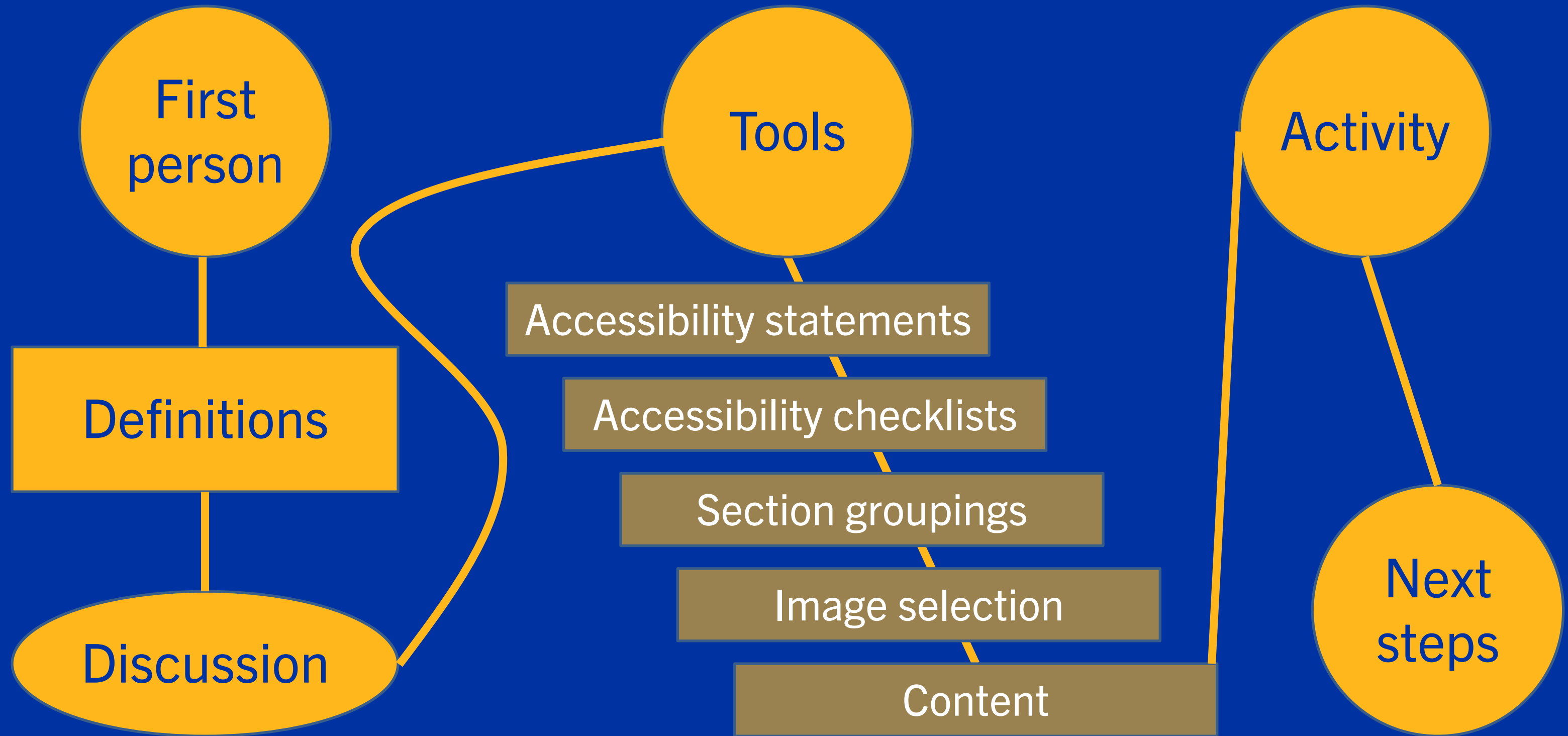


# CUNY OPEN PUBLISHING COLLECTIVE OER TEXTBOOK INITIATIVE

—● Session 4 – Developing  
Content with a Focus on  
Accessibility & Inclusive  
Design —●

# Agenda



# First Person: Desteny De Leon

“You are not your disability! “You do not look disabled, at all!” “You manage your disability so well, it is like you aren’t disabled to me”

All of these were supposed to be ‘compliments’, but little did I know they affected how I advocated for myself. What do I mean by that? Well, I did not feel like I was “disabled enough” to ask for accommodations. I thought someone else who was “more disabled” than I was could use them. I would be hogging possible accommodations for another individual who needed them more. I felt like I could push through, despite my anxiety when test-taking and how I was always 5 seconds away from having a panic attack during exams. See, this is a feeling many disabled students battles with, being afraid to contact our Disability Services office, “not being disabled enough”, being rejected, etc. Now, I acknowledge that I was battling with my self-doubt and internalized ableism. I decided to reach out, and it changed my life as a student. The help was always there, but I was too scared and guilty to receive it. While I decided to go and ask for help, I realized that other disabled students may not for the same reasons. The blame cannot be completely placed onto disabled students, Disability Services office faculty should be accountable too. Disability Services offices do not reach out as often as they should. Of course, they do not know when someone is disabled and cannot force people to enroll in their office. However, in my opinion, I feel like these services should be spoken more about by professors. It should not just be a small excerpt on the syllabus that they read in 5 seconds before they rush over to the next topic. We should have Disability Service office employees reach out to students. Instead of disabled students feeling pressured to come to their office, they should come into classrooms, send emails, etc. I feel like this would have helped me receive the accommodations I needed sooner and probably could help the futures of many disabled students.



# First Person: Rachel Kolb

“Let’s turn to talking about Derrida’s ideas about psychoanalytic temporality, and how this affects the construct of the signifier and the signified.”

This kind of sentence comes up on a regular basis in my graduate seminars, and immediately I see my American Sign Language interpreters’ faces contort and go, huh?

...

I admit, I sometimes like it when their patience fractures (or when mine does) and we need to stop and ask someone to repeat their words, but more clearly this time. These moments, even if they sometimes feel disruptive, can show how hard we both are working to occupy this space. These misunderstandings, these bits of missed information, can expose the bare bones of the interpreting process. For I am working hard, too: watching, thinking, correcting any mistakes, calculating what that utterance might really have meant, willing my retinal muscles to focus, converting sign language back into English in my head. I do this while sometimes feeling, I admit, envious of my hearing peers who can sit in class and just listen. The process of watching interpreters feels cognitively demanding, on top of the demands of the classroom material. Seeing ASL transliteration all day can consume all of my attention and all of my focus – something I used to shrug off as normal but something I now feel more pressed to acknowledge as unique. I often walk out of a challenging class and feel spent. I want to plop my brain into an ice bath.

# Definitions

Accessible  
Design

Inclusive  
Design

Human  
Centered  
Design

Universal  
Instructional  
Design

# Accessible Design

An ongoing process of moving through the following three stages:

- anticipating barriers,
- finding ways to mediate these barriers
- to enhance access for all.

brownk33, de Bie, A. & Brown, K. (2017). *What is Accessible Education?*

# Human Centered Design

A creative approach to problem solving that starts with the people you're designing with and:

- Cultivates deep empathy
- Generates ideas
- Shares prototypes internally
- Shares solutions externally



<https://designthinking.ideo.com/faq/whats-the-difference-between-human-centered-design-and-design-thinking>

# Universal Instructional Design

Provides equal access to learning for people of all learning styles without adaptation. The student controls the method of access. The instructor monitors the learning process and initiates methods.

Ohio State University, "Universal Design for Learning," Partnership Grant: Fast Facts for Faculty, accessed March 27, 2018, [https://ada.osu.edu/resources/fastfacts/Universal\\_Design.htm](https://ada.osu.edu/resources/fastfacts/Universal_Design.htm).



# Inclusive Design

Considers the full range of human diversity with respect to ability, language, culture, gender, age and other forms of human difference.

The Inclusive Design Research Centre (IDRC), Ontario College of Art and Design University

# Multiple Modes & Regular Feedback



# Discussion

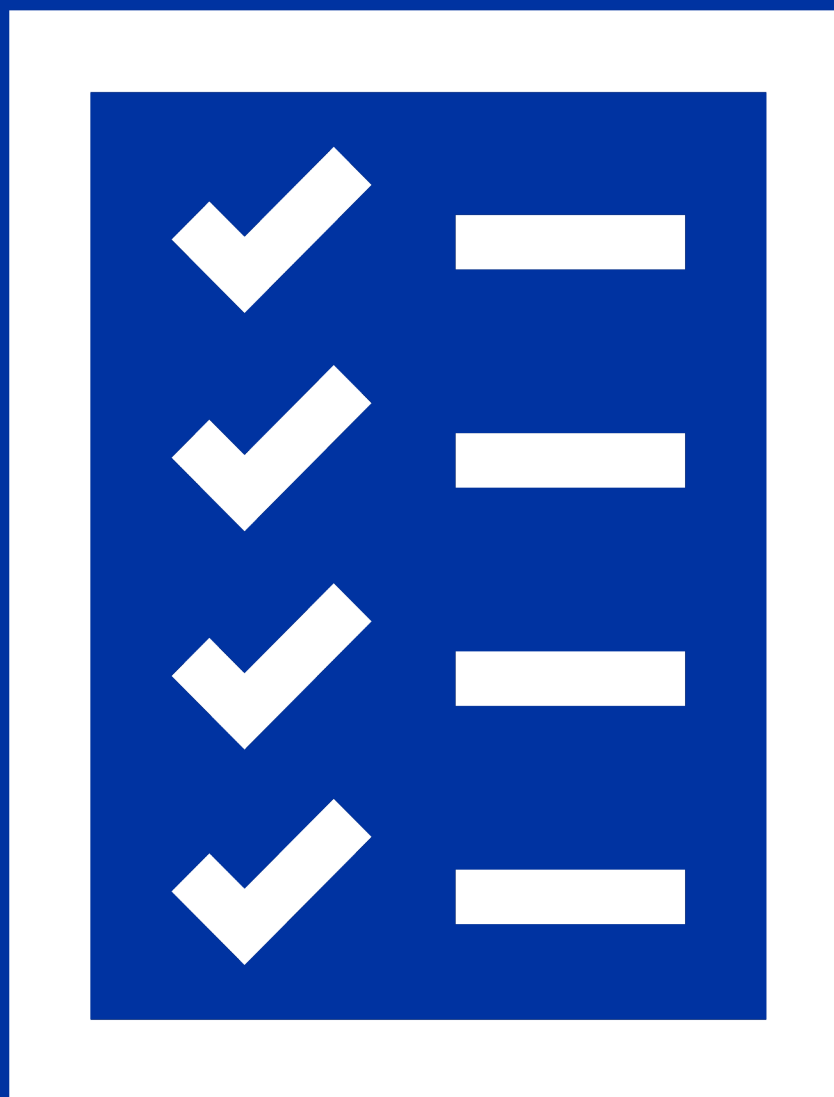
What aspects of any of the four design styles would benefit your students with disabilities?

# Accessibility Statements

- Introductory statement
- Accessibility features
- File formats available
- Known areas for improvement
- Standards referenced in content development
- How to get in touch

Eg: <https://opentextbc.ca/psyclanguage/front-matter/accessibility-statement/>

# Accessibility Checklist



# Section Groupings

- Tag headings. Simply bolding or using a page break or line will not indicate to a screen reader that there is a new section.
- Use only one Heading 1 per page. (H2 in PressBooks)
- See [“Organizing Content”](#) in the Accessibility Toolkit by BCcampus.

# Image and Video Selection

- Pick diverse images
  - Most open: [Age-positive image library](#). All public domain.
  - [Nappy](#). All public domain.
  - [Disabled and here](#). CC by. Not public domain, but the most open license.
  - [Gender spectrum collection](#). Has a more restrictive license.
- Avoid images that animate prejudice, including charts and graphs.
  - <https://www.urban.org/research/publication/do-no-harm-guide-centering-accessibility-data-visualization>
  - <https://stephanieevergreen.com/decolonizing-data-viz/>

# Content Dimension

- Communicate the learning outcomes (verbal and written/visual)
- Align outcomes with learning opportunities
- Make sure your curricula content is informed by different cultural and social perspectives



## Demo:

Learn how to do the following in

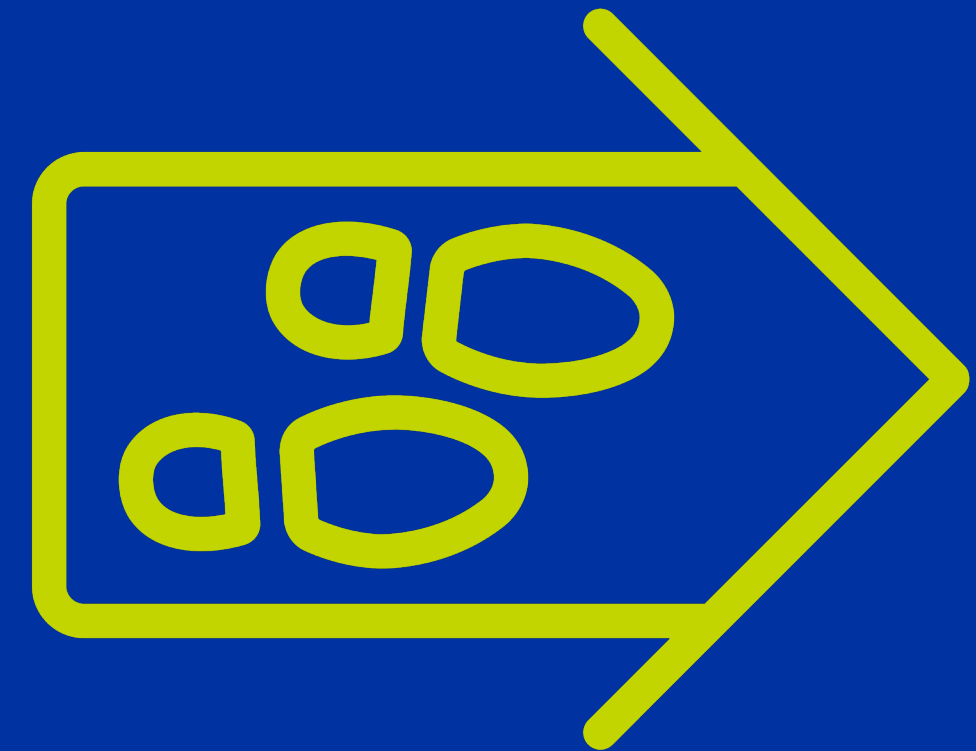
Pressbooks:

- Style a heading with heading 2.
- Upload and write alt text for an image.
- Display the image in a chapter.

Learn steps for creating accessible digital content in Manifold.



# Next Steps....



For homework,

Begin writing your sample chapter.

Questions or Comments?