

4A Introduction to Universal Design for Learning and Open Education Resources

The following pages are from the "4A Introduction to Universal Design for Learning (UDL) and Open Education Resources" module from Juanita Doyon's Canvas shell for Interpersonal Communications (CMST&210) at Clark College. The pages are authored by Juanita Doyon and Katy Anastasi. The module is licensed under CC-BY-NC.

We created this document with accessibility and UDL in mind, and as of August 2023, this document passed Microsoft's Accessibility Check with no reported accessibility issues. If you have trouble accessing this document, or have any feedback or questions about this module or our work, please feel free to contact us at jdoyon@clark.edu and kanastasi@clark.edu.

4A.1 Introduction to Module 4A

Hi, Class,

Last fall, I had the opportunity to take part in an Open Education Practices (OEP) workshop and certificate program through [Open Education Network](#). I was teamed with one of our great Clark Librarians Katy Anastasi, and we were in an online course with professor/librarian teams from throughout the country. As you might imagine, this was quite an opportunity and a fun experience. Yes, we were answering discussion questions every week just like all of you!

As a result of the program, Katy and I have designed a project for my classes. We decided to provide some information and tools for you to apply toward our final [Take and Teach PowerPoint or poster project](#). The next pages of this module will teach you the basics of accessibility and universal design and provide you with some open resource graphic repositories, where you can search for pictures to use in your Take and Teach project and beyond.

We know that there is a lot to learn about these important topics, so we have tried to give you just a "taste" of the basics. You may want to research further on your own, and there are many videos and articles to be found easily through Google searches.

I've placed the module in Week 4 because I believe it fits well with our study of communication technology, but the module will be open for the entire quarter, and you can come back and review it at any time.

We encourage you to spend some time viewing and reading the materials we've provided and then share your thoughts in the **Extra Credit Reflection** for each topic (the extra credit is available any time during the quarter too). If you have questions or comments about the information or about library topics in general, please join in the 4A Discussion. Katy and I will

do our best to monitor this discussion for the rest of the quarter. Please also consider applying the accessibility information in your final Take and Teach project. And, of course, use the helpful resources for locating and citing graphics and photos now and in the future!

I want to thank Katy for her time and expertise in helping me help you learn about these important topics. We hope you enjoy the videos and articles we've put together and find the information useful.

Thank you, in advance, for your time and effort with this extra module.

Juanita

4A.2 About Universal Design for Learning and Accessibility

This week, we've been learning about communication technology. One benefit of communication technology is that there are many ways to adapt it to serve, or be "accessible" to, all people. Communication technology can help people who would otherwise struggle with communication (think hearing aids for people who are hard of hearing; closed captions for people who are deaf; screen readers for people who are blind).

Making sure all students can access all information and assignments in our classroom is part of my job. Because our classroom is online, I use communication technology to make this happen.

As you review the materials for our class each week, you may notice that all videos have closed captioning or alternative scripts. If I include a picture in the classroom or an announcement, I make sure it has a description that can be viewed with a screen reader used by students who are blind. You may also notice that our tests are untimed and that I allow for late submissions of assignments (if you communicate with me). By not sticking to a strict or unchangeable timing of assignments, I have also opened up the classroom for all students to succeed.

The approach I use to design our course is called Universal Design for Learning (UDL). UDL helps all of us communicate within the classroom without some being left out of the conversation. UDL helps ensure accessibility for all without the need for changes or further accommodations.

For a fun overview of UDL, take a look at this [video: “What is Universal Design for Learning \(UDL\)?”](#). On the next page, Katy will share some ways you can make your presentations more accessible for all classmates.

4A.3 Making Presentations Accessible

Making Your Take and Teach Final Accessible!

Now that you're familiar with the basics of Universal Design for Learning and Accessibility, it's time to apply a couple of UDL and accessibility principles to your Take and Teach Final!

Because UDL and Accessibility include a LOT of work and design choices, we're going to start small. For this class we will be **dipping our toes into the world of accessibility and UDL**.

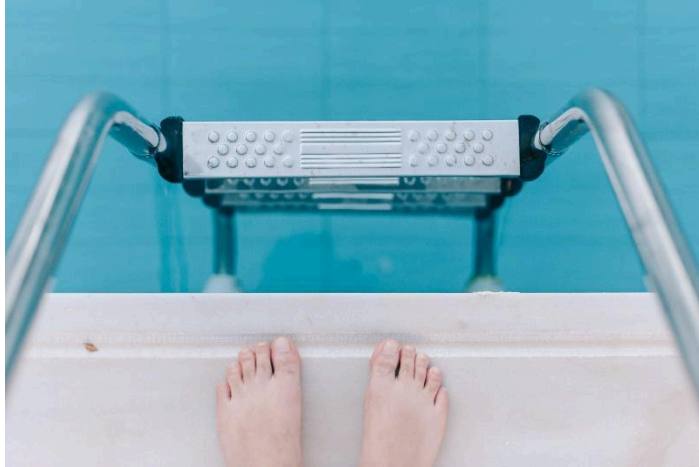


Photo by [Angelo Pantazis](#) on [Unsplash](#)

Do you already have knowledge about this topic? Head over to the [Optional 4A Discussion](#) and share your tips, resources, and experience as you feel comfortable!

Images & Accessibility

For your Take and Teach Final, using **openly licensed images** (AKA open images) will be an excellent way to illustrate your presentation. When you use visual aids with universal and accessible design in mind, images and other visual aids can make your presentation more engaging and easier to understand for visual learners, including/as well as people with cognitive and learning disabilities.

If you choose images that reflect the diversity of your audience and topic, your images can even create pathways for your audience to connect more deeply with you and your presentation. Images communicate *a lot*.



"Candid party shot" by [Chona Kasinger](#), [Disabled and Here](#), is licensed under [CC BY 4.0](#)

But how can your image communicate with someone who is blind and wants to view your PowerPoint presentation or poster [using a screen reader](#)?

That's where Accessible and Universal Design come in! We want to provide [multiple ways for people to engage](#) with our presentations. With images, that usually means providing **alternative descriptions of the image**, AKA "alternative text" or "alt text" for short.

By including alternative text, we are primarily communicating the meaning of the images to our audience members who may not be able to see the images. Providing alternative descriptions of images also communicates to our audience that we are committed to equity, accessibility, and inclusion.

Check out the two tips below and share your questions on the [Optional 4A Discussion](#)!

Tip 1: Add Alternative Text for Images

People using assistive technologies can access the meaning of your images when you provide alt text. Microsoft PowerPoint and Microsoft Word - along with many other platforms, software, and apps - allow you to add alt text for images. Alt text describes image in 1-2 straight-forward sentences.

There is an organization called the [World Wide Web Consortium](#), or W3C, that publishes lots of helpful and important information about web accessibility. This [W3C Image Tutorial](#) provides tons of information about creating alternative text for different kinds of images.

For your Take and Teach Final, most of the images you use will probably be considered **"informative images."** Please check out [W3C's Informative Images Tutorial](#) and familiarize yourself with examples of alt text for informative images. Reviewing these examples, can you describe the purpose of alt text for informative images?

Here is a short video where I add alternative text to an image on PowerPoint: [Alt Text Video CMST 210](#)

And here are step-by-step instructions from Microsoft:

"4A Introduction to Universal Design for Learning and Open Education Resources" by Juanita Doyon and Katy Anastasi, Clark College is licensed under [CC BY-NC 4.0](#)

- [Add Alt Text for Visuals \(Instructions from Microsoft\)](#)

As UDL teaches us, *everyone* benefits from alt text. If your WiFi is slow, for example, and a web-page is loading, and loading, and loading.... the images may never appear. But if the website was designed with accessibility and UDL in mind, the alt text should appear in place of the image, providing access to the image's meaning even if the internet is so slow it never loads!

Please try to add alt text to the images you use in your Take and Teach Final, and share your questions and experiences in the 4A Optional Discussion!

P.S.: Want to learn more about Max? Check out this article from TODAY: [Max the cat is banned from the library — and winning adoring fans everywhere](#)

Tip 2: Using Built-In Accessibility Checker on Microsoft PowerPoint

Did you know that Microsoft PowerPoint and Microsoft Word have built-in tools to check the accessibility (or inaccessibility) of your file? Have you used these accessibility checkers before, or others like it on different software/platforms/websites?

Here is a short video where I run an Accessibility Check on Microsoft PowerPoint: [Accessibility Check Video CMST 210](#)

And here are instructions from Microsoft: [Improve Accessibility with the Accessibility Checker \(Instructions from Microsoft\)](#)

Conclusion (for now...)

There are MANY ways to improve the accessibility and universal design of a presentation. These are just two things we can do to make our presentations more accessible and inclusive.

How else are you improving the accessibility of your presentations and other communications? Do you include captions in your TikTok videos? Do you ever notice how Netflix captions include descriptions of the music or sounds outside of dialogue? Do you avoid harsh color contrasts when making homemade birthday cards for your friends? All of these practices are in line with accessibility and UDL!

Please share your experiences and thoughts in the [4A Optional Discussion](#).

And don't forget to [contact Clark Librarian Katy Anastasi](#) with any questions!

4A.4 Extra Credit Reflection-- UDL

Please think about the information on Universal Design for Learning and Accessibility Juanita and Katy shared on the previous pages. For **8 extra credit points**, share your responses to the following questions (include at least 100 words total in your responses):

1. What did you find most interesting and helpful in the information you read and viewed?
2. What benefits do you see in the use of UDL and accessibility features of communication technology?
3. Do you see yourself using alt text captions with your pictures for your Take and Teach project?

You may choose to submit your responses as a word document or text entry. You may complete this assignment at any time during the quarter, until June 9th.

4A.5 About Open Education Resources

Here, we'll start with the definition of OER from our state's K-12 education office:

"Open Educational Resources (OER) are teaching and learning materials in the public domain or released under an open license that permits their free use, adaptation, and sharing. OER can be produced in any medium --digital or print. They include full courses, supplemental units and lessons, videos, and any other resource used to support access to knowledge." ([Washington Office of Superintendent of Public Instruction](#))

I'm sure you all appreciate the use of our OER textbook (think of the money we're all saving!). Textbooks are just one category of OER material. Other types of materials that are available for free include videos, graphics and photos, articles, learning activities (assignments), etc..., as the above quote points out.

For our purposes, we'll be looking at open images for using in your Take and Teach PowerPoint or Poster. Of course, you may choose to draw a poster or design your PowerPoint using your own photos. However, if you want to use images created by others, from searchable databases, Katy has provided very helpful open graphic repositories and some of the basics of giving credit when using open access pictures, on the next page. This information will be useful for future projects too!

4A.6 Finding and Using "Open" Images for Your Presentation

For your Take and Teach Final, we are going to try finding, using, and giving credit for openly licensed images, AKA "open images."

Are you ready to dive in?!

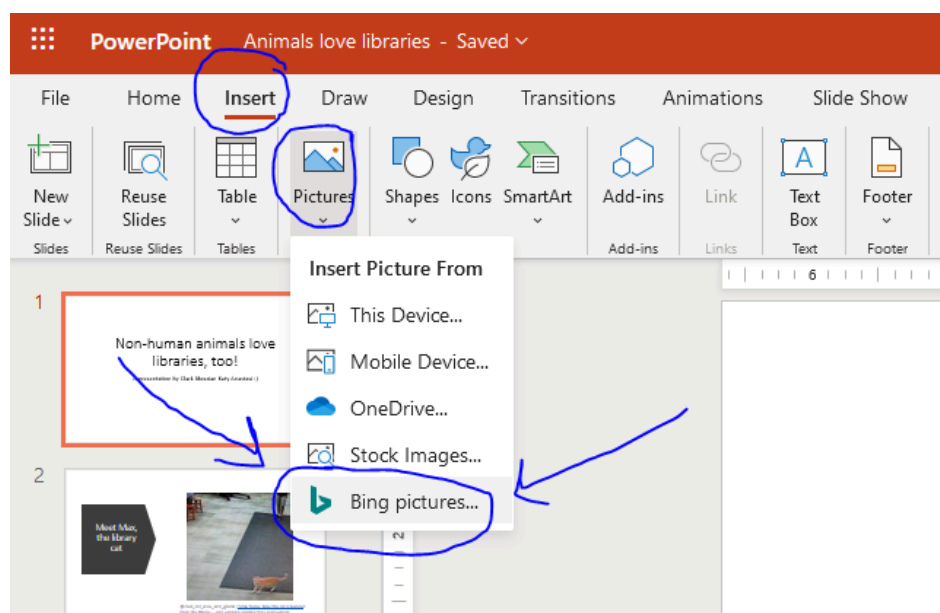


Photo by [Aviv Perets](#) on [Unsplash](#)

Open Image Repositories

Here's a list of four awesome **general places** to search for open images:

- [Unsplash](#)
- [Pixabay](#)
- [Google Image Search](#)
 - Select **Tools > Usage Rights > Creative Commons license**
- Bing Pictures via Microsoft PowerPoint
 - This repository of open images is built in to Microsoft PowerPoint. To find Bing pictures on PowerPoint, use the menu at the top of the screen. Select **Insert > Pictures > Bing Pictures**.



And here's a list of four awesome places to search for Open Images that **specifically center diversity, equity, inclusion, and anti-racism**:

- [Gender Spectrum Collective](#)
 - "Stock Photos Beyond the Binary: The Gender Spectrum Collection is a stock photo library featuring images of trans and non-binary models that go beyond the clichés. This collection aims to help media better represent members of these communities as people not necessarily defined by their gender identities—people with careers, relationships, talents, passions, and home lives."
- [AllGo](#)
 - Free stock photos of plus-size models in office, swimming pool, and home settings.
- [Disabled and Here](#)
 - " This collection is a disability-led effort to provide free and inclusive stock photos shot from our own perspective, featuring disabled Black, Indigenous, people of color (BIPOC) across the Pacific Northwest. "
- [Nappy](#)
 - "Beautiful, high-res photos of black and brown people. For free." All photos are licensed under CC0.

Want to explore more repositories? Check out the "Photos & Images Box" on this [Find OER Guide](#)!

Using & Giving Credit

To **use** the image, simply copy and paste the image into your poster or PowerPoint. You can also save the image to your computer and insert it as a file. **Remember to add alt text!**

To **give credit** for the image, please include a hyperlink of the image if it is available in a caption or text box below your image.

If you are using an image from Bing pictures, please include a note or caption under the picture that says "Image from Bing Pictures - Creative Commons license."

Optional: Make more detailed image credits using the [Open Washington Attribution Builder](#).

Need help?

Finding and using open images can be challenging!

If you can't find an image after 15-20 minutes of searching, or if you have ANY questions or concerns not addressed in this module, please reach out to Clark Librarian Katy Anastasi to work through your questions together. **Katy's whole purpose for joining this class is to help you.**

Email Katy at kanastasi@clark.edu or message her through the Canvas site. You can also find Katy - and other helpful librarians! - at Cannell Library on Clark's main campus during [open hours](#). Katy and other Clark librarians can meet in person or online.

Learn more ways to contact Clark Librarians through the [Ask a Librarian page](#). (Did you know there is a 24/7 chat available, where you can ask a real, human librarian your questions?!)

4A.7 Extra Credit Reflection-- OER

Before completing this reflection, please be sure to search and find some images of interest, in the repositories provided on the previous page.

For **8 extra credit points**, please respond to the following questions/instructions:

1. Did you find it easy to find images in the repository(ies) you chose? why or why not?
2. Please include an image you found interesting and include the URL or citation you would use in your PowerPoint or poster, if you were to use the image.
3. What descriptive alt text might you use for this image?
4. Share any additional thoughts you have about OER or the image repositories.

You may choose to submit your responses as a word document or text entry. If you choose text entry, you will need to upload your image to the text box. You may complete this assignment at any time during the quarter, until June 9th.

Optional Discussion: Accessibility and OER-- Share your tips and ask your questions here.

Thank you for reviewing the important information in this extra module. If you have thoughts or questions you would like to share with Katy, Juanita, and/or the class, regarding Accessibility or OER, please post here. Open and accessible communication creates a world of opportunity for all!