

Accessible OER *Where to Start?*



COMMONWEALTH of LEARNING

Muscat, Sultanate of Oman
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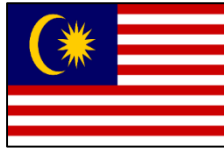


2nd
World OER
congress

OER for Inclusive and Equitable Quality Education From Commitment to Action

2nd World OER Congress | 18-20 September, 2017 | Ljubljana, Slovenia

The Road to Ljubljana



ASIA

Asia eUniversity: December 2016



EUROPE

Malta Ministry for Education and Employment:
February 2017



MIDDLE EAST & NORTH AFRICA

Qatar Foundation: February 2017



AFRICA

Ministry of Education, Mauritius:
March 2017



LATIN AMERICA & CARIBBEAN

University of Campinas: April 2017



PACIFIC

Open Polytechnic of New Zealand:
May 2017

Government Responses: 102 countries

Region	Government
Africa	28
Middle East and North Africa	12
Asia and Pacific	28
Europe and North America	21
Latin America and Caribbean	13

OER Global Report 2017

- One-third of respondents indicated that their country had ensured that OER are accessible for persons with disabilities.



Country initiatives

- **Special Considerations** for persons with disabilities: Australia, Chile, Seychelles and Trinidad & Tobago
- **Sign Language & Braille:** Madagascar, Malawi, Morocco, Nepal, Poland, Swaziland and Turkey
- **Web Accessibility Guidelines:** Netherlands and Spain have adopted the use of web accessibility guidelines.

Survey of 12 Arab Countries

- ICT accessible courses available in major universities in the country: 1.66/5
- E-books: 1.25/5

Principles of Accessibility

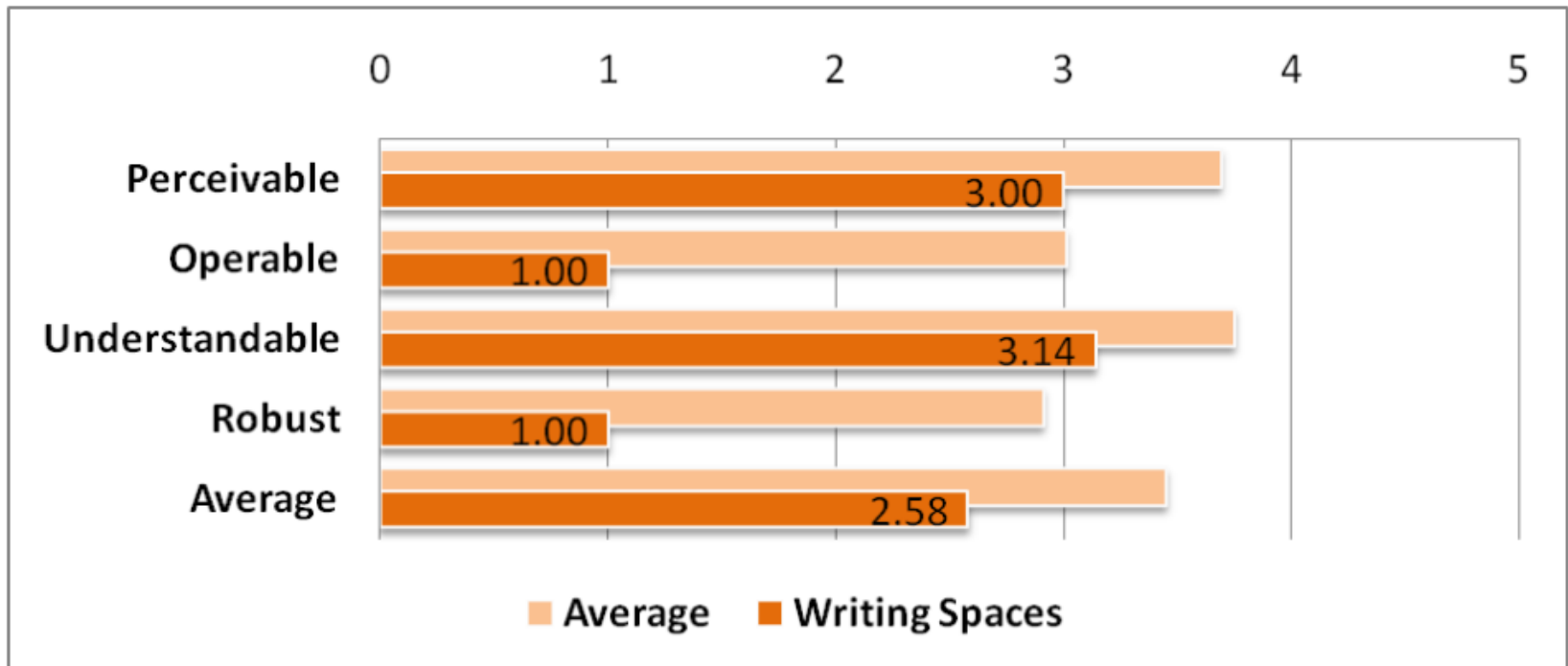
- Perceivable
- Operable
- Understandable
- Robust



How Accessible are OER?

Textbook: Writing Spaces

Accessibility review by: Virtual Ability, Inc.

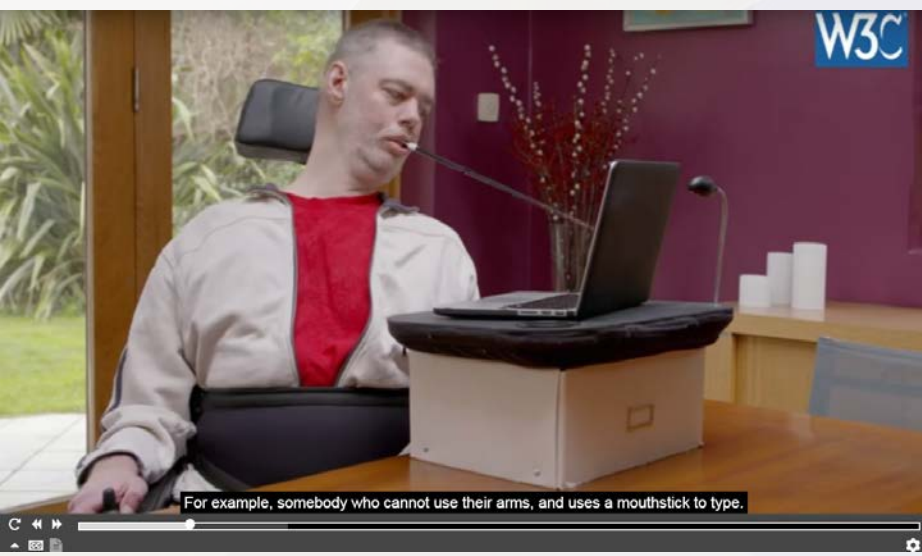


Source: <http://www.collegeopentextbooks.org/textbook-listings/accessibility-reviews>



Web Content Accessibility Guidelines (WCAG)

- Makes content accessible to a wider range of people with disabilities, including blindness and low vision, deafness and hearing loss, learning disabilities, cognitive limitations, limited movement, speech disabilities, photosensitivity, and combinations of these.



For example, somebody who cannot use their arms, and uses a mouthstick to type.

- Address accessibility of web content on desktops, laptops, tablets, and mobile devices.



LJUBLJANA OER ACTION PLAN 2017



- Provide OER in accessible formats that support its effective use by all, including persons with disabilities, by using existing international guidelines for accessibility.



LJUBLJANA OER ACTION PLAN 2017



- Ensure that OER accessed through different media, including mobile devices, are available and accessible in formats which allow for its use, adaptation, combination and sharing

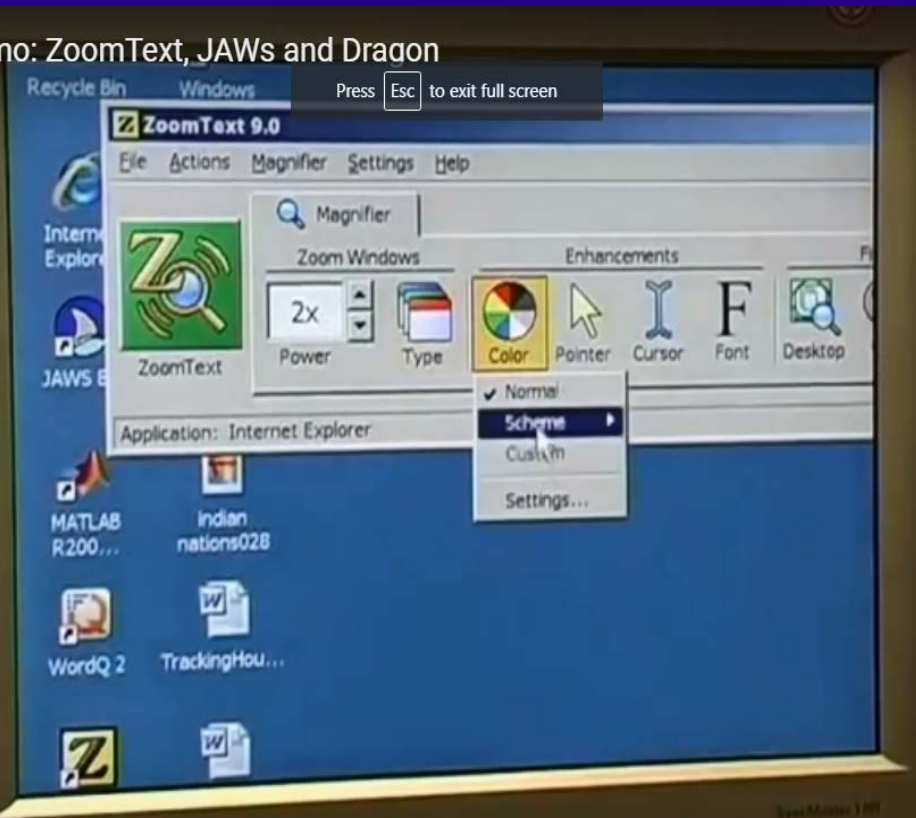


Some Basic Accessibility Questions

- Will the software used to view the OER disable the accessibility features of the computer's operating system (Windows, Mac OSX, Linux)?
- Is the software used to view the OER compatible with most assistive devices?
- Is there text identification of non-text elements?
- Is all text in the OER recognizable to a computer as text?
- Is the OER accessible by the colorblind?



OER Accessibility Toolkit - UBC



- Design resources and activities that can be accessed by learners in a variety of ways.
- Provide multiple ways for learners to engage with information and demonstrate their knowledge.
- Identify activities that require specific sensory or physical capability and for which it might be difficult or impossible to accommodate the accessibility needs of learners.

Flexible Learning for Open Education (FLOE Project)



- Global, public infrastructure to deliver a learning experience that matches each learner's individual needs.
- Uses interoperability standard for describing learner needs and labelling resources that meet those needs.
- Transform, augment, and select alternative educational resources to fit individual needs for an inclusive learning experience.

What Can Be Done?

- Advocacy: 'Born Digital' should be 'Born Accessible'
- Capacity building: Training on Accessibility issues and Accessibility guidelines
- Technology: Convergence of ICTs and Assistive Technologies; use of OER Accessible Toolkit



What Can Be Done?

- Promote **policy development** at both regional/national and institutional levels.
- Innovations on **bridging the digital divide** required
- Mechanisms to **monitor the progress** of accessible OER needed





Thank you

