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LEARNING LOG
Accessibility User Testing Project

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DETAILS

MAKING IT WORK, UNDERSTANDING WHAT WORKS, AND SHARING WHAT WORKS

TITLE

Accessibility User Testing Project


SOLUTION

Digital Learning and Next Generation Digital Courseware

CAPACITIES

Leadership & Culture; Information Technology

Owner

 [Audrey Bryk \(/education/s/profile/005360000050a5WAAS/\)](/education/s/profile/005360000050a5WAAS/)



Record Type

Monthly-Current 2017



INSTITUTION

Guilford Technical Community College

REFLECTION

SITE INITIATIVE

eLearning at GTCC employs a Work Study student to perform Accessibility Testing. The student is blind and has been a proficient JAWS user for over ten years. We have set up an office for her where she can test content and third-party/vendor tools and resources against the WCAG 2.0 standards. In addition to her own computer, we have an additional monitor set up that faces outward so that, when necessary, sighted observers can follow what she is doing and/or provide guidance when she does run into barriers.

PROGRESS TOWARD STUDENT SUCCESS

The student meets with instructors and vendor representatives to demonstrate how she uses JAWS to operate the computer and how she experiences their content. This has caused countless "lightbulb" moments as those who have previously struggled to comprehend the importance of our accessibility initiatives gain real world experience and first-hand knowledge of how the choices they make can potentially affect their students. She also helps produce video demonstrations to provide to instructors and vendors to help them understand the barriers she faces as a student with a disability. Previously, some of our instructors avoided teaching online and/or using digital resources so as to avoid having to deal with the issue of ADA compliance. The common perception among faculty is that it is easier for instructors and students alike to solve issues through classroom accommodations on campus in face-to-face classes. However, meeting our Work Study student demonstrates not only her preference for digital resources but the freedom and independence they afford her, and how this contributes to her success as a student.

IMPACT

By raising awareness of digital accessibility issues, our instructors are better equipped to not only create their own content that meets accessibility requirements, but also ask important questions of vendors and create demand for accessible digital courseware. This has the potential to increase the success of not only our students, but students across the country and globe as large publishers begin to better meet this demand.

INTERNAL/EXTERNAL RESOURCES

I have spent a great deal of time and one-on-one collaboration with this student to develop and implement strategies that would create meaningful change in our own campus culture and beyond.

NEXT CRITICAL STEPS

We would like to add accessibility testing as a required step in the textbook adoption process. We are also expanding our efforts beyond courseware, to include accessibility testing of other technologies that impact student experience and success.

OPPORTUNITIES/CHALLENGES ⓘ

There can be limits to the time and willingness of instructors and vendors to engage in the process. We currently state that adoptions are "subject to" accessibility testing but we do not have the capacity to test all adoptions at this time. Additionally, this college transfer student is graduating next semester, which poses a challenge to this project as we may or may not be able to locate a replacement with her level of expertise and willingness to engage with faculty and vendors on this level.

QUESTIONS/REQUESTS ⓘ

STATUS

Final

Completion Date ⓘ



5/31/2017

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 (/education/s/profile/00536000005Oa5WAAS) Audrey Bryk (/education/s/profile/00536000005Oa5WAAS) (Guilford Technical Community College) updated this record. 


May 31, 2017 at 6:00 PM (/education/s/feed/0D53600001OUmHeCAL)

STATUS

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