



# Accessibility & Learning Technology

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# 1. Universal Design

What it is and practical ways to apply it

# Universal Design: where it came from

## Barrier-free Design

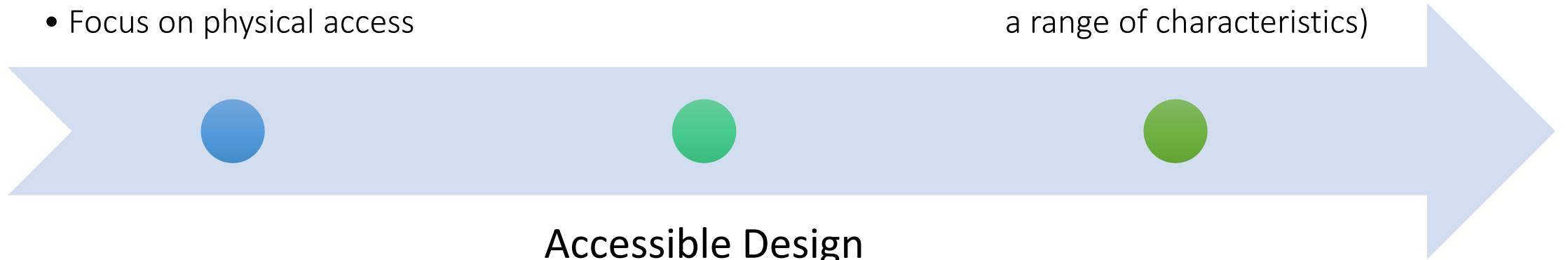
- Focus on physical access

## Universal Design

- Focus of needs of all potential users (who have a range of characteristics)

## Accessible Design

- Focus on needs of disabled people



# Universal Design: what it is

## Definition

The design of products and environments to be usable to the greatest extent possible by people of all ages and abilities (without having to make adaptations)

## Principles

1. Equitable Use
2. Flexibility in Use
3. Simple and Intuitive Use
4. Perceptible Information
5. Tolerance for Error
6. Low Physical Effort
7. Size and Space for Approach & Use

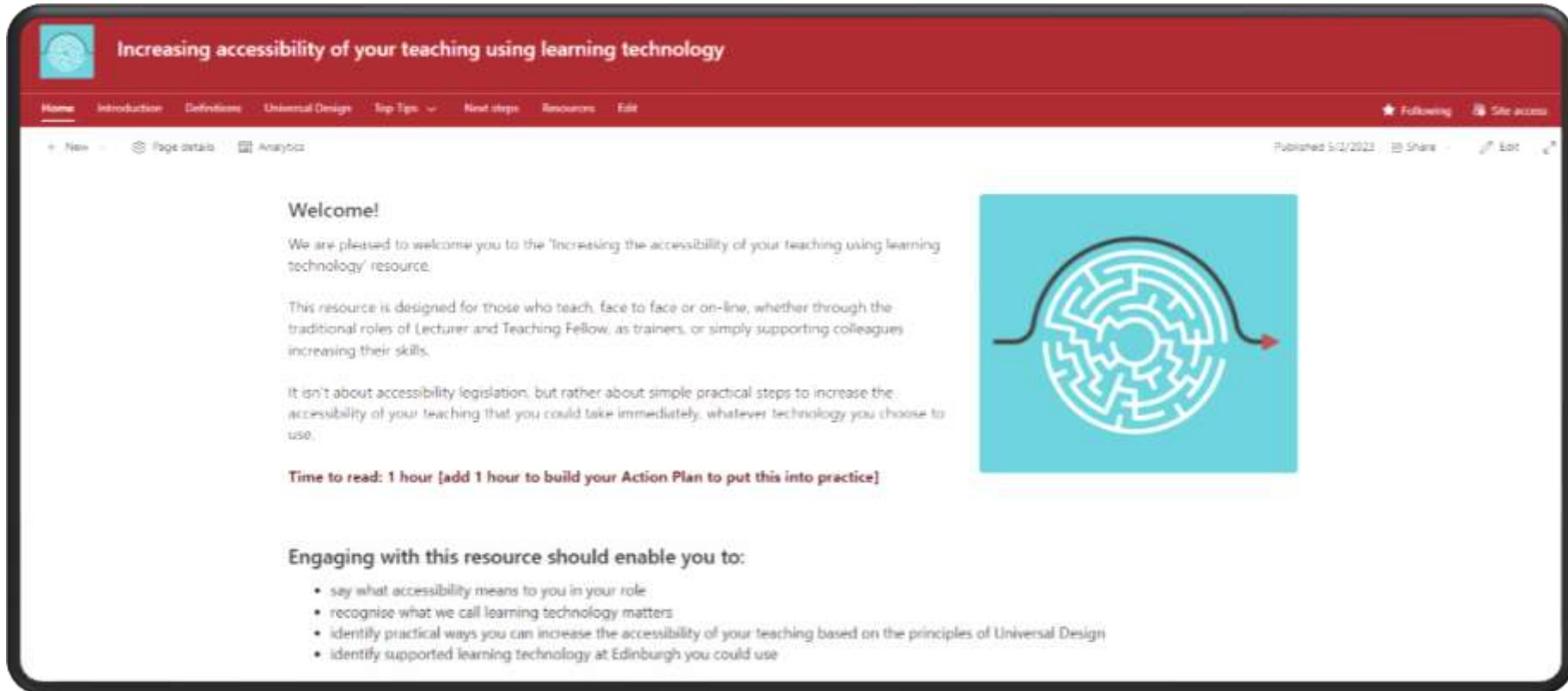
# Universal Design: myth busting

## Universal Design:

- is only focused on physical products and environments
- is only focused on disability
- doesn't care about esthetics
- encourages us to believe that 'one size fits all'



# Universal Design: practical ideas for application



The screenshot shows a Moodle course page with a red header. The page title is "Increasing accessibility of your teaching using learning technology". The navigation menu includes Home, Introduction, Definitions, Universal Design, Top Tips, Next steps, Resources, and Edit. The page content includes a welcome message, a description of the resource, a time to read estimate, and a list of learning objectives. A blue square graphic with a white maze and a path is on the right.

**Increasing accessibility of your teaching using learning technology**

Home Introduction Definitions Universal Design Top Tips Next steps Resources Edit

New Page details Analytics Published 5/1/2022 Share Edit

## Welcome!

We are pleased to welcome you to the 'Increasing the accessibility of your teaching using learning technology' resource.


This resource is designed for those who teach, face to face or on-line, whether through the traditional roles of Lecturer and Teaching Fellow, as trainers, or simply supporting colleagues increasing their skills.

It isn't about accessibility legislation, but rather about simple practical steps to increase the accessibility of your teaching that you could take immediately, whatever technology you choose to use.

**Time to read: 1 hour [add 1 hour to build your Action Plan to put this into practice]**

### Engaging with this resource should enable you to:

- say what accessibility means to you in your role
- recognise what we call learning technology matters
- identify practical ways you can increase the accessibility of your teaching based on the principles of Universal Design
- identify supported learning technology at Edinburgh you could use



# 2. Student Personae

What they are and how they might be used

# Student personae: what they are

A persona is:

- a representation of a person (or group)
- realistic / believable
- not a caricature or a stereotype

They are:

- a way to help designers think about the end user

They are not:

- a substitute for working with *real people*, they are a supplement



# Student personae: how these were created

## Wallis

- aims for a very high standard in everything
- ambitious and keen to take up opportunities to broaden their academic and work experience, and maintain a social life
- avoids or quickly discards activities where they do not see themselves excelling
- focusses on weaknesses rather than achievements

## Xan

- wheelchair user
- dealing with cancellations / changes of venue is a significant challenge
- negotiating uneven pavements, especially when wet, making them reluctant to go out
- disengaging with campus aspects of the programme (e.g. using lecture recordings in lieu of attending)

# Student personae: how they can be used

Personae can be used in any part of the design process:

- At the beginning, to help establish who your potential students are
- Later, to 'road test' a design

Though created to support learning design, they are:

- generic in terms of level and discipline, so can be personalised for your context
- can be used outside learning design (e.g., plan open days)

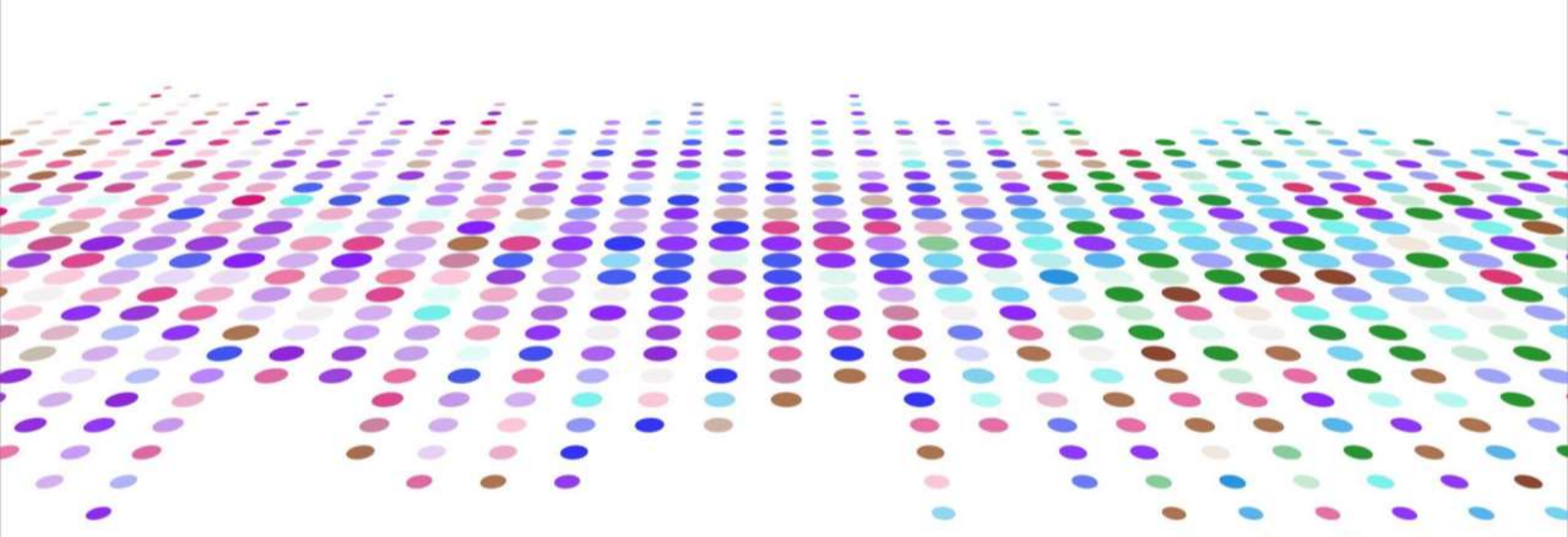
# Resources

## Accessibility and Learning Technology

- 'An introduction to accessibility in learning technology'
- 'Increasing accessibility of your teaching using learning technology'
- Accessibility Checklist
- <https://edin.ac/2CcfHBm>

## Student Personae

- <https://edin.ac/3dILHeS>



Thank you!

Any questions?