Online Learning and Students With Disabilities

Darren Crone, Ed.D.

&

Kerry Tate M.S.

The University of Texas at Dallas
School of Management

Objectives

- Participants will discuss challenges students with disabilities face
- Participants will discuss the relationship between the Americans with Disabilities Act (ADA) and web-based learning
- Participants will discuss ways to make an online course more accessible
- Participants will view a demonstration of assistive technologies

Challenges

- Visual impairment (Low Vision, blindness):
-Navigating interface
-Reading text
-Manipulating learning objects

- Hearing impairment (hard of hearing, Deaf):
-Listening to recorded media
-Audio cues from learning objects

- Learning Disabilities (Dyslexia, ADHD, Processing Disorder, Traumatic Brain Injury):
-Completing timed exercises

ADA and Online Learning

- Why should you be concerned?
- Course materials should be accessible to students, regardless of disability
- Reasonable Accommodations defined

UTD Disability Services

- What do they provide?
- Costs of alternative formats of learning materials
- Trends
- Legal issues

Making Your Online Course More Accessible

- ❑ Intuitive interface
- ❑ Text version of multi-media presentations/learning objects
- ❑ Alt tags for images
- ❑ Don't use needlessly complicated language – and proofread!
- ❑ Don't depend too much on color
- ❑ W3C Checkpoints for Accessibility
  -http://www.w3.org/TR/WAI-WEBCONTENT/full-checklist.html

Poor Course Design

Better Course Design

Links

- ADA Home Page: http://www.ada.gov/
- ADAAA Home Page: http://www.dol.gov/ofccp/regs/compliance/faqs/ADAfaqs.htm
- UT Dallas Disability Services: http://www.utdallas.edu/disability/
- World Wide Web Consortium (W3C) Web Accessibility Initiative: http://www.w3.org/1999/05/WCAG-REC-fact

QUESTIONS?