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**Enter Your Topic (Problem):** Introduction to Accessibility in Online Courses for University

Faculty

**Format:** Single-space text, Times New Roman – font type, Font size 12, Standard margin size 1’’.

**Final Instructional Design Report**

**Needs Assessment**

1. *Performance Analysis*

In early 2023, the Icelandic education system was under scrutiny for the lack of accessibility in the higher education system for people with disparities and diverse learners. After speaking at the conference about the state of the education system in January 2023 that contributed to this scrutiny, I decided to do an informal investigation into the actual state of the higher education system in Iceland. In May 2023, I interviewed 29 individuals – 6 students, 14 teachers, and 9 employees in the teacher support/education development centers – from the University of Iceland, University of Akureyri, University of Reykjavík, and Bifröst University. This was a diverse group of individuals across multiple departments in all four universities. I also met with the Áslaug Arna Sigurbjörnsdóttir, the Minister of Higher Education, Science, and Innovation in Iceland.

What I found out about the Icelandic universities is that they do not use Canvas Ally or Design Tools/Plus in Canvas, which is a big contributor to the University of Florida's accessible online programs. Ally is an accessibility tool in Canvas that provides students with options to download the documents teachers assign them in several different formats, including a tagged PDF, epub, HTML, mp3, or digital braille, increasing the number of students who have easy access to the course content. Moreover, they do not use the built-in accessibility checker in Canvas that is currently accessible to them. Fully asynchronous online classes do not exist. Students have to take tests at testing sites and are sometimes charged for taking the exams. Students often do not have access to course material for more than a few hours or days. The majority of lectures provided to students are Zoom calls that are then posted to Canvas. These Zoom lectures can be up to 3.5 hours and taken from various locations such as the back of the classroom, where there is little visibility of the teacher and whiteboard, teachers' homes, where the lighting can be very bad, and even in teachers' cars. Closed captions are rarely, if ever, provided in provided lectures. A Canvas specialist in Iceland described the distance education program in Iceland as "a much worse version of in-person classes." Students with disabilities have no legal right to have access to the education environment. For example, if a student who uses a wheelchair wanted to take a class taught in an old building on the 3rd floor, the class would only be moved to another location if the teacher of the class wanted to do so. So, if the teacher did not want to go through the hassle of moving the class, the student would not be able to take that class.

* 1. Needs Assessment

Clearly, there is a significant gap in the education system in Iceland, and it is imperative that the education system be made accessible to all learners. The best online baccalaureate program in the United States is at the University of Florida, which has a high-quality, accessible education program for diverse learners. The University of Florida is the preferred outcome and is something that the universities in Iceland should aspire towards, as courses are neither high quality for their current students nor accessible to students with learning disabilities or some physical disparities.

To change the situation, teachers will need to learn how to make their courses accessible to all students as they currently do not know how to use Canvas or the accessibility tools that exist within it. However, before teaching educators how to make accessible learning environments, they must first want to make their courses accessible. For that to happen, teachers need to be made aware of the current problem and why making their courses accessible matters. Only then can teachers' attitudes and skills be influenced.

Courses that use a Learner Centered Design, Design Tools/Plus, Canvas Accessibility Checker, and Canvas Ally are a demonstration of exemplary accessible online environments. Teachers who utilize these strategies and tools offer online courses accessible to all students.

* 1. Clarifying the Instructional Goal

The goal of the course is to increase awareness about accessibility so teachers can learn and apply these skills. The course aims to make higher education accessible to students with varying degrees of disabilities so they can pursue a degree in academia and contribute their valuable insight to society. By the end of this course, teachers will be able to:

* Identify systematic barriers present for disabled students in the education system.
* Identify ablism.
* Advocate for disabled students.
* List why Ally in Canvas is important and why it should be added to universities in Iceland’s Canvas system.
* List why Design Tools/Plus in Canvas is important and why it should be added to universities in Iceland’s Canvas system.
* Use the built in accessibility checker in Canvas.
* Make accessible documents.
* Create learner centered Canvas course designs.
* Create accessible content and priorities multimodality in their course content.
* Seak help from an instructional designer and see the value in their work.
* Create accessible lectures and closed captions.
  1. Learner, Context and Tools

The learners that this instructional plan is intended to cater to are faculty and teachers at the universities in Iceland, kennsluráðgjafar (teacher consultants) , deans, presidents, developers, and other professionals. This population is approximately between the ages of 25 and 60. Most of them will speak Icelandic and be native Icelanders, but a proportion, probably around 15-20%, will be Icelanders or foreigners who are native English speakers. The course will be delivered in Canvas online as an asynchronous short course. The tools required to successfully complete the course will be a computer and access to Canvas, Word, Internet, Zoom, a microphone, a headset, and a camera.

* 1. Criteria for Establishing Instructional Goals

As this is my final project in my baccalaureate, the project is feasible as I will be getting no pay for my work. However, it is possible that Endurmenntun (continuing education at the University of Iceland) would be interested in the product and willing to finance it in the developmental process or after the course is made. I will have a year to develop the course content and to complete all of the necessary steps in that process, which will be more than enough time. The course itself will be short as the goal is for teachers to take the course, which they will not do if it takes them more than 1 to 2 days to complete. The main goal of the course is to raise awareness, so that is what a 1 to 2-day course will do. Teachers will need access to Canvas, which all of the universities in Iceland have. For the best results and the most impact, the universities must invest in Canvas Ally and Design Tools/Plus. However, if that will not be a possibility, then raising awareness and teaching educators how to use the built in accessibility checker already available to them will be enough for now. The universities' support is also essential and could be obtained by educating them about the usefulness of accessible online courses. Teachers would ideally need access to studios after completing the course to make high-quality, accessible online lecture videos, but that will also depend on the accessibility of such tech within each university. The course content would also need to provide the learners in the course with extra technical support as this is an older population.

**Instructional Analysis**

1. *Goal Analysis*

2.1. Classify a Goal into a Domain of Learning

Are all highlighted goals and domains section under each corresponding module.

2.2. Perform a Goal Analysis

1. *Subordinate Skills Analysis* 
   1. Subordinate and Entry Skills

Are all highlighted goals and domains section under each corresponding module.

3.2. Diagram

A diagram of a computer

Description automatically generated with medium confidence

**Learner and Context Analysis**

*4. Learner Analysis*

4.1. Entry Skills

I’m going to incorporate a start module in my course that will have resources for new online learners that experienced online learners can skip if they don’t need to go thought it, but those who need access to any resources will be able to refer back to the start module at any point during the course. All other entry skills are under each objective as subordinate skills.

4.2. Prior Knowledge of the Topic Area

Most of the learners are not aware of the extreme accessibility issues in higher academia in Iceland, at least not to the extent that I will be covering the topic in the class. There are no laws pertaining to accessibility of disabled individuals or disabled individuals in general in Iceland, so teachers are not required in any way to be mindful of disabled students. Moreover, there is no disability resource center of any kind at any school or university in Iceland, so there are very few individuals who concern themselves with accessibility matters. Therefore, learners will most likely not have any background knowledge about the subject, expect for perhaps some misconceptions or prejudice against the groups who are currently not able to access the higher education system in Iceland.

4.3. Attitudes Toward Content and Protentional Delivery Systems

The learners are very likely to be skeptical about online learning as it does not exist in Iceland. Moreover, they might be skeptical about my competency to deliver the course or teach the subject matter as I’m very young. Some learners are likely to have low self-efficacy when it comes to using the leaning management system Canvas and successfully completing an online course, and implementing what they have learned in the course in real life. Therefore, there must be a heavy emphasis in the design of the course and assignments about motivating and supporting learners so that they have the confidence to master the skills in the class.

4.4. Academic Motivation

Some might be motivated, but I’m going to assume that no one is very motivated to learn the material so that I can design the course from the start to make learners motivated: instructional design is like working in sales, so I’m going to sell it to them and motivate them by telling them how this can not only benefit society but also can benefit them and make their lives easier as accessible design make the quality of the course better for everyone.

4.5. Educational and Ability Levels

Teachers and faculty members have the ability to do the course, but it might be hard for them to adjust to it at the beginning since it is very different from what they are used to. Because of that, I will be very careful in designing this course very well and in a very user friendly way so ensure that learners have a positive experience with the course. Iceland in general is a very homogeneous population, so the faculty in the University of Iceland will also be relatively homogeneous. However, there will be a lot of relevant and clear resources for those who need more support, and supplemental material in each module that learners who want to explore the topic more can do so.

4.6. Learning Preferences

I don’t think that these teachers have had to take an online course before as a student. So I think that they will not be used to the way in which the course is taught, but I think that they will come to appreciate the multimodality aspect of the course and learn to appreciate that learners with different learning styles can take the course and have a positive experience with the whole process, which will hopefully inspire them to implement this into their own courses.

4.7. Attitude Toward Training Organization

The organization that would be providing the course would be the university, which has a good reputation. However, some faculty members might have some biases towards me as the instructor due to my age and other factors; however, there is nothing I can do about that except go above and beyond to ensure that the course is as close to flawless as it can be. Nevertheless, this biases and prejudices that learners have towards me is something that is out of my control. On the other hand, the people taking the course might find the information I say to be more credible as I am a student with learning disabilities, but it is too early to predict that. I have had a very good reputation in Iceland, but people here generally don’t like change but that is not personal towards be but maybe more reluctance with change and the introduction of this new way of teaching in Iceland.

4.8. Group Characteristics

The learners that this instructional plan is intended to cater to are faculty and teachers at the universities in Iceland, kennsluráðgjafar (teacher consultants) , deans, presidents, developers, and other professionals. This population is approximately between the ages of 25 and 60. Most of them will speak Icelandic and be native Icelanders, but a proportion, probably around 15-20%, will be Icelanders or foreigners who are native English speakers.

*5.Performance Context Analysis*

*-what we must know about the setting in which learners apply their new skills*

5.1. Managerial or Supervision Support

There would be support in the course. Learners would be provided with a study guide, be able to book an appointment with me, find support in the resource section that I will provide for learners that have little experience with working with canvas as a student.

5.2. Physical Aspect of the Site

The course will be delivered in Canvas online as an asynchronous short course. The tools required to successfully complete the course will be a computer and access to Canvas, Word, Internet, Zoom, a microphone, a headset, and a camera.

5.3. Social Aspect of the Site

Learners will work independently for the majority of the course. However, they will participate in at least one course discussion, but they will do so independently. They would also have access to Zoom meeting with the instructor. Group chat will also be available to the learners to create a community.

5.4. Relevance of Skills to Workplace

They will get the experience as students in a Canvas course, and then implement it in their course in Canvas as teacher. They will learn and implement the skills in the same place: Canvas.

6. *Learning Context Analysis*

6.1. Compatibility of Site with Instructional Requirements

All of the tools they will need will be available to them as faculty. The instructional requirements are to develop accessibility skills and implement the skills in Canvas.

6.2. Adaptability of site to Simulate Workplace

The site and simulate workplace are identical: Canvas.

6.3. Adaptability of Delivery Approaches

The site and simulate workplace are identical: Online.

6.4. Learning Site Constrains

They need access to high speed internet.

The course will be delivered in Canvas online as an asynchronous short course. The tools required to successfully complete the course will be a computer and access to Canvas, Word, Internet, Zoom, a microphone, a headset, and a camera.

**Performance Objectives**

*7. Performance Objectives*

All performance objectives can be found under each corresponding module under the performance objective section.

**Assessment Instrument(s)**

*8. Description & Rationale*

8.1 Assessment Instrument(s)

The descriptions and rationales are aligned with each instrument under performance objectives under the performance objective section under each module.

**Instructional Strategies & Materials**

*9. Instructional strategy description/rationale*

The learning theories that I will base the instruction in this course on are Cognitivism and Constructivism.

9.1 Preinstructional Activities

* Motivating Activities: Use Attention, Relevance, Confidence, and Satisfaction (ACS) model by Keller (2010).
  + Attention: Activities should use interesting examples or questions based on learners’ age and interests.
    - I will grab learners’ attention by telling my personal story, which is in line with the direction of the book to present personal information to draw the learner in. I use myself as an example of a disabled students that can excel in the right learning environment and tell them that they have the power to give people like me access to their education. This will help the learner to understand the power that they have to help increase access to education, and motivate them to take the course. Moreover, In the first introduction video of the course (in section 10), learners will see a completely different way of how to use Canvas than they have before. This will grab their attention and make them sign up for it/decade to take it.
  + Relevance: Activities should align with learners’ age.
    - The skills in this course will help instructors automate processes that are time consuming, such as grading. Also, instructors in Iceland get paid proportional to how many students were able to pass their course successfully (which I know is a problem) so taking a course that will help increase the quality of the course for all students and increase access to the course for a broader audience will appeal to Icelandic instructors.
    - Moreover, I will support them and help them in creating a product that they can implement into their own course, which will be very beneficial for them.
    - Learners will be age 25+, so the content will be in line with that. For example, l have concise, clear, and accessible short lectures for faculty that they can view in small bites.
  + Confidence: Activities should create right expectations.
    - I will ensure all learners that they can complete the course successfully. The learners will be given an overview of all assignments, topics, prompts, and instructional material that will help them in the process of completing the course. This will help them see that they are fully capable of completing the course, and will help them not get overwhelmed. I will also show them that there are step by step instructions for all modules and activities that will ensure their success in the course.
  + Satisfaction: Activities should help with self-esteem aligned with learner’s maturity level.
    - The learners will learn skills that apply to all aspects of their daily life work responsibilities, and will help them directly transfer those skills into real life situations with the support of me, the instructor.
* Informing Activities:
  + - Explain to learners what they will learn (confidence).
    - Learners will understand that by completing the course, they will learn essential skills that will help automate activities in their job as an instruction, which will save they a lot of time down the rode. They will also create a usable product and make their course more accessible.
* Prerequisites Activities:
  + Test – before actual instruction I want to do pre-test (which is listed below in the post test section). I also might possibly want to do an introduction discussion post where I ask instructors to indicate their level of understanding about accessibility and instructional design prior to starting the course.

9.2 Content Presentation

Because of the maturity level of my learners, I will use both inductive and deductive. For the objective that are colored in green, I will provide instructional material such as a textbooks, websites, videos, presentations, or informative lectures (**Deductive**). For the objectives that are colored in blue and red, I will provide instructional material such as experiential demonstrations, experimental labs, tutorials, games, creation, situations and solutions, lectures, examples/nonexamples, illustrations, diagrams, scenarios, and cases (**Inductive, cognitive and constructivist**).

What is within the lecture is the important part.

9.3 Learner Participation

Learners will complete the activity of going though the module overview, module objective, readings, and lectures when opening the module page at the start of each module. After completing this activity (going though model instructions), learners will participate in an assignment. The assignments in the course will vary in difficulty and nature to provide a comprehensive and engaging learning experience that can be applied to multiple real-world situations. After completing all readings and lectures, learners will do a reflection assignment to build their knowledge and have them truly reflect and comprehend the material introduced in the module to the point where they can participate in a discussion page or reflective mini essay about the topic at hand. Then, learners will apply the knowledge they have learned to help enable them to use the knowledge learned in real world situations.

Reflection (cognitivism): mini papers, discussions, providing feedback.

Application of skills (constructivism and inductive): making accessible documents.

9.4 Assessment

Alternative assessment, checklist, and rubrics are all measuring higher order thinking skills. Criteria-reference is measuring entry level skills. More information is in the full design report below. The assessments are under Performance Objectives.

9.5 Follow-Through Activities

I intend to do a posttest after completing the course to compare to see improvements in the pretest, and these are the questions I’m interested in asking (self reported, self perceived):

Pre- and post-test questions:

\*\*Answer the questions to the best of your knowledge and base them on your own personal experience and opinion:

1. Is higher education accessible in Iceland?
2. Is accessibility prioritized by the university?
3. If so, in what way?
4. Do you feel capable of offering accessible content to diverse students?
5. Do you feel equipped with the necessary skill to make your course pages accessible?
6. Do you know how to contact an instructional designer or accessibility specialist to assist you if you feel uncapable of creating an accessible course?
7. Is accessibility in higher education important?
8. Select the populations you believe have equal access to education in Iceland as a fully abled, white, middle class student.
9. Have you taken an online course before?

After completing the course, indicate whether your answer choices have stayed the same or change, and why:

1. Same questions as above.

*10. Description of the instructional materials*

10.1 Instructional Material

All instructional material can be found under the instructional materials section under each corresponding module. As I am doing a long course, I will link the only instructional material made by me for this course that exists at the point, which is the lecture cited in APA below. I developed this course with the CITT at UF and will develop all of the other lectures for course to follow the same format to keep the course lectures concise and consistent.

Jóhanna Bjartmars. (2023, October 14). *Kennsluhönnun & aðgengi: Kynning* [Video]. YouTube. <https://www.youtube.com/watch?v=-LXeb4larI0>

**Formative Evaluation**

11. *Describe the purpose of formative evaluation.*

One-on-one formative evaluation refers to getting feedback from the population using the product to improve the finalized product.

11.1 Propose a plan for the one-to-one formative evaluation stage.

Description of the typical learner in this course: 25+, Icelandic university faculty, who are teaching mostly face to face but are transitioning or learning to do distance/online learning. The gender percentage would probably be even. They may need more support with technology than younger students. They should all know how to work basic Canvas settings.

When starting the one-on-one formative evaluation, I would encourage them to think out loud when interacting with the course. I would request the faculty to go through the first module and the material within that module with me present. Being present with the learners as they go through the material and having them voice their experiences helps me, as an instructional designer, capture the novelty effect. The novelty effect refers to the fact the learner will interact differently with the first module than they will after becoming used to the module, and therefore, their feedback will be different in the second module, so it is important to capture their authentic experience with the first module in the course.

Here is a list of all the questions I would ask to address each of the three criteria in the one-on-one formative evaluation:

Clarity: Is everything clear?

* Is everything clear? Explain.

Impact: relevance, interest, motivation.

* What do you like about the course? Why?
* What did you not like about the courses? Why? What are your suggestions for improving the course?
* How much time did you spend going through the material?
* Did you need more help or more support in some aspects of the course?
* Would you think that a library chat in the course would be helpful?
* Did you encounter problems related to technology?

Feasibility:

* How easy was interacting with the content?
* How relevant was the content itself to your work life?
* Was the course too long?
* Where do you think help is needed from the facilitator in this course?
* Would incorporating a self-checklist, study guide, office hours, one-on-one meetings, feedback in discussions and on grading benefit you as a learner? Would you utilize those resources?

Based on the feedback I will get, I will redesign the course. Then I will do a small group evaluation, then redesign. Then I will do a beta test. Then I will do a pilot of the Alpha and the proceed to summative evaluation.

**Summative Evaluation**

*12. Describe the purpose of summative evaluation.*

The purpose of summative evaluation is to determine whether a given instruction meets the given expectations*.*

12.1 Propose a plan for the summative evaluation stage

After implementing the first round of the course, the first step would be to contact the Center for Continuing Education at the University of Iceland and request access to the pre-and post-data, other data from the course, and interviews. The second step would be to evaluate if the course did what it set out to do. After determining whether the course was successful in what it set out to do, the third step would be to measure impact (the effectiveness of the course) vs. budget (how much did and/or will it cost to make the course and/or maintain it). The fourth step would be to determine whether the course would need more than minimum revision. For example, if more than 50% of learners encountered the same problem or had the same complaint, the course would need more than minimum revision. In this case, a reevaluation would take place. If the course does not need significant revision, it would be ready to go public. If Quality Matters in Iceland existed or anything similar to it, the course would go through that process and be evaluated by an expert before all of the other steps, but since it does not exist in Iceland, I have included this note at the end.

# Code for Reading

## Module #

Goals and Domains

Green = Low level

Blue = Mid-level

Red = High Level

1. **Domain** – Level: Main goal. (aligns with 2.1 and 2.2).
   1. **Domain** – Level: Subordinate/entry skill of main goal. (aligns with 3.1).
      1. **Domain** – Level: Subordinate/entry skill of subordinate/entry skill. (aligns with 3.1).

**Instructional Material (aligns with 10.1)**

1. Item

Performance Objective (alignes with 7)

* After going through the modules # content (CN), learners will be able to do X and Y (B), in a discussion thread/essay/quiz/ect. in according to rubric criteria (CR). (Type of performance).

Different types of performance objectives.

(Performance – process, rubric)

(Performance – product, checklist)

(Performance – criterion-referenced)

(Entry skills criteria-reference)

(attitude)

**Rubric (aligns with 8.1)**

|  |  |
| --- | --- |
| Description | Points |
|  |  |

*Rationale (aligns with 8.1):*

# Comprehensive of Course and All of The 9 Modules.

## Start Module

Overview

In this first module, resources will be provided for learners unfamiliar with online education platforms. Except for watching the introduction video lecture, advance online learners do not go through the content of the start module.

**Instructional Material**

1. Introduction video to Canvas and how to navigate modules in the course and canvas calendar.
2. Study guide document and video going over said document.
3. Basic beginner tutorials that need to be in the course (you also need to investigate the average base level of skills that Icelandic teachers have in Canvas).
   * Tutorial about how to make a discussion post in canvas, and what best practices (using peer replies) strategies can be used.
   * Tutorial about making a quiz.
   * Tutorial about how to make an assignment.
   * Tutorial about how to use canvas calendar.

## Module 1: Introduction to Ableism

Goals and Domains

1. **Cognitive** – **Apply**: Identify and discuss ableism, particularly in higher education.
   1. **Cognitive** – **Understand** ableism.
   2. **Cognitive** – **Remember** prominent figures in academia that had learning and/or physical disabilities**.**

**Instructional Material**

1. Course introduction video (I introduce myself, the course, and the final project (M8) and product (M7))
2. Geoff Adams-Spink. (2011, November 7). *Social Model Animation* [Video]. YouTube. <https://www.youtube.com/watch?v=9s3NZaLhcc4&t=1s>
3. Jóhanna Bjartmars. (2023, October 14). *Kennsluhönnun & aðgengi: Kynning* [Video]. YouTube. <https://www.youtube.com/watch?v=-LXeb4larI0>
4. Burgstahler, S. (2017, January 30). *ADA Compliance for Online Course Design*. Educause Review. <https://er.educause.edu/articles/2017/1/ada-compliance-for-online-course-design>
5. Jóhanna Bjartmars. (2023, March 14). *Impairment or Difference | How I use my strengths as a Dyslexic, ADHD, and Autistic student to excel* [Video]. YouTube. <https://www.youtube.com/watch?v=YCzeWWEzxqU>
   * (Laura: Should I include more personal stories from disabled students)
6. Lecture video about prominent figures in academia that had learning and/or physical disabilities.
   * I will be using this resource in my lecture:
   * ABA Degree Programs*. 30 Famous People with Autism – Past and Present.* <https://www.abadegreeprograms.net/successful-people-on-the-autism-spectrum/>

Performance Objective

* After going through module 1’s content, learners will be able to identify and discuss ableism and prominent figures in academia, particularly in higher education, that are/were disabled in a discussion thread in according to rubric criteria. (Performance – process, rubric).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rubric objectives** | **Rating** |  |  | **Points** |
| State definition of ableism | Clearly stated = 1 | Unclear = 0.5 | Not stated = 0 | /1 |
| Provided at least one example of ableism | Example is good and provided = 2 | Unclear example = 1 | Not stated = 0 | /2 |
| Name 3 prominent figures in academia that are/were disabled | 3 were stated = 3 | 2 were stated = 2 | 1>0 was stated = 1-0 | /3 |
| Reply to at least two peers | Replied to 2 peers = 2 | Replied to one peer = 1 | No peer reply = 0 | /2 |
| First post is at least 250 words | Post is at least 250 words = 1 |  | Under 250 words = 0 | /1 |
| Grammatical errors | Post is free from grammatical errors = 1 | Post has no more than 3 minor grammatical errors = 0.5 | More than 3 grammatical errors = 0 | /1 |
| Total points |  |  |  | /10 |

*Rationale: I chose rubrics because it helps me to evaluate their performance as it is qualitative work.*

## Module 2: Systematic Barriers and Assistive Technology

Goals and Domains

1. **Cognitive** – **Apply**: Identify and discuss systematic barriers present for disabled students in the education system.
   1. **Cognitive** – **Understand** various disabilities and how they affect individual’s lives.
   2. **Cognitive** – **Understand** assistive technology.

**Instructional Material**

1. Lecture about systematic barriers and disabilities
2. Lecture about assistive technology

Performance Objective

* After going through module 2’s content, learners will be able to identify and discuss systematic barriers present for disabled students in the education system, in a discussion thread in according to rubric criteria. (Performance – process, rubric)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rubric objectives** | **Rating** |  |  | **Points** |
|  |  |  |  |  |
| Systematic barriers identified | Clearly stated = 5 | Unclear = 3 | Not stated = 0 | /5 |
| Provided at least one example of a systematic barrier | Example is good and provided = 3 | Unclear example = 1 | Not stated = 0 | /3 |
| Reply to at least two peers | Replied to 2 peers = 2 | Replied to one peer = 1 | No peer reply = 0 | /2 |
| First post is at least 250 words | Post is at least 250 words = 1 |  | Under 250 words = 0 | /1 |
| Grammatical errors | Post is free from grammatical errors = 1 | Post has no more than 3 minor grammatical errors = 0.5 | More than 3 grammatical errors = 0 | /1 |
| Total points |  |  |  | /12 |

*Rationale*: *I chose a discussion post to help make this a reflective assignment that learners would interact with each other, and a rubric is a best way to assess a discussion post. I chose rubrics because it helps me to evaluate their performance as it is qualitative work.*

* After going through module 2’s content, learners will be able to discuss and define assistive technology and list what assistive technology they knew about and what surprised them, in a discussion thread in according to rubric criteria. (Performance – process, rubric)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * **Rubric objectives** | **Rating** |  |  | **Points** |
| State definition of assistive technology | Clearly stated = 3 | Unclear = 1 | Not stated = 0 | /3 |
| Reflection of what assistive technology knowledge/items known before starting the module | Example is good and provided = 3 | Unclear example = 1 | Not stated = 0 | /3 |
| List of assistive technology in the module surprised you | 3 were stated = 3 | 2 were stated = 2 | 1>0 was stated = 1-0 | /3 |
| Reply to at least two peers | Replied to 2 peers = 2 | Replied to one peer = 1 | No peer reply = 0 | /2 |
| First post is at least 250 words | Post is at least 250 words = 1 |  | Under 250 words = 0 | /1 |
| Grammatical errors | Post is free from grammatical errors = 1 | Post has no more than 3 minor grammatical errors = 0.5 | More than 3 grammatical errors = 0 | /1 |
| Total points |  |  |  | /12 |

*Rationale*: *I chose a discussion post to help make this a reflective assignment that learners would interact with each other, and a rubric is a best way to assess a discussion post. I chose rubrics because it helps me to evaluate their performance as it is qualitative work.*

* After going through module 2’s content, learners will be able to connect the appropriate assistive technology (earplugs) to the purpose that they serve/to the different groups that it serves (to reduce sensory overload/people with autism, ADHD, noise sensitivity), in a quiz in according to rubric criteria. (Performance – criterion-referenced)

|  |  |
| --- | --- |
| Quiz | Right Answer (wrong answers will be made later) |
| Earplugs | Reduce/prevent sensory overload |
| Visual Timer/ Pomodoro timer | Assist people with time management |
| Speech to text software | Use by blind, dyslexic, ADHD, and autistic students |
| Spellchecker | Used by students with learning disabilities. |
| Fidget toys | Regulates neurodivergent student’s nervous system |

*Rationale: I decided to have a quiz because I think it will be beneficial for students to take a formative assessment in this category as it is very important for them to have a good understanding of assistive technology and connect it to the people that use it.*

* After going through module 2’s content, learners will be able to explain what an instructional designer is, an action plan to contact one, and state whether they would be more likely to seek their help after completing the content in module 2, in a report in according to rubric criteria. (attitude)

Learners will take a pretest that has questions concerning all of the attitude goals in the course. Then they will complete a posttest after the course that will address the growth they have achieved. The pre and posttest are at the bottom of the page. Learners will also be required to write a reflection that addresses the performance objective and turn in an action plan.

Pre and Post test:

* Questions on the pre and post test
  + Do you know what an instructional designer is?
  + Have you worked with an instructional designer before?
  + Do you feel capable to book an appointment with an instructional designer?
  + Do you think working with an instructional designer would improve the quality and the accessibility of your course?
  + Based on that, would you personally think it would be worth it for you to meet with an instructional designer?
  + Are there barriers for disabled student in higher academia?
  + Is yes, do you think that this is a big problem that needs immediate attention in academia?
  + What is a production team?
  + Have you worked with a production team before?
  + Do you feel capable to book an appointment with a production team?
  + Do you think working with a production team would improve the quality and the accessibility of your course?
  + Based on that, would you personally think it would be worth it for you to meet with a production team?

*Rationale: As this is an attitude, it is best to use a pre and post test to see if the attitudes have evolved or change by taking the course/completing the modules. I also think that the having a checklist for completing an action plan is good to encourage learner to do so, and since it is not qualitative, a checklist is appropriate. Moreover, as this is attitude, it is also beneficial to have a reflection regarding this assignment directly as the pre and post test will only provide information about the course overall after completion.*

Action Plan (checklist):

* + Learner submitted a action plan to contact an instructional designer. Point: 5

Reflection

* + Learners complete a reflection that is more than 250 words.

## Module 3: Desing Principles and Accessibility

Goals and Domains

1. **Cognitive** – **Apply**: Identify fundamental accessibility design principle and factors that make a document of any type (Word, PDF, PPT) inaccessible to disabled students/ understand accessibility design principles.
   1. **Cognitive** – **Understand** cognitive overload.
   2. **Cognitive** – **Understand** accessibility design principles.
   3. **Cognitive** – **Understand** what learner-centered design and Universal Design for Learning.
2. **Affective** – **Value** the work of an instructional designer.
   1. **Cognitive** – **Understand** what an instructional designer is and what they do.
   2. **Cognitive** – **Remember** where you can get in touch with an instructional designer to seek help.
3. **Cognitive** – **Understand** /Define metacognition and its role in learning.

**Instructional Material**

1. Lecture about instructional designers
2. Lecture about Fundamental Accessibility Design Principles (accessibility design principles, Cognitive Accessibility (cognitive overload) learner-centered design and Universal Design for Learning).
3. Lecture about metacognition.
4. Tanner K. D. (2012). Promoting student metacognition. *CBE life sciences education*, 11(2), 113–120. <https://doi.org/10.1187/cbe.12-03-0033>

Performance Objective

* After going through module 2.5’s content, learners will be able to write a reflection on how metacognition applies to their work, in a discussion thread/essay in according to rubric criteria. (Performance – process, rubric).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rubric objectives** | **Rating** |  |  | **Points** |
| Reflection on how metacognition applies to your work | Present = 1 | Unclear = 0.5 | Not provided = 0 | /4 |
| State weather you found the readings to be beneficial or relevant to your work | Present = 2 | Unclear = 1 | Not provided = 0 | /2 |
| Reply to at least two peers | Replied to 2 peers = 2 | Replied to one peer = 1 | No peer reply = 0 | /2 |
| First post is at least 250 words | Post is at least 250 words = 1 |  | Under 250 words = 0 | /1 |
| Grammatical errors | Post is free from grammatical errors = 1 | Post has no more than 3 minor grammatical errors = 0.5 | More than 3 grammatical errors = 0 | /1 |
| Total points |  |  |  | /10 |

*Rationale*: *I chose a discussion post to help make this a reflective assignment that learners would interact with each other, and a rubric is a best way to assess a discussion post. I chose rubrics because it helps me to evaluate their performance as it is qualitative work.*

## Module 4: Features in Canvas to Promote Accessibility

Goals and Domains

1. **Cognitive** – **Analyze**: List why Ally in Canvas is important to ensure usability and accessibility of course content (alternative formats).
   1. **Cognitive** – **Analyze** how Ally in Canvas removes systematic barriers and enhances quality of the education environment.
      1. **Cognitive** – **Remember** the systematic barriers in the education system.
   2. **Cognitive** – **Understand** how Ally in Canvas works.
2. **Cognitive** – **Analyze**: List why Design Tools/Plus in Canvas is important to ensure usability and accessibility of course content.
   1. **Cognitive** – **Analyze** how Design Tools/Plus in Canvas removes systematic barriers and enhances quality of the education environment.
      1. **Cognitive** – **Remember** the systematic barriers in the education system.
   2. **Cognitive** – **Understand** how Design Tools/Plus in Canvas works.
3. **Psychomotor** – **Perceptual abilities**: Use the built in accessibility checker in Canvas.
   1. **Cognitive** – **Remember** where to locate accessibility checker.
   2. **Cognitive** – **Understand** how the built in accessibility checker in Canvas works.
4. **Psychomotor** – **Perceptual abilities**: Make a rubric for an assignment in Canvas.
   1. **Cognitive** – **Remember** where to locate rubric maker in Canvas.
   2. **Cognitive** – **Understand** how the rubric function can help you in grading assignments in Canvas.

**Instructional Material**

1. Lecture about Ally in Canvas and alternative formats in Ally (provided examples of systematic barriers (which also refreshes your learners memory about module 2 and connects ally to those concepts).
2. Lecture about Design Tools in Canvas (provided examples of systematic barriers (which also refreshes your learners memory about module 2 and connects ally to those concepts.
3. Lecture about build in accessibility checker in Canvas and tutorial on how to use it.
4. Lecture about making rubrics in Canvas and tutorial on how to use it.
5. Lecture about how to make a quiz in Canvas that has built in feedback for the students to reduce the amount of manual feedback or interactions you will need to have with your learners to ensure their success.

Performance Objective

* After going through module 4’s content, learners will be able to provide a rational for the implementation of Ally in Canvas in Canvas courses in universities, in a report or PowerPoint presentation in according to rubric criteria. (Performance – process, rubric)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rubric objectives** | **Rating** |  |  | **Points** |
| 3 reasons for why Ally in canvas should be implemented | Present = 30-20 | Unclear = 19-10 | Not stated = 9-0 | /30 |
| Argument is compelling, factually correct, engaging, and impactful | Present = 15-10 | Unclear = 9-5 | Not stated = 9-0 | /15 |
| Format – Replort: Should be between 1.5-3 pages  Format – Presentation: should be between 3-5 min | Present = 5 | Unclear = 3 | Not stated = 0 | /5 |
| Grammatical errors | Post is free from grammatical errors = 5 | Post has no more than 5 minor grammatical errors = 4-2 | More than 5 grammatical errors = 0 | /5 |
| Total points |  |  |  | /55 |

Prompt for assignment: why should universities in Iceland implement Ally in Canvas to their Canvas?

*Rationale: as this is a essay, it was best to apply a rubric to this assessment to accurately assess the performance of the learner.*

* After going through module 4’s content, learners will be able to list 3-5 reasons for how Ally in Canvas makes courses more accessible and for what groups of people, in a Minute Paper in according to rubric criteria. (Performance – product, checklist)

Prompt: List 3- 5 reasons for how Ally in Canvas makes courses more accessible and for what groups of people.

Checklist:

* 3-5 reasons are present.

*Reflection: Minute Paper is a reflection, and since this was a checklist item that I just wanted them to complete before doing the reports, I not having this have a lot of criteria.*

* After going through module 4’s content, learners will be able to provide a rational for the implementation of Design Tools/Plus in Canvas in Canvas courses in universities, in a report or PowerPoint presentation in according to rubric criteria. (Performance – process, rubric)

Prompt for assignment: why should universities in Iceland implement Design Tools/Plus to their Canvas?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rubric objectives** | **Rating** |  |  | **Points** |
| 3 reasons for why Design Tools/Plus should be implemented | Present = 30-20 | Unclear = 19-10 | Not stated = 9-0 | /30 |
| Argument is compelling, factually correct, engaging, and impactful | Present = 15-10 | Unclear = 9-5 | Not stated = 9-0 | /15 |
| Format – Replort: Should be between 1.5-3 pages  Format – Presentation: should be between 3-5 min | Present = 5 | Unclear = 3 | Not stated = 0 | /5 |
| Grammatical errors | Post is free from grammatical errors = 5 | Post has no more than 5 minor grammatical errors = 4-2 | More than 5 grammatical errors = 0 | /5 |
| Total points |  |  |  | /55 |

*Rationale: as this is a essay, it was best to apply a rubric to this assessment to accurately assess the performance of the learner.*

* After going through module 4’s content, learners will be able to list 3-5 reasons for how Design Tools/Plus in Canvas makes courses more user friendly and for what groups of people, in a Minute Paper in according to rubric criteria. (Performance – product, checklist)

Prompt: List 3- 5 reasons for how Design Tools/Plus in Canvas makes courses more accessible and for what groups of people.

Checklist:

* 3-5 reasons are present.

*Reflection: Minute Paper is a reflection, and since this was a checklist item that I just wanted them to complete before doing the reports, I not having this have a lot of criteria.*

* After going through module 4’s content, learners will be able to locate, understand, and use built in accessibility checker in Canvas, in a screencast presentation according to rubric criteria. (Performance – product, checklist).

Checklist:

* Screencast is present
* Screencast is not more than 5 minutes
* Learner successfully locates and uses build in accessibility checker.

*Rationale: I used this a the screencast is either present or not, which a checklist is good for as it is a more of black and white evaluation than a rubric as that assesses qualitative work.*

## Module 5: Accessible Documents

Goals and Domains

1. **Psychomotor** – **Perceptual abilities**: Make an accessible documents.
   1. **Cognitive** – **Apply** the information to the creation of an accessible document.
      1. **Psychomotor** – **Basic Fundamental Movement**: Use accessibility checker in word
      2. **Cognitive** – **Understand** how the built in accessibility checker in Word and PowerPoint works.
      3. **Cognitive** – **Understand** what factors make a document of any type (Word, PDF, PPT) inaccessible to disabled students/ understand accessibility design principles (refer to the information learners learned in module 3).

**Instructional Material**

1. Lecture about Accessible documents (reference lectures in module 2.5, this lecture should serve as a refresher and a building block) (which will cover accessibility checker in word and PowerPoint.).
2. Tutorial on how to make an accessible document (have them work in word and then save the file as a pdf and use the text to speech reader in Microsoft edge to make sure the document is accessible).

Performance Objective

* After going through module 5’s content, learners will be able to list what factors make a document of any type (Word, PDF, PPT) inaccessible to disabled students/ understand accessibility design principles, in a discussion thread in according to rubric criteria. (Performance – process, rubric)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * **Rubric objectives** | **Rating** |  |  | **Points** |
| Students list at least 5 factors | Clearly stated = 5 | Unclear = 3 | Not stated = 0 | /5 |
| Reply to at least two peers | Replied to 2 peers = 2 | Replied to one peer = 1 | No peer reply = 0 | /2 |
| First post is at least 250 words | Post is at least 250 words = 1 |  | Under 250 words = 0 | /1 |
| Grammatical errors | Post is free from grammatical errors = 1 | Post has no more than 3 minor grammatical errors = 0.5 | More than 3 grammatical errors = 0 | /1 |
| Total points |  |  |  | /9 |

*Rationale*: *I chose a discussion post to help make this a reflective assignment that learners would interact with each other, and a rubric is a best way to assess a discussion post. I chose rubrics because it helps me to evaluate their performance as it is qualitative work.*

* After going through module 5’s content, learners will be able to edit a non-user friendly and inaccessible document in Word and edit it to make it accessible by using the accessibility checker, in Word in according to rubric criteria. (Performance – product, checklist)

Checklist:

* Word document was edited
* Color contrast was fixed
* Accessibility checker was used and does not list concerns
* Heading are used.
* Font is accessible.

*Rationale: I used this a the document is either present or not, which a checklist is good for as it is a more of black and white evaluation than a rubric as that assesses qualitative work.*

* After going through module 5’s content, learners will be able to submit an accessible document that they have made/edited in their own course or regarding their personal research/subject area and provide a reflection about the changes they have made to make the document accessible or list what factors in the document make it accessible, in Word in according to rubric criteria. (Performance – product, checklist)

Checklist:

* Word document was edited
* Color contrast was fixed
* Accessibility checker was used and does not list concerns
* Heading are used.
* Font is accessible.

*Rationale: I used this a the document is either present or not, which a checklist is good for as it is a more of black and white evaluation than a rubric as that assesses qualitative work.*

## Module 6: Accessible Lectures

Goals and Domains

1. **Cognitive** – **Create** accessible lectures and closed captions.
   1. **Cognitive** – **Create** short, concise, understandable, and meaningful lecture scripts.
   2. **Psychomotor** – **Perceptual abilities**: Implement closed captions in their lectures.
      1. **Cognitive** – **Understand** the importance of closed captions.
   3. **Psychomotor** – **Perceptual abilities**: Create transcripts.
      1. **Cognitive** – **Understand** the importance of transcripts.
   4. **Affective** – **Value** the work of a production team.
      1. **Cognitive** – **Understand** what a production team is (graphic designer, multimedia specialist, video producer, production manager, and studio coordinator) and what they do.
      2. **Cognitive** – **Remember** where you can get in touch with a production team to seek help.

**Instructional Material**

1. Lecture about Scripts and tutorial (and how they can elevate the quality and accessibility of the course content).
2. Lecture about closed captions and tutorial.
3. Lecture about transcripts and tutorial.
4. Lecture about Production team (and understand the different approaches they can use to help you implement to your course such as lightboard, multiple view.

Performance Objective

* After going through module 6’s content, learners will be able to explain what a production team is, an action plan to contact one, and state whether they would be more likely to seek their help after completing the content in module 6, in a report in according to rubric criteria. (attitude)

Learners will take a pretest that has questions concerning all of the attitude goals in the course. Then they will complete a posttest after the course that will address the growth they have achieved. The pre and posttest are at the bottom of the page. Learners will also be required to write a reflection that addresses the performance objective and turn in an action plan.

Pre and Post test:

* Questions on the pre and post test
  + Do you know what an instructional designer is?
  + Have you worked with an instructional designer before?
  + Do you feel capable to book an appointment with an instructional designer?
  + Do you think working with an instructional designer would improve the quality and the accessibility of your course?
  + Based on that, would you personally think it would be worth it for you to meet with an instructional designer?
  + Are there barriers for disabled student in higher academia?
  + Is yes, do you think that this is a big problem that needs immediate attention in academia?
  + What is a production team?
  + Have you worked with a production team before?
  + Do you feel capable to book an appointment with a production team?
  + Do you think working with a production team would improve the quality and the accessibility of your course?
  + Based on that, would you personally think it would be worth it for you to meet with a production team?

*Rationale: As this is an attitude, it is best to use a pre and post test to see if the attitudes have evolved or change by taking the course/completing the modules. I also think that the having a checklist for completing an action plan is good to encourage learner to do so, and since it is not qualitative, a checklist is appropriate. Moreover, as this is attitude, it is also beneficial to have a reflection regarding this assignment directly as the pre and post test will only provide information about the course overall after completion.*

* After going through module 6’s content, learners will be able to differentiate between closed captions and a transcript, provide a rationale for why they are important to ensure accessibility in an online course, and state weather they currently use these in their course or if they plan on implementing them in their course (and provide reason for why they would or why they would not), in a discussion thread in according to rubric criteria. (Performance – process, rubric)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * **Rubric objectives** | **Rating** |  |  | **Points** |
| differentiate between closed captions and a transcript | Clearly stated = 5 | Unclear = 3 | Not stated = 0 | /5 |
| rationale for why they are important to ensure accessibility in an online course | Clearly stated = 5 | Unclear = 3 | Not stated = 0 | /5 |
| state weather they currently use these in their course or if they plan on implementing them in their course (and provide reason for why they would or why they would not) | Clearly stated = 5 | Unclear = 3 | Not stated = 0 | /5 |
| Reply to at least two peers | Replied to 2 peers = 2 | Replied to one peer = 1 | No peer reply = 0 | /2 |
| First post is at least 250 words | Post is at least 250 words = 1 |  | Under 250 words = 0 | /1 |
| Grammatical errors | Post is free from grammatical errors = 1 | Post has no more than 3 minor grammatical errors = 0.5 | More than 3 grammatical errors = 0 | /1 |
| Total points |  |  |  | /19 |

*Rationale*: *I chose a discussion post to help make this a reflective assignment that learners would interact with each other, and a rubric is a best way to assess a discussion post. I chose rubrics because it helps me to evaluate their performance as it is qualitative work.*

* After going through module 6’s content, learners will be able to create (or edit an existing) a short, concise, understandable, and meaningful lecture script (from their own course or about their topic of interest), in a script template according to rubric criteria. (Performance – product, checklist)

Checklist: lecture script is present

* Script is under 10 min if read

*Rationale: I used this as I’m measuring quantitative (is the scrip present or not) and not qualitative.*

* After going through module 6’s content, learners will be able to record a clear and concise lecture, in a lecture video in according to rubric criteria. Use youtube. (Performance – product, checklist)

Checklist: video is present

*Rationale: I used this as I’m measuring quantitative (is the closed captions present or not) and not qualitative.*

* After going through module 6’s content, learners will be able to create closed captions for an lecture that they recorded, in a lecture video in according to rubric criteria. Use youtube. (Performance – product, checklist)

Checklist: closed captinos is present

*Rationale: I used this as I’m measuring quantitative (is the closed captions present or not) and not qualitative.*

* After going through module 6’s content, learners will be able to create a transcript for an lecture that they recorded, in a transcript template according to rubric criteria. Have learner use YouTube, then it becomes realistic. (Performance – product, checklist).

Checklist: transcript is present

*Rationale: I used this as I’m measuring quantitative (is the transcript present or not) and not qualitative.*

## Module 7: Accessible and Learner Centered Course Design

Goals and Domains

1. **Cognitive** – **Create** learner centered Canvas course designs.
   1. **Psychomotor** – **Perceptual abilities**: Make and edit a page in Canvas.
   2. **Cognitive** – **Apply**: Reduce cognitive load in your Canvas course design.
      1. **Cognitive** – **Understand** cognitive load.
   3. **Cognitive** – **Understand** accessibility design principles.
   4. **Cognitive** – **Understand** what learner-centered design and Universal Design for Learning.

**Instructional Material**

1. Lecture about cognitive overload and accessible design (refresher lecture referencing module 2.5)
2. Tutorial and overview about discussion post assignment (learning how to edit a page to reduce cognitive load).
3. Lecture and tutorial with step-by-step instruction on how to make, copy (a preexisting page), and edit a page in basic Canvas
4. Making a canvas page specifically that they can use (try and make all of your course pages like that) and also have all of the most relevant links in that page that you use such as color contrast checker and everything else that is useful and accessible course development.

Performance Objective

* After going through module 5’s content, learners will be able to edit a canvas course page that is not learner-centered and induces cognitive overload for students so that it is user firendly, accessible, learner centered, and reduces cognitive overload by applyning accessability design principles in Canvas, in a discussion thread in according to rubric criteria. (Performance – product, checklist) OR (Performance – process, rubric)
  + Material that would support this assignment: Provide students with good and bad examples of what you are asking them to do. Provide screencast.

Checklist: Discussion post is present

* Page is edited to the relevant accessibility and user friendly standards presented in the course.

*Rationale: as this will be evaluated as a checklist (is the canvas page edited correctly or not) and qualitative (it is posted in a discussion thread) I was not able to definitively pick only one.*

* After going through module 5’s content, learners will be able make a page in Canvas, or edit a preexisting page, and create a learner centered Canvas course page, in a Canvas editor that they will link in a submission box in according to rubric criteria. (Performance – product, checklist).

Checklist:

* Screencast is present
* Canvas page in screencast meets accessibility and user friendly standards
* Address the presence of a transcript, lecture, closed captions, user friendly standards, x, y, c.

*Rationale: as this can be evaluated by submitted and complete or not, this is a checklist.*

* + If someone does not have access to a course, for example like a faculty member that does not teach courses, they would be given an alternative assignment.

## Module 8: Multimodality: Putting it all together.

Goals and Domains

1. **Cognitive** – **Create** accessible content and priorities multimodality in their course content.
   1. **Cognitive** – **Create** learner centered Canvas course designs (goal nr. 5).
   2. **Cognitive** – **Create** accessible lectures and closed captions (goal nr. 6).
      * 1. This basically uses all the skills that the students learned before.
   3. **Psychomotor** – **Perceptual abilities**: Make and edit a page in canvas.
   4. **Psychomotor** – **Perceptual abilities**: Create accessible documents (goal nr. 4).
   5. **Cognitive** – **Remember** different features on canvas the can help in providing multimodality and assignment variety in a canvas Course.

**Instructional Material**

1. Lecture about multimodality and additional Canvas features (Voice Thread, Playposit, Tutorial about honorlock and procterU ect.).
2. Lecture about putting it all together for the final product: Take the accessible document (M4), lecture (script, video, transcript, and close captions) (M6), and course design skills/course page (M5) and combine them together for your final project.

Performance Objective

* After going through module 7’s content, learners will be able to incorporate multimodality into their learner centered and accessible course page they made in module 5, in a Canvas editor that they will link in a submission box in according to rubric criteria. (Performance – product, checklist)

Checklist: A screenshot of before and after is present, and link to canvas page has multimedia present.

*Rationale: as this can be evaluated by submitted and complete or not, this is a checklist.*

## Module 9: Advocate

Goals and Domains

1. **Affective** – **Organization**: Advocate for disabled students.
   1. **Cognitive** – **Create** a speech or a unique piece of writing using the knowledge from the course advocating for disabled student’s right to pursue a degree at a university.
   2. **Psychomotor** – **Reflect**: Instinctively acts and be able to advocate for students with disabilities when you see discrimination taking place/ intervene in a situation where you see discrimination take place.
   3. **Affective** – **Respond** to injustice or systematic barriers in the higher education system when you see them.

**Instructional Material**

1. Lecture about the importance of visibility, representation, and advocacy.
2. Lecture describing final assignments.
3. Create a practice test that they can take to refresh their memory about the concepts introduced at the start of the course so that they can refresh their memory.

Performance Objective

* After going through module 8’s content, learners will be able to identify a situation where discrimination of students with disability is taking place and respond to that situation or to a systematic barrier in place in higher education, in a mini essay in according to rubric criteria. (Performance – process, rubric) and/or (attitude) and or Checklist
  + Note: For learners to be able to complete 12.1 and 12.2 I would tell them about this objective early on in the course, so that they can watch out for opportunities to advocate throughout the duration of the course. If they claim to have encountered no discrimination (which can be attributed more to their ignorance that the lack of discrimination against students with disabilities occurring – this claim being attributed to the red car theory) then do not need to mention that, but they do need to write a more lengthy report about systematic barriers in the education that they have noticed after starting the course.

Checklist: reflection of an event is present.

*Rationale*: *as this can be evaluated by submitted and complete or not, this is a checklist.*

* After going through module 8’s content, learners will be able to create a speech or a unique piece of writing using the knowledge from the course advocating for disabled student’s right to pursue a degree at a university, in a formal essay in according to rubric criteria. (Performance – process, rubric)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rubric objectives** | **Rating** |  |  | **Points** |
| Content focused on advocating for a student | Present = 30-20 | Unclear = 19-10 | Not stated = 9-0 | /30 |
| Argument is compelling, factually correct, engaging, and impactful. Demonstrates exceptional comprehension of course content and concepts | Present = 30-20 | Unclear = 19-10 | Not stated = 9-0 | /30 |
| Format – Replort: Should be at least 2 pages | Present = 15-10 | Unclear = 9-5 | Not stated = 4-0 | /15 |
| Citation of sources to support their argument is present | Present = 15-10 | Unclear = 9-5 | Not stated = 4-0 | /15 |
| Grammatical errors | Post is free from grammatical errors = 10 | Post has no more than 5 minor grammatical errors = 5 | More than 5 grammatical errors = 0 | /10 |
| Total points |  |  |  | /100 |

*Rationale: as this is a essay, it was best to apply a rubric to this assessment to accurately assess the performance of the learner.*