

Universal design for universal design:

How to build universal design into your O.E.R. initiative

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New York City College of Technology, CUNY

City University of New York (CUNY)

- Federation of 24 colleges
- > 270,000 students

NYCCT a.k.a “City Tech”

- Urban commuter college in downtown Brooklyn
- Baccalaureate & Associate degrees

City Tech Students and Faculty

Students

- 61% < \$30k household income
- 27% work more than 20 hours per week
- Majority African-American, Hispanic, Asian
- 38% born outside of U.S. (175 countries)
- 73% speak language other than English at home

Faculty

- PhD and professional degrees
 - Architects, Chefs, Biologists, Dentists, Physicists...
- 411 full-time + 1,030 part-time

Goals for today

Context

- Institutional context
- OER program
 - Our approach
- Behind the scenes tour

Application

- Practical strategies to diffuse accessibility and usability principles throughout OER initiatives
 - Practice critique
 - Map support documentation to Universal Design for Learning Guidelines

OER Initiative

- \$ Stipend
- ~~Traditional Publisher Textbook~~ → OER
 - Zero-cost materials
- 4 Professional development seminars
 - Basics, putting together site skeleton, working session
- Develop OER over one term + pilot in the next term
- Create OER website for public access (WordPress multisite)

Model based on early initiatives at Temple University and UMass Amherst - unlike the majority of initiatives which focus on open textbooks. See: Hilton, J. (2016). Open educational resources and college textbook choices: a review of research on efficacy and perceptions. Educational Technology Research and Development, 64(4), 573-590.) and more recently, <http://openedgroup.org/review>.

Platform: The OpenLab

- Wordpress multisite enhanced by BuddyPress to create a social teaching and learning platform

“City Tech’s OpenLab is an open-source digital platform where students, faculty, and staff can meet to learn, work, and share their ideas. Its goals are to support teaching and learning, enable connection and collaboration, and strengthen the intellectual and social life of the college community.”

Learn more at: <https://openlab.citytech.cuny.edu/about/>



[About](#) [People](#) [Courses](#) [Projects](#) [Clubs](#) [Portfolios](#) [Help](#) [My OpenLab](#)

My OpenLab



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Hi, Bree Zuckerman

Welcome, Bree Zuckerman



Not breezuckerman?
[Log Out](#)

Need Help?

Visit the [Help section](#) or [contact us](#) with a question.



28,000 OpenLab Members

This semester we welcomed our 28,000th member of the OpenLab! thanks and a hearty congratulation everyone in the OpenLab community! (Image credit)

IN THE SPOTLIGHT



Open Pedagogy on the OpenLab

Join us on 4/4 at 4:30 PM in the Faculty Commons (N227) for our second Open Pedagogy Event of the semester. [Learn more and RSVP.](#)

[See More](#)

STAY UP-TO-DATE WITH THE OPENLAB



[The Open Road](#)

For all things OpenLab: news, workshops, events, community, and support!



[The Buzz](#)

Follow our student bloggers as they post about life at City Tech and beyond!

Courses



HMG4988 Parks&Rec S19

Operation and management of tourism such as parks, commercial and non-profit recreation facilities, and sports...

[See More](#)

Projects



First-Year Writing Professional Development...

This project is for faculty participating in professional development for the First-Year Writing program at City Tech.

[See More](#)

Clubs



Energy and Environmental Simulation Lab...

Research Lab Website: openlab.citytech.cuny.edu/eesl/ Lab Profile (this...)

[See More](#)

Portfolio



Andrew's ePortfolio

My ePortfolio
[See More](#)

Africana Folklore: AFR1130

Spring 2018 Professor Evangelista

[COURSE PROFILE](#)

[HOME](#)

[SYLLABUS](#)

[READINGS](#)

[ASSIGNMENTS](#)



Africana Folklore

Welcome to Africana Folklore. This course explores the oral, customary and material folklore of Africans and their descendants in the Americas and the Caribbean. We will use readings and films to examine various ways West African folklore was transmitted to and survived in the New World, and how Africans in the Americas created new oral, customary and material traditions.

We will compare and contrast fictional and historical folk characters from Africa, the Northern and Southern American hemispheres, with a special focus on the English, Spanish and French-speaking Caribbean. We will examine some of the customs and practices that continue to exist in those regions and how all have contributed to global culture. In addition to required readings, there will also be weekly writing exercises.

This course is designed to help prepare you for further academic study in general, and African, African-American and Caribbean studies, specifically. It will introduce you to the various disciplines that inform the study of people of African descent worldwide.

Dr. Javiela Evangelista

Office: Atrium 634

Office Hours: Tuesday 1:00-3:00pm

Email: jevangelista@citytech.cuny.edu

SEARCH OUR COURSE

FIND LIBRARY MATERIALS

Find books, media, and more

Everything



This site, by Javiela Evangelista, is licensed under a [Creative Commons Attribution-NonCommercial](#)

AFRICANA FOLKLORE IN MOTION ACROSS

Phase 1: Professional Development

Strengthen professional development programming around usability & accessibility

- 3 structured seminars (6 hrs)
 - OER fundamentals
 - Creative Commons, Finding / Selecting materials, Attribution
 - Accessibility, usability, pedagogy
- 1 working session (2 hrs)

Challenge

How do we support faculty to develop usable and accessible OERs?

Challenges

Faculty autonomy

- Academic freedom
- [Librarians] treading into instructional design
- The politics of authority at the University
 - Course coordination or lack thereof
 - Disciplinary factors

Austerity

- Adjunctification of higher education
- Corporatization of higher education

Goals

- **Improve professional development with universal design principles**
- Test results of our programming (OER sites) with student feedback
- Incorporate student feedback into programming

Vague menu titles -
"What we're doing"

Generic header image

Sidebar
cluttered
with
irrelevant
items

Inaccessible
color contrast,
all caps

Welcome to the homepage of this site.

WE WILL BE USING THIS SITE FOR ALL OF OUR ASSIGNED WORK IN THIS COURSE. PLEASE READ
BELOW TO FIND OUT WHERE TO LOCATE EVERYTHING THAT YOU NEED ON THE SITE. ALL
COURSE MATERIALS ARE INCLUDED HERE.

Arbitrary image

RECENT POSTS

[Hello world!](#)

RECENT COMMENTS

[A WordPress Commenter](#) on [Hello world!](#)

Excessive Menu Items

COURSE PROFILE **HOME** ADA ASSIGNMENTS CHEATING AND PLAGIARISM COURSE MATERIALS
COURSE OUTLINE DESCRIPTION AND LEARNING OUTCOMES DISCUSSION GUIDES FOR FILMS FINAL
GRADING POLICIES WELCOME- OVERVIEW

- HOME
- ADA
- ASSIGNMENTS
- CHEATING AND PLAGIARISM
- COURSE MATERIALS
- COURSE OUTLINE
- DESCRIPTION AND LEARNING OUTCOMES
- DISCUSSION GUIDES FOR FILMS
- FINAL
- GRADING
- POLICIES
- WELCOME-OVERVIEW



Fine motor skills obstacle course - 00:05.30 seconds

Peaks and Pits

Peak!

- Faculty member who had worked with the OpenLab and the OL team many times
- Very open to critique and embraced instruction
- Took to the suggestion of using a citation format with links for readings

Unit 1: Gender, Sex, and Sexuality

Week 2:

Grimm, Jacob and Wilhelm Grimm. [*Grimm's Fairy Tales*](#) (selections). Olcott, Frances Jenkins, ed. Philadelphia: The Penn Publication Company, 1927. Accessed at [Project Gutenberg](#).

["Sex and Gender."](#) Introduction to Sociology 2e. [Rice University](#). Accessed at [OER Commons](#) (licensed under [CC BY 4.0](#)).

Week 3:

Gilman, Charlotte Perkins. ["The Yellow Wallpaper."](#) *The New England Magazine*, January 1892. Accessed at [Project Gutenberg](#).

Fausto-Sterling, Anne. "Dueling Dualisms." [Sexing the Body: Gender Politics and the Construction of Sexuality](#). New York: Basic Books, 2000: 1-29. Accessed at [libcom.org](#).

Pit!

- Faculty who met one on one during a semester 4 times after taking the seminar
- Would fight suggestions throughout
- Had a very hard time with proper citation and licensing practices



Visible only to administrators of this site

Visit <https://openlab.citytech.cuny.edu/> .

Peak(s)!

- Have seen incremental improvements each round of the review process
- Two Peaks
 - **Review process:** more structured, streamlined, easier
 - **Quality of OER sites:** improvement over time, especially:
 - Customized header image and site homepage
 - More streamlined menus
 - Incorporation of visible CC license for site
 - Fewer accessibility issues



[Colorado](#) by Bryce Bradford is licensed under CC BY-NC-ND 2.0.

Peak & Pit - Combo!

- Teaching faculty how to create a hyperlink while formatting materials in a citation / context friendly way

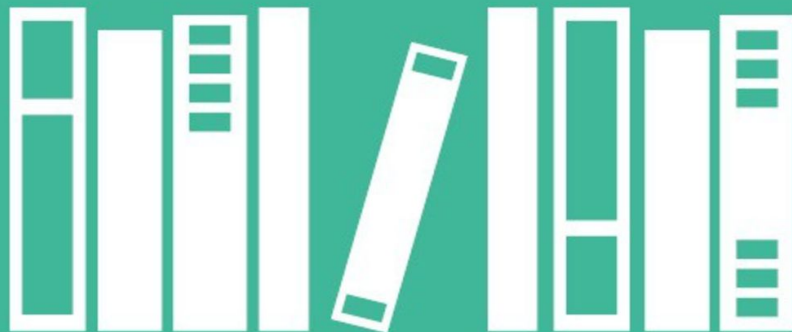
Week 6: Luso-America / Brazil

Read

- [Africana Folklore Guide, Unit 3, Dr. Stephen James, Professor Emeritus, NYCCT](#) (Pdf)
 - Only read pages 117-139
 - Only read pages 139- until the end
- [Stewart, Kary \(November 8, 2016\), "Brazilian Women Kick Back Against Temer Presidency with Capoeira," The Guardian](#) (The Guardian Website)

View

- [Afro-Brazilian Quilombo Fears Change in Land Laws, Aljazeera English](#) (YouTube)
- [Capoeira, Mestre Bembe](#) (YouTube)
 - Only watch the first 20 minutes of the film.



CITY TECH OPEN EDUCATIONAL RESOURCES OER FELLOWSHIP

[Project Profile](#)[Home](#)[Seminar Syllabus](#)[Fellowship Requirements](#)[Resources](#)[Forum](#)

Highlights from Seminar 3: Designing your OER

Posted on **April 10, 2017** by **Cailean Cooney**

Finally posting materials from our third seminar! Thanks for some great discussions – hope these resources will stimulate further inquiry/dialogue.

- Slides from the third seminar are available [here](#)
- Visit the website of City Tech's [Center for Student Accessibility](#) for additional information/resources

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ABOUT THE PROGRAM

City Tech Library supports faculty to replace textbooks with no-cost open/alternative course materials through a faculty development program called **OER Fellowships**.

Learn more about open educational resources (OERs) [here](#).

Modeling

<https://openlab.citytech.cuny.edu/oerfellowship/>

What is UDL?

- CAST defines Universal Design for Learning as a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.
- This framework is broken into 3 parts
 - Engagement - For purposeful, motivated learners, stimulate interest and motivation for learning.
 - Representation - For resourceful, knowledgeable learners, present information and content in different ways.
 - Action and Expression - For strategic, goal-directed learners, differentiate the ways that students can express what they know.

OER Creation Checklist

- We found that faculty struggled without clear guidelines
- We could do this in a face to face workshop or in one on one meetings but faculty needed something to come back to
- Links go to help documentation on the OpenLab

OER Creation Checklist

If you have additional questions about how to accomplish anything in this checklist, please contact the OpenLab Community Team at openlab@citytech.cuny.edu. If you have questions related to course materials, attribution, and intellectual property and/or copyright please contact Cailean at ccooney@citytech.cuny.edu.

Site Structure

- ☐ Site Title and Tagline
 - ☐ Have you changed the default tagline ("Just another OpenLab Site")? The tagline should sum up the site in a few words (e.g. "An OER for Introduction to Sociology") and can be changed in Dashboard > Settings > General.)
- ☐ Header images
 - ☐ Have you [uploaded a header image](#) that is different from the default header?
- ☐ Homepage
 - ☐ Have you set up a homepage that orients students to the site?
- ☐ Menu/Navigation
 - ☐ Have you set up a [custom menu](#)?
 - ☐ Are your menu labels short, succinct, and readily understandable to students?
 - ☐ Does your menu contain the minimum number of items possible?
 - ☐ If you use dropdowns in your menu, have you included links to all dropdown items on the top-level page?
- ☐ Widgets
 - ☐ Have you edited the sidebar [widgets](#) from the default?

License and Attribution

- ☐ Does all content on your site comply with [intellectual property law and permission guidelines](#)?
- ☐ Are [authorship and licensing permissions](#) prominently displayed on your site?
- ☐ Do all images used on your site include [attribution](#)?

Usability and Accessibility

- ☐ Have you reviewed the [Best Practices for Accessibility on the OpenLab](#) document?
- ☐ Have you added [alt text](#) to all your images?
- ☐ Are you using [headings](#) effectively for easier [scanning](#) and accessibility?

Abstracted OER Checklist

- Abstracting the checklist away from the specificity of the OpenLab allows for quicker, easier adoption
- Basic structure stays the same
- Emphasis is on basic site elements and usability and accessibility

Site Structure

- ☐ Site Title
 - ☐ Have you clearly demarcated the title of the site in a prominent and visible place?
 - ☐ If there is a header image, have you made sure it meets accessibility standards?
- ☐ Homepage
 - ☐ Does the initial landing page of the site orient users (students/other faculty/the general public) to the basic nature of the site. Does it succinctly address what and who the site is for?
- ☐ Menu/Navigation
 - ☐ If you have a navigation menu on your site, are your menu labels short, succinct, and readily understandable to students?
 - ☐ Does your menu contain the minimum number of items possible?
 - ☐ If you use dropdowns in your menu, have you included links to all dropdown items on the top-level page?
- ☐ Sidebars
 - ☐ If your site has sidebars, are they kept to a minimum in order to increase readability and avoid overloading the reader?

License and Attribution

- ☐ Does all content on your site comply with [intellectual property law and permission guidelines](#)?
- ☐ Are [authorship and licensing permissions](#) prominently displayed on your site?
- ☐ Do all images used on your site include [attribution](#) as captions under the image or on a separate attributions page?

Usability and Accessibility

- ☐ Have you reviewed your university's accessibility documentation? If your university doesn't have comprehensive accessibility documentation, have you reviewed other accessibility documentation from other universities like the [University of Minnesota's Accessible U?](#)
- ☐ Have you added [alt text](#) to all your images?
- ☐ Are you using [headings](#) effectively for easier scanning and accessibility?
- ☐ Are you "[chunking](#)" the content on your site, for easier reading and scanning?
- ☐ Have you made sure text and images on your site have a [high color contrast ratio](#) for

Goals of the Checklist

Support scaffolding

Checklist → Criteria → Framework

Checklist: list of requirements

Criteria: standards to judge quality

Framework: supporting structure to build from

Towards an evaluation spreadsheet

Version 1

- Each reviewer added all feedback in a single cell
- Difficult to manage
- Communicating feedback to faculty was time-intensive

LINK	NA	MB	CC	AL	AM	JT	BZ
	<p>Don't know if 5 attributes are needed on landing page. Primary nav is well organized. Cross link weekly assignments to lecture schedule to facilitate ease of access. Will lectures be posted online? Link Case Studies from landing page to increase usability particularly for students accessing on mobile. Are case studies authored by professor? If not, need attribution. HTML is great for accessibility. Resources page currently blank. Textbook on syllabus problematic as <u>other's</u> mention.</p>	<p>Links needed on Mission page (https://openlab.citytech.cuny.edu/hmgt3601-oer/policies/)</p> <p>Concerns to the good number of YouTube videos from traditional media having greater potential for link rot?</p> <p>Case studies could be put all on one page? Who created the case studies? There is no attribution, just a cc-by-nc-sa license</p> <p>Resources</p>	<p>clear menu titles; needs CC license; deactivate widgets on right sidebar; readings: clear organization; the link for the first reading doesn't go to the exact section; consider making printable versions of readings avail</p>	<p>There is a non-OER required textbook on the syllabus. Well-organized assignment list with working links. Something is funny about the Syllabus drop down menu, though; isHMGT Mission & Policies a natural child of the Syllabus top level nav item?</p>	<p>Overall clear organization with decent accessibility. Could use headings where appropriate (weekly assignments page, syllabus page, etc) to increase accessibility. Would like to see "Case Studies" and "Resources" pages have links to subpages to avoid problems with dropdown. Also, 2011 has issues with dropdowns on mobile so best case would be to put the links to the subpages in the top level</p>		<p>Attribution: Good that he's included def/descrip and 5 attributes of OER on the home page, but it's unclear whether he intends the material to be entirely in public domain or if he wants to use a CC license with attribution. Mentions public domain & CC, but doesn't specify a license anywhere on the site.</p> <p>Organization: Overall clear site organization, although this could be improved with a few small adjustments: (1) Consider including syllabus and Mission/Policies together on the same page to simplify. Can use TOC plugin if he feels it's too much content on one page.</p>

Element	Criteria	Completed?	Comments	Comments
Site orientation	link here		Reviewer 1	Reviewer 2
Site Tagline	Default tagline changed	<input checked="" type="checkbox"/>	Comments can be made here.	
Header image	Changed from default	<input checked="" type="checkbox"/>		
Homepage	Homepage effectively orients students to site	<input type="checkbox"/>		
Menu/Nav				
Custom menu	Menu customized for optimal nav	<input type="checkbox"/>		
Menu labels	Labels are short, succinct, and clear to students	<input type="checkbox"/>		
Dropdowns	Menu contains minimum # of items possible	<input type="checkbox"/>		
Top level page	If dropdowns used, links to all items are on top-level page	<input type="checkbox"/>		
Widgets	Widgets changed from defaults	<input type="checkbox"/>		
License and Attribution				
Copyright	All content complies with intellectual property law and permission guidelines.	<input type="checkbox"/>		
Display of license	Authorship and licensing permissions are prominently displayed on the site.	<input type="checkbox"/>		
Image attribution	All images include attribution.	<input type="checkbox"/>		
Usability and Accessibility				
Alt text	Alt text is included for all images.	<input type="checkbox"/>		
Headings	Headings are used to improve scanning and accessibility.	<input type="checkbox"/>		
Chunking	Content on site is chunked for easier reading and scanning.	<input type="checkbox"/>		
Color contrast	Color contrast ratios support high visibility and readability.	<input type="checkbox"/>		
Responsiveness	Theme and site organization support users with different devices.	<input type="checkbox"/>		
Openness				

Version 2: combined the checklist and the evaluation criteria to provide a more structured and streamlined evaluation process.

Accountability

“Below are recommendations for your OER. As a condition of the program, please review and address these items before the start of the semester. If you have questions, don't hesitate to reach out.

If you'd like to make edits during the OER Refresh workshop, please come by!

January 23, 2019

11 - 12:30 pm / 2 - 3:30 pm

Room L540”

OER feedback template: example

Homepage

- Change the current home page (which is formatted from a default “Hello World” blog post) to a **static page**
- Add additional information and context to the homepage to better orient students to the purpose of the site and what they can find/do on the site. (Example: <https://openlab.citytech.cuny.edu/evangelista1130fa2016th/>)
- Can be helpful to add instructor **contact info** in a text widget on the side bar
- Change default **site tagline** from “Just another OpenLab Site” to sum up the site in a few words (e.g. “An OER for Introduction to Sociology”)
- Decrease / revise the size of the header image - the space between the site title and the menu could be confusing
- Remove inactive widgets (Archives, Comments, etc.) and de-activate Comments on pages where commenting will not be used

Incomplete

- Portions of the site look like content still needs to be added - please update for the start of the semester
- Is the “ ” page under construction? If not, you can remove this page
- Are you planning to use the “Policies” page? Recommend folding any policies into the Syllabus and removing Policies page
- At its current state, the course materials **do not appear customized enough for the students**, especially so with the readings and lecture notes

Authorship / Licensing / Attribution / Copyright

Created a feedback template based on spreadsheet, and recurring themes we tend to see in OER sites.

Providing feedback to faculty: Ideal approaches

- Useful to have a single person cull all feedback
 - Helpful that Cailean is coordinator of the initiative, the “enforcer”
- Similar to best practices for feedback on student writing
 - Avoid overwhelming with too many details > Focus on structure, argument, and evidence
 - E.g.: [Writing Comments on Student Work](#)
- Avoid overwhelming faculty with small details - focus on:
 - Overall usability, site structure
 - Site is accessible to a wide variety of users and different devices
 - Clarity in license and attribution throughout the site
- Strike a balance between constructive criticism and positive feedback
- Tone is clear, firm, and authoritative, but also friendly

Activity

Activity

1. Collectively critique an O.E.R. site
 - a. Purpose:
 - i. Generate raw feedback together,
 - ii. This process has no explicit guidance - a chance to “freewheel”
2. Introduce U.D.L. Chart and “Checkpoints”
 - a. Purpose:
 - i. Pivot to abstracted principles of U.D.L.
 - ii. Consider and individually reflect upon the value of the principles
3. Map U.D.L. Checkpoints to O.E.R. Website Creation Checklist
 - a. Purpose:
 - i. Engage with both documents in application
4. Revisit O.E.R. site critique with guiding principles and documentation
 - a. Purpose:
 - i. Test out the U.D.L. framework and the OER Creation Checklist
 - ii. Ponder

1. Site to review:

<https://bit.ly/2uz54kw>

2. Mapping U.D.L. Checkpoints

Mapping Universal Design for Learning Guidelines

U.D.L. Checkpoint		Guideline	Why is this concept important?
1.1	Offer ways of customizing the display of information	Representation > Perception	
1.3	Offer alternatives for visual information	Representation > Perception	
2.3	Support decoding of text, mathematical notation, and symbols	Representation > Language & symbols	
3.2	Highlight patterns, critical features, big ideas, and relationships	Representation > Comprehension	

Takeaways

Modelling

Transparency - making knowledge and thinking processes visible

Cultural awareness

What is this?

Who is it for?

References / Documents

[Universal Design for Learning Guidelines](#)

[OER Creation Checklist](#)

[U.D.L. Checkpoints table](#)

Selected Resources

About Universal Design for Learning

- [U.D.L. Guidelines](#), CAST
- [U.D.L. Syllabus](#), UDL ON CAMPUS website

About City Tech's OER Initiative

- [OER Faculty Fellowship website](#)
- [Building a Culture of Open Pedagogy from the Platform Up](#)

CBOX OpenLab Platform

- [OpenLab Showcase](#)

Want your own OpenLab?

- CBOX OpenLab is a free open-source software platform for teaching, learning, and collaboration.
- Created by a collaboration between the OpenLab and CUNY Graduate Center's Commons In A Box (CBOX) teams
- <https://cbox.org>



Questions?

Get in touch!

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