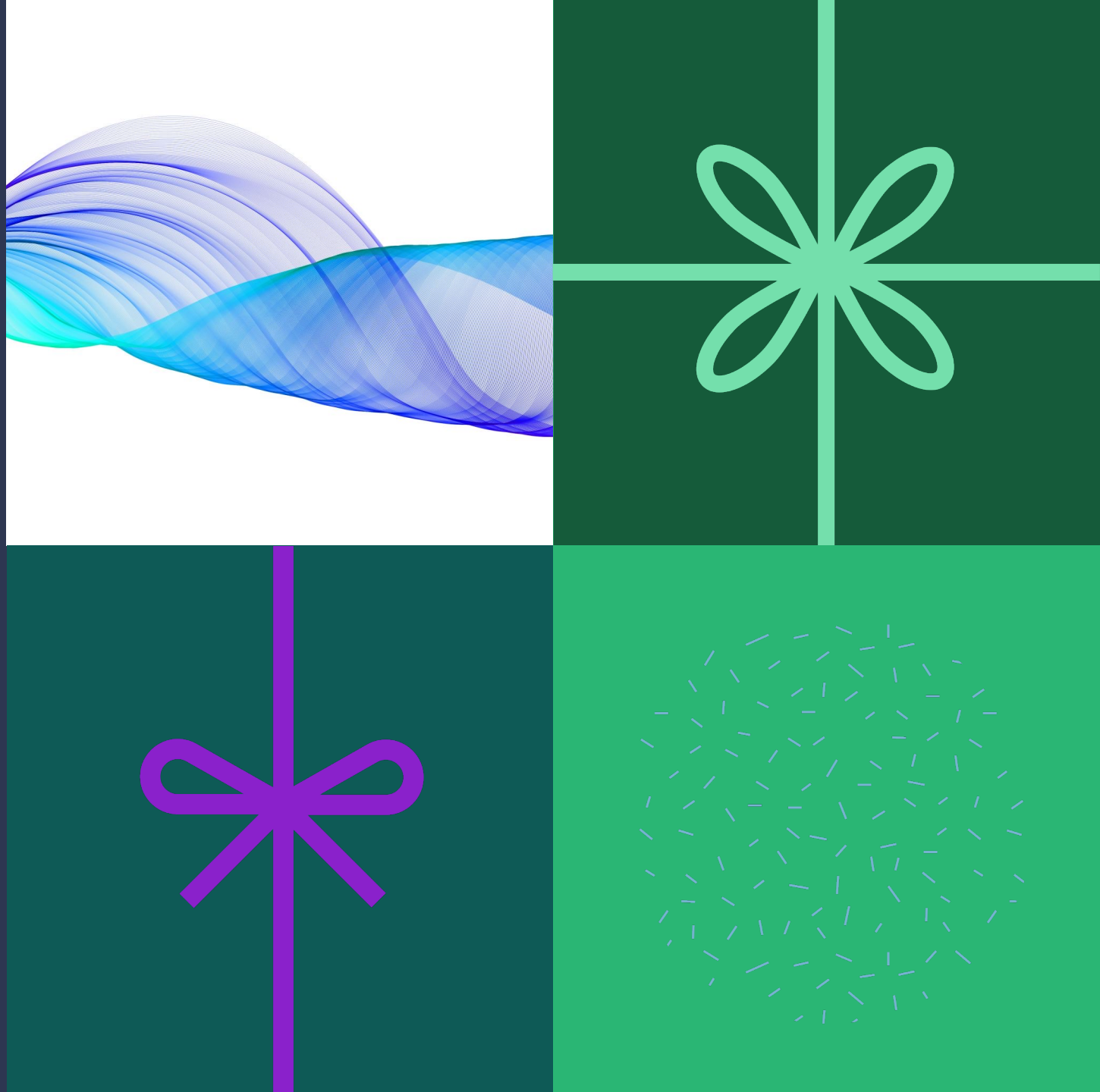


# Even More Open

Inclusive Design in Open  
Educational Resources

Jeff Gallant, Program Director,  
Affordable Learning Georgia



# Before we start...

- University System of Georgia (USG): all 26 public colleges and universities in GA
  - Separate from Technical College System of Georgia (TCSG)
- Affordable Learning Georgia (ALG): an initiative of the USG, through GALILEO, to reduce the cost of textbooks to USG students
- Open Educational Resources (OER): freely-available educational resources that are open-licensed for redistribution, remixing, revising, reusing, and retaining



# What is “Open,” really?

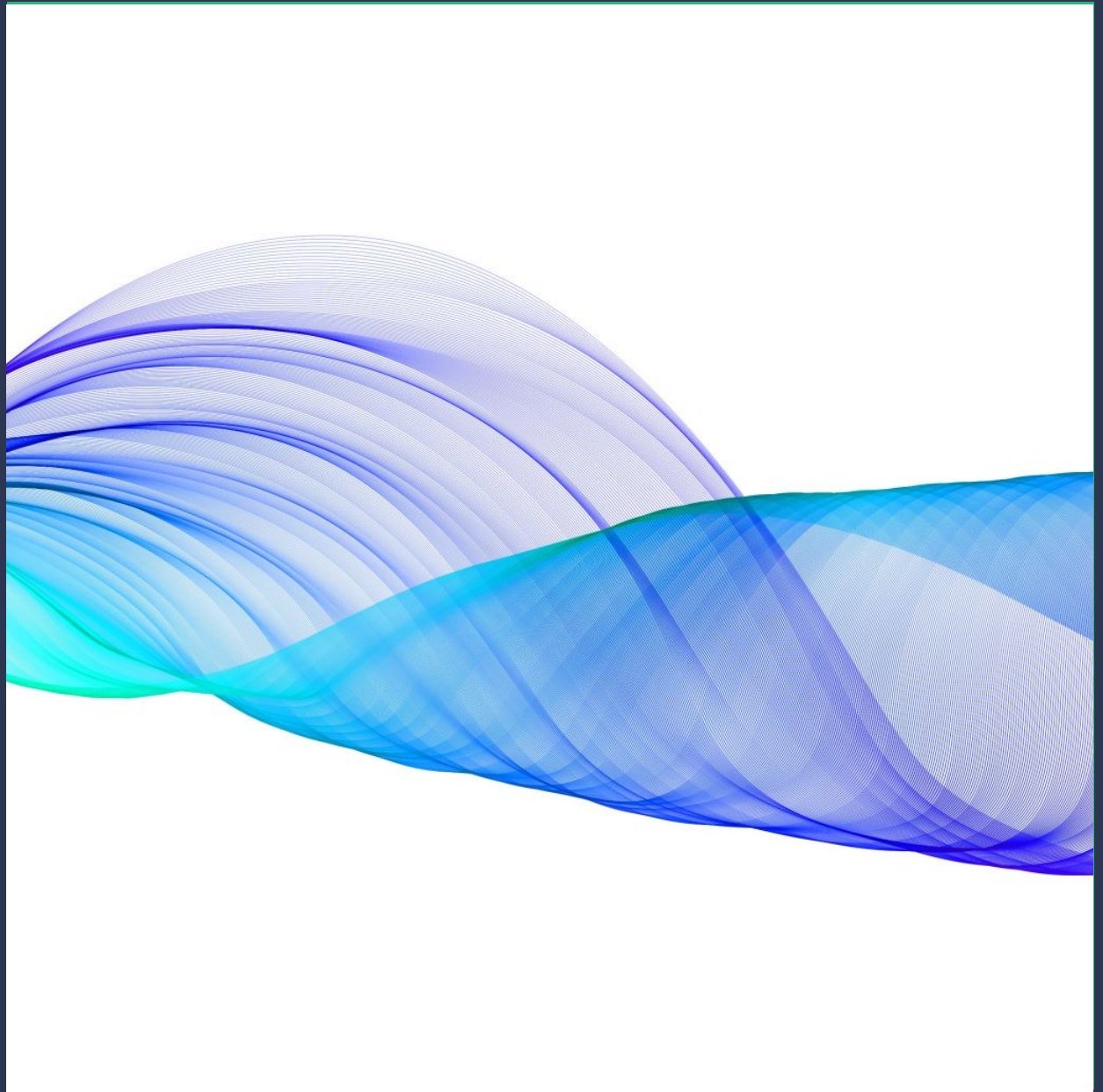
Is “free” good enough when every college is different and every instructor is unique?

- Add open licensing

Is “open-licensed” good enough when not every student can access the information within the resource equally?

- Add accessibility

How much accessibility is enough?



# Accessibility: A Spectrum, Not a Binary

Example: start with a PDF text

- Scanned images of a book: *completely* inaccessible to students with sight disabilities

Typed / OCR PDF

- *Marginally* accessible to students with sight disabilities, but with no structure, machine readers can only go page-by-page. Images still inaccessible.

Structured Text PDF

- *Much better* for machine readers, which can skip between Heading 1 / Heading 2 / etc. Images still inaccessible.

Appropriate Alt Text on Images

- Content of images now accessible to students with sight disabilities

But wait, there's more:

- Contrast, colorblind-friendly, accessible fonts, dark mode for light sensitivity, and this is *only addressing sight so far!*

# The Broad Spectrum of Accessibility



Sight



Hearing



Learning/Reading



Emotional/Mental

# UDL and Inclusive Design: Beyond Accessibility

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UDL: Multiple means of (or, options for) engagement, representation, action/expression

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Inclusive design: a process aiming to remove all barriers for all learners

# Inclusive Design as an Extension

“An exclusion habit is the belief that whoever starts the game also sets the rules of the game. We think we don’t have power to change a game, so we abdicate our accountability. We keep repeating the same behaviors, over and over.”

– Kat Holmes, former Microsoft and Google UX designer

Inclusive Design *includes* accessibility and adds *all* outliers for whom the current education system is mismatched. This includes, but isn’t limited to:

- Race/ethnicity
- Sex/Gender
- Religion
- Language
- Lived experiences (do your word problems meet the lives of your students?)
- Socioeconomic status / income
- Access to information resources / broadband / wireless



# In Higher Education, Self-Reporting Mediates The Spectrum

Chafee Amendment: accessibility for one



# Open For All: The Responsibility of OER Creators and Publishers





# 2013-2014: ALG Starts, AMAC Helps

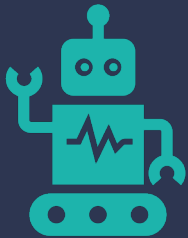
Kickoff Grant Training with AMAC

AMAC consults with UNG Press

Faculty *creating* more resources than  
expected



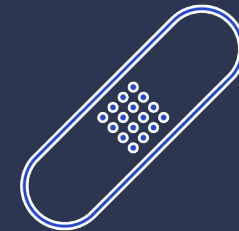
# 2015-2017: Time and Travel Get In the Way



AMAC can sometimes present remotely at Kickoff, sometimes in person



Partnered with e-Text Services lead, handoff to ALG running this portion



AMAC does accessibility audit and conversions of Word/PDF materials to be *machine readable*

# 2018-2019: Exploring New OER Platforms

- AMAC, now CIDI, works with GALILEO on web accessibility / redesign
- Instructional designers on OER grant teams heading accessibility efforts
- ALG selected for pilot of Manifold from the University of Minnesota



# Why Manifold?

- Works well with Word documents, faculty tend to compose in Word
- Centralized strategy – not a platform for writing new texts, a platform for converting texts to web-readable
- Accessibility is mandatory – structured text is a must in Manifold to differentiate chapters/subchapters



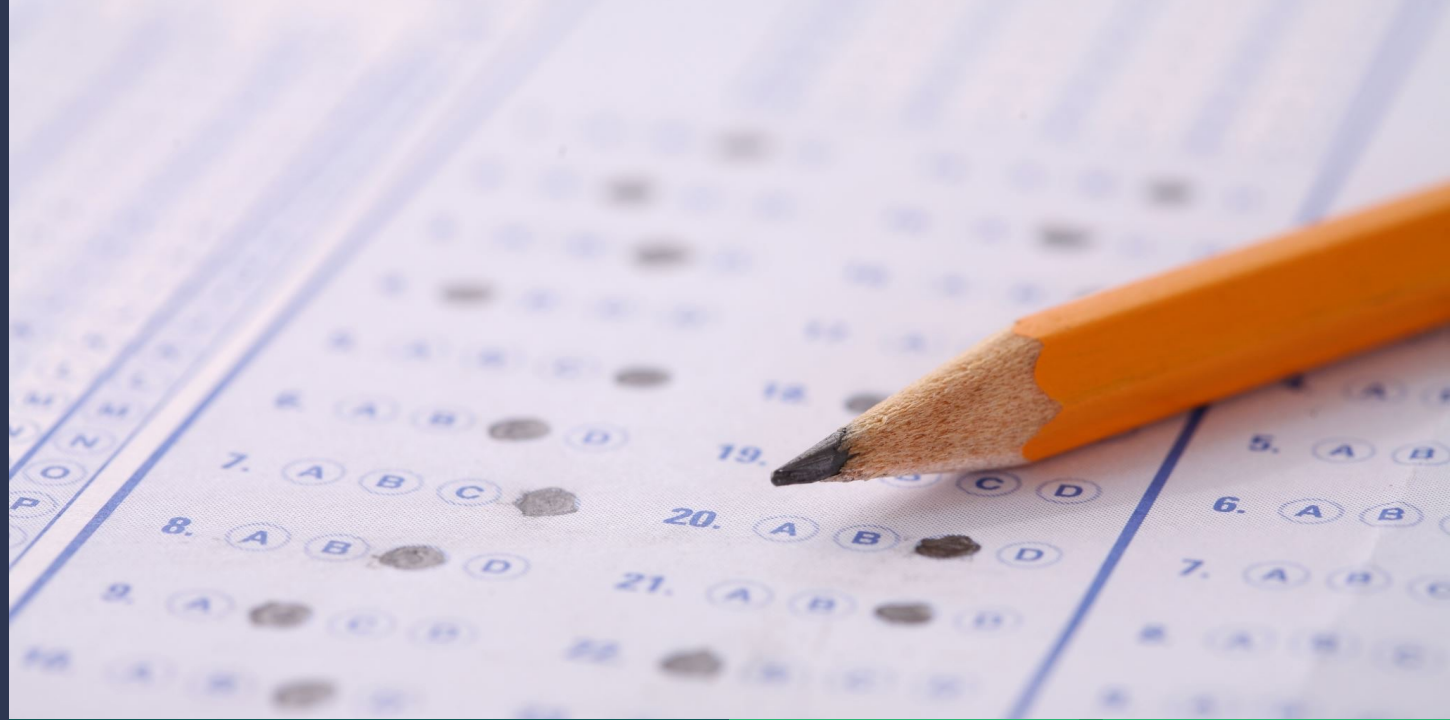
# Screenshare Tour: Manifold

# Inclusive Design Example: British Literature I

- UNG Press has a British Literature I open textbook that meets the needs of a majority of British Literature classes. This addresses *cost*.
- The text has an open license, meaning others can build on and remix it. This addresses *flexibility*.
- Through our Manifold project, the text now has both an accessible web version and an accessible Word document. This addresses *accessibility*.
- A new team built on this text by adding a supplemental text: **An Introduction to African and Afro-Diasporic Peoples and Influences in British Literature and Culture before the Industrial Revolution**. This addresses *inclusion*, but it does not “solve” inclusive design for the text. It’s an ongoing process with inclusive design contributions.

# New ALG Updates

- Accessibility Rubric for OER evaluation
- Accessibility Training on Manifold

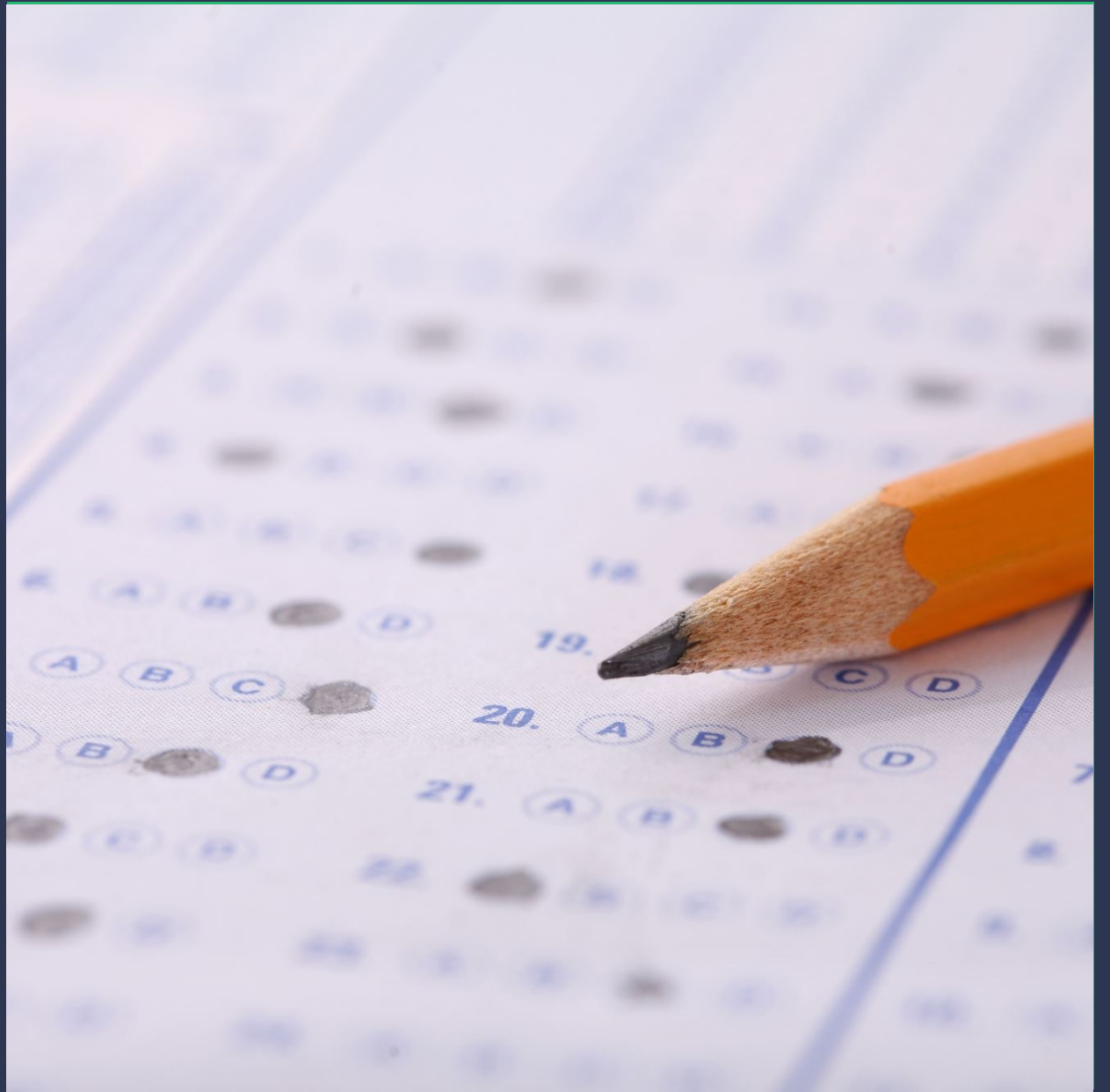




# CAST AEM Member

Assisting statewide groups (including K-12) and nationwide higher education institutions/systems with establishing & implementing accessibility standards for learning materials

- More about this project at [aem.cast.org](http://aem.cast.org)



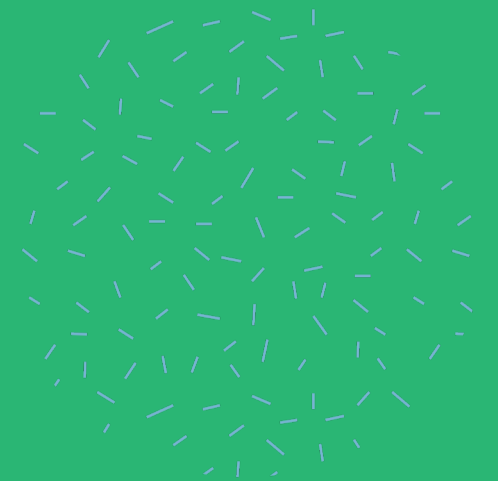
# Special Thanks: Tiffani Tijerina, Program Manager

Instructional designer and  
technical writer, working with  
ALG for almost two years

- Author of Accessibility Rubric and new accessibility training modules
- Lead on OpenALG and accessibility



# Questions?



# Thank you!

Jeff Gallant: [jeff.gallant@usg.edu](mailto:jeff.gallant@usg.edu)

Tiffani Tijerina: [tiffani.tijerina@usg.edu](mailto:tiffani.tijerina@usg.edu)

