



# Building ADA Compliance Into LMS Content

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# POUR Accessibility Principles

P is for  
Perceivable

O is for  
Operable


U is for  
Understandable

R is for  
Robust




## Perceivable Challenges

- Video narrates the process to complete a task, but captions are not provided.
- Online file is a scanned PDF document.
- Presentation has a black background and dark grey text that lack contrasts between the text and the background.




## Operable Challenges

- Navigation menu displays a submenu accessible only when a user hovers over the menu with a mouse.
- A quiz is a timed activity that has a predefined number of minutes.
- Text formatted to scroll, and flicker.




## Understandable Challenges

- Confusing instructions and/or the settings for the activity do not match the instructions.
- Abbreviations, acronyms, and jargon that are never explained.
- Bad course layout.



## Robust Challenges

- Flash based content.
- Test proctoring software.
- Video player controls.



Now let's take a look at how we can help make this happen in our LMS's.

# Course Layout/Structure Criteria

- Course learning objectives.
- Learning styles for students.
- Instructor teaching methodology/philosophy.
- Navigation menu can be accessed via multiple techniques.
- LMS branding.

**P**erceivable - **O**perable - **U**nderstandable - **R**obust



# Moodle Weekly Structure

3



Week 3 Ends 06.08.20 - Toggle

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Week 3: Internet Introduction - Deadline June 8 @ 11:55 p.m.

### **Student Learning Outcomes**

- Define the Internet and understand how to connect.
- Identify common Web browsers and use them to explore websites.
- Identify common search engines and how to conduct a simple search.
- Define Internet security and gain awareness of basic security practices.

Internet Introduction Lessons With Embedded Questions




1. Internet Introduction Lesson 1 - Internet Basics (15 minutes)







2. Internet Introduction Lesson 2 - Security And Privacy (15 minutes)


# Blackboard Linear Example by Topic Folder


 **Chapter Learning Objectives**  
**Global Information Systems**  
**Learning Objectives:**

- Discuss the reasons for globalization and for using global information systems, including e-business and Internet growth.
- Describe global information systems and their requirements and components.
- Explain the types of organizational structures used with global information systems.
- Discuss obstacles to using global information systems.

 **Chapter Presentation (PowerPoint, Video, etc.)**  
Attached Files:  Chapter9.pptx  (7.051 MB)

 **Chapter 9: Project 6**  
**Overview**

 **Module 3: Connectivity, E-Commerce, and Global Information Systems**



This module covers chapters 7, 8, and 9 in the MIS 8 Textbook.

Topics Include:

- The Internet, Intranets, and Extranets
- E-Commerce
- Global Information Systems


*Pixabay image: CCO - No attribution required.*

**Be complete, detailed, and supported.**  
**Please make sure you cite all references (see plagiarism information in Guidelines & Resources).**

**Points**  
This assignment is worth 100 points and will be graded according to the attached rubric.

**Time**  
This assignment should take 90-115 minutes to complete.

**Due Date: November 11 @ 11:59pm**

 **Chapter 9 Review Questions**  
This assignment consists of 25 review questions that will allow you to review key concepts from this chapter.

# Let's Discuss Layout & Structure



# Course Content Criteria

- Instructions are concise and specific.
- Content meets WCAG 2.1 guidelines.
- Demonstration videos use descriptive language, are captioned, and transcripts provided.
- Embedded plugins and external tools function on multiple devices and platforms.
- Timed activities have appropriate overrides applied for accommodations issued to the student,

**P**erceivable - **O**perable - **U**nderstandable - **R**obust

# Moodle Learning Activity

## Analysis Phase Explore & Apply

### **Activity-level Student Learning Outcomes**

This activity aligns with the following module-level student learning outcomes:

- Identify the key components of each sub-phase of the of the Analysis Phase. (MSLO 2.2)
- Develop module-level student learning outcomes. (MSLO 2.3)

### **Time**

The time estimated to complete this activity is 45 minutes.

### **Instructions**

1. **Download and save a copy** of the Analysis Phase Explore And Apply starter document (located below as an additional file). Rename the file to add your last name to the document file name.
2. Read the document. The first two pages provide the problem-based learning scenario information you will use to answer questions about the four aspects of the ADDIE Analysis Phase.
3. **Answer the questions on the last page of the document** using the information provided in the scenario information. Save the document with your answers.

# Moodle Learning Activity

# Embedded Video

The video below provides step-by-step assistance to complete this activity. The video is a little over 14 minutes. You are strongly encouraged to review the entire video to gain insight into how the problem based learning case will be used in this workshop. For repeated views, below the video you see the starting times for the various segments.





Transcript with timing for video segments (opens in a new window) [A↓](#)

- Introduction segment start time 0:00
- Question 1 segment start time 4:15
- Question 2 segment start time 5:43
- Question 3 segment start time 8:07
- Question 4 segment start time 10:02
- Closing segment start time 14:07


# Moodle Quiz Overrides

▼ **Override**


Override user  
John Public

Require password  
[Click to enter text](#)  

Open the quiz

  Enable

Close the quiz

  Enable

Time limit

Enable

Attempts allowed

# Moodle Page Resource


## Frequently Asked Questions For Instructional Design

### **What is instructional design?**

Instructional design is the systematic development development of courses using learning theory to ensure the quality of teaching. There is a wealth of instructional design models and theories in the education field. In this workshop, the ADDIE instructional model is the theoretical model used to introduce participants to instructional design.

### **This course does not have a textbook. So where do I "learn stuff"?**

This course was developed without a textbook. The "stuff" you need to learn is the course content. The content is delivered in several ways:

- Hyperlinks  (shown here with the icon of a globe positioned on top of a piece of paper). These resources provide content via external resources and will open the resource in an external window, as noted in the text "(opens in a new window)" at the end of the link.



# Moodle File Resources



Instructional Design Workshop Syllabus And Schedule



Instructional Design Course Map (opens in a new window) 




Instructional Design Workshop Orientation Video



Instructional Design Workshop Syllabus And Schedule



Instructional Design Course Map (opens in a new window) 



Accessibility score: Perfect

# Blackboard – Operable



## **Module 4: Building Successful Information Systems, Enterprise Systems, and Management Support Systems.**



  This module covers chapters 10, 11, and 12 in the MIS 8 textbook.

Topics include:

- Building Successful Information Systems,
- Building Successful Enterprise Systems, and
- Building Successful Management Support Systems.

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## **Module 3: Connectivity, E-Commerce, and Global Information Systems**



This module covers chapters 7, 8, and 9 in the MIS 8 Textbook.

Topics Include:

- The Internet, Intranets, and Extranets
- E-Commerce
- Global Information Systems

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## **Module 2: Legal, Ethical and Organizational Issues of IS, Protecting Information, and Data Communication**



This module covers chapters 4, 5, and 6 in the MIS 8 textbook.

Topics include:

- Personal, Legal, Ethical, and Organizational Issues of Information Systems
- Protecting Information Resources
- Data Communication

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# Blackboard – Understandable

## Overview

In this chapter we're looking at why businesses go global, how global information

Have you noticed that in the past several months You've had to click "I Agree" a lot (even Pinterest!) are global, they have to make sure they are following the rules set

## Before Starting

1. **Read** Chapter 9
2. **Review** Project 6 on page 215 of your textbook
3. **Research** information about European Union (EU) privacy laws. A good place to start is the [EU Privacy Law](#) page on the [GDPR](#) website.
4. **Review** the information provided in the **Guidelines & Resources** menu item

## Instructions

Write a 2-page paper in which you provide detailed and supported response to the C

There are major differences between the U.S. privacy laws and those in the EU. After reading the information provided, identify a company that is not following their privacy laws. For each company list one of the violations.

## IMPORTANT NOTES:

- Your answers must be **complete, detailed, and supported.**
- **Please make sure you cite all references** (see plagiarism information in Guidelines)

## Points

This assignment is worth 100 points and will be graded according to the attached

## Time

This assignment should take 90-115 minutes to complete.

**Due Date: November 11 @ 11:59pm**

## Before you post:

- **Read** Chapter 10 and pay special attention to the information on Disc
  - **Read** the information on Disc
- the course

**Original Post: 11/21**

**Reply Post: 11/18**

## Instructions

Create a post and reply to a classmate

Create an original post with the following prompt:

1. Provide one pros and one con of Agile
2. In your opinion, is Agile a good

## Reply to one classmate and:

- **Ask one question** about their viewpoint/point of view about something specific they mentioned
- **Discuss at least one point** from their post
- **Make sure you give examples**

In order to receive full credit for your post responding the prompt **and** r

## Points

This assignment is worth 100 points

## Time

This assignment should take 60-90

**Original Post: 11/15**

**Reply Post: 11/18**

# Blackboard – Robust



## Accessibility and Privacy

Enabled: Review

### Accessibility & Blackboard

Blackboard is committed to ensuring that the platform is usable and accessible. The code and user interface design techniques are continually audited to ensure that the application is usable by everyone, to the greatest extent possible, regardless of age, ability, or situation.

For detailed information on accessibility and keyboard navigation of Blackboard, please visit the [Blackboard Accessibility Information](#) website.

The [Pearson Accessibility Statement](#) outlines their commitment to universally applied accessibility standards (Section 508 and WCAG 2.1 AA). For additional information on Pearson accessibility, review the Pearson enhanced  [Revel VPAT](#) 

### Privacy Policies

As a student, it is important for you to be aware of the following privacy policies:

- [Rowan-Cabarrus Confidentiality of Student Records – FERPA](#)
- [Blackboard Privacy Policy](#)
- [Pearson Privacy and Cookie Policy](#)

# Let's Discuss



# Resources

- Constructing a POUR Website  
<https://webaim.org/articles/pour/>
- Web Content Accessibility Guidelines (WCAG 2.1)  
<https://www.w3.org/TR/WCAG21/>
- Legislation
  - 2001 NC Senate Bill 866
  - Section 504 of the Rehabilitation Act of 1973 as amended (29 U.S.C. § 794 (d)) the Americans with Disabilities Act of 1990