

Program Planning Map: Inclusive Digital Design Course

This program will help faculty members learn how to use digital media (a blend of technology and content) effectively in order to create inclusive learning experiences for students. Faculty will explore digital design strategies for removing barriers to learning and providing students with options to enhance the learning experience. What is learned in this program will help faculty take steps towards inclusivity, accessibility, and universal design.

Graduate Profile

At the end of this program, the learner/participant will be able to:

- 1. Explain how student backgrounds, abilities, interests, and needs influence the learning environment
- 2. Recognize inclusive teaching and learning practices that remove barriers to learning
- 3. Recognize learning experiences that include multiple ways for students to engage with and express knowledge

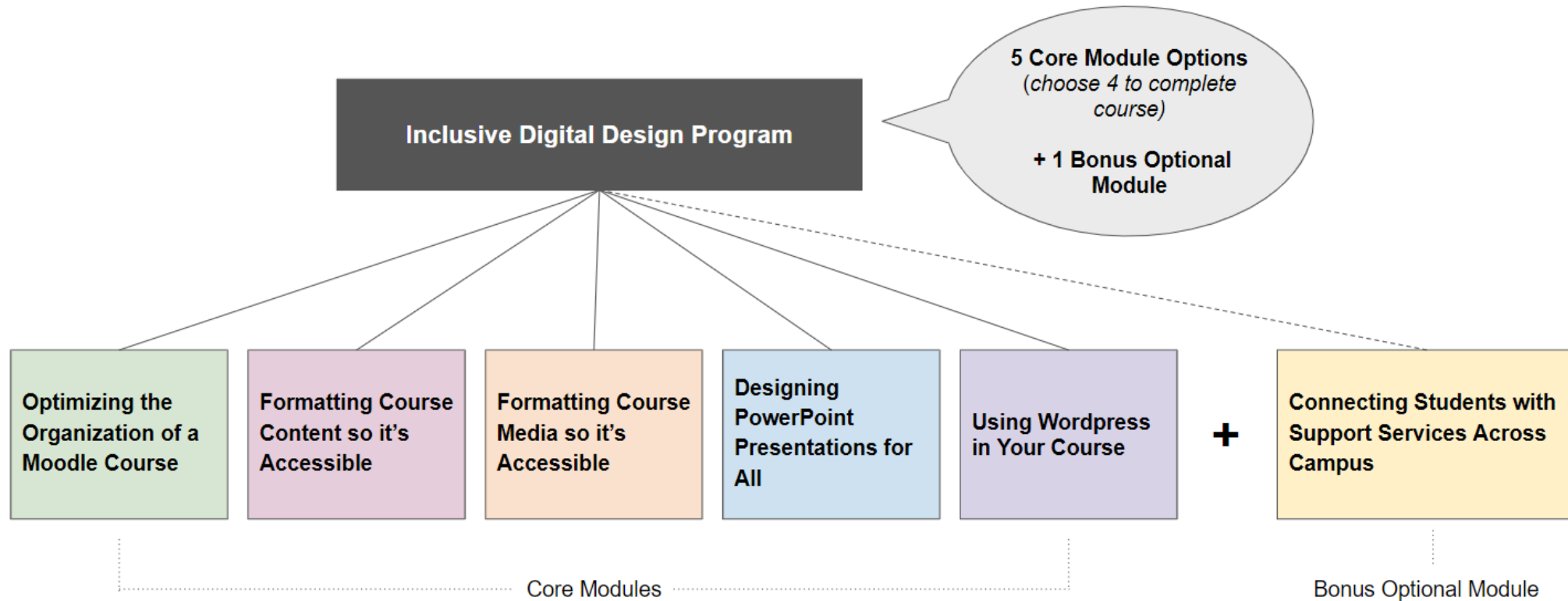
Mapping Modules to Program Outcomes

	Explain how student backgrounds, abilities, interests, and needs influence the learning environment	Recognize inclusive teaching and learning practices that remove barriers to learning	Describe learning experiences that include multiple ways for students to engage with and express knowledge
Module 1: Formatting Course Content so it's Accessible	X	X	X
Module 2: Optimizing Moodle Course Organization	X	X	X
Module 3: Formatting Course Media so it's Accessible	X	X	X
Module 4: Designing PowerPoint Presentations for All	X	X	X
Module 5: Using Wordpress in Your Course	X	X	X
Bonus Optional Module: Support Services Across Campus	X	X	

Connection to B.C.’s Post-Secondary Digital Literacy Framework

Part of the Digital Learning Strategy	Ethical and Legal Considerations	Technology Supports	Information Literacy	Digital Scholarship	Communication and Collaboration	Creation and Curation	Digital Wellbeing	Community-Based Learning
<i>A digitally literate person will...</i>	<i>...understand and abide by principles of privacy protection, inclusion, and accessibility in digital spaces, recognize when these principles are not being upheld, be aware that power inequalities can exist in digital spaces, and contribute to equitable and safer spaces</i>	<i>...explore new technologies with curiosity, have troubleshooting skills, and intentionally select appropriate tools for different tasks</i>	<i>...use critical thinking skills, which includes understanding how online information is produced, prioritized, and presented....will also recognize that online information can provide different perspectives and ways of knowing and is aware of biases within online content and technology</i>	<i>...intentionally and purposefully use digital technologies for learning, including developing effective research, critical thinking, problem solving, analysis, and decision-making skills</i>	<i>...be able to use online tools to communicate and collaborate with others and make valuable contributions in digital spaces....will intentionally craft their messages based on how they want them to be interpreted.</i>	<i>...be able to create or curate accessible digital materials that are specific to different audiences and platforms.</i>	<i>...use technology to support their wellbeing and have strategies for managing technology if it negatively impacts their physical, mental, or emotional health. A digitally literate person will have healthy boundaries with digital technologies, use them intentionally and will not use digital technologies in ways that harm others</i>	<i>...work with individuals and communities to support digital projects. This can include placing Indigenous or community knowledge and cultural practices at the centre of projects to produce mutually beneficial outcomes</i>
Module 1: Formatting Course Content so it’s Accessible	X	X		X	X	X		
Module 2: Optimizing Moodle Course Organization	X	X		X	X	X		
Module 3: Formatting Course Media so it’s Accessible	X	X		X	X	X		
Module 4: Designing PowerPoint Presentations for All	X	X		X	X	X		
Module 5: Using Wordpress in Your Course	X	X		X	X	X		
Bonus Optional Module: Support Services Across Campus	X	X		X				

Program Format



Program Details

- Delivered online, asynchronously through [Moodle](#)
- 1-2 hours of work per module
- Offered May 15 - June 16 (extended to June 30th as needed)
- Modules can be taken in any order (our recommendation would be to work through the modules of interest sequentially)
- Complete 4/5 core modules to receive a certificate of completion
- Optional weekly synchronous sessions to complement and extend asynchronous learning
 - Thursday May 25 from 12-1 ([Online in BBB](#))
 - Thursday June 1 from 12-1 (In person OL 127 and [Online in BBB](#))
 - Thursday June 8 from 12-1 ([Online in BBB](#))
 - Thursday June 15 from 12-1 (In person OL 127 and [Online in BBB](#))

High-Level Module Planning Maps

Module 1: Formatting Course Content so it's Accessible Link to Detailed Module Planning Map			
Learning Outcomes	Learning Activities Organized by Topic	Assessments	Example References
- Describe design strategies for enhancing the accessibility of course content - Explain how accessible course content enhances the learning experience for all students	Topic 1: What is Accessibility and Why Does it Matter? Read/Watch/Listen (Learning Material): Introduction to accessibility, UDL, and removing barriers. Do (Learning Activity): Introduction to UDL and reflective student persona activity Topic 2: Introduction to Assistive Technologies Read/Watch/Listen (Learning Material): Zoom Text, Text-to-Speech, and Screen Readers Topic 3: Accessible Design Practices Read/Watch/Listen (Learning Material): - Organizing Your Course Content (headings) Do (Learning Activity): Accessible heading review - Images Do (Learning Activity): Alternative text review - Colour Do (Learning Activity): Colour contrast review - Font - Hyperlinks Do (Learning Activity): Accessible hyperlink review - Tables Do (Learning Activity): Accessible practices review Topic 4: Building and Checking for Accessibility Across Digital Formats Read/Watch/Listen (Learning Material): - Moodle - Word - PowerPoint - PDFs - WordPress (Web Pages)	Assessment Option 1: Reflect on your course content. Choose one format (Moodle module, Word document, WordPress) that could be adjusted to consider course content design principles to enhance accessibility. - Describe current resource - Describe revisions that would be made to enhance accessibility - Explain why those decisions would be made Assessment Option 2: Describe how a current resource (Moodle, Word, PowerPoint, Excel, etc.) you use in your course implements accessibility strategies discussed in this module and identify how additional accessibility strategies could be integrated moving forward (as applicable). Describe how/why the current accessibility strategies benefit students and how/why additional changes would make an impact (if applicable). Assessment Extension Option: Are you looking for an opportunity to create course content where you can apply the accessibility strategies learned about in this module with support from our team? Let us know as we are here to help!	Pilgrim, J. L., & Ward, A. K. (2017). Addressing diversity through the Universal Design for Learning lens. In <i>Addressing Diversity in Literacy Instruction</i> (pp. 229-249). Emerald Publishing Limited. Takacs, S., Zhang, J., Lee, H., Truong, L., & Smulders, D. (2021). <i>Universal design for learning: A practical guide</i>. JIBC. https://pressbooks.bccampus.ca/jibcu/dl/ Assistive Technology Learning Association (n.d). What is AT? Retrieved from https://www.atia.org/home/at-resources/what-is-at/. Coolidge, A., Doner, S., Robertson, T., & Gray, J. (2018). Accessibility toolkit – 2nd edition. BCcampus. https://opentextbc.ca/accessibilitytoolkit/ Mayer, R. E. (2009). Multimedia learning (2nd ed.). New York, NY, US: Cambridge University Press.

Module 2: Optimizing the Organization of a Moodle Course | [Link to Detailed Module Planning Map](#)

Learning Outcomes	Learning Activities Organized by Topic	Assessments	Example References
- Identify course organization practices that enhance the navigation of a Moodle course - Explain how organization and navigation practices in a Moodle course impact the student learning experience	Topic 1: Course Menu Read/Watch/Listen (Learning Material): - Course structure - Moodle course formats - Naming course sections Do (Learning Activity): Conceptualize their own course / sketch it out Topic 2: Home Page Read/Watch/Listen (Learning Material): - Welcome message - Course outline - Class communication - Virtual classroom Do (Learning Activity): Brainstorm other home page elements Topic 3: Course Content Read/Watch/Listen (Learning Material): - Curating resources - Organizing resources - Naming course resources - Introducing course resources Do (Learning Activity): Compare different naming styles Topic 4: Assessments Read/Watch/Listen (Learning Material): - Naming assessments - Assessment details - Organizing assessments Do (Learning Activity): Drag and drop assessment names	Assessment Option 1: Reflect on your Moodle course organization. Choose one area that could be adjusted to enhance student navigation - Describe current organization strategy - Describe revisions that would be made to enhance navigation - Explain why those decisions would be made Assessment Option 2: Describe how your Moodle course implements organizational strategies discussed in this module and identify how additional organizational strategies could be integrated moving forward (as applicable). Describe how/why the current organizational strategies benefit students and how/why additional changes would make an impact (if applicable). Assessment Extension Option Are you looking for an opportunity to organize an existing Moodle course or create a new one, where you can apply the principles learned about in this module with support from our team? Let us know as we are here to help!	CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from http://udlguidelines.cast.org Dirksen, J. (2016). <i>Design for How People Learn</i> (2nd ed.). New Riders. Gonzalez, J. (2018, February 4). <i>Are You a Curator or a Dumper?</i> Cult of Pedagogy. https://www.cultofpedagogy.com/curator-or-dumper/ Nilson, L. B., & Goodson, L. A. (2018). <i>Online Teaching at its Best: Merging Instructional Design with Teaching and Learning Research</i>. Jossey-Bass. Weinschenk, S. M. (2020). <i>100 Things Every Designer Needs to Know About People</i> (2nd ed.). Peachpit Press.

Module 3: Formatting Course Media so it's Accessible | [Link to Detailed Module Planning Map](#)

Learning Outcomes	Learning Activities Organized by Topic	Assessments	Example References
- Describe strategies for enhancing the accessibility of video and audio - Explain how accessible video and audio enhances the learning experience for all students	Topic 1: What is Media Read/Watch/Listen (Learning Material) Topic 2: What does accessible video and audio mean? Read/Watch/Listen (Learning Material) Do (Learning Activity): Review multimedia principles Topic 3: Why is accessible media important? Read/Watch/Listen (Learning Material) Do (Learning Activity): Why is accessible design important? Topic 4: How can accessible media enhance the learning experience for everyone? Read/Watch/Listen (Learning Material) Do (Learning Activity): How does accessible media enhance the learning experience? Topic 5: How do I get started with making videos accessible? Read/Watch/Listen (Learning Material): - Kaltura - YouTube - Other Screen Recording Software	Assessment Option 1: Share a video clip or audio clip you've created, you use in your course from an external source, or an idea for something you want to create in the future that would benefit from accessibility practices - Describe the media resource and how it is (or will be) used - Describe revisions that could be made to make it more accessible - Explain why those decisions would be made Assessment Option 2: Describe how a video clip or audio clip you use in your course implements strategies discussed in this module and identify how additional accessibility strategies could be integrated moving forward (as applicable). Describe how/why the current accessibility strategies benefit students and how/why additional changes would make an impact (if applicable). Assessment Extension Option: Are you looking for an opportunity to create a video or audio clip where you can apply the accessibility strategies learned about in this module with support from our team? Let us know as we are here to help!	Knott, R. (2020, March 10). <i>Myth busted: This is the best video length (or is it?)</i>. The TechSmith Blog. Retrieved March 16, 2023, from https://www.techsmith.com/blog/video-length/ <i>Multimedia Design Guide</i>. LTI Tool Kit. (n.d.). Retrieved March 16, 2023, from https://toolkit.trubox.ca/multimedia-design-guide/ Noetel, M., Griffith, S., Delaney, O., Sanders, T., Parker, P., del Pozo Cruz, B., & Lonsdale, C. (2021). Video Improves Learning in Higher Education: A Systematic Review. <i>Review of Educational Research</i>, 91(2), 204–236. https://doi.org/10.3102/0034654321990713 Ritakumari, S. (2019). Educational Media in Teaching Learning Process. <i>Bhartiyam International Journal of Education & Research</i>, 8(3), 7-14. Fiorella, L. (2021). Multimedia Learning with Instructional Video. In R. Mayer & L. Fiorella (Eds.), <i>The Cambridge Handbook of Multimedia Learning</i> (Cambridge Handbooks in Psychology, 3rd ed., pp. 487-497). Cambridge: Cambridge University Press. doi:10.1017/9781108894333.050

Module 4: Designing PowerPoint Presentations for All | [Link to Detailed Module Planning Map](#)

Learning Outcomes	Learning Activities Organized by Topic	Assessments	Example References
- Identify slide design strategies that enhance learning for all - Explain how slide design practices impact the student learning experience	Topic 1: How the brain processes visual and verbal information Topic 2: Designing your presentation (the basics) Read/Watch/Listen (Learning Material): - Contrast Do (Learning Activity): Compare two slide designs to see impact of contrast - Repetition Do (Learning Activity): Identify design strategies to repeat in future slides - Alignment Do (Learning Activity): Imagine a grid on a slide design - Proximity Do (Learning Activity): Consider how proximity could be better applied Topic 3: Designing your presentation to promote learning Read/Watch/Listen (Learning Material): - Coherence principle - Signaling principle Do (Learning Activity): Go through graphic organizer slides - Multimedia principle - Redundancy principle Do (Learning Activity): Review principles	Assessment Option 1: Reflect on your PowerPoint lectures. Choose one that could be adjusted to consider design principles. - Describe current resource - Describe revisions that would be made to enhance learning - Explain why those decisions would be made Assessment Option 2: Describe how a PowerPoint you use in your course implements strategies illustrated in this module and identify how additional strategies could be integrated moving forward (as applicable). Describe how/why the current design strategies benefit students and how/why additional changes would make an impact (if applicable). Assessment Extension Option: Are you looking for an opportunity to create a PowerPoint / Google Slides presentation for a future application, where you can apply the principles learned about in this module with support from our team? Let us know as we are here to help!	CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from http://udlguidelines.cast.org Clark, R. C., & Mayer, R. E. (2016). <i>e-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning</i> (4th ed.). John Wiley & Sons, Inc. Hammond, Z. (2015). <i>Culturally Responsive Teaching & the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students</i>. Corwin. Nilson, L. B., & Goodson, L. A. (2018). <i>Online Teaching at its Best: Merging Instructional Design with Teaching and Learning Research</i>. Jossey-Bass. Weinschenk, S. M. (2020). <i>100 Things Every Designer Needs to Know About People</i> (2nd ed.). Peachpit Press. Williams, R. (1994). <i>The Non-Designer's Design Book: Design and Typographic Principles for the Visual Novice</i>. Peachpit Press.

Module 5: Using Wordpress in Your Course | [Link to Detailed Module Planning Map](#)

Learning Outcomes	Learning Activities Organized by Topic	Assessments	Example References
- Describe ways to use WordPress in a course to enhance learning. - Explain why an educator might choose to explore learning in the “open” and how this connects with the idea of authentic assessment. - Describe how to start using WordPress at TRU.	Topic 1: Why and how Wordpress can be used in a course Read/Watch/Listen (Learning Material): - Course websites - ePortfolios - SPLoTs Do (Learning Activity): Forum Reflection Topic 2: Open pedagogies, authentic assessment, and choice Read/Watch/Listen (Learning Material): - A student reflection on open pedagogy - Authentic assessment Do (Learning Activity): Forum Reflection Topic 3: TRUbox overview Read/Watch/Listen (Learning Material): - Wordpress basics: ■ Signing up for TRUbox ■ Basic wordpress navigation ■ Privacy settings and password protection ■ Plugin overview - Accessible wordpress	Assessment Option 1: Reflect on your course materials and/or assessments. Choose one that would benefit from using Wordpress either for students to interact with or for students to build themselves. - Describe current material or assessment - Describe revisions that would be made to utilize Wordpress in an intentional way - Explain why those decisions would be made Assessment Option 2: Describe how you currently use Wordpress in your course and how this aligns with concepts learned in this module. Identify how you would integrate additional considerations learned in this module (as applicable). Describe how/why the current use of Wordpress benefits students and how/why additional changes would make an impact (if applicable). Assessment Option 3: Request a TRUbox site and begin playing with Wordpress to achieve any three of the following goals: - Change the theme and customize the site’s look. - Create a post with categories and tags. - Create a page with categories and tags. - Upload an image or file to the Media Library and use it somewhere on your site. - Explore the security settings of your site and make conscious choices about your site visibility.	

Bonus Optional Module: Connecting Students with Support Services Across Campus | [Link to Detailed Module Planning Map](#)

Learning Outcomes	Learning Activities Organized by Topic	Assessments	Example References
- Identify on-campus support services that are applicable to one’s field - Explain how integrating student support information within a Moodle course is beneficial for students	Topic 1: Why supports should be integrated Read/Watch/Listen (Learning Material): Supporting help-seeking behaviors Do (Learning Activity): Forum Post Topic 2: Know what supports are available Read/Watch/Listen (Learning Material): - TRU available supports - Early Alert Do (Learning Activity): H5P Activity Topic 3: How to best integrate supports into your Moodle shell? Do (Learning Activity): Create a “supports” section Do (Learning Activity): Create a support statement Topic 3: How to talk to students about supports Do (Learning Activity): Reflection	Assessment Option 1: Scavenger Hunt! Find each of the following items on the TRU Current Students website and share the URL where you found it. - A TRU meditation video. - Information on how to respond to a disclosure of sexual assault. - The Multi-Faith Chaplaincy schedule. - Support for students experiencing food insecurity. - Academic supports for student athletes. - Support for English language learners. - A list of courses supported by Supplemental Learning. Assessment Option 2: Describe an on-campus student support service you learned about today that you now want to share with your students. - Describe how the support service applies to your setting; - Describe how you intend to share this information with student; and - Explain why you want to share this information about this support service and how will benefit learners in your class.	