Access for Whom?
OER and Disability Studies

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Thank You!

About the Open Education Group

The Open Education Group is an interdisciplinary group of people based at Brigham Young University who are passionate about improving education and a stellar group of partners that are helping us get it done. Want to work with us? Contact David Wiley.

Primary Researchers

Lane Fischer  John Hilton III  David Wiley
Americans with Disabilities Act
The Low Number Of Students With Disabilities Graduating From College Is A Crisis

How better soft skills might boost low college persistence and employment rates.

Jackie Mader and Sarah Butrymowicz The Hechinger Report  |  11/15/2017 12:34 pm ET
The Chafee Amendment

“It is not an infringement of copyright for an authorized entity to reproduce or to distribute copies or phonorecords of a previously published, nondramatic literary work if such copies or phonorecords are reproduced or distributed in specialized formats exclusively for use by blind or other persons with disabilities.’’

17 U.S. Code § 121
“The provision of access for [print-disabled users] was not the intended use of the original work (enjoyment and use by sighted persons) and this use is transformative."

Authors Guild v. HathiTrust
OER & Accessibility

- College Open Textbooks (2011)
  - POUR principles: Perceivable, Operable, Understandable, and Robust
  - PDF Textbooks scored 2.7 out of 5
  - Web-based textbooks scored 4 out of 5
  - Common issues: lack of glossary, no alt-text, no alternatives for color coding, etc.
OER & Accessibility

• BCcampus (2015)
  • POUR Principles
  • Importance of understanding screen readers
  • Bold, enlarged texts not helpful for students with visual impairments
  • Alt-text ensures that information is not being missed
OER & Accessibility

• University of Texas at Arlington (2017)
  • Evaluated 20 open textbooks
  • Images and tables were a primary accessibility problem
  • They succeeded in other areas such as color contrast, font, and content organization.
What is the financial impact of OER adoption on offices that support students with disabilities in higher education?
The Association of Research Libraries (ARL) celebrates today’s passage of the Marrakesh Treaty Implementation Act by the US House of Representatives. Earlier this year, the US Senate unanimously ratified the Marrakesh Treaty and passed the Marrakesh Treaty Implementation Act, S. 2559. As an organization dedicated to achieving enduring and barrier-free access to information, ARL welcomes this next step toward ratification and implementation.
Questions & Discussion
Thank you!
Flexible Learning for Open Education (Floe): Floe is a grant-funded project managed by the Inclusive Design Research Centre at OCAD University. The website lists recommended practices for online publishing and offers tools for developers that show what accessible and inaccessible publications and sites look like. The resource is available at https://floeproject.org/.

WAVE Web Accessibility Evaluation Tool: WAVE is an online accessibility checker that helps complete accurate accessibility evaluations by analyzing webpages for inaccessible content. The tool came in handy when evaluating HTML versions of texts and can easily scan for missing headers, missing alternative text on pictures, and inaccessible buttons on the webpage that can be easily overlooked during manual evaluations. We used the accessibility checker to perform an initial scan of each OER for formatting and textual errors. The WAVE accessibility checker can be found at http://wave.webaim.org.

Web Content Accessibility Guidelines (WCAG): WCAG served as a master list of requirements and accessibility references during the evaluations. These guidelines outline the current accessibility standards in online publications and informed the creation of our evaluation rubric. WCAG should be considered when conducting accessibility evaluation on HTML versions of e-books. It can be accessed at https://www.w3.org/WAI/intro/wcag.