

Overview of Professional Development

By Stephen Elmer

Context

In the College of Osteopathic Medicine we have approximately 20 course directors (lead faculty) and more than 100 contributing faculty (guest lecturers). Course Directors are often clinicians who do not have regular hours on campus. This is also true of contributing faculty. In addition, all faculty are spread across Michigan, with many near one of the three campus locations (East Lansing, Detroit, and Macomb). The irregularity of availability and geographic spread make in-person or synchronous professional development difficult. Additionally, it is generally accepted that faculty don't have a lot of time to go to technical trainings related to course materials development, as they have other continuing education requirements related to the healthcare profession.

Learning outcomes of my proposed PD

After completing this session, the faculty will be able to:

1. Describe why accessible course materials are useful for students
2. Explain how accessible materials support people with varying abilities
3. Demonstrate ability to remediate a document with accessibility in mind

Agenda:

Provide one recorded mini module (~5 minute long recording) per week for four weeks on the following topics:

- 1) Why accessibility matters
- 2) Accessibility in PowerPoint using layouts and themes
- 3) How to handle alt-text in PowerPoint
- 4) Accessibility in Word using styles

Specific rationale for my PD

Our faculty often produce their own slides, and some course directors require that in addition to slides the faculty produce an accompanying word document to act as a quasi-study guide. Our faculty often build very robust content but they have many issues related to accessibility (not properly tagged, don't include alt-text for images, etc.). In addition, the content does not have consistent styling which makes the materials appear disjointed from session to session. This PD series will provide faculty with tools that they have easily available to them so that when they build new materials (or revise ones they currently have built), they will be able to make their content more accessible for students, and also will simplify their personal workflow.

Explanation of how PD is rooted in TPACK

Content Knowledge:

General functionality of Microsoft tools, elements of accessibility, how accessibility features are utilized.

Pedagogical Knowledge:

Utilize didactic and demonstration, with optional application and self-reflection opportunities.

Technology Knowledge:

Video for didactic sessions provides learners with flexibility for content viewing and re-viewing. Sample document in Microsoft PowerPoint allows for practice, and to utilize a freely available, widely used platform for content production and accessibility review.

Context:

Teaching faculty who have limited time and need easily actionable steps, with opportunity to cement learning through quick practice.

Resources:

- [Mini module](#) recording
- Accessibility website
- Microsoft training materials
- Access to Office 365
- Internet connection and web browser

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