.		A		B	
24.			B		A
25.	A				B
26.		B	A		
27.				A	B
28.	A	B			
29.			A	B	
30.		B			A



Total number of items circled in each column:



Strategies to Reframe the Conversation

- Student-centered conversation
 - Who are they?
 - What do they expect/appreciate?
- Opportunity, not obligation
 - Show successes/praise peers
 - Come to the table with a ~~solution~~ opportunity
- Be prepared
 - Strong baseline knowledge and skills for staff
 - Have templates/job aids ready
 - Know your tools (and their VPATs)
- Baby steps in training
 - Empowerment
 - Support
 - Pick your battles



Mistakes of law and fact

Criminal Law
Professor Kruse

- This slide slow covers
mistakes of law and fact.

Search this recording



Contents		
	Mistakes of law and fact	0:00
Captions	Mistake of fact: theft	0:07
Discussion	Elements of theft	0:24
Notes	Specific intent crimes	0:51
Bookmarks	General intent crimes	1:12
	General intent crime: battery	1:20
	Mistakes of law and fact	2:15
	Mistake of law defense: exceptions	3:00
	Cowans v. State (Ind. Ct. App. 2016): facts	4:00
	Defendant's testimony	4:21
	Mistake of fact or mistake of law?	4:37
	Indiana mistake-of-fact statute	4:49
	Mistake of law and fact contrasted	5:24
	Definition of fleeing	5:40
	Mistakes of law and fact: main take-aways	6:09

Video player interface showing a timeline of slides:

- 0:00: Mistakes of law and fact
- 0:07: Mistake of fact: theft
- 0:24: Elements of theft
- 0:51: Specific intent crimes
- 1:12: General intent crimes

Player controls include play/pause, 10-second rewind, progress bar (0:02), volume, closed captions (CC), 1x speed, and quality settings.

Resources for faculty

☰ MHS� Teaching Community

Home

Recent Announcements

Discussions

MHS� Teaching Community

Modules

Legal and Ethical Obligations in Teaching

Accessibility

- [Identifying Web Accessibility Issues](#)
- [Why Accessibility for Screenreaders Matters](#)
- [One-Page Guides for Accessible Documents](#)
- [Accessible Syllabus Templates](#)

Navigation

Search document

Headings

Pages

Results

▲ Professor Information

Instructor Name

About Your Instructor

▲ Course Overview

Course Competencies/Learning Outcomes

Required Text

Grading

▲ Standard Policies

Attendance Policy

Technology Policy

▸ Late Assignments Policy

Academic Misconduct and Plagiarism Policy

Copyright Notice

Accommodations

Plan of Study

Final Exam

What would you do?

Scenario 1

A professor has 65 video+PowerPoint presentations in their course. The PowerPoints are full of inaccessible features (no titles, no alt text, SmartArt, color for emphasis, etc.). You know there's a student using a screen reader in their class next semester. The professor refuses to redo all 65 recordings (simply overwhelmed with workload) but is amenable to revising the PowerPoints. What do you do?

Scenario 2

Students in a class share hand-drawn pictures with each other in a discussion forum. They're required to review their peers' posts and provide feedback. It's the most successful and best-liked activity in the class. How do you resolve the accessibility issue and get buy-in from the professor?

Scenario 3

You are meeting with an instructor who is new to online learning. How do you introduce accessibility in a way that positively focuses on the benefits of Universal Design for Learning?

Appendices

Resources

[“Accessible Documents: Word, PowerPoint, & Acrobat.”](#) Online Training. *WebAIM*, 2019.

[“Address Accessibility Challenges with AURS.”](#) *Quality Matters*, 21 December 2018.

[“Applying Universal Design for Learning \(UDL\) Principles to Online Courses to Increase Accessibility and Engagement. Online Training.”](#) *Online Learning Consortium*, 2019.

Krupnick, Matt. [“Colleges Respond to Growing Ranks of Learning Disabled.”](#) The Hechinger Report, 13 February 2014.

[“Legal Obligations for Accessibility.”](#) *UDL on Campus: Universal Design for Learning in Higher Education*.

Liu, Yingjie, and Patrick Dempsey. [“Strategies for Engaging Faculty in Instructional Design.”](#) *EdMedia 2017*.

U.S. Department of Education, National Center for Education Statistics. (2019). *Digest of Education Statistics, 2017* (NCES 2018-070), [Table 311.10](#)

Functional Definition of Accessibility

Provide students the opportunity to

acquire the same information

engage in the same interactions

enjoy the same services

as students without disabilities, with substantially equivalent ease of use.

Your legal versus your ethical obligation

Legal

- Access must be “equally effective”
- “Academic adjustments” (reactive accommodations) for students with registered disabilities are acceptable.
- Opt out if accommodation
 - changes essential academic requirements
 - fundamentally alters the nature of a service, program or activity
 - results in an undue financial or administrative burden.

Ethical

- Proactively accessible materials, OR
- Offer multiple means of engagement
- Consider needs of students who do not have a registered disability
- Improve everyone’s learning experience (UDL)
- Start with accessible tools