



Digital Accessibility in Higher Education: A Model for Improvement

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Introduction

- Us
- Small scale study
- Results
- Recommendations - What does it mean for wider practice?
- Discussion task

Background

- What is accessibility?
- Changes to DSA
- The changing age profile of disabled people
- Pressure on HEI's to manage changes to DSA and access for students
- Reasonable Adjustment

The Small Scale Study

Aim: To test the accessibility of teaching materials available to students with a view to making recommendations on practice improvement

- One postgraduate course selected
- 10 digital teaching materials selected at random from the 3 modules on the course
- Experienced accessibility assessor used to test the selected materials.
- Scored on a 7 point Likert scale from 'Completely Accessible' to 'Completely Inaccessible'

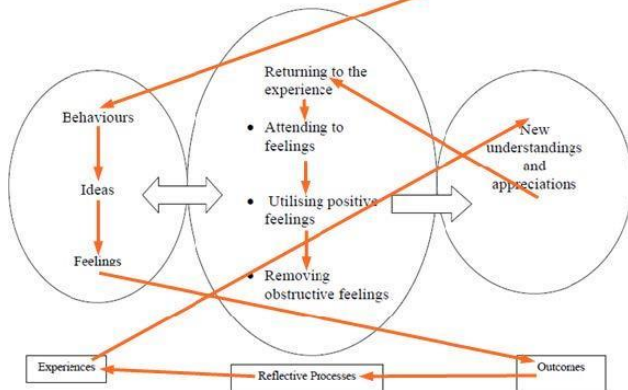
Results - Small Scale Study

	Document Type						Total
	Word	Power Point	PDF	RTF	iSpring	Prezi	
Completely Accessible	0	0	0	0	0	0	0
Very good	0	0	1	0	0	0	1
Good	0	0	0	0	0	0	0
Neither good nor poor	2	1	0	0	0	0	3
Poor	0	1	0	1	1	0	3
Very poor	0	0	1	0	1	0	2
Completely inaccessible	0	0	0	0	0	1	1
Total	2	2	2	1	2	1	10

Linearisation of PDF Documents

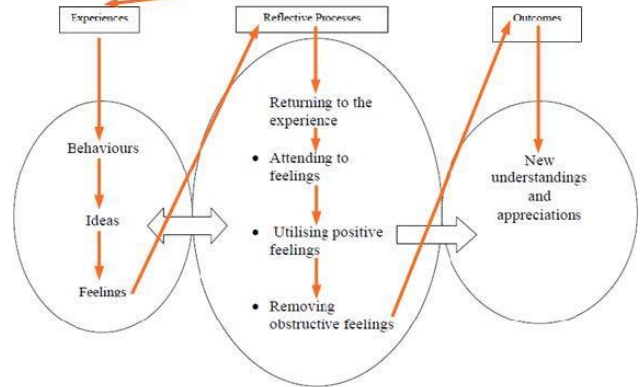
Incorrect Linearisation

Boud et al (1985) cited in Ghave and Lillyman (1997: 28)



Correct Linearisation

Boud et al (1985) cited in Ghave and Lillyman (1997: 28)



Outcome: Staff Accessibility Model

RTF Documents

- Better to create a Word document instead

Do Not Create RTF Document

Word Documents

- Use heading and paragraph structure
- Use bullet pointed or numbered lists
- Use correct text structure in tables
- Add alt tags to images
- Use bibliography, not footnotes

Create Word Document
Also Create PDF Version

PDF Documents

- Ensure correct linearisation of document
- Use heading and paragraph structure
- Use correct text structure in tables

Create PDF Document

Prezi Documents

- Better to create an iSpring instead

Do Not Create Prezi Document

PowerPoint Presentations

- Ensure correct linearisation of document
- Add alt tags to images
- Add titles, descriptions & alt tags to smart objects

Create PowerPoint Presentation

iSpring Documents

- Ensure all buttons are correctly labelled
- Export as combined HTML5 & Flash file

Create iSpring Presentation

BUT! Why aren't they doing it already?

- EHU has many very good accessibility resources for staff
- All universities have clear accessibility guidelines
- Online guidelines from RNIB, etc

But **STILL** many staff are not creating and uploading resources that are accessible

Model for Ensuring Accessibility of Online Resources in Higher Education

HEI trains staff and makes it a **REQUIREMENT** that they make expected accessibility adjustments to standard documents and online resources.

1 OR 2

1. Baseline VLE guidelines includes accessibility requirements. Accessibility on courses is spot checked with staff follow up where necessary

2. HEI implements a tool such as Ally to automatically test accessibility of resources and automate staff feedback.

HEI continues with reasonable adjustment for the few remaining students

Discussion Groups:

1) How far is the accessibility of online resources driven and/or assured in your institution?

2) What do you think of this model and how easy/difficult would it be to implement in your institution?

Conclusions

- Small scale study driving larger scale thinking
- Benefits of such a 'Top down' driven model
- Efficient anticipatory strategy instead of retrospective reasonable adjustment
- Reduce the financial and logistical pressures on HEIs
- Improve the retention of disabled students
- Improve the student learning experience for all

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