Creating Accessible Library Resources

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Overview

The administration of XXX University Libraries are looking carefully at their collection development and user experience practices for accessibility concerns and are interested in ways librarians and library staff can provide more equitable access to resources and services for individuals with disabilities and ensure their digital resources and events are accessible. Library administrators want to ensure that library staff at all levels are prepared with skills to accommodate students and faculty members with disabilities. XXX University's Disability Resource Office (DRO) has noted many requests for assistance from library staff in accommodating the needs of students with disabilities and faculty, as well.

A survey of library staff (Appendix A) was conducted by XXX Libraries to determine the areas related to accessibility that the libraries need to address, as well as professional development topics in areas of accessibility that would be most useful to the staff. From this survey, the XXX Libraries administrators decided that the needs expressed in the survey needed to be addressed quickly, as requests for accessible materials increased greatly from March 2020 due to the COVID-19 pandemic. A majority of survey respondents requested training in the areas of creating accessible documents and media, as well as learning more about how to design accessible library programs and events and assistive technologies.

In addition to feedback from the library staff, academic libraries are increasingly being sued for not providing accessible materials and services to all library patrons. By law, libraries are required to provide equal or equitable access to materials and services for all patrons with disabilities under the Americans With Disabilities Act (ADA). Library staff, in addition, are expected to follow the tenets of the Library Bill of Rights established by the American Library Association. The Library Bill of Rights establishes that a person cannot be denied access to

information or library services because they are disabled (“Library Bill of Rights”, 2020). Protecting and providing free and open access to information is the foundation of library service. Failure to provide equitable access can result in the library being sued for non-compliance with federal and state laws. As digital and physical accessibility lawsuits increase, ensuring that library staff are trained will illustrate that the library is taking the responsibility to provide accessible resources and services and putting the needs of patrons first.

Additionally, at the height of the COVID-19 pandemic, the need for online, accessible materials increased significantly as the university shifted from in-person campus services and classes to providing mostly online services, which was challenging for library staff to accommodate without knowledge of accessibility standards and tools for making resources available to students and faculty with disabilities. Library administrators saw library staff increasingly turning to the DRO for help with accessibility needs, which slowed response time for staff to provide materials to students and faculty who needed materials quickly to use for their courses. Taking all this information into consideration, along with the threat of legal action being taken against the libraries for being non-compliant, library administrators have prioritized accessibility as an area for library staff training to bring all staff up to the same level of knowledge and comfort with meeting the needs of disabled students and faculty.

Needs Analysis

Statement of the problem

Based on information provided from the staff survey and from speaking with administrators about the need to ensure staff are trained in providing accessible resources and services, this is considered a problem to be solved, as opposed to a challenge or opportunity,

because students and faculty are not getting access to information they need for their classes due to the lack of knowledge library staff have regarding accessibility issues and resources. This puts the university at risk of being sued, as students can go to the Office for Institutional Equity and Diversity and file a complaint for being denied access due to their disability.

The lack of experience and training in providing accessible materials illustrates that this problem can be solved with an instructional solution. Library staff lack training and knowledge in how to assess the accessibility of digital resources and adapt resources to meet accessibility needs. More specifically, staff need skills to create accessible digital resources particularly with the increased need for digital access to materials due to the pandemic. Ensuring that staff have the information, knowledge, and confidence to meet the needs of students and faculty with disabilities will resolve the problem. Thus, staff should be trained on using technology resources to solve accessibility issues as they relate to library materials and services, as well as the guidelines for accessibility. In addition to training, there is also the possibility of providing job aides or quick reference guides with solutions to common accessibility issues for library staff to use on-demand.

Initial Questions to Answer

After being presented with the information from library administrators demonstrating the need for training, we identified initial questions about the project:

- What are the most important accessibility needs that staff need to be able to address?
- What skills do library staff need to know to address the most important accessibility needs?

- Do staff have a baseline level of knowledge about how to make resources accessible?
- What accessibility resources are available to library staff currently?
- Has the library ever provided a formal, concentrated professional development initiative like this one before? If so, what was the format and design? How was the training received by staff and was it successful?
- Who are the key members of staff that will need to know how to address accessibility issues?
- Is there a timeline constraint for addressing this problem?
- How does the library plan to carry on the training after the project ends?
- What is the sustainability of the training after the project ends?
- Who will update information, and where will it live for employees to access the training?

To answer these questions, we plan to give the listed questions to library administrators and the XXX Libraries Human Resources department first to see if they can answer any of the questions. If large-scale training has been provided to staff in the past, we will request to see samples or artifacts from that or interview someone to get details about the training if a sample is not available. Also, we will ask to see any evaluations from that training to see the feedback that was received from trainees. In addition, the DRO will be contacted to ask to review requests from library staff and faculty for help with accessibility issues. From this review, we will determine the most requested topics that DRO was asked to help with and what accessibility issues are most often needing to be addressed. Based on our review and the answers to the

questions above, we will take those results and use them as a guide for designing a custom training around meeting accessibility needs and standards of XXX students and faculty.

Staff Level of Knowledge

Currently, the library staff's level of knowledge of how to help students and faculty with accessibility needs is lacking. They do not know how to make library materials accessible in various formats. Data from the staff survey conducted in September 2019 shows that nearly 55% of respondents rated their knowledge level of accessibility standards for print and electronic library materials as being inadequate. In another area of the survey, a majority of respondents indicated that their knowledge level of accessibility requirements of accessible services, programs, and activities as fair. Library staff do not have the skills to create accessible digital resources, which are now crucial due to the pandemic, such as accessible media (podcasts, videos), documents, and online library services, therefore, not meeting the needs of those who use assistive technologies to interact and utilize the library's resources and services. The survey data, combined with other feedback from library administrators about potential lawsuits, illustrates that an instructional solution for building staff skills in the area of accessibility of library materials is appropriate. Library staff must know how to make library resources accessible when students and faculty have accessibility needs. A myriad of accessibility resources are currently available to library staff to meet those needs. Still, they. must learn first how to identify the correct solution to an accessibility issue and then use those resources to meet the needs of the students or faculty.

Stakeholders

For this design project, there are multiple stakeholders. Library administrators for this project are those in the positions of Senior Vice Provost and Director of Libraries, Deputy Director of Libraries, Associate Director of Learning Spaces and Capital Management, Associate Director for Organizational Design, Chief Strategist for Student Success, and Director of Library Environments. This team of administrators are considered the clients for the project and will provide feedback when needed. Library staff, particularly library staff who work directly with students and faculty or who provide resources for students and faculty, are the learners. Librarians (professional librarians with graduate degrees in library science), library staff (paraprofessional library staff without graduate degrees in library science), and student workers (whose responsibilities include working the reference desk, the circulation of library materials, and answering questions from students from staff) will all be required to take the training. For purposes of this project going forward, all library staff members (professional, paraprofessional, and student workers) will be called library staff. Other stakeholders are the library's Human Resources team, which is made up of two Human Resources (HR) Specialists. These HR employees will participate in the training and will be responsible for ensuring that all library staff and new hires complete the training and successfully create their portfolios. Library patrons are also stakeholders, particularly students and faculty with disabilities, because they will see an increase in accessibility with improved training for library staff. Our team of instructional designers are the project managers and content developers. Included with our project management team will be at least one accessibility expert from XXX's DRO.

Stakeholder Expectations

Stakeholders in the project have given us feedback through Zoom interviews (Appendix B) about their expectations for the training. When asked what their expectations are for the training, library administrators shared they want training to be designed that staff can access online and complete asynchronously to be easily accessible and convenient and that it will be sustainable over a long period of time, so the training can be incorporated into the library's onboarding process. Also, they wish the training to be designed so staff at varying levels of ability will benefit from it. Ten members of the library staff were also asked about their expectations for the training, and they shared that they expect at the end of the training to walk away with the relevant knowledge and skills to create accessible materials to meet the needs of students and faculty with disabilities.

Learner Analysis

Demographics

XXX University libraries' staff comprises nearly 400 professional librarians, paraprofessionals, and student workers spread out over five library locations. Based on feedback from the pre-assessment survey given to library staff in September 2020, a majority of the library staff are considered professional librarians. Due to restrictions from Human Resources, we were not able to obtain specific demographic information about the library staff. Despite the majority of staff being professional librarians, the training we develop will still need to be adapted to meet the needs of learners coming from differing levels of experience with addressing accessibility issues. No assumptions can be made that because the staff is primarily professional librarians that they would have advanced abilities in solving accessibility issues over other paraprofessionals

and student workers.

Physiological Characteristics

Library administrators have not indicated that there are library employees that will need any special accommodations with the training. Using the Articulate platform, the training will be compatible with most accessibility technologies and we will ensure that all accessibility checks are completed before the training goes live to ensure that the training is accessible to all. The training will also be enabled for keyboard use so all trainees can participate in the virtual activities within each lesson.

Cognitive Abilities

With a staff this large, we are not able to access the cognitive abilities of all staff members or the future staff that will work in the library. With this fact in mind, we will design with all abilities in mind and use everyday language in the lessons along with technology resources that are readily available to all staff so that people with varying abilities will benefit from the training. Artifact creation using the Google Folders will be scaffolded to allow trainees to choose either an easy or advanced activity to create to accommodate the needs of those who may have more knowledge or experience with making documents and media accessible than others.

Prior Knowledge

The staff survey conducted by the XXX Libraries in 2020 asked staff to indicate their biggest challenges to meeting the goal of access and equal opportunity for students and faculty with disabilities. The survey results indicate that the top two answers for that question are that there is a lack of guidance regarding accessibility best practices and procedures, and a lack of understanding of how to make progress toward inclusion and compliance with federal

accessibility laws. Other survey results show that a majority of respondents rated their knowledge of accessibility requirements for library programs, services, and activities, as well as print and electronic library materials in the poor and fair categories on a scale of one being poor to five being excellent. Using this survey data, it is clear that the staff do not know a lot about accessibility requirements or the solutions to accessibility issues, particularly as they relate to library services and materials. Our training will directly address these issues and give staff tools and approaches to use to make materials in various formats accessible to staff and faculty.

Motivation and Affective Characteristics

After giving our initial questions about the project to library administrators, the library provided information about how library staff currently engage in professional development. The library encourages staff to participate in ongoing professional learning and supports staff who wish to participate in professional learning by accommodating their work schedules to make professional development convenient for staff. A majority of the professional development opportunities that staff participate in are live and archived webinars provided by the State Library of North Carolina, NCLive, and other professional library organizations. Due to COVID-19 restrictions, travel is prohibited so no in-person training is allowed during this time and it is not clear when these restrictions will be lifted.

On the survey to staff conducted in September 2020, staff were asked to indicate their preferred method of participating in professional learning. A majority of respondents chose asynchronous online learning as their preferred format. The COVID-19 restrictions and the knowledge that staff primarily prefer and participate in asynchronous online professional learning makes it clear that an asynchronous online format will be best for the library staff.

Evaluation Strategy

To evaluate this online accessibility training, we will use both formative and summative assessments. For the formative evaluation, each lesson will have its own formative evaluation activities built into it. At the beginning of each lesson, trainees will be asked to complete a short self-assessment of their knowledge of the content area, then the same assessment will be given at the end of the lesson to gauge the learner's knowledge growth in each particular area. The goal at the end of each lesson is for staff to have an improved rating in their knowledge level about that particular topic. Within each lesson is an accessibility overview, which will also include a brief quiz about the information covered in the overview to ensure that trainees understand the information and logic behind the skills they are about to learn. In addition, trainees are asked to create at the end of each lesson an accessible document or media artifact using accessibility checking technologies. In successfully creating an accessible artifact, trainees will illustrate their understanding of the content learned in the module. A pilot of the training will be conducted with select members of the library staff to determine areas that need to be revised or that need further content.

For the summative assessment, library staff will be given a survey after having completed all modules and artifacts that asks about the trainee's reaction to the training itself and any possible changes to their work they foresee now having information and skills to make materials and programs more accessible. The number of library staff requests for help from the DRO will be closely monitored and recorded to see if over time, staff feel more comfortable handling accessibility issues on their own. The DRO should see a drop in requests from library staff if the training is successful. Six months after each employee completes the training, another survey will be sent to them to gather data about how the information from the training has been used and

if it has impacted their service to students or faculty with accessibility needs. The results of both the formative and summative evaluations, along with data about requests from the DRO, will determine if the training is effective and successful in helping library staff meet the needs of students and faculty with disabilities.

Context Analysis

Providing equitable access to persons with disabilities to library facilities and services is required by Section 504 of the Rehabilitation Act of 1973, applicable state and local statutes, and the Americans with Disabilities Act of 1990 (ADA). Libraries must not discriminate against individuals with disabilities and should ensure that individuals with disabilities have equal access to library resources. As identified in the American Library Association (ALA)'s Library Services for People with Disabilities Policy, "Libraries should provide training opportunities for all library employees and volunteers in order to sensitize them to issues affecting people with disabilities and to teach effective techniques for providing services for users with disabilities and for working with colleagues with disabilities" (Association of Specialized, Government & Cooperative Library Agencies, 2016). In 2013, Digital Accessibility Lawsuits began being filed against institutions of higher education citing violations of both sections 504 and 508 standards citing digital accessibility issues. Often these cases result in institutions being instructed to provide accessibility training across the institution, including for library staff.

Traditional library services at XXX University include textbook reserves for students that cannot afford to purchase textbooks. Students can check out a textbook for several hours and read or do an assignment from the printed resource. The library also has an Assistive Technology Center (ATC), in which students can take the printed book and use technology to support interaction with the printed resources, such as closed-circuit television (CCTV) that

magnifies the printed text or a Scan & Read application that the student can place the resource on, and the scanned content be read aloud using software on a computer in the lab. The ATC also has a refreshable braille display and a braille embosser for students to create their own braille notes and documents based on what they may hear or read. With the pivot to distance education during COVID, XXX Libraries decided to assist students in continued access to a textbook reserve so creating scanned images for faculty and staff wanting access to textbook reserves, however, quickly discovered early in the Spring 2021 semester that students that use access technology were not able to utilize the new textbook service that was offered to the campus community. They reached out to the Disability Resource Office for guidance on how to make their services accessible. It was determined after surveying the staff on their initial knowledge of accessibility that a gap does exist, and that training of staff is required in the areas of digital accessibility. Identified areas of need were in how to create accessible digital documents both authored and scanned, multimedia resources, such as videos and podcasts, and training on how to ensure that services are advertised using inclusive language and how to create equally effective access plans, if purchased resources are not accessible.

Existing resources for training are currently limited to what is available to the University through the Accessibility Resource website, however it is not specific enough to use as a professional development tool for the library staff.

Due to the increased lawsuits filed against institutions and private industries in providing accessible websites and digital services, many software programs have tools already in them to ensure that any content created is accessible and usable by everyone, however, many people are not aware of them or how to use them. Panopto, will replace Mediasite as XXX's enterprise content capture and recording tool in May of 2021. This video platform provides essential

accessibility features such as automatic transcriptions, video captioning, screen reader support and variable speed playback. Training in using the Microsoft Accessibility Checkers will be key to staff creating accessible digital resources. Libraries produce a large number of scanned documents due to the nature of traditional print resources. Publishers may not have base digital files of many of the older resources, so library staff needs to create them to keep up with the digital consumption of resources. There is a standard method to create accessible scanned documents using Adobe Acrobat DC, software provided to the University to create PDF documents which also has a guided accessibility checking tool to assist in making sure documents can be consumed by everyone. The middle module of our 3-module training will encompass learning how to use the tools.

Performance Context

The knowledge and skills learned will be used in the Library environment performing typical Library staff tasks in providing resources and services to patrons. The performance environment is similar to the learning environment in that library staff will have access to the same equipment/software available to them during the learning as to when they are on the job. Library staff will work alone and asynchronously through the learning environment and often do the same when they are in the performance environment.

Learning Context

The physical resources that library staff have access to include desktop and laptop computers and scanners used to scan documents into the system. All staff have access to the employee portal where the web modules will be housed for access. Additionally, the staff will be

collaborating with Google Drive in a folder to create a resource of files that have already been made accessible.

As far as the development of the modules, the designers will be using articulate to create a web-based tutorial. Articulate is a tool used by XXX to create online modules housed on a website in an easy-to-follow format. Learners will then be able to submit documents and scans that have been made accessible to the google drive folder. These can be checked for accessibility using the online Web AIM Accessibility checker.

Personal or Time Constraints

We recognize the need for learners' flexibility with the modules, due to completing this training while at work. Many librarians are interrupted throughout the day to assist students, faculty, staff, and other visitors to the library. Therefore, we made this online training asynchronous, and able to be picked back up at your saved spot at your convenience at work. The library staff will have a total of 6 consecutive weeks to complete the training as they can during the workday. This includes portfolio artifact creation.

Compatibility and Learner Needs

Since staff and administrators will be coming to the training with different knowledge levels regarding accessibility, each module will provide opportunities for trainees to complete an artifact for their portfolios that fit different ability levels from novice to advanced. The first module will provide instruction on creating accessible multimedia products using the software Panopto. The second module will teach how to use Microsoft tools to create accessible Word, Excel, and PowerPoint resources. Finally, the third module will teach how to use Adobe Acrobat DC to create accessible images and scanned documents.

Pedagogical Approach

The theoretical frameworks that we used to develop this training are based on Constructivism and some aspects of Situated Learning Theory. These were the frameworks that fit this online module best, because of the asynchronous nature of the modules, the reward system being used to motivate learners, and the fact that the librarians are learning and using the materials they create in this program while currently working on this problem.

A constructivist approach entails learners will construct, or build, their own learning with guidance and facilitation. In these three modules, the librarian staff will be working with real documents, scans, and multimedia in a real-life context to make a portfolio that can be applicable for their work. They will be constructing this knowledge themselves through real life experience rather than sitting through a lecture, with the needed guidance and facilitation of the modules text and videos. Additionally, the portfolio will be collaborative, so that learners can put together information from other staff members to complete their tasks and learn the necessary skills.

Finally, situated learning theory involves allowing learning groups to work together to solve a real-life problem within the context of their job. In this case, creating the portfolio as a group and working with each other as experts to rely on, situates this learning within their jobs and everyday work. The main aspects missing from this being a true in-situ learning experience, is a lack of positions, such as those with more experience, as most of the learners are coming in with the same level of knowledge about the subject.

Module Characteristics

The 3 modules for this training will be asynchronous, learner controlled personal learning environments, with access to each other acting as SMEs and the accessibility checker and online

resources acting as the SME and final check of their products to see if they are accessible. Learners have access to both a social community of learning through the portfolio, along with access to the checker, guidelines, and checklists. These aspects make this training both didactic and experiential at different stages, considering parts will be didactic on articulate. The didactic aspects will explain the procedures for creating accessible media and resources, while the experiential part will involve the actual making of the portfolio as part of this in-situ learning.

This training is also designed to be scalable. Presently, we are working with XXX libraries to train their staff, however, this training can be used with all university staff or at multiple universities. XXX University libraries are all facing increased pressure of litigation and not meeting standards of accessibility for many students, staff. Because of the virtual and flexible nature of this training, the modules can be scaled to encompass other accessibility needs and tools. It is important for many staff to understand the needs and steps for making accessible online material. The tools we build, document accessibility or software and services, can be applicable in any learning environment. The accessibility tools used in the training are already provided by the university.

Assessment

For all lessons and modules, there will be graded pre- and post-tests to see what knowledge and skills were gained, along with being able to see the effectiveness of the training. XXX Libraries' Human Resources staff will closely monitor trainee progress to ensure that library staff complete the training within the 6-week timeframe. Formative assessments throughout each of the lessons will include matching, fill in the blank, sorting, multiple choice, and multiple responses. Finally, the portfolio will be kept as records for HR and can be checked

through the online accessibility checker. Correct and Incorrect with explanation feedback will be provided within lessons in the modules via Articulate.

Instructional Technology

The online tools used to complete this training mainly include articulate and google drive. The main way to collaborate will be through the collaborative folder on google drive. Students will use scanners and other online tools to create their artifacts. The resources they create need to be able to be accessed by screen readers, text to speech, be seen easily with good contrast, and other aspects of accessibility. The accessibility checker will be the main way that learners can check their documents for accuracy and accessibility.

Content Analysis

Module topics will include multimedia accessibility, authored document accessibility, and scanned document accessibility. Library staff will learn what constitutes accessible multimedia, authored documents, and scanned documents. They will also learn how to use enterprise level software and hardware available to create documents and multimedia and verify that anyone can consume their content.

Library Staff will need to have basic knowledge of authoring software such as Microsoft Office 365, Panopto, and Adobe Acrobat DC. Scaffolding options will be offered to assist learners reach basic software competencies. Document accessibility should take priority over the other modules, as that is what initiated the request for training. Modules will offer both an overview approach and a step-by-step instructional approach. Learners will be provided an opportunity to create a multimedia project, an authored document, and a scanned document, and check it for accessibility.

1. **Multimedia Accessibility Module**
    a. Multimedia Accessibility Overview
    b. Accessible Players
    c. Captions
    d. Audio Description
    e. Transcripts
    f. Panopto Basics
    g. Panopto Captioning
    h. Overview of secondary tools for producing accessible multimedia

2. **Document Accessibility Module**
    a. Document Accessibility Overview
    b. Alternative Text for Images
    c. Tables
    d. Microsoft Office Accessibility Checkers
        i. Word
        ii. PowerPoint
        iii. Excel

3. **Scanned Content**
    a. Method of scanning
    b. Process of turning an image into text
    c. Process for using Adobe tools to make documents accessible.

Terminal Goal

Library staff will be able to create accessible multimedia, author accessible documents, and create accessible scanned documents.

Subordinate Goals

1. Library staff will effectively create an accessible video project using the accessibility features within Panopto.
2. Library staff will effectively author an accessible word document using the accessibility checker within MS Word.
3. Library staff will effectively author an accessible PowerPoint presentation using the accessibility checker within MS Word.
4. Library staff will effectively author an accessible PowerPoint slide deck using the accessibility checker within MS PowerPoint.
5. Library staff will create an image-based pdf from a print resource.
6. Library staff will create an accessible .pdf document from a scanned image pdf using the make accessible tool in Adobe Acrobat DC.
7. Library staff will add each newly created accessible document to their personal Google Drive folder.

Merrill's Component Display Theory

In designing this training, we have considered both the content and performance dimensions of Merrill's Component Display Theory (Merrill's Component Display Theory, 2010). Content in this training will be procedurally based, where trainees will be presented with information that teaches them to complete a desired task, in this case, creating different documents and media that are accessible using specific tools. Once content has been shared, the

performance aspect of the training will ask trainees to find, or apply, the information learned in the lesson to perform specific tasks on their own and display their work in the Google Folder.

Below is a table that describes how the components of Merrill's Component Display Theory (CDT) are present in the training (Glazatov, 2015, pp. 36-37).

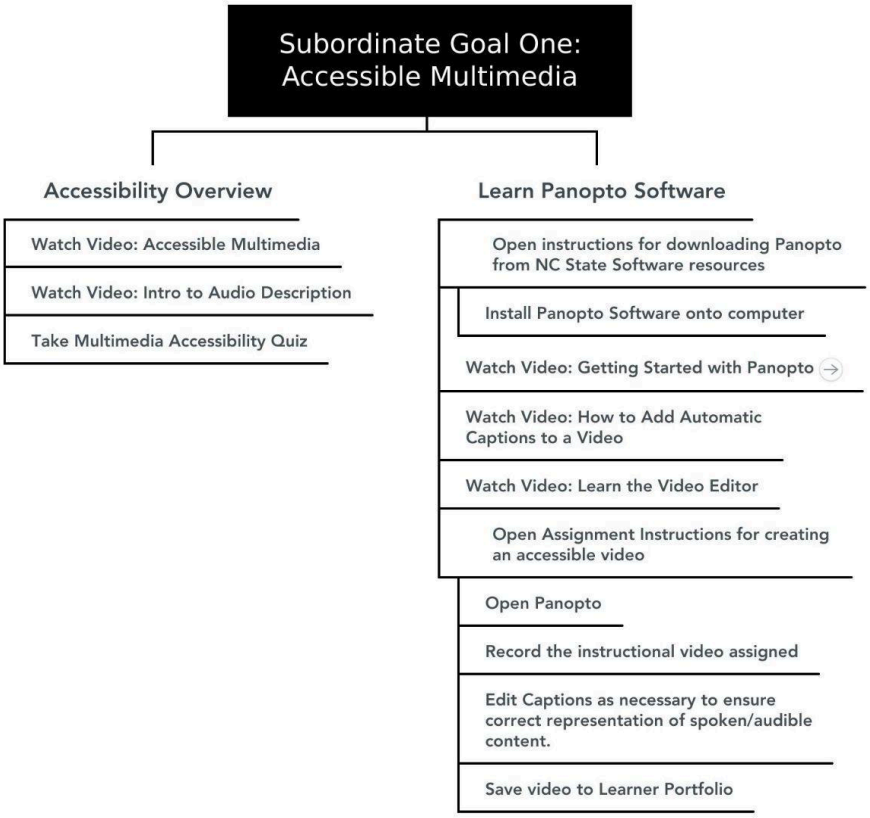
Component Display Theory Parameters	
Subordinate Goal 1	*Accessibility Overview* The videos used to introduce information to the trainee that relate to goal 1 are characterized as EG (expository generality) because the information presented is general information about accessible multimedia with examples. *Learn Panopto Software* Videos show trainees how to use Panopto to make captions and audio descriptions for video products. These videos also present information in an EG (expository generality) format because the skills taught are procedures for how to make videos accessible. For the performance, trainees then use the information they learned and apply

Component Display Theory Parameters	
	those skills to creating an accessible video.
Primary Presentation Forms (PPF)	Within the videos, the following components are present: EG: definitions and key terms about accessibility and the Panopto tool are present in the videos and build upon one another from tutorial to tutorial EEG: examples of how to correctly use the Panopto tool are included in the videos For practice, trainees must create their own accessible video using Panopto.
Secondary Presentation Forms (SPF)	HR representatives alert learners when their videos are reviewed if the videos are not captioned correctly, along with guidance about areas that need improvement.

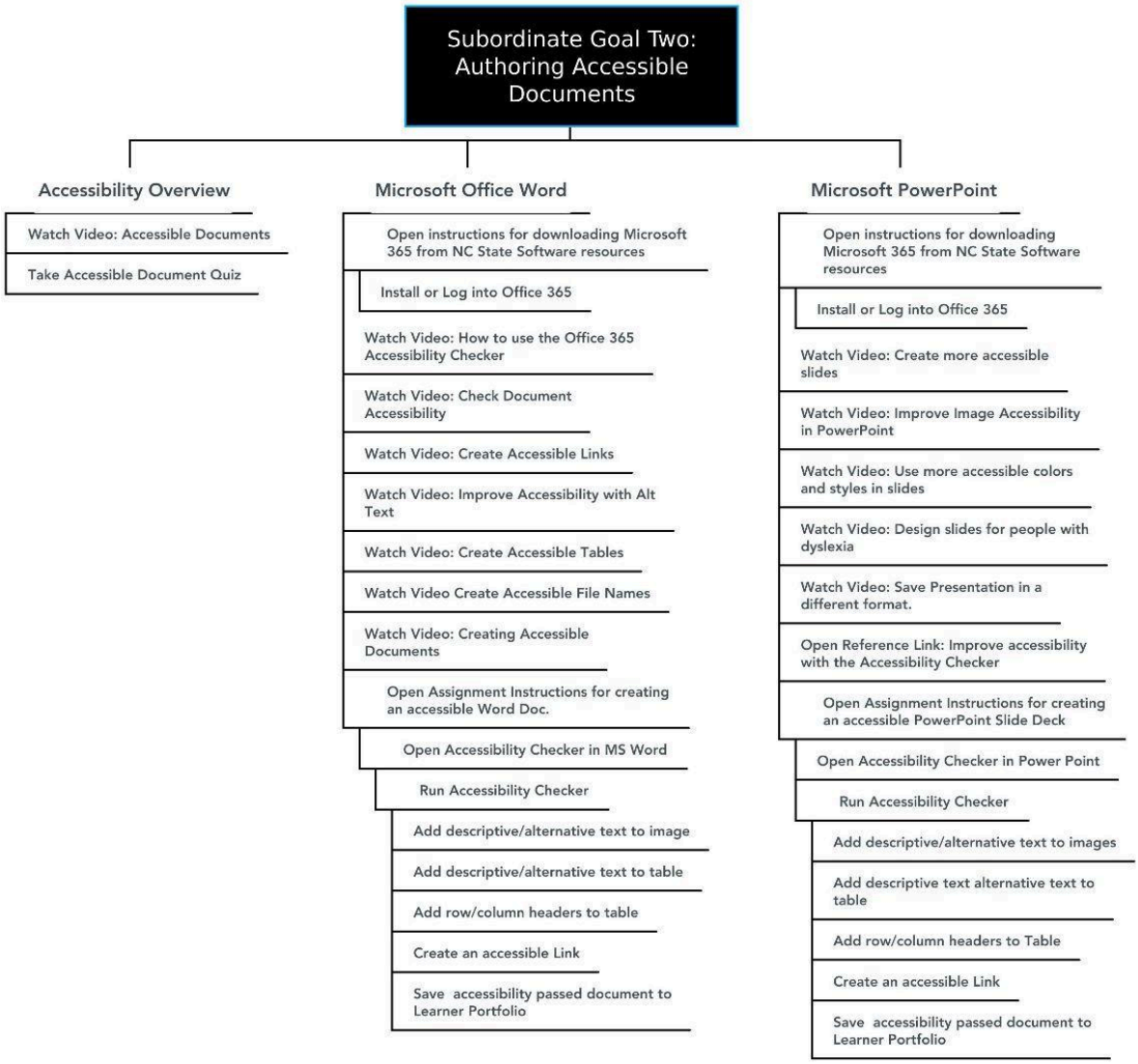
Component Display Theory Parameters	
	A checklist is provided within each module for trainees to use as an aid when creating accessible materials.
Intel-Display Relationships	This online learning course is learner controlled. Learners have control over the pace and can choose the order they wish to complete the modules. Content is introduced to the trainee in relevant, logical steps that build upon one another. In doing this, the trainee is better prepared to correctly create an accessible video. For this module, unlike the other two, there is no accessibility checking tool to determine if the work they have completed is correct, so there is a delay in feedback about the artifacts that trainees create.

Task Analysis

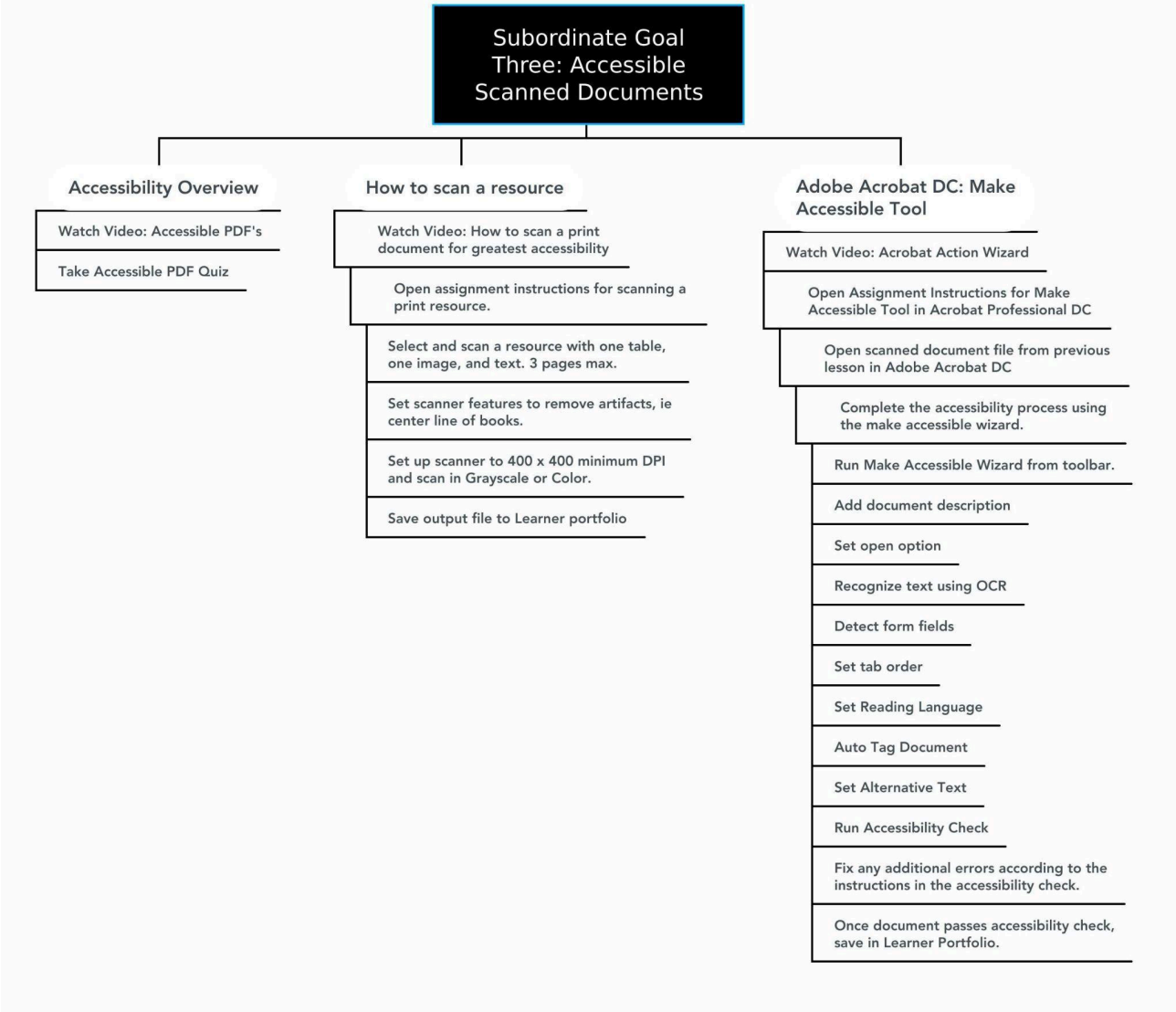
Procedural analysis was used to analyze the Subordinate Goal 1, Library staff will effectively create an accessible video using the accessibility features within Panopto.



Procedural analysis was used to analyze Subordinate Goal 2, library staff will effectively author an accessible word and PowerPoint document using the accessibility checker within Microsoft Office.



Procedural analysis was used to analyze Subordinate Goal 3, Library staff will create an accessible .pdf document from a scanned image pdf using the make accessible tool in Adobe Acrobat DC.



Learning Objectives

XXX provides software, Panopto, Adobe Acrobat DC, and Microsoft Office to the campus community to create accessible digital resources. The Library also has available computers for trainees to participate in online based instruction. The Professional Development

team will be developing online instructional modules composed of slides, instructional videos, and assignments to help the trainees obtain digital accessibility skills needed to create accessible content. Based on our prior analyses and identification of the issues in creating accessible content, we have determined our training must meet the following learning objectives:

1. Library staff will navigate through the first online module that includes slides, watching a video on Accessible Multimedia and three training videos on Panopto Software, (1) “Getting started with Panopto” to learn the software, (2) “How to Add Automatic Captioning to a Video”, (3) “Learn the Video Editor” video. After watching the videos, the trainee will then navigate through the module to create an accessible 3 min max video presentation using Panopto software provided by the university, including accurate narration/audio description and accurate captions. The accessibility tools used within each lesson will provide instant, on-demand feedback about the accessibility of the documents that the students create. When the products have passed all accessibility checks, library staff will save the product to their portfolio.
2. Library staff will navigate through the second online module that includes instructional slides, watching a video on Document Accessibility and seven instructional videos on using tools in Microsoft Word to learn how to create an accessible document. (1) “How to Use the Office 365 Accessibility Checker” (2) “Check Document Accessibility (3) Improve Accessibility with Alt Text”, (4) “Create Accessible Links”, (5) “Create Accessible Tables”, (6) “Create Accessible File Names”, (7) “Creating Accessible Documents”. After watching the videos, library staff will then navigate through the module to create an accessible word document that passes all MS Word accessibility checker criteria and save it to their portfolio.

3. Library staff will navigate through the second online module that includes instructional slides, watching five instructional videos on using tools in Microsoft PowerPoint to learn how to create an accessible document (1) “Create More Accessible Slides”, (2) “Improve Image Accessibility in PowerPoint”, (3) “Use More Accessible Colors and Styles in Slides”, (4) “Design Slides for People with Dyslexia”, (5) “Save Document in an Accessible Format”. After watching these videos, library staff will then navigate through the module to create an accessible PowerPoint slide deck that passes all MS PowerPoint accessibility checker criteria and save it to their portfolio.
4. Library staff will navigate through the third online module that includes instructional slides, watching an Accessible PDF video and then be walked through how to scan a document and provide an instructional video on how to use the Library Book Scanner to scan a 3-page print sample from a resource using a Library Book Scanner. Library staff will scan a print sample to create an image based digital document and save it to their portfolio. The staff will be given a checklist on how to set up the scanner for most accurate capture of the image.
5. Library staff will navigate through the third online module that includes instructional slides and watching an instructional video (1) Acrobat Action Wizard. The Action wizard will then walk the trainee through ten routine steps to make a document accessible (1) Add Document Description (2) Set open option (3) Recognize text using Optical Character Recognition (OCR) (4) Detect form fields (5) Set tab order (6) Set Reading Language, (7) Auto Tag Document, (8) Set Alternative Text, (9) Run Accessibility Check. After watching videos, Library staff will then navigate through the module Library staff will open their scanned image document and make it accessible using the

Adobe Acrobat DC make accessible wizard, navigating through the checks listed above, until the document is cleared as accessible by the Adobe Acrobat Wizard and then save it to their portfolio.

Module 1

Objective	Bloom's Taxonomy/Gagne's Domains	Sample Assessment Items
1. Library Staff will create an accessible 3 min max video presentation using Panopto including accurate narration/audio description and accurate captions.	Bloom's Taxonomy: Create Gagne's Domain: Problem-Solving	Checklist will be provided to the learner reminding them to create a script that verbally represents visual information in their video. The checklist will also include making sure Panopto's auto caption feature is turned on.
2. Library staff will write a script to ensure content is verbally described.	Bloom's Taxonomy: Create Gagne's Domain: Verbal Information	
3. Library staff will use the automatic captioning	Bloom's Taxonomy: Apply	

Objective	Bloom's Taxonomy/Gagne's Domains	Sample Assessment Items
feature in Panopto to add and correct captions to their video project.	Gagne's Domain: Verbal Information	
4. Library Staff will save the video to their portfolio.	Bloom's Taxonomy: Apply Gagne's Domain: Attitude	HR will verify the video is saved to the portfolio and check for a verbally descriptive narration and accurate captioning of the video.

Design Blueprint

Overview

The goals of our instructional plan are for Library Staff to be able to create accessible digital content and services using software provided by the University and accessibility tools embedded in the software.

Terminal Goal

Library Staff will be able to create accessible multimedia, author accessible documents, and create accessible scanned documents.

Subordinate Goals

1. Library staff will effectively create an accessible video project using the accessibility features within Panopto.
2. Library staff will be provided a sample word document. Using the accessibility checker in MS word they will remediate and create an accessible document.
3. Library staff will be provided a sample PowerPoint document. Using the accessibility checker in MS PowerPoint, they will remediate and create an accessible document.
4. Library staff will create an image-based pdf from a print resource.
5. Library staff will create an accessible .pdf document from a scanned image pdf using the "make accessible" tool in Adobe Acrobat DC.

Learning Objectives

XXX provides software, Panopto, Adobe Acrobat DC, and Microsoft Office to the campus community to create accessible digital resources. The library also has available computers for trainees to participate in online based instruction. The Professional Development team will be developing online instructional modules composed of slides, instructional videos, and assignments to help the trainees obtain digital accessibility skills needed to create accessible content. Based on our prior analyses and identification of the issues in creating accessible content, we have determined our training must meet the following learning objectives:

1. Library staff will navigate through the first online module that includes slides, watching a video on Accessible Multimedia and three training videos on Panopto Software, (1) "Getting started with Panopto" to learn the software, (2) "How to Add Automatic Captioning to a Video", (3) "Learn the Video Editor" video. After watching the videos, the trainee will then navigate through the module to create an accessible 3 min max video presentation using Panopto software provided by the university, including accurate

narration/audio description and accurate captions. The accessibility tools used within each lesson will provide instant, on-demand feedback about the accessibility of the documents that the students create. When the products have passed all accessibility checks, library staff will save the product to their portfolio.

2. Library staff will navigate through the second online module that includes instructional slides, watching a video on Document Accessibility and seven instructional videos on using tools in Microsoft Word to learn how to create an accessible document. (1) “How to Use the Office 365 Accessibility Checker” (2) “Check Document Accessibility (3) Improve Accessibility with Alt Text”, (4) “Create Accessible Links”, (5) “Create Accessible Tables”, (6) “Create Accessible File Names”, (7) “Creating Accessible Documents”. After watching the videos, library staff will then navigate through the module to create an accessible word document that passes all MS Word accessibility checker criteria and save it to their portfolio.
3. Library staff will navigate through the second online module that includes instructional slides, watching five instructional videos on using tools in Microsoft PowerPoint to learn how to create an accessible document (1) “Create More Accessible Slides”, (2) “Improve Image Accessibility in PowerPoint”, (3) “Use More Accessible Colors and Styles in Slides”, (4) “Design Slides for People with Dyslexia”, (5) “Save Document in an Accessible Format”. After watching these videos, library staff will then navigate through the module to create an accessible PowerPoint slide deck that passes all MS PowerPoint accessibility checker criteria and save it to their portfolio.
4. Library staff will navigate through the third online module that includes instructional slides, watching an Accessible PDF video and then be walked through how to scan a

document and provide an instructional video on how to use the Library Book Scanner to scan a 3-page print sample from a resource using a Library Book Scanner. Library staff will scan a print sample to create an image based digital document and save it to their portfolio. The staff will be given a checklist on how to set up the scanner for most accurate capture of the image.

5. Library staff will navigate through the third online module that includes instructional slides and watching an instructional video (1) Acrobat Action Wizard. The Action wizard will then walk the trainee through ten routine steps to make a document accessible (1) Add Document Description (2) Set open option (3) Recognize text using Optical Character Recognition (OCR) (4) Detect form fields (5) Set tab order (6) Set Reading Language, (7) Auto Tag Document, (8) Set Alternative Text, (9) Run Accessibility Check. After watching videos, Library staff will then navigate through the module Library staff will open their scanned image document and make it accessible using the Adobe Acrobat DC make accessible wizard, navigating through the checks listed above, until the document is cleared as accessible by the Adobe Acrobat Wizard and then save it to their portfolio.

Instructional Plan

For the scope of this project, we will be covering the instructional plan for one module, the remaining two modules will be similar in design.

Module 1: Accessible Multimedia

Module Objective: Library staff will create an accessible 3 min max video presentation using Panopto including accurate narration/audio description and accurate captions. Library staff will write a script to ensure content is verbally described. Library staff will use the automatic

captioning feature in Panopto to add and correct captions to their video project. Library staff will save the video to their portfolio.

This module will guide the learner through an overview of criteria that makes multimedia accessible. This module will include two lessons that include text and video instruction. Learners can move self-paced through the module and refer to any of the content at any point. At the end of each lesson, the learner will be asked to demonstrate learning and understanding. They will be asked at the end of the second lesson to create an accessible video to add to their portfolio.

Instructional Strategies

According to our previous analysis, the training will be an online, asynchronous self-paced training. Designers will be using Articulate Storyline to design a mix of content, including slides, videos, and quizzing features. Library staff will be instructed via online tutorials; after watching the tutorials, staff will produce accessible content using the specific accessibility tools used in the module. The tools used within the modules are accessibility checkers that can determine if a product does or does not meet accessibility standards.

Our instructional plan is based on Gagne's Nine Events of Instruction and is described in detail below.

Module 1: Creating Accessible Multimedia

Lesson Topic: Accessibility Overview

Learning Outcomes: Library staff will identify the key features of accessible multimedia products.

1. Library staff will create an accessible 3 min max video presentation using Panopto including accurate narration/audio description and accurate captions.
2. Library staff will write a script to ensure content is verbally described.

3. Library staff will use the automatic captioning feature in Panopto to add and correct captions to their video project.
4. Library staff will save the video to their Google Drive portfolio.

Gagne's Nine Events of Instruction Lesson Plan

Gaining Attention

Identify the importance and relevance of creating accessible video presentations using Panopto for students and faculty with disabilities. Show examples of correctly narrated, described, and captioned videos.

Strategies:

Lesson 1 of the module includes an overview video for trainees to understand the experience of someone with a disability who cannot access a video using assistive technology. The overview video includes reflection questions creating an opportunity for learners to think about auditory information presented in videos and perspectives of people who have sensory loss such as vision and hearing loss and what pieces could be missed if not considered by a content creator during creation.

Informing the learner of the objective

The Instruction will include slides that introduce why accessible videos are necessary and how Panopto can be used to make videos accessible with narration, audio description, and captioning.

Strategies

Lesson 1: Will include slides that review what makes a video accessible and will inform them of the objectives of learning covered in lesson 2.

Library staff will navigate through the first online module that includes slides and watching a video on Accessible Multimedia to review what makes a video accessible and will inform them of the objectives of learning covered in lesson 2.

Lesson 2: Will contain introduction slides that will outline the lesson and the objectives for the module in relation to each training contains three separate instructional videos from Panopto that will teach learners how to use the software, how to turn on the automatic captioning, and how to edit the captions after recording.

Library staff will navigate through the first online module that includes slides, watching a video on Accessible Multimedia and then three training videos on Panopto Software, (1) Getting started with Panopto to learn the software, (2) How to Add Automatic Captioning to a Video, (3) Learn the Video Editor. After watching the videos, the Trainee will then navigate through the module to create an accessible 3 min max video presentation using Panopto software provided by the university, including accurate narration/audio description and accurate captions. The accessibility tools used within each lesson will provide instant, on-demand feedback about the accessibility of the documents that the students create. When the products have passed all accessibility checks, library staff will save the product to their portfolio.

Stimulating recall of prerequisite learning

Use thinking questions to help trainees think about their experiences with video products and the importance of being able to participate in the experience a video provides.

Strategies

Lesson 1 includes reflecting questions about a time the trainee may have used captioning to watch a video that the sound was not clear. "Have you ever looked for the closed-captioned button when the audio on a video was not clearly recorded, or the speaker had an accent? Have

you ever closed your eyes and listened to the narration of a video to see if you could listen to the video and get the same points as if you had watched the video? The slides and overview video provides the learner experiences in watching video with and without descriptive narration and captions to tie them back to what features make video accessible.

Lesson 2 assessment activity includes references to Panopto training videos included in the training.

Presentation of New Content

Trainees will work independently through the lessons presented in articulate, including slides, video tutorials, and assessments, which will allow them to work step-by-step in their own project to resolve accessibility issues.

Strategies:

Lesson 1 and Lesson 2 trainees will be able to access and navigate the videos in the module at any time. They will have access to these videos to support the cognitive strategy of providing instruction to complete the task and model how to add captions and edit captions in the videos.

Providing Learning Guidance

Trainees will be guided by the videos provided in the modules and the instructions provided in the software to create and edit captions that do not match the spoken words.

Strategies: Trainees will view their recorded videos that the software captioned using auto-generated captions for accuracy and follow the instruction given in the Panopto software to correct errors. The final product will be uploaded to their portfolio for feedback from the HR Representative.

Eliciting Performance

Trainees will create a script narration of their video that will help them practice both auditory and visual accessibility.

Strategies: After completing the instruction part of the articulate module, the trainee will receive a prompt for recording a video, they will generate a script for the narration of the video and then use Panopto to record their content. They will record their video with narration and utilize auto-captioning to practice auditory and visual accessibility.

Providing Feedback

The HR representative will provide feedback to the trainee on how well their video is narrated and accurately captioned.

Strategies: HR representative will review captioning and narration for an accurate representation of the material covered.

Assessing Performance

Trainees will be able to view and correct auto captions in Panopto and evaluate the accuracy.

Strategies: The HR representative can confirm the accuracy of narration and captioning. Trainees must provide evidence of the application of learned concepts.

Enhancing Retention and Transfer

Trainees will look at previous multimedia content to evaluate for accessibility.

Strategies: Trainees can open other videos and evaluate narration and captioning for accuracy and remediate as necessary.

Evaluation Plan.

The purpose of this training is to close the identified performance gap between library staff and their ability to alter, edit, and make available accessible print and media materials to students and faculty with disabilities or accessibility needs. This evaluation plan will include both formative evaluations, used during the learning experience, and summative evaluation, used after the learning experience has ended. The formative evaluation will provide data that lets us know about the effectiveness of the instruction, while the summative evaluation will tell us if the learner has mastered concepts taught in the training. For both formative and summative evaluation, Kirkpatrick's Four-Level Training Evaluation Model will be used to guide our evaluation process to ensure that the training is both useful and usable for library staff (Larson & Lockee, 2014, p. 11).

First, we will ask the same ten library staff members that were interviewed about their expectations during the analysis phase of the project to pilot our web prototype, which will focus on Kirkpatrick's first level of evaluation: reaction (Larson & Lockee, 2014, p. 11). This staff survey (Appendix C) will allow the designers to gain feedback from stakeholders about their reactions to the design of the training. Using Likert Scale questions, library staff during the pilot will give feedback about the web prototype in the areas of design, ease of navigability, quality of content, and quality of instructional approaches. Feedback gained from this testing will be evaluated by the designers and changes will be made to the training before being released to the entire library staff.

In the formative evaluation phase, Kirkpatrick's second level of evaluation, learning, is addressed in that trainees are asked to identify their confidence level in performing a certain task under certain circumstances using specific tools (Larson & Lockee, 2014, p. 11). Trainees will be asked the same question before and after the lesson to gauge the change in the confidence level

of the trainee based on what they just learned. The goal is for library staff to indicate improvement from their pre-assessment confidence levels to their post-assessment levels. We realize that while having trainees self-assess themselves is not the most reliable method of evaluating training, it is important to see how their attitudes or approaches to the topic change throughout the training process. As designers, if we see during the pilot that most trainees are not showing any change in confidence level, then we will know that the lesson needs to be redesigned to be more effective. (See Appendix D and E for examples of pre and post survey questions). Another formative assessment utilized in the training is a quiz after the accessibility overview section of each lesson (Appendix F). This quiz will ensure that trainees understand the foundational knowledge regarding accessibility before moving on to more complex tasks of actually creating accessible materials.

Another evaluative approach used in this training is summative evaluation, which addresses Kirkpatrick's third level of evaluation, behavior (Larson & Lockee, 2014, p. 11). At the conclusion of each lesson, students will be expected to complete a task creating accessible materials using the knowledge gained in the modules. These artifacts will be combined into a Google Folder portfolio. When all modules and activities are completed, the trainee will receive a survey seeking feedback about their reaction to the training's content and design (See Appendix G) which relates to Kirkpatrick's first level of evaluation, reaction (Larson & Lockee, 2014, p. 11). Data from these surveys will be monitored by library administrators and HR specialists. Accessibility experts on campus will be contacted if feedback data suggests content in the training needs to be amended.

Another survey will be sent to all staff six months after their completion date of the training asking about how they have used the information they learned from the training, what

accessibility skills or technologies they have used most in the past six months when working with students and faculty, if/how the training has impacted their service to students and faculty with disabilities, and any suggestions for other accessibility topics that may need to be added in future modules (See this survey in Appendix H). This type of evaluation ties to Kirkpatrick's Third Level of Evaluation, behavior in that the survey seeks to find out the information learned in the training impacted their library work (Larson & Lockee, 2014, p. 11).

Also part of this evaluation plan will be close monitoring by library administrators and the DRO the requests for help from library staff to DRO staff. If the training is successful, requests for help with creating accessible multimedia products, authoring accessible documents, and creating accessible scanned documents should decline. This evaluation approach illustrates Kirkpatrick's fourth level of evaluation, results (Larson & Lockee, 2014, p. 11). The desired results of this training are for wait times for accessible library materials for students and faculty to decrease, the likelihood of the library or university being sued for not providing accessible materials to decrease, and a decrease in the DRO being contacted to help with everyday tasks related to creating accessible library materials. Decreases in each of these areas results in increased productivity of staff and has positive impacts on the services the library and the DRO can provide to students and faculty.

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Appendix A

Library Staff Accessibility Survey (September 2020)

1. What are your biggest challenges for meeting the goal of equal opportunity and access for students and faculty with disabilities?
    - ❑ Lack of understanding about how to make progress toward compliance and inclusion.
    - ❑ Lack of guidance regarding best practices and procedures

- ❏ Lack of staff/leadership awareness of the needs of people with disabilities and the legal requirements
- ❏ Lack of prioritization of accessibility by leadership
- ❏ Other:

2. How would you rate how well your organizational practices achieve equal access for people with disabilities? 1 (poor) 2 (fair) 3 (average) 4 (good) 5 (excellent)

Poor 1 2 3 4 5 Excellent

3. How would you rate your knowledge about the accessibility requirements for programs, services, and activities? 1 (poor) 2 (fair) 3 (average) 4 (good) 5 (excellent)

Poor 1 2 3 4 5 Excellent

4. How would you rate your knowledge about the accessibility requirements for printed and electronic library materials? 1 (poor) 2 (fair) 3 (average) 4 (good) 5 (excellent)

Poor 1 2 3 4 5 Excellent

5. What topics related to accessibility would you like to learn more about? Check all that apply.

- ❏ Creating accessible PDF and Word documents
- ❏ Creating accessible media/graphics
- ❏ How to use accessibility software checkers
- ❏ Assistive technologies for patrons and faculty
- ❏ Designing accessible library programs and events
- ❏ Designing accessible websites
- ❏ Designing accessible physical library spaces
- ❏ Campus resources for disabled students and faculty

6. What is your preferred method of participating in professional learning?
    - ❏ In-person (classroom style)
    - ❏ Asynchronous Online (work online at your own pace)
    - ❏ Hybrid (blend of both online and in-person)
    - ❏ Synchronous Online (meet online at a specific time with other team members)
7. Please share any other information related to this topic below.

Appendix B

Staff Zoom Interview Questions

We are developing a training that will help library staff meet accessibility needs of students and staff.

1. What elements of training to do you enjoy?

2. What motivates you to participate in professional learning?
3. What expectations do you have about training that you participate in? In a training where you learn to create accessible documents or media, what do you expect to walk away knowing?
4. What other feedback can you share about a potential training on making library materials accessible? Are you excited to learn about that? Why or why not?
5. Do you have hesitations about participating in a training on this topic?
6. Do you already have knowledge about the topic?

Appendix C

Pilot Test Survey

1. The design of the training is aesthetically appealing to me.

Strongly agree 1 2 3 4 5 Strongly disagree

2. Navigation between the lessons in the training was easy.

Strongly agree 1 2 3 4 5 Strongly disagree

3. The content presented in each lesson is relevant to the accessibility needs of students and faculty as it relates to print and electronic library materials.

Strongly agree 1 2 3 4 5 Strongly disagree

4. I was able to complete all assignments and quizzes within each module.

Strongly agree 1 2 3 4 5 Strongly disagree

5. The training took a reasonable amount of time to complete.

Strongly agree 1 2 3 4 5 Strongly disagree

6. I learned valuable skills about accessibility in this training.

Strongly agree 1 2 3 4 5 Strongly disagree

7. I would recommend this training to my library colleagues.

Strongly agree 1 2 3 4 5 Strongly disagree

8. What did you appreciate most about this training?

9. How can the training be improved?

Appendix D

Video/Multimedia Pre-assessment Accessibility Training

1. How would you rate your confidence level in creating accessible video/multimedia products? 1 (poor) 2 (fair) 3 (average) 4 (good) 5 (excellent)

Poor 1 2 3 4 5 Excellent

2. How would you rate your confidence level using multimedia platform Panopto to create accessible multimedia products?

Poor 1 2 3 4 5 Excellent

3. Please share any other information related to this topic below.

Appendix E

Video/Multimedia Post-Assessment Accessibility Training

1. How would you rate your confidence level in creating accessible video/multimedia products? 1 (poor) 2 (fair) 3 (average) 4 (good) 5 (excellent)

Poor 1 2 3 4 5 Excellent

2. How would you rate your confidence level using multimedia platform Panopto to create accessible multimedia products?

Poor 1 2 3 4 5 Excellent

3. Please share any other information related to this topic below.

Appendix F

Summative Accessibility Training Feedback Form

1. The design of the training is aesthetically pleasing to me.

Strongly agree 1 2 3 4 5 Strongly disagree

2. Navigation between the lessons in the training was easy.

Strongly agree 1 2 3 4 5 Strongly disagree

3. The content presented in each new lesson is relevant to the accessibility needs of students and faculty as it relates to print and electronic library materials.

Strongly agree 1 2 3 4 5 Strongly disagree

4. I was able to complete all assignments and quizzes within each module.

Strongly agree 1 2 3 4 5 Strongly disagree

5. The training took a reasonable amount of time to complete.

Strongly agree 1 2 3 4 5 Strongly disagree

6. I learned valuable skills about accessibility in this training.

Strongly agree 1 2 3 4 5 Strongly disagree

7. I would recommend this training to my library colleagues.

Strongly agree 1 2 3 4 5 Strongly disagree

8. What did you appreciate most about this training?
9. How can this training be improved?

Appendix G

Module 1: Lesson 1 Quiz

1. What is the easiest way to tell if a video is accessible to a person with vision loss?
    a. Close your eyes and hear if the narration provides the same information you would expect someone watching the video to learn from the video.
2. What makes a video player accessible?

   a. Being able to use your tab key to navigate the controls and your space key to start/stop the player.

3. What is the easiest way to see if a video has closed captions available to a viewer?

   a. Click the CC button or look in “more” controls. If there is not a CC button, the video is probably not captioned.

4. True/False, A transcript of the video enough to meet accessibility needs?

   a. False

5. Do you need to include a transcript with a podcast?

   a. Yes

6. Does the transcript need to indicate who is speaking?

   a. Yes

Appendix H

Accessibility Training 6 Month Review

1. In the past six months, how often have you used the skills gained from the online accessibility training to make materials accessible for library patrons?

❑ None

- ❑ One to five times
- ❑ Six to ten times
- ❑ More than ten times

2. What accessibility tools have you used most in the past six months when working with students and faculty? (Choose all that apply)

- ❑ None
- ❑ Microsoft Accessibility Checkers
- ❑ Adobe Acrobat DC
- ❑ Other:

3. The accessibility training has improved my ability to provide accessible materials to students and faculty when requested.

Strongly Disagree 1 2 3 4 5 Strongly Agree

4. How would you rate your confidence level in creating accessible documents using Microsoft products? 1(poor) 2(fair) 3(average) 4(good) 5(excellent)

Poor 1 2 3 4 5 Excellent

5. How would you rate your confidence level in creating accessible documents using Panopto? 1(poor) 2(fair) 3(average) 4(good) 5(excellent)

Poor 1 2 3 4 5 Excellent

6. How would you rate your confidence level in creating accessible documents using Adobe Acrobat DC? 1(poor) 2(fair) 3(average) 4(good) 5(excellent)

Poor 1 2 3 4 5 Excellent

7. Are there other accessibility topics or tools you think should be added to the training? Please describe below.