

High-Level Module Planning Map (Version 1)

Module 1: Formatting Course Content so it's Accessible | [Link to Detailed Module Planning Map](#) ; [Link to Revised Module in Moodle](#) (Enrolment Key: "inclusive")

| Learning Outcomes | Topics | Assessments | Learning Activities & Resources (to use in the course) | Potential Resources |
|---|---|---|---|---------------------|
| <ul style="list-style-type: none"> Describe design strategies for enhancing the accessibility of course content Explain how accessible course content enhances the learning experience for all students | <p>Accessible design practices</p> <ul style="list-style-type: none"> Colour Headings Fonts Hyperlinks Tables Lists <p>Digital course content formats</p> <ul style="list-style-type: none"> Moodle Word PowerPoint Excel Webpages/Wordpress /Pressbooks Accessibility Checkers <p>Tools to support viewing material in multiple ways</p> | <p>Assessment Option 1: Reflect on your course content. Choose one format (Moodle module, Word document, WordPress) that could be adjusted to consider course content design principles to enhance accessibility.</p> <ul style="list-style-type: none"> Describe current resource Describe revisions that would be made to enhance accessibility Explain why those decisions would be made <p>Assessment Option 2: Describe how a current resource (Moodle, Word, PowerPoint, Excel, etc.) you use in your course implements accessibility strategies discussed in this module and identify how additional accessibility strategies could be integrated moving forward (as applicable). Describe how/why the current accessibility strategies benefit students and how/why additional changes would make an impact (if applicable).</p> | <p>Do (Learning Activity): Scenario of someone having a challenging time navigating inaccessible course content and how certain changes can alleviate this</p> <p>Read/Watch/Listen (Learning Material): What is accessibility and why does it matter? Tie to diversity of student needs</p> <p>Read/Watch/Listen (Learning Material): Design strategies for different web presences (Word, Moodle, Wordpress, etc.). How/why this impacts student learning.</p> <p>Read/Watch/Listen (Learning Material): Tools to support viewing course content in various ways (Read & Write, etc.)</p> <p>Do (Learning Activity): Hot spot an image of a document, moodle page, etc. to identify the document design strategies</p> | |

High-Level Module Planning Maps (Version 2)

| Module 1: Formatting Course Content so it's Accessible Link to Detailed Module Planning Map | | | |
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| Learning Outcomes | Learning Activities Organized by Topic | Assessments | Example References |
| <ul style="list-style-type: none"> Describe design strategies for enhancing the accessibility of course content Explain how accessible course content enhances the learning experience for all students | <p>Topic 1: What is Accessibility and Why Does it Matter?</p> <ul style="list-style-type: none"> Read/Watch/Listen (Learning Material): Introduction to accessibility, UDL, and removing barriers. Do (Learning Activity): Introduction to UDL and reflective student persona activity <p>Topic 2: Introduction to Assistive Technologies</p> <ul style="list-style-type: none"> Read/Watch/Listen (Learning Material): Zoom Text, Text-to-Speech, and Screen Readers <p>Topic 3: Accessible Design Practices</p> <ul style="list-style-type: none"> Read/Watch/Listen (Learning Material): <ul style="list-style-type: none"> Organizing Your Course Content (headings) <ul style="list-style-type: none"> Do (Learning Activity): Accessible heading review Images <ul style="list-style-type: none"> Do (Learning Activity): Alternative text review Colour <ul style="list-style-type: none"> Do (Learning Activity): Colour contrast review Font Hyperlinks <ul style="list-style-type: none"> Do (Learning Activity): Accessible hyperlink review Tables Do (Learning Activity): Accessible practices review <p>Topic 4: Building and Checking for Accessibility Across Digital Formats</p> <ul style="list-style-type: none"> Read/Watch/Listen (Learning Material): <ul style="list-style-type: none"> Moodle Word PowerPoint PDFs WordPress (Web Pages) | <p>Assessment Option 1: Reflect on your course content. Choose one format (Moodle module, Word document, WordPress) that could be adjusted to consider course content design principles to enhance accessibility.</p> <ul style="list-style-type: none"> Describe current resource Describe revisions that would be made to enhance accessibility Explain why those decisions would be made <p>Assessment Option 2: Describe how a current resource (Moodle, Word, PowerPoint, Excel, etc.) you use in your course implements accessibility strategies discussed in this module and identify how additional accessibility strategies could be integrated moving forward (as applicable). Describe how/why the current accessibility strategies benefit students and how/why additional changes would make an impact (if applicable).</p> <p>Assessment Extension Option: Are you looking for an opportunity to create course content where you can apply the accessibility strategies learned about in this module with support from our team? Let us know as we are here to help!</p> | <p>Pilgrim, J. L., & Ward, A. K. (2017). Addressing diversity through the Universal Design for Learning lens. In <i>Addressing Diversity in Literacy Instruction</i> (pp. 229-249). Emerald Publishing Limited.</p> <p>Takacs, S., Zhang, J., Lee, H., Truong, L., & Smulders, D. (2021). <i>Universal design for learning: A practical guide</i>. JIBC. https://pressbooks.bccampus.ca/jibcu/dl/</p> <p>Assistive Technology Learning Association (n.d). What is AT? Retrieved from https://www.atia.org/home/at-resources/what-is-at/.</p> <p>Coolidge, A., Doner, S., Robertson, T., & Gray, J. (2018). <i>Accessibility toolkit – 2nd edition</i>. BCcampus. https://opentextbc.ca/accessibilitytoolkit/</p> <p>Mayer, R. E. (2009). <i>Multimedia learning</i> (2nd ed.). New York, NY, US: Cambridge University Press.</p> |