



OWI Symposium

September 2020

Removing Barriers to Learning

Access, Design, and Application

Making Accessibility Visible

Design to Reduce Cognitive Load

“...more often than not we teach online courses that do not reach our students who have visual, hearing, physical, learning, and dozens of other disabilities”

Sushil K. Oswal

“...more often than not *we teach online courses that do not reach our students* who have visual, hearing, physical, learning, and dozens of other disabilities”

Sushil K. Oswal



How do we make our
online courses **accessible**
to **all** students?

What **small** changes can
make **big** differences for
online learners?

1 reduce the amount of **text** on the page

2 revise the design of the page to **improve navigation**

3 add simple **visuals**

4 test your course on a **mobile** device

20 %

Invisible Disabilities

Invisible Disabilities

> learning

> sensory

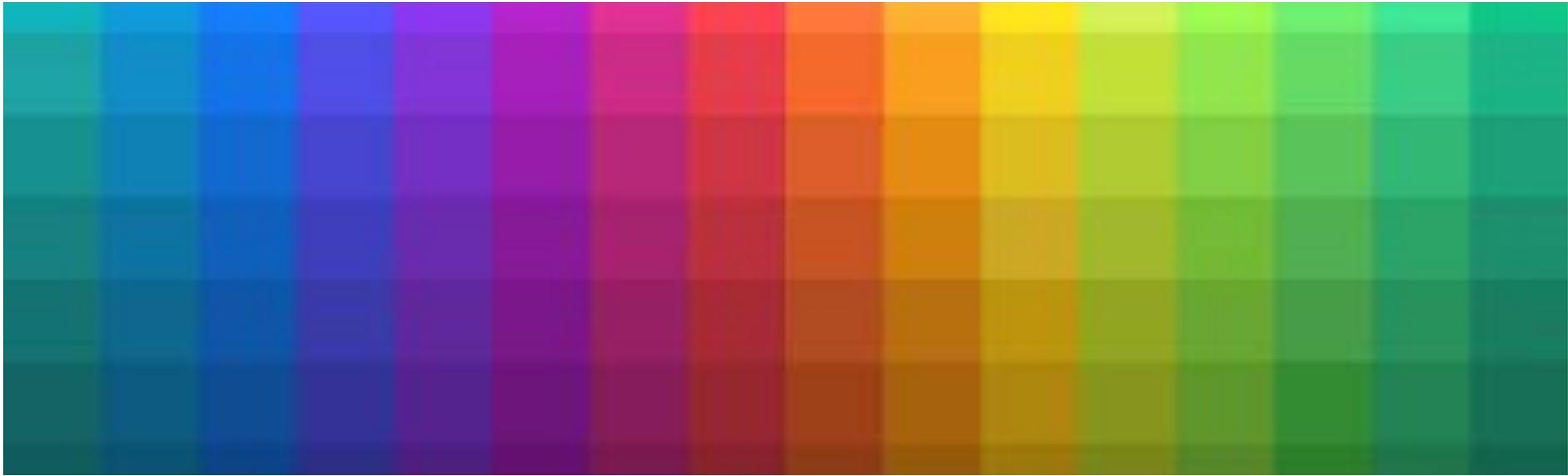
> cognitive

Accommodation

Accommodation



Access











Course Introduction



Watch later



Share



GETTING STARTED

COURSE INTRODUCTION



course_introduction_video_transcript.pdf
Download File

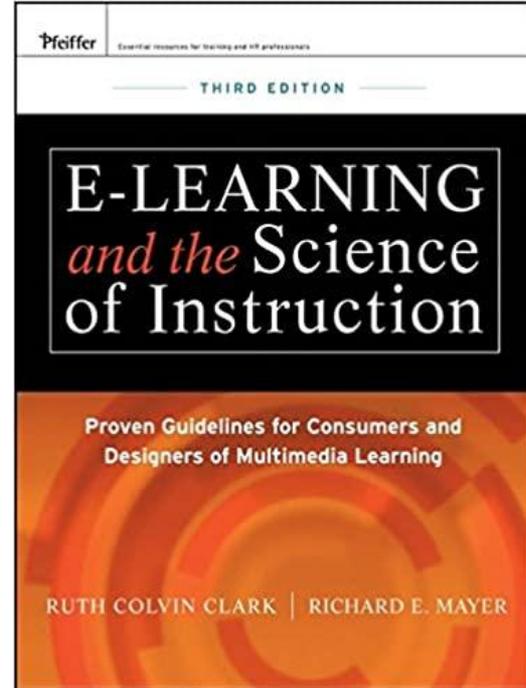
Cognitive Load?

lol wat?



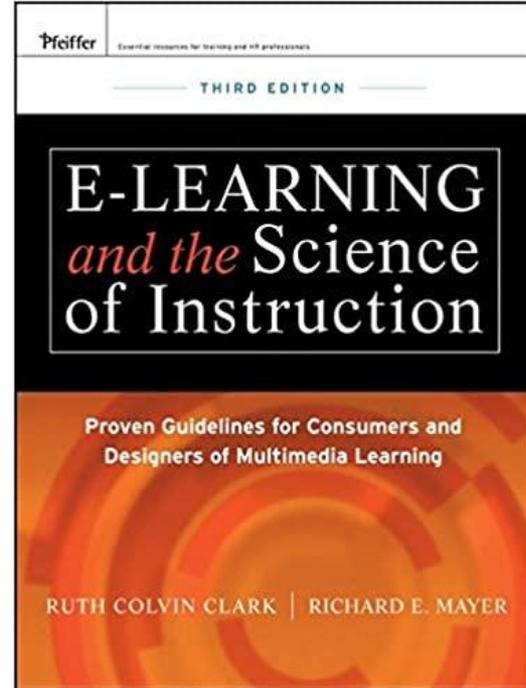
Dual Channels

"People have separate channels for processing visual/pictorial material and auditory/verbal material" (35).



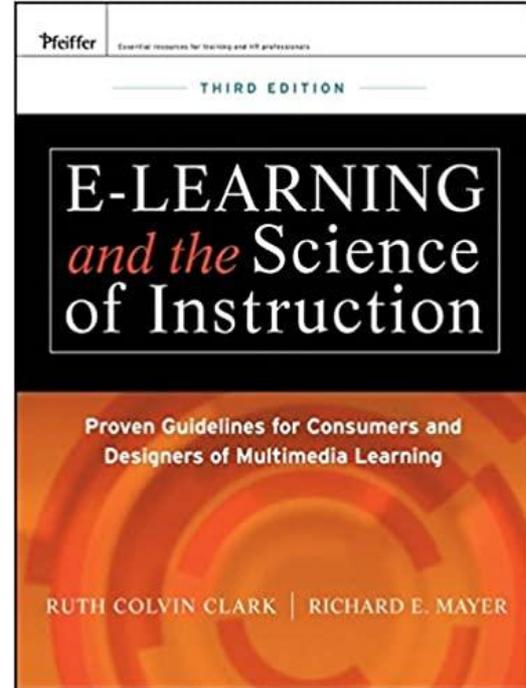
Limited Capacity

"People can actively process only a few pieces of information in each channel at one time" (35).



Active Processing

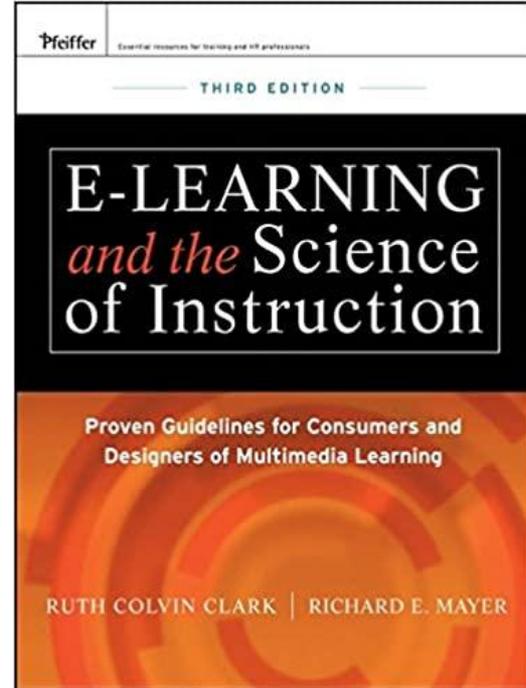
"Learning occurs when people engage in appropriate cognitive processing during learning" (35).



Active Processing

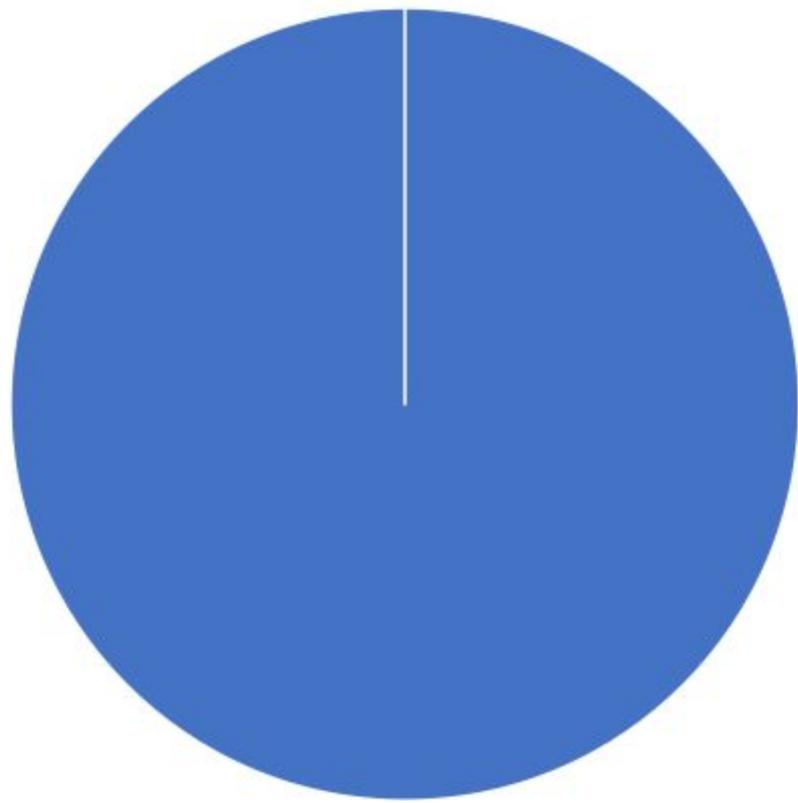
Occurs when learners:

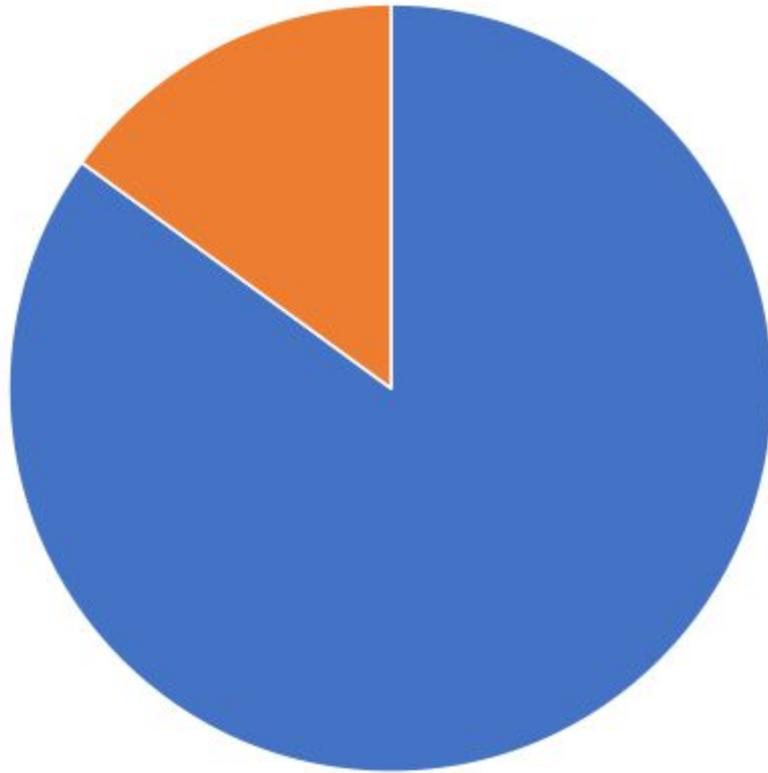
- Attend to relevant material.
- Organize the material coherently.
- Integrate the material with what they already know.

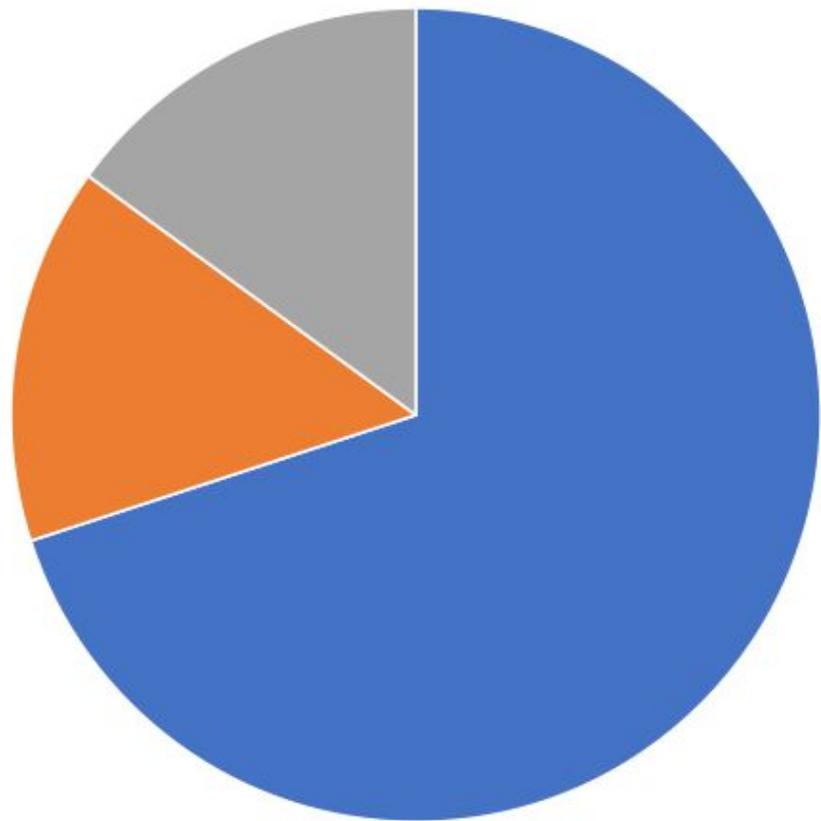


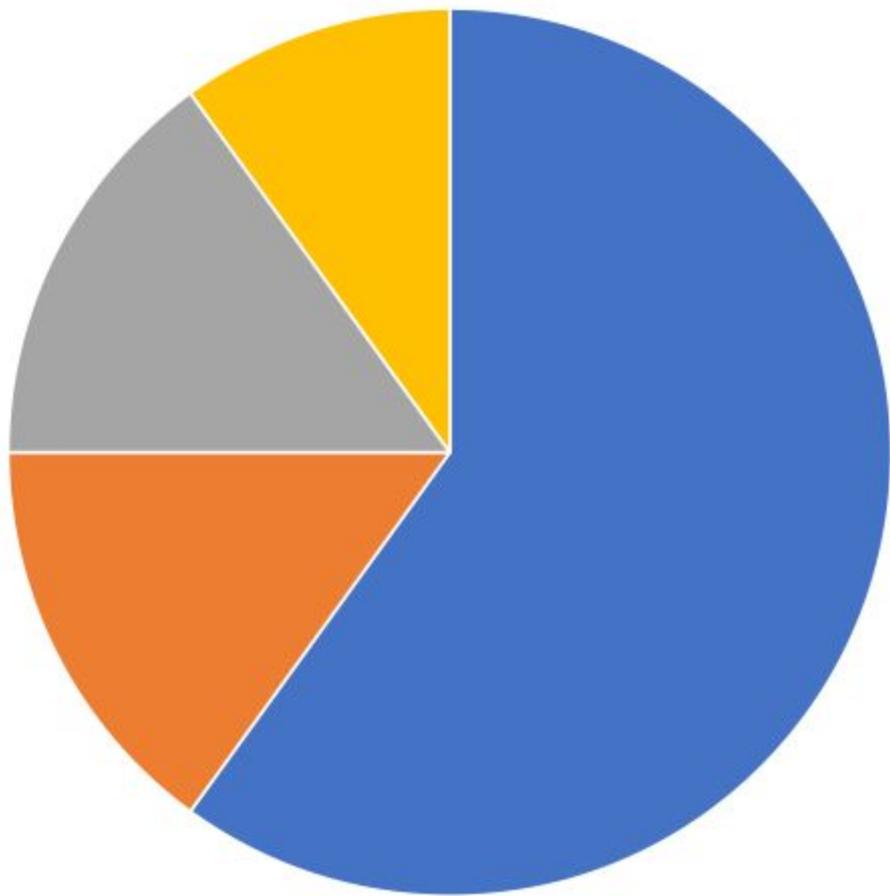
Dual Channels
Limited Capacity
Active Processing

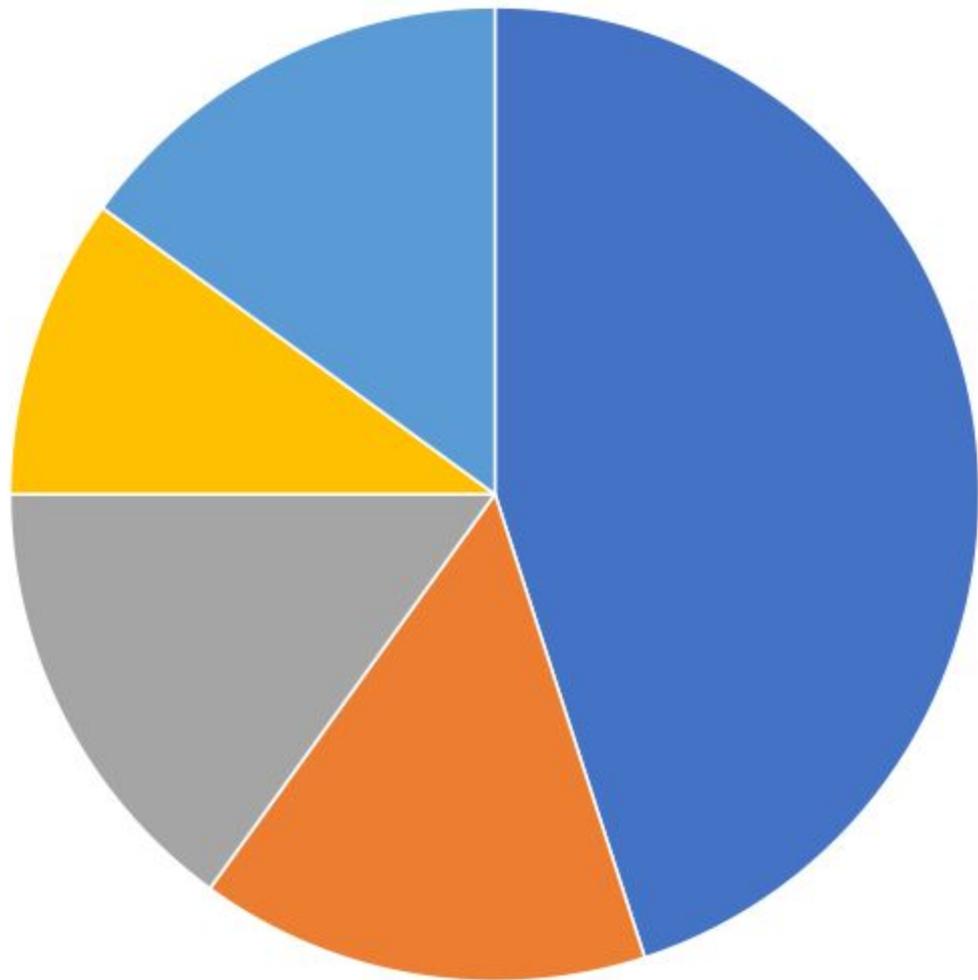


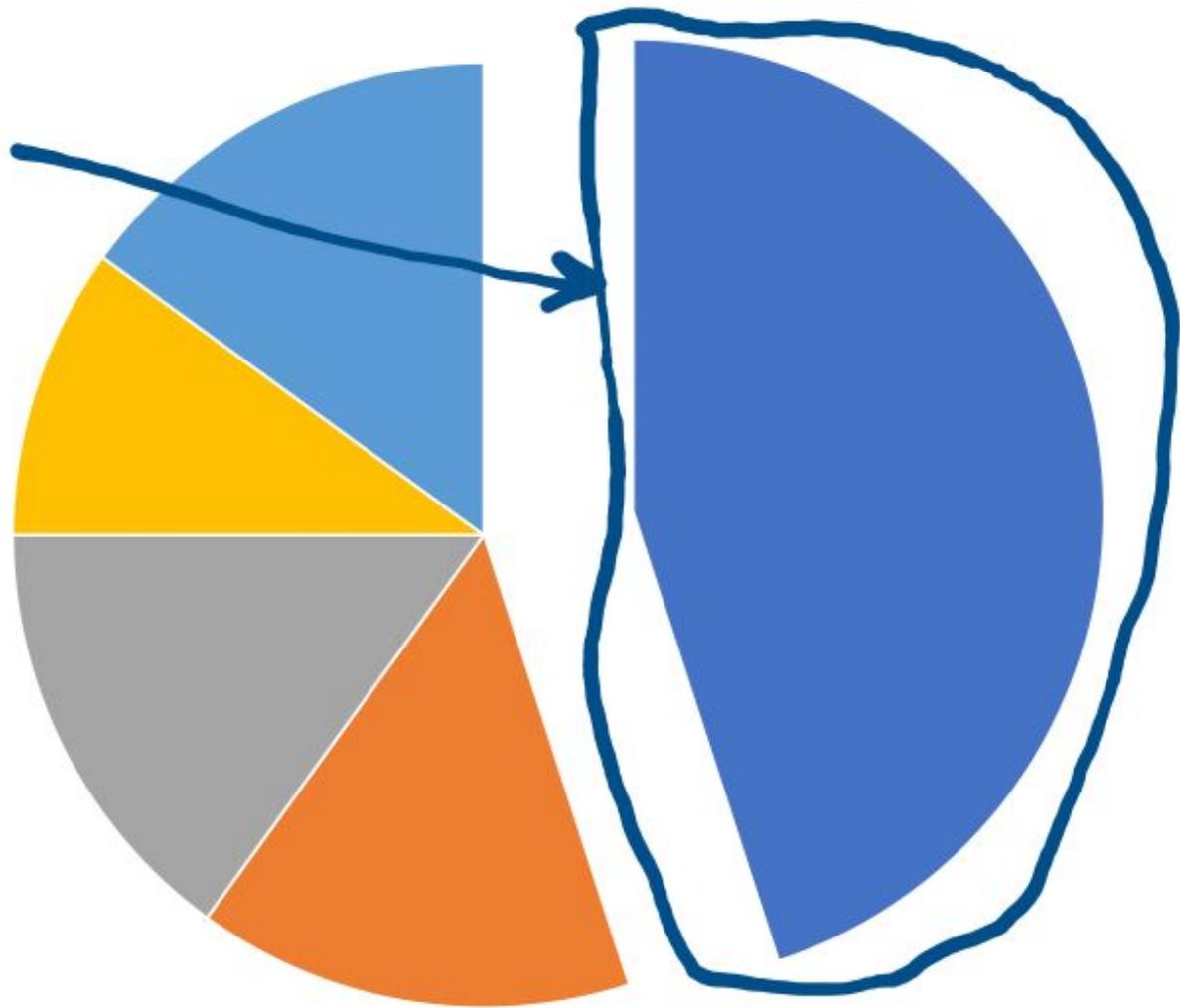


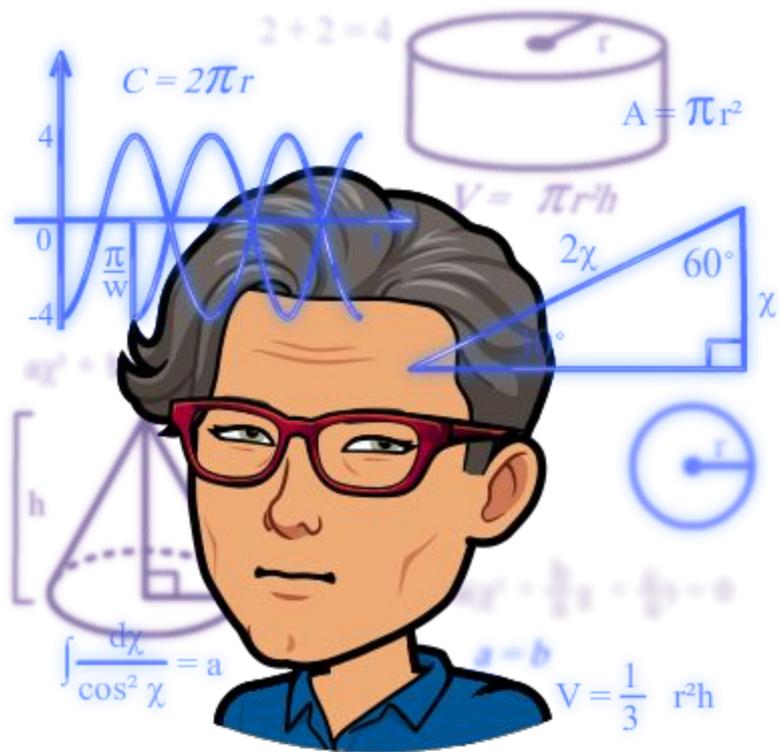












Four Practical Suggestions

1 reduce the amount of text on the page

Multimodal Assignment Template

Your multimodal assignment should be written for students in a writing class (first-year comp, or related course). Your goal is to provide enough information and guidance so that a student understands what is expected and can successfully complete your assignment.

You can choose any type of assignment you like, as long as it is appropriate for a first-year comp course (or similar course, with my OK), and as long as it includes some multimodal elements (in other words, the students compose using multiple media).

In addition to the written assignment sheet, you should also create a short (5-min max) video to introduce and explain the assignment to your students.

This assignment will form the centerpiece for the four-week learning unit you will build, so it needs to be substantial enough that you would devote about four weeks to work on it in a first-year comp class.

(146 words)

1 reduce the amount of text on the page

Multimodal Assignment Template

Your multimodal assignment should be written **Write** for students in a **first-year** writing class (first-year comp, or related course). Your goal is to provide **Provide** enough information **and guidance** so that a student understands what is expected and can successfully complete your assignment.

You can choose **Choose** any type of assignment **you like**, as long as it is appropriate for a first-year comp course (**or similar course, with my OK**), and as long as it includes some multimodal elements (**in other words, the students compose using multiple media**).

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1 reduce the amount of text on the page

Multimodal Assignment Template

Write for students in a first-year writing class. Provide enough information so that a student understands what is expected and can successfully complete your assignment.

Choose any type of assignment as long as it is appropriate for a first-year comp course , and as long as it includes some multimodal elements.

In addition, create a short (5-min) video to introduce and explain the assignment.

This assignment will form the centerpiece for your four-week learning unit. Plan to devote about four weeks to work on it in a first-year comp class.

(89 words)

2 revise the design of the page to improve navigation

Multimodal Assignment Template

- Write for students in a first-year writing class.

Provide enough information so that a student understands what is expected and can successfully complete your assignment.

- Choose an assignment that includes some multimodal elements.
- Create a 5-minute video to introduce and explain the assignment.

This assignment will form the centerpiece for your four-week learning unit Plan to devote about four weeks to work on it in a first-year comp class.

3 add simple visuals

Multimodal Assignment Template

- Write for students in a first-year writing class.

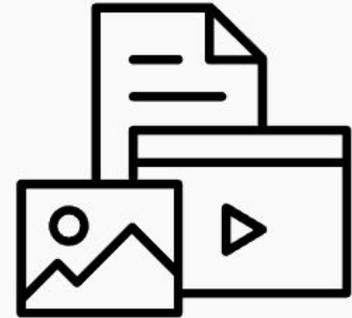
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This assignment will form the centerpiece for your four-week learning unit Plan to devote about four weeks to work on it in a first-year comp class.

Multimodal assignment

= Words + Pictures



From this...

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(146 words)

...to this.

Multimodal Assignment Template

- Write for students in a first-year writing class.

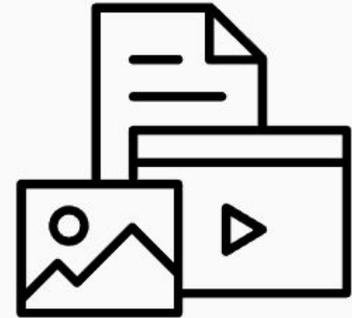
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Multimodal assignment

= Words + Pictures



4 test your course on a mobile device

MULTIMEDIA ACADEMY

[Home](#) [Weekly Activities](#) [Outcomes](#) [Resources](#) [Tech Support](#) [Tools](#)

Week Three: Understanding the Student Learning Experience

How can online instructors better understand the student learning experience?

How can online instructors better understand the student learning experience? How does a focus on learners and learning (instead of content) change the way we design learning environments and assignments?

Week three is your opportunity to immerse yourself in the student experience by stepping into a student's shoes and composing a multimodal project based on a peer's assignment. What better way to understand the learning experience from a student perspective than to actually become a student writer?

The experience may be disorienting, as you step into a novice writer's role; you may also be confused, overwhelmed, or frustrated by the assignment you have been given. Parts of the assignment may be clear, and others not so clear. You will quickly discover how important clear instructional writing is, and how difficult to achieve.

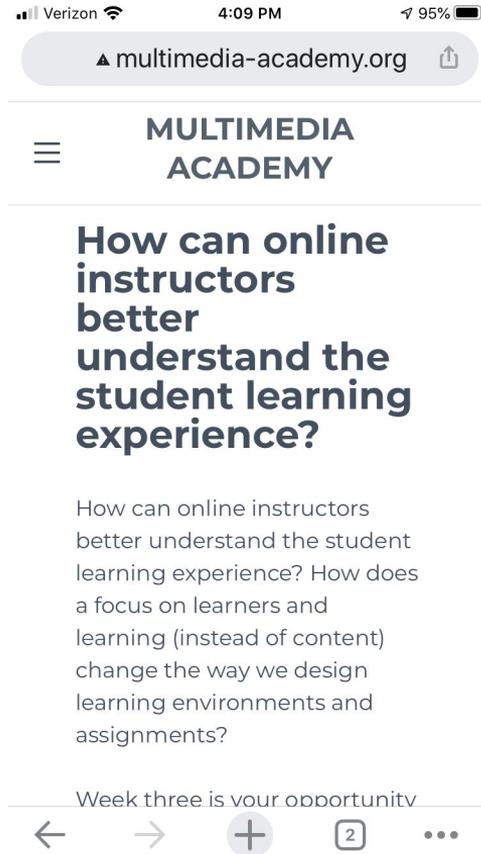
Your goal is to forge ahead and complete the assignment as best you can. Forum 3 offers you the opportunity to ask direct questions and get clarification from your instructor (the student-author of the assignment itself).

By the end of the week, you will deliver a completed project to your instructor, accompanied by a short video describing your experience and process in completing the assignment.

Learning goals

- **Practice:** Complete a writing project and provide student-centered

4 test your course on a mobile device



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4 test your course on a **mobile** device

THANKS



References

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Online sources

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Now Is the Time to Embrace Mobile Learning

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