

Embrace the Power of “And”

Accessibility for All Learners

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Vicky Gavin, ROTEL Technical Editor

Land Acknowledgement

Land Acknowledgement from the Presenters

We would like to acknowledge that the land on which we live, work, learn, and play is the original homelands of the Nipmuc tribal nations (Patricia) and the Očhéthi Šakówinj and Omaha (Omaha-Ponca: Umo^{ho}) nations (Vicky). We acknowledge the painful history of genocide and forced removal from these territories, and we honor and respect the many diverse Indigenous peoples still connected to these lands.

ROTEL Land Acknowledgement

As part of ROTEL Grant's mission to support the creation, management, and dissemination of culturally-relevant textbooks, we must acknowledge Indigenous Peoples as the traditional stewards of the land, and the enduring relationship that exists between them and their traditional territories. We acknowledge that the boundaries that created Massachusetts were arbitrary and a product of the settlers. We honor the land on which the Higher Education Institutions of the Commonwealth of Massachusetts are sited as the traditional territory of tribal nations. We acknowledge the painful history of genocide and forced removal from their territory, and other atrocities connected with colonization. We honor and respect the many diverse indigenous people connected to this land on which we gather, and our acknowledgement is one action we can take to correct the stories and practices that erase Indigenous People's history and culture.

[Read more here](#)

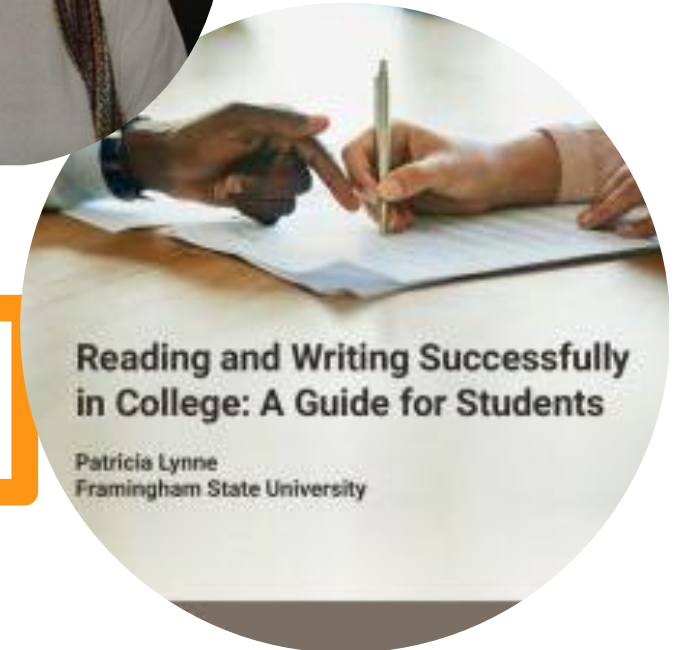
Who Are We? – Patricia Lynne

ROTEL Grant Recipient

- Produced *Reading and Writing Successfully in College: A Guide for Students (RWS)*

Teaches Technical Writing

- Familiar with key document design principles
- Raised multiple neurodivergent children
- Learns better through color and spatial organization



Who Are We? – Vicky Gavin

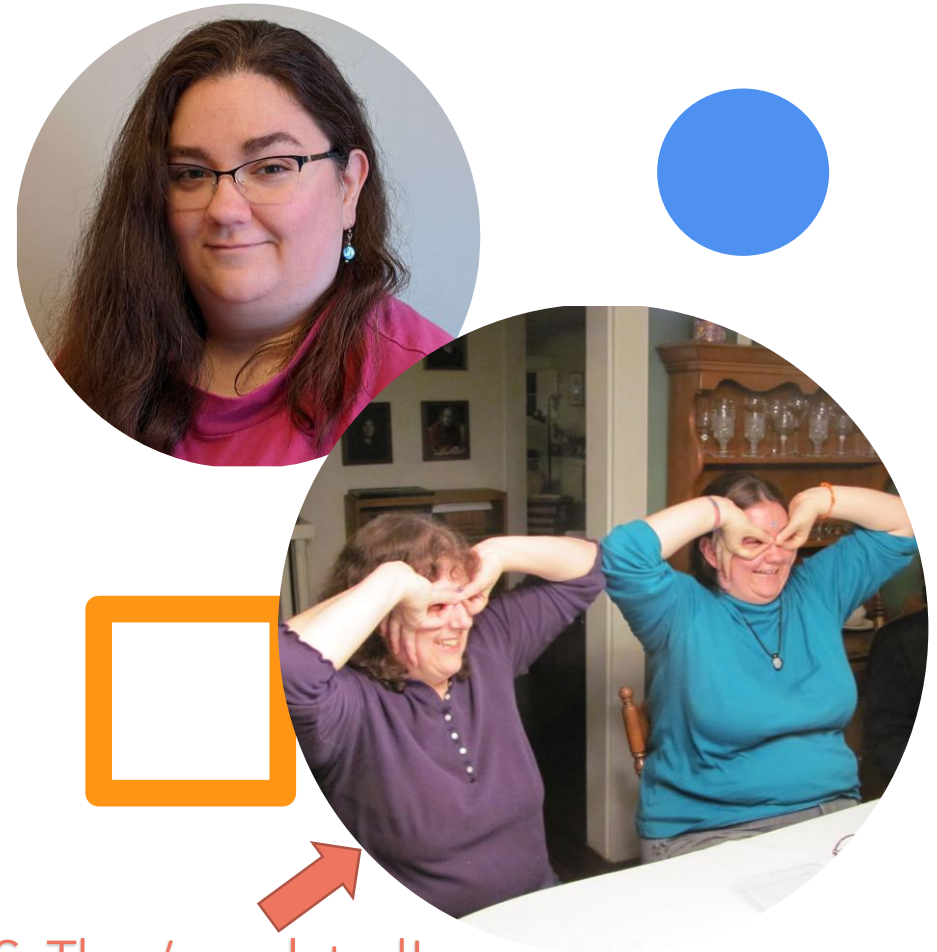
ROTEL Technical Editor

- Uploaded and did design work for *RWS*

Indiana University Online Assessment Coordinator

- Focus on data analytics and documentation

- Has mild dyslexia
- Learns better by doing



P.S. They're related!



How We Got Here

Conversations During Publishing

Design Considerations

Conversations Sparked During Production of *RWS*

- PressBooks
- Document Design Best Practices
- Accessibility Standards

A decorative teal dashed line consisting of seven short, slightly curved segments, arranged in an arc on the left side of the blue circle.

Accessibility for Everyone

What Worked

A solid purple circle located at the bottom right edge of the large blue circle.

Visual Distribution – Images and Textboxes

Example from *RWS*

- Easier for people with ADHD
 - Busier screen, allowing for attention shifting and refocusing
- Easier for dyslexics
 - Breaks words up into digestible chunks
 - Easier to re-find your reading place when there are markers for your placement

in the credits at the bottom.

When I ask students about their proofreading strategies, they frequently tell me that they read over the paper before they hand it in. When I ask them how well that has worked for them in the past, they shrug. When I ask them to reread something they have handed in a while ago, they get embarrassed and sometimes even mad at themselves because they are seeing errors that they believe they should have caught. The problem, I tell them, is their proofreading strategy, and we get to work trying out alternatives.



This is a good environment for proofreading (or studying in general), far from distractions and with a nice open table to better concentrate.

In this section, I present a number of proofreading strategies that students have told me work for them. Not all of them work for me; not all of them will work for you. I recommend, though, that you try them, particularly some that you haven't tried before. You might be able to find more error than you have in the past.

Proofreading vs. Editing

Editing and proofreading require different work, but both require attention to detail. Proofreading is about finding small errors, like typos or missing commas, while editing often involves more substantial work on sentence structure.

However, as I noted in the last section, proofreading and editing are not entirely separate. Be wary, though, of treating them as if they are the same task. If you start proofreading, but switch to editing a few rough sentences, be sure that you switch back to proofreading mode so that you don't miss the typos!

Choosing a Theme: Malala and Jacobs

Malala

Has more design-focused elements:

- Color (blue) which is more visually appealing
- Chapter titles are more visually stimulating with a line break between the chapter identifier and the title

Jacobs

Has more focus on universality:

- Uses very basic design elements
- Streamlines most of the information contained in the theme options

We chose Jacobs

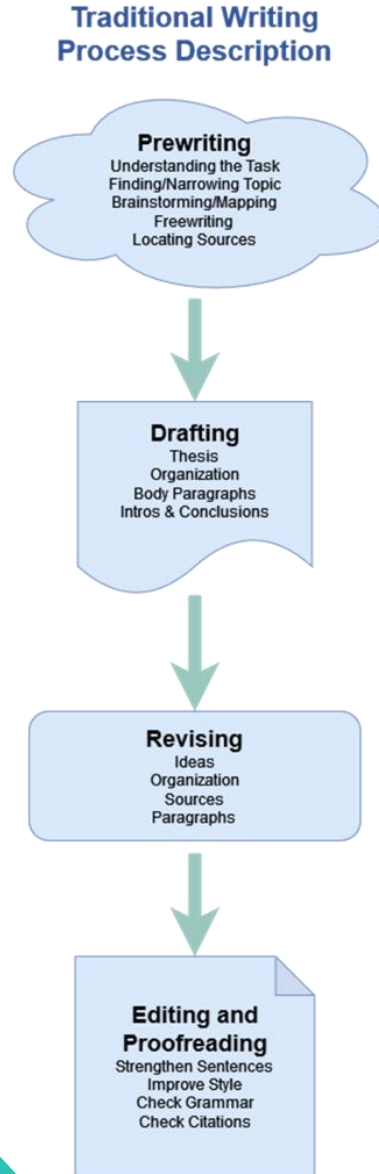


Accessibility for Everyone

What Didn't Work



Example from RWS



Writing Alt-Text for Diagrams - Easy

- An original diagram discussing the writing process
- Alt-text is fairly straight forward and simple

Early Process



- Another original diagram - less straight forward

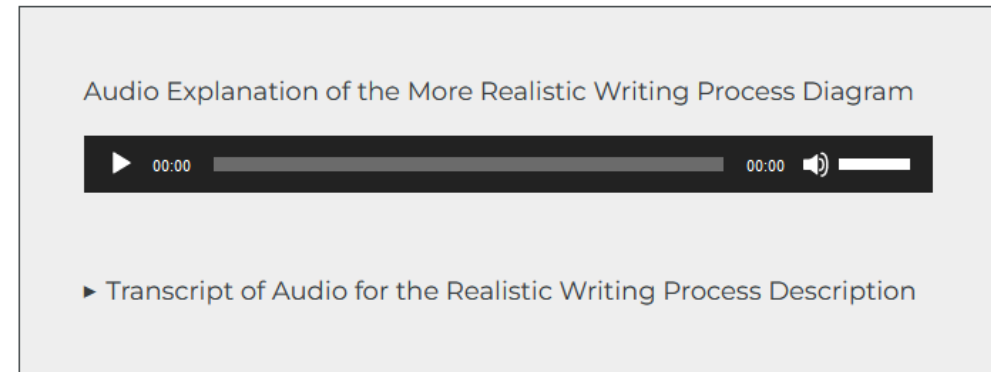
- Alt-text was very long!

Writing Alt-Text for Diagrams - Strategy

Multiple versions for different learning options:

- Visual (diagram)
- Audio (recording of explanation)
- Reading (transcription of audio explanation)

We like this solution so much that we want to rework all diagrams in RWS this way



[Example from RWS](#)

Revising Paragraphs Activity – Inherently Not Accessible

- An activity that works by utilizing color (highlighting sentences).
 - Essentially an activity that helps novice writers see their writing differently.
- Not accessible for screen readers or color vision deficiency!

Example 3

If you look up at the sky, you'll notice it's blue during the day. A question that children often ask adults is why this is. However, not many people can come up with an answer, even if they're taught in school. But did you know that in California, the sky has sometimes turned orange due to fires? Residents couldn't even leave their homes, even if the sky looked hauntingly beautiful. The reason why the sky is the color we see is because of how the light bounces, causing us to see a light blue instead of red. By the time people become adults, they tend to forget how and why this is, causing them to simply state that they don't know when children ask. The light blue we see is also very beautiful, and an activity that some people enjoy doing is looking up at the sky.

Example from RWS

Revising Paragraphs Activity - Strategy

Retain Old Format

 **Activity 1A: Using Color to Check Focus in an Individual Paragraph**

► Instructions

Develop New Spatial Version

 **Activity 1B: Moving Sentences to Check Focus in an Individual Paragraph**

► Instructions

This allows the student to choose their preferred method without sacrificing the spirit of the activity

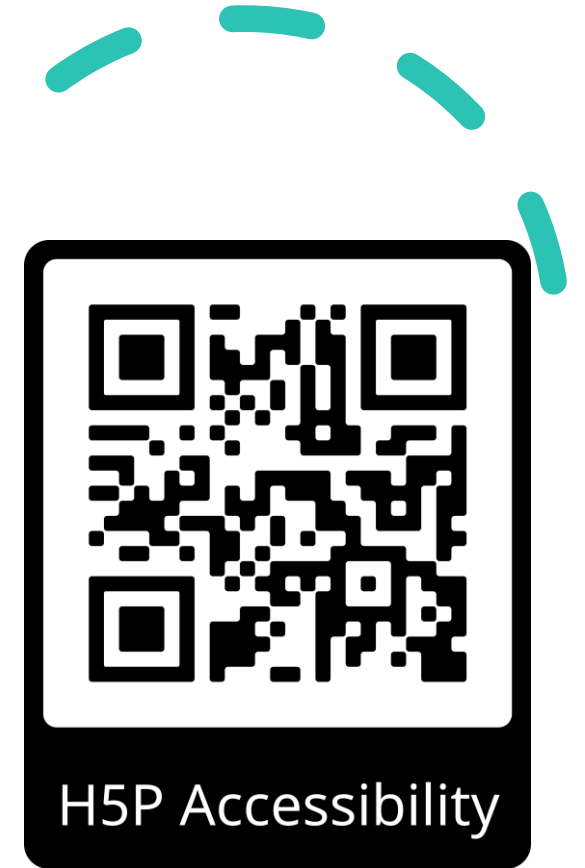


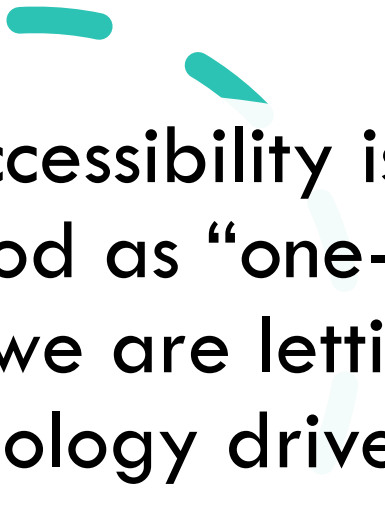
Embracing “And”

What does that even mean?

Your Turn!

<https://h5p.org/>





When accessibility is understood as “one-size-fits-all,” we are letting the technology drive the pedagogy.



The Power of “And”

- NOT Professor X
- Student Agency – [Open Pedagogy Assignment](#)
- Inclusivity (Accessibility + Equity)
 - Bethany Miller – Equality vs. Equity



Embracing the power of
“And” puts the student
learners center stage.



Thank you!

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Q&A

Hit us with your best shot!