

CMS.594/894- EDUCATION

TECHNOLOGY STUDIO



SPRING 2019



ACCESSIBILITY

MODULE OVERVIEW

- **Part 1: Implementation and Research**

- Garron will share insights about Universal Design for Learning and provide tools and resources for the mini-project

-> **Part 2: Demo**

- CAST will provide expert feedback on your projects

- **Part 3: Final Project Demo**

- **Part 4: End of Unit Survey/ Accessibility**

- Garron will review rubric for mini-project 3

CLASS OUTLINE

- **Part 1: UDL and Assessment (Reading)**
- **Demos**
 - **Organized by How/What/Why**
- **Break**
- **Group Discussion**
 - **Organized by How/What/Why**
- **Review Rabbit Hole: Accessibility Standards**
- **Exit Ticket**

UDL AND ASSESSMENT

UDL & ASSESSMENT - RUBIK'S CUBE


Why	What	How
Fun Flex	Match squares surfaces <u>Solve one or two handed</u>	Twist



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WHAT IS A RUBIK'S CUBE?



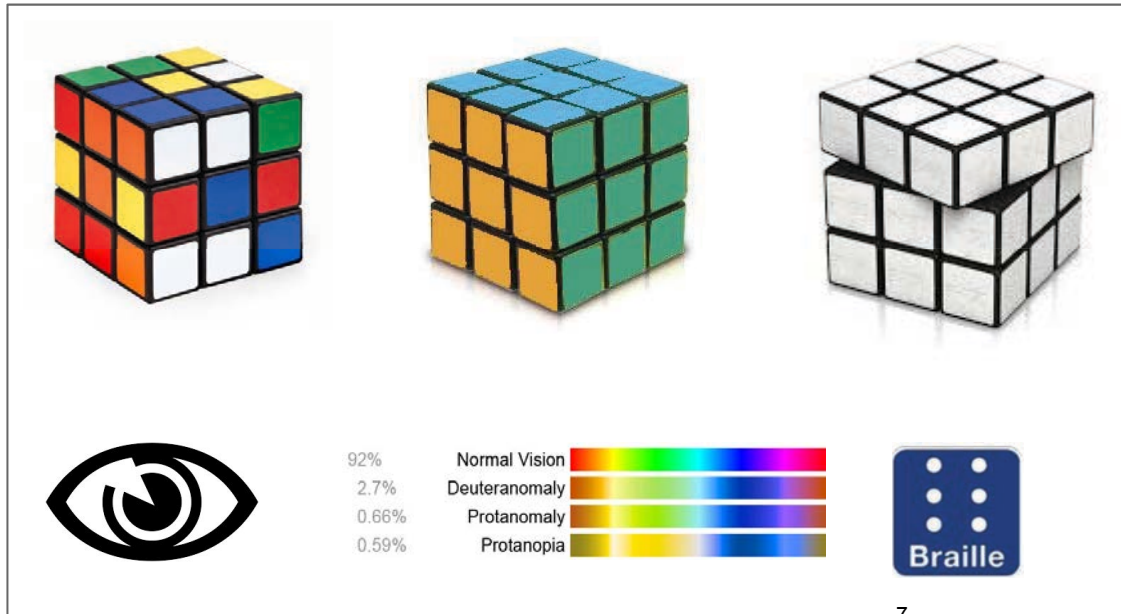
	Why	What	How
Learning (Class 1)	Fun Flex 	Match squares surfaces Solve <u>one</u> or two handed	Twist
Assessment (Class 2)	Competition “World Champion”	Timed solution	Hand Timer

CONSTRUCT IRRELEVANCE

A SPECTRUM OF CUBES

VS.

A CUBE FOR THE SPECTRUM



Color blindness chart courtesy of [Nanobot](#) on Wikipedia. Used with permission.

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CLARIFIED GOAL & FLEXIBLE MEANS

Universal Design for Learning

removes undesirable barriers

“Construct Irrelevant Barriers”



In assessment we consider

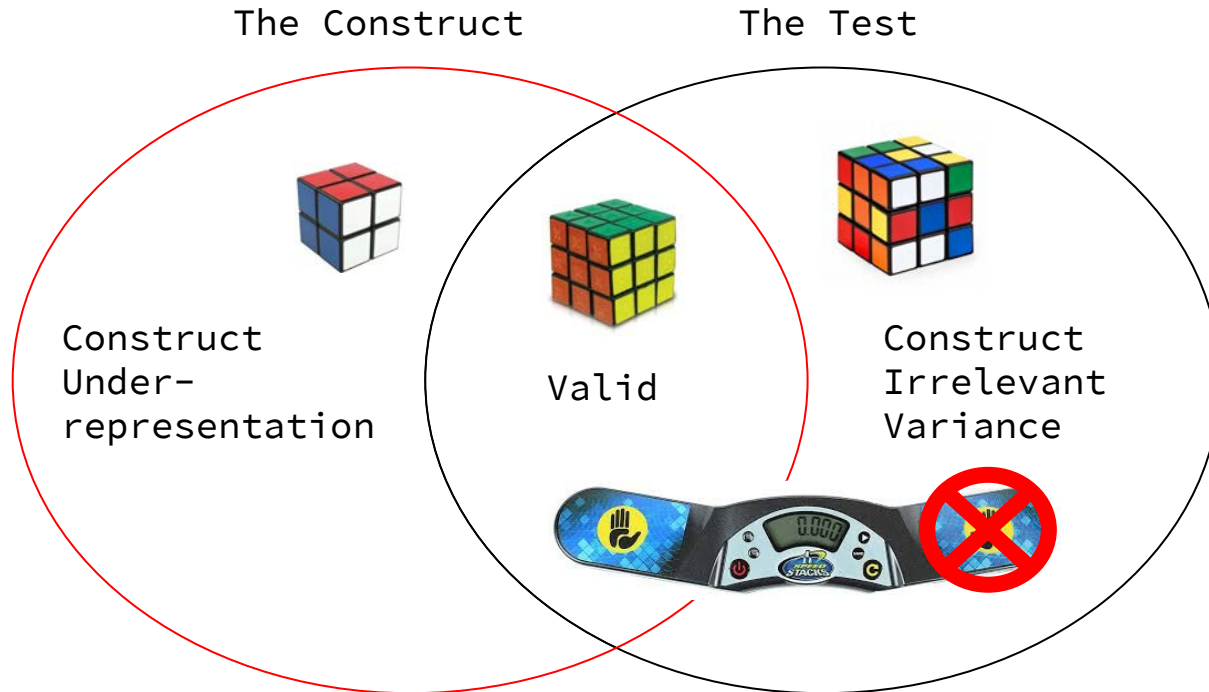
If variation relates to the goal

“Construct Irrelevant Variance”



RELEVANCE IS DEFINED BY GOALS!!!

CONSTRUCT IRRELEVANT VARIANCE

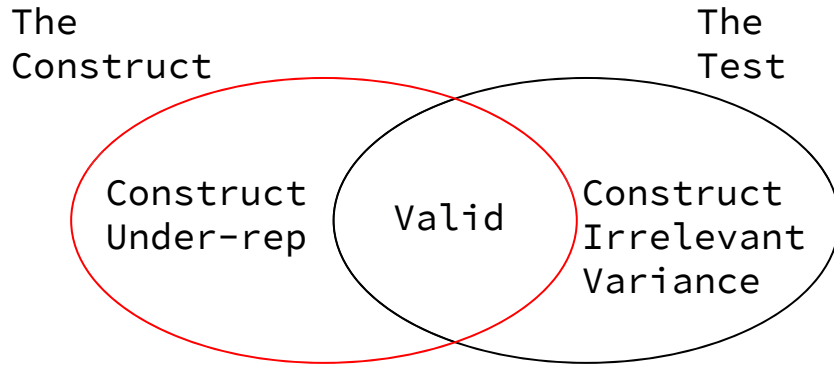


EXAMPLE: UDL & GAME BASED LEARNING EXAMPLE



You Make Me Sick |
Filament Learning

EXAMPLE: UDL, GAME BASED LEARNING, & ASSESSMENT



1. When asked if scores on the end of the unit test would be an accurate students responded
 - a. “The tests were hard. I’m just not good at tests and I get all nervous and then I don’t know what to do.”
 - b. “I don’t know why we have to take all these tests anyway. When I need to put together something, like the other day my mom got a new vacuum . . . and she was reading the directions for like an hour and couldn’t put it together and I just looked at it and figured out how to do it in 10 minutes.
 - c. “The problem with those tests is that all the words sound so much alike in my head. First I think I know the answer, then I think its something¹else, then I just get confused. Usually I give up when that happens.”

DEMOS

BREAK - PLEASE RETURN IN
10 MINUTES

PREPARING FOR THE
NEXT CLASS

NEXT CLASS

Demo UDL Mini-Projects / No Readings

Rabbit Hole:

508 Standards Overview (2017) Retrieved from

<https://www.access-board.gov/attachments/article/1890/ict-rule-overview.pdf>

Identify 1-3 WCAG 2.1 standards and describe or demonstrate how your design meets (or the remaining work you would need to do in order to meet) the success criteria (e.g., if your design includes video does it meet Success Criterion 1.2.2 Captions (Prerecorded)?)

WRAP UP

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