

# Accessible Course Design: Separating Content from Delivery

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# What do you teach?

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Humanities

Social Science

Laboratory Science

Mathematics

Language

Education

Trades

Professional Learning

# Where do you teach?

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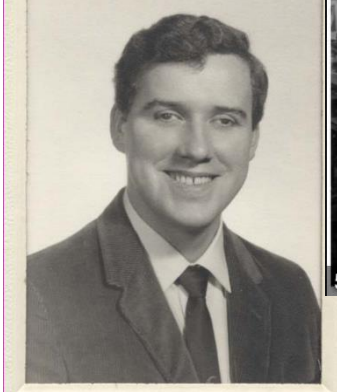
- Lecture hall
- Classroom
- Seminar room
- Laboratory
- Studio
- Workshop
- Online
- Blended
- other

# Objectives

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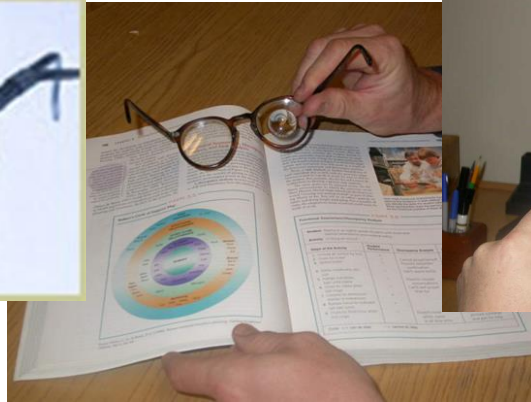
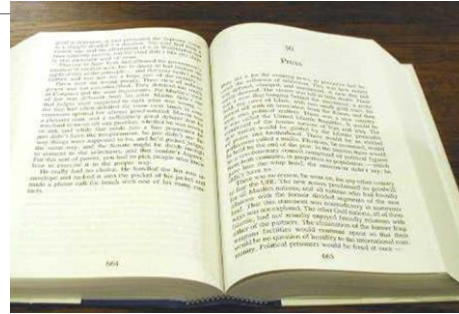
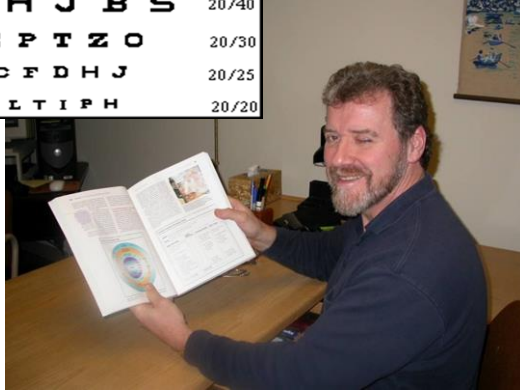
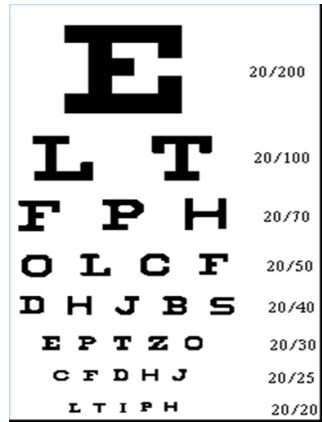
1. Share the meaning of a stranger in a strange land.
2. Show how digital media and technology tools support flexible content delivery.
3. Separate instructional goals from means of reaching goals.
3. Preserve instructional practices for post pandemic implementation.

# Coming of Age with Disabilities “Stranger in a Strange Land”





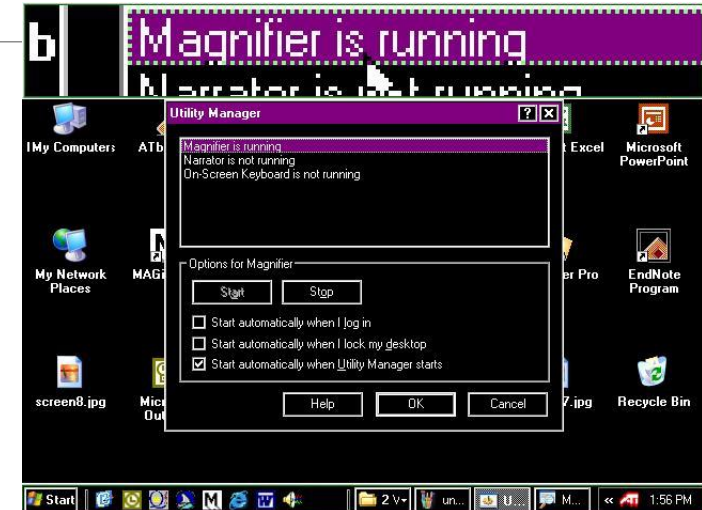
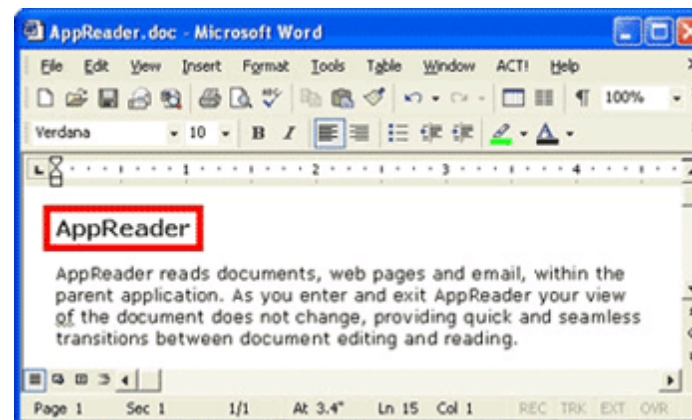
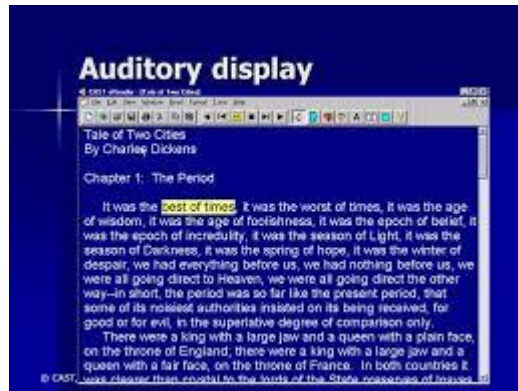
# A Progression of Tools



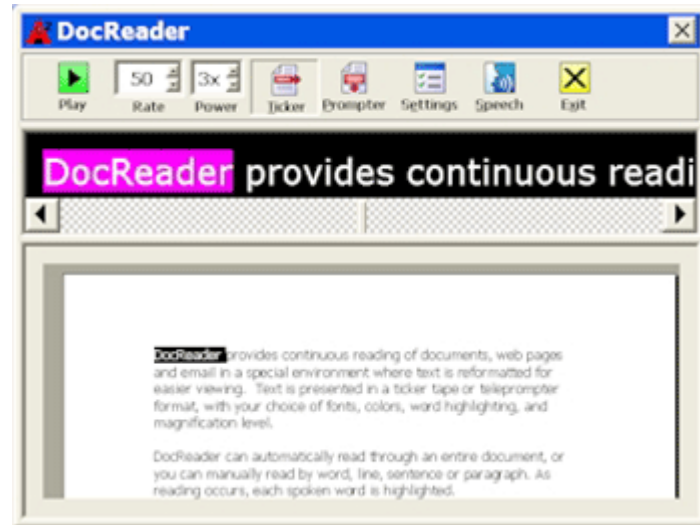
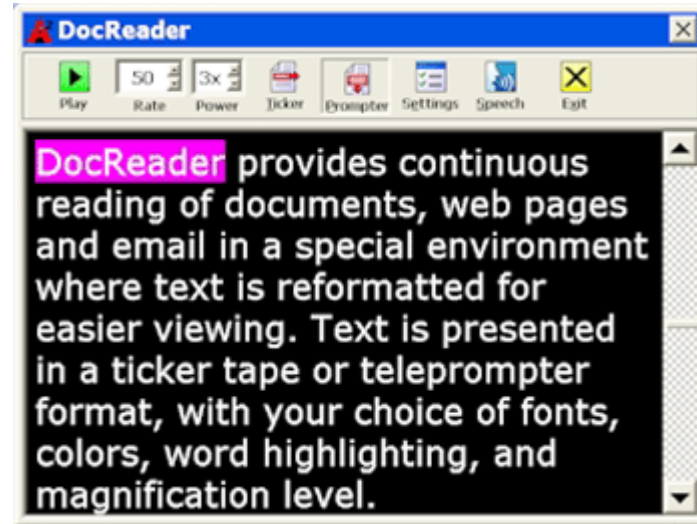
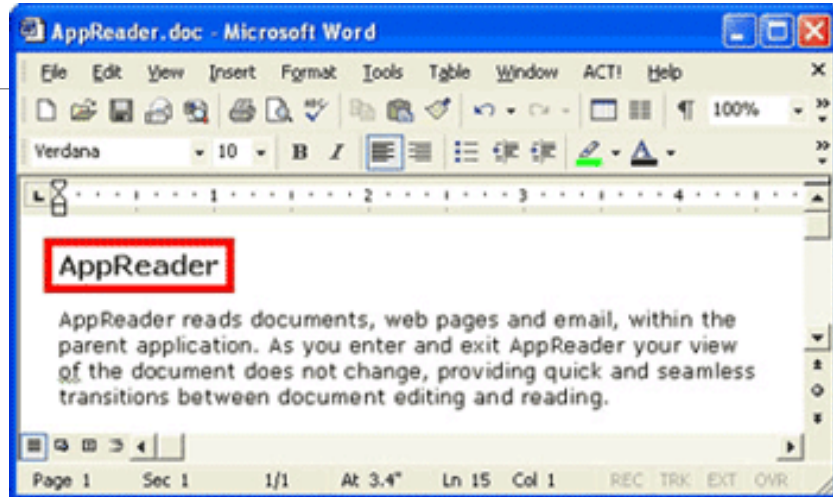
# Accessing Text is a Challenge!



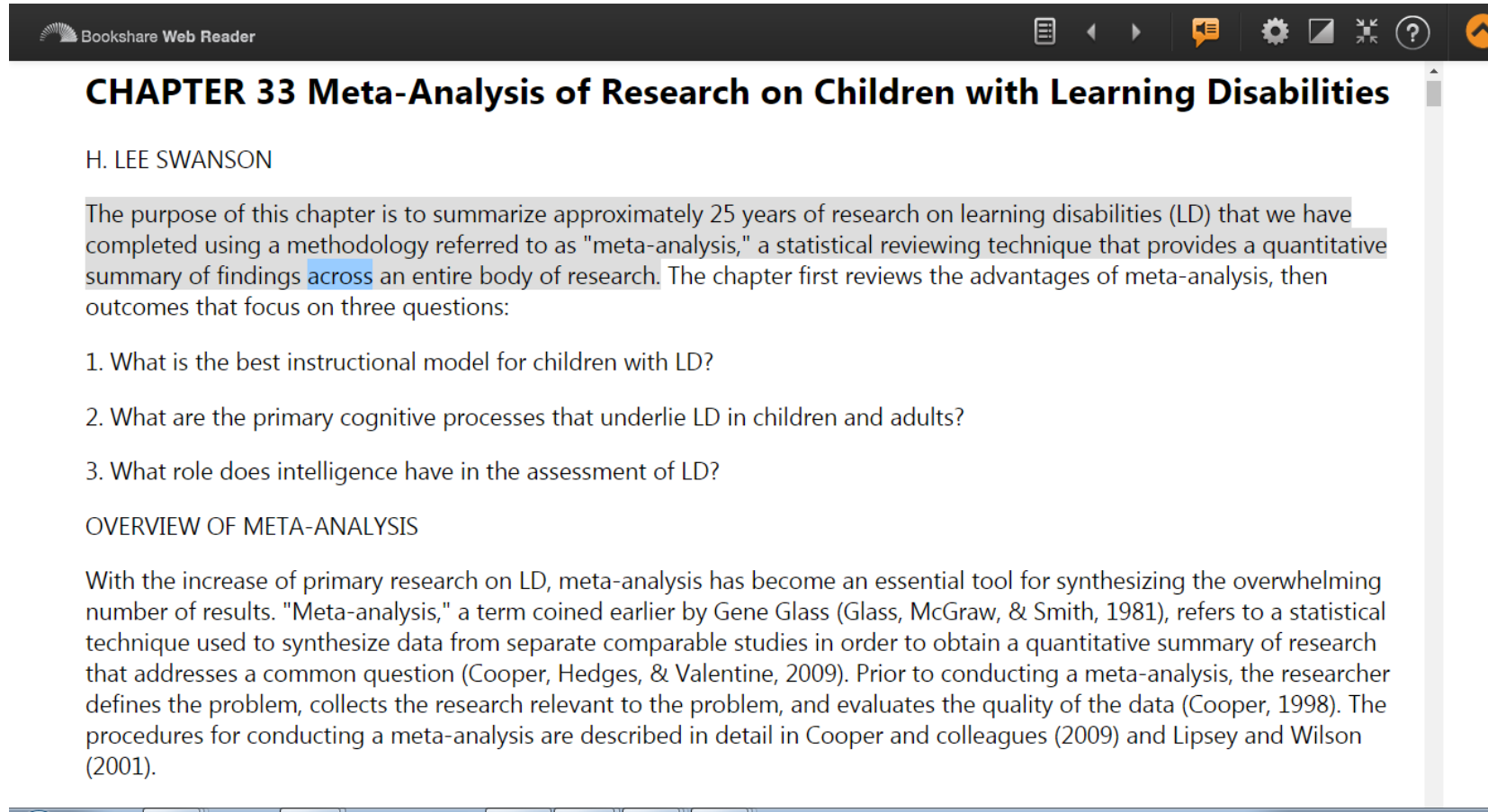
# Digital Tools







# Web Reader with Synchronized Highlighting



The screenshot displays a web reader application titled "Bookshare Web Reader". The main content area shows "CHAPTER 33 Meta-Analysis of Research on Children with Learning Disabilities" by H. LEE SWANSON. A paragraph of text is highlighted in light gray, and a specific phrase within it, "summary of findings across an entire body of research", is highlighted in blue. Below this, a list of three questions is shown. Further down, a section titled "OVERVIEW OF META-ANALYSIS" contains another paragraph of text. The interface includes a top navigation bar with various icons and a bottom status bar.

Bookshare Web Reader

## CHAPTER 33 Meta-Analysis of Research on Children with Learning Disabilities

H. LEE SWANSON

The purpose of this chapter is to summarize approximately 25 years of research on learning disabilities (LD) that we have completed using a methodology referred to as "meta-analysis," a statistical reviewing technique that provides a quantitative summary of findings across an entire body of research. The chapter first reviews the advantages of meta-analysis, then outcomes that focus on three questions:

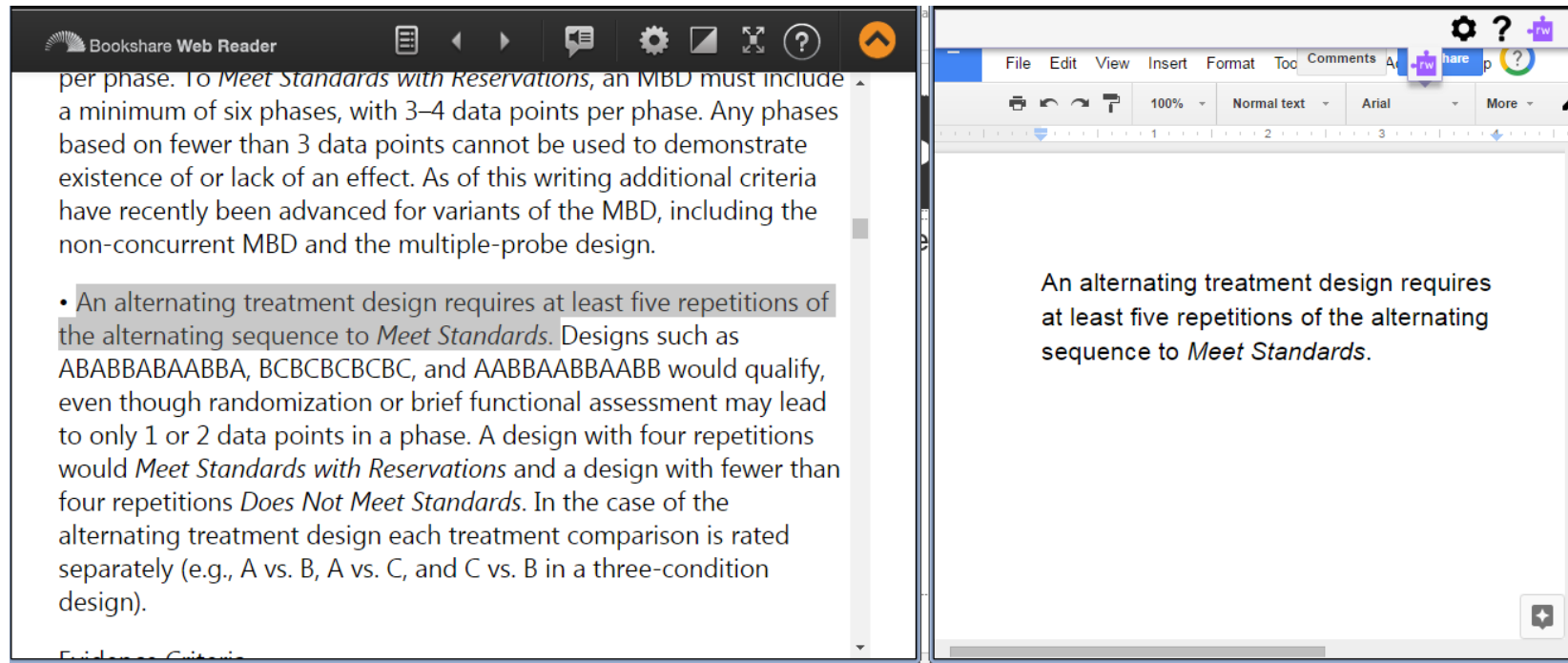
1. What is the best instructional model for children with LD?
2. What are the primary cognitive processes that underlie LD in children and adults?
3. What role does intelligence have in the assessment of LD?

### OVERVIEW OF META-ANALYSIS

With the increase of primary research on LD, meta-analysis has become an essential tool for synthesizing the overwhelming number of results. "Meta-analysis," a term coined earlier by Gene Glass (Glass, McGraw, & Smith, 1981), refers to a statistical technique used to synthesize data from separate comparable studies in order to obtain a quantitative summary of research that addresses a common question (Cooper, Hedges, & Valentine, 2009). Prior to conducting a meta-analysis, the researcher defines the problem, collects the research relevant to the problem, and evaluates the quality of the data (Cooper, 1998). The procedures for conducting a meta-analysis are described in detail in Cooper and colleagues (2009) and Lipsey and Wilson (2001).

# Web Reader with Doc

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# Audio-Supported Reading in Action

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**Audio-Supported Reading in Action: New Tools, Increased Proficiency**

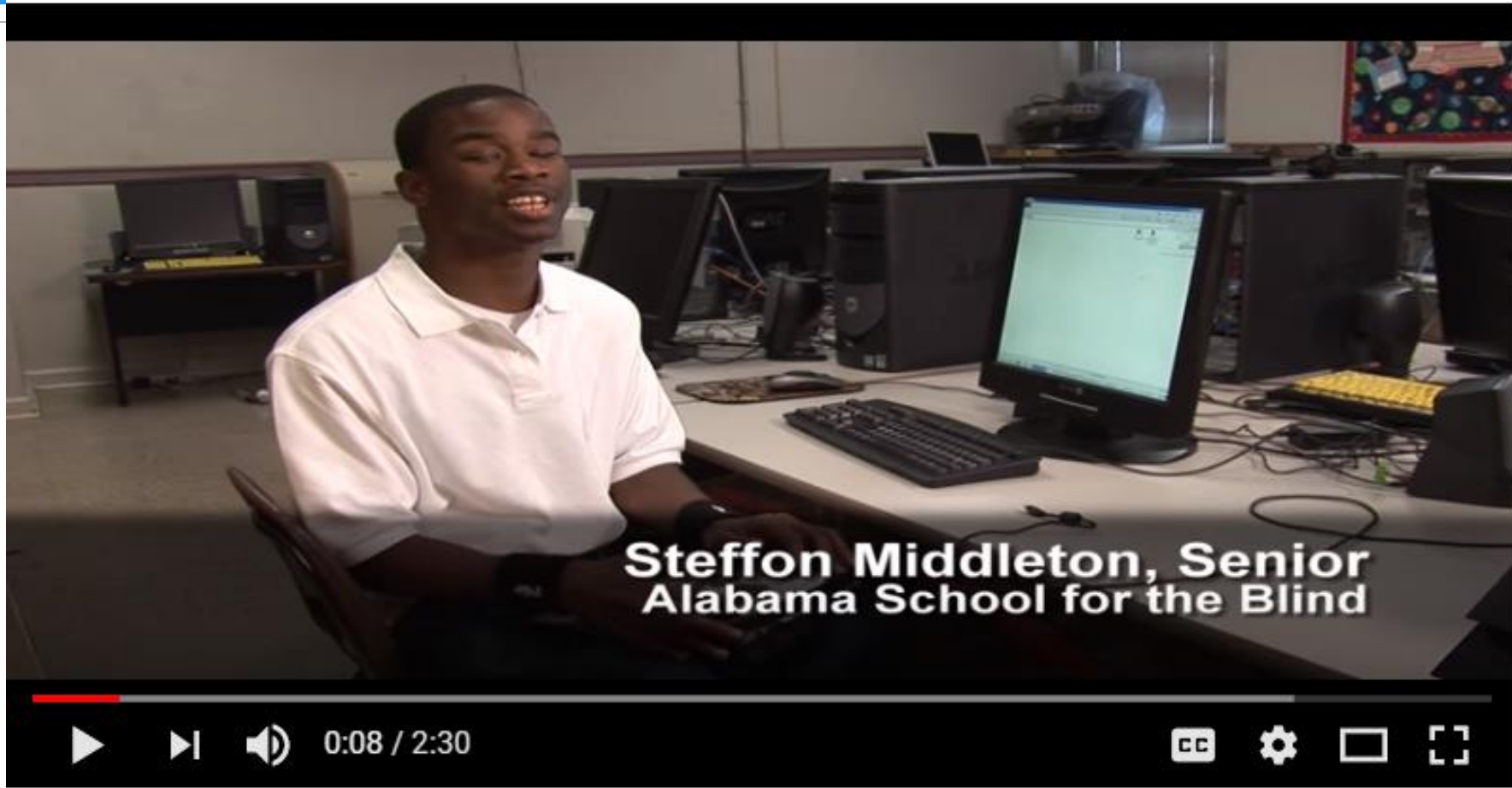


**Dr. Richard Jackson**  
Associate Professor, Boston College Lynch School of Education

Dr. Richard Jackson, a professor at Boston College and a Senior Research Scientist at CAST, describes his early struggles with text reading as a consequence of his severe low vision and reveals how he uses technology to blend both reading and listening to dramatically increase his efficiency.



# ASR with BrailleNote



# Accessible Design for Flexible Delivery

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- ✓ Starts with content and instructor expertise
- ✓ Locates content sources in levels of complexity
- ✓ Separates basic from applied information
- ✓ Mixes media sources for richness
- ✓ Organizes content with subordination, such as themes and topics
- ✓ Graphically represents organization of content

# Accessible Design for Flexible Delivery

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- ✓ Starts with a survey of students goals, interests, needs, and preferences
- ✓ Offers alternatives for responding: voice, Speech to text, video, text
- ✓ Provides a range of dates for submission
- ✓ Strategically assigns pairs and groups for collaboration
- ✓ Includes a plan for member checks

# Accessible Design for Flexible Delivery

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- ✓ Uses positive, inclusive, and encouraging language
- ✓ Uses exemplary and dilemma cases when possible
- ✓ Checks for students understanding of goals
- ✓ Does not confuse the achievement of goals with the means of reaching the goals
- ✓ Makes clear requirements for course success



# Breakout Room Questions

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1. What did you discover that you may want to try/change in your own practice?
2. Post-pandemic, what new pedagogical practices will remain in operation?