

Universal Design: The spoon

7 simple tips for more accessible Elearning

[New: relevant links Google Doc](#)



What can we
learn from
universal design?

Universal design

The design of products and environments to be **usable by all people**, to the greatest extent possible, without the need for adaptation or specialized design.

NCSU v2.0: Bettye Rose Connell, Mike Jones, Ron Mace, Jim Mueller, Abir Mullick, Elaine Ostroff, Jon Sanford, Ed Steinfeld, Molly Story, and Gregg Vanderheiden

UD Principles

1. Equitable
2. Flexible
3. Simple and Intuitive
4. Perceptible Information
5. Tolerance for Error
6. Low Physical Effort
7. Size and Space for Approach and Use

Universal Design: Myth

“motivating fiction
or tantalizing impossibility”

-*Disrupting DH*, Rick Godden and
Jonathan Hsy, 1/6/2016

“Universal design is a process, a means rather than an end.

There’s no such thing as a universally designed text.

There’s no such thing as a text that meets everyone’s needs.

That our webtext falls short is inevitable.”



Web accessibility

inclusive practice of **removing barriers** that prevent access to websites by people with disabilities.

Identity

As Robert McRuer notes, disability does not designate a subset of humanity but a spectral prospect that haunts everyone:

“If we live long enough, disability is the one identity that we all inhabit”

...wait, let's enhance this.

Identity

As Robert McRuer notes, disability does not designate a subset of humanity but a **spectral prospect that haunts everyone:**

“If we live long enough, disability is the one identity that we all inhabit”

Activity

In your browser, try pressing control-minus or command+minus to make the text one level smaller.

Are you straining to read the text?

You may need to improve text readability.

1. Student advocates:
Equitable use and empathy

"I did then what I knew how to do. Now
that I know better, I do better."



- attributed to Maya Angelou

Change

“If you don't like something,
change it. If you can't change it,
change your attitude.”



“Empathy requires vulnerability, and vulnerability is what connects us most to each other in this world.”

- Brené Brown

Vulnerabilty

Empathy requires it



Empathy

The importance of listening



Activity (2 min): Think of one or two solutions with your neighbor:

How would you create an equitable learning environment for students with low internet access?

2. Ask students about barriers

Use Qualtrics surveys, Google Forms, SurveyMonkey
duke.qualtrics.com and use Embed code

Forums: Use the forums tool to promote discussion about ways to make the course more accessible

Suggest asking students at office hours

3-5. Test and interact with your content

Keyboard test

Color contrast test

Captions test

Test, test, test!

Testing: Keyboard support

Interaction on the site should be possible with Tab, Spacebar, and Enter.

Activity (2 min)

Keyboard test

Try using Tab, Spacebar and Enter keys on your keyboard to navigate a website

Testing: Color contrast

Interaction on the site should be possible with Tab, Spacebar, and Enter.

Activity (2 min)

Colorblind test

Use <http://www.checkmycolours.com/>
to test your favorite website

Other testing tools

<https://validator.w3.org/>

Add-ons: [ChromeShades](#)

<http://www.checkmycolours.com/>

Built-in accessibility tools

6. Provide missing information

Fill in the gaps!

Alt-text for images and hyperlinks

SensusAccess: Alternative media conversion from Duke SDAO

http://access.duke.edu/alternative_media/

The [blank] app

Project Naptha

A young man with dark hair is shown in a kitchen setting, looking slightly to the right. A large red prohibition sign (a circle with a diagonal slash) is superimposed over his face. A yellow arrow-shaped banner points from left to right across the middle of the image, containing the text 'AUTOMATIC CRAPTIONS'. The word 'CRAPTIONS' is in a larger, bold, dark font, while 'AUTOMATIC' is in a smaller, lighter font. Below the banner, a black subtitle box contains the text 'i think is in doubt about a future'.

AUTOMATIC CRAPTIONS

i think is in doubt about a future

The Blank App

Navigate to theblankapp.com



"Our life is frittered away by detail...
simplify, simplify."

- Henry David Thoreau

7. Remove unnecessary information

Eliminate distractions - reduce cognitive load

Remove tools you aren't using

In Sakai, Site Info-> Tools

Simplify resources: Consider pedagogical goals and edit content to support those goals

Example: News for Betty

newsforbetty.com

Good afternoon. Which news source?

[NY Times](#)[Washington Post](#)[Philly.com](#)[National Journal](#)[BBC](#)[CNN](#)[World](#)[U.S.](#)[Local](#)[Business](#)[Politics](#)[Sports](#)

NY Times: Local

Metropolitan Diary: An Announcement at Fairway

A grocery shopper on the Upper West Side was amused when the store's loudspeaker broadcast a message to a customer from his wife.

[Read more](#)

7 simple tips

1. Speak up for equitable use and empathy
2. Ask your students about barriers
3. Test and interact with your content
4. Test and interact with your content
5. Test and interact with your content
6. Provide missing information
7. Remove extraneous tools and content



ABS 2013 DO NOT DISTRIBUTE

NETLABSDESIGN.COM

It isn't about the spoon,
however...

It is about solving problems.
Let's make things possible
together.

Thanks!

<https://cit.duke.edu>

chris.lorch@duke.edu

Twitter: @chrislorch

...wait, let's fix this.



Thanks!

<https://cit.duke.edu>

chris.lorch@duke.edu

Twitter: @chrislorch

much better!

