Workflow Optimization for Inclusive OERs

Amanda Grey, MLIS

Karen Meijer, MLIS

Acknowledgement of Country

Kwantlen Polytechnic University campuses are located on the unceded traditional and ancestral territory of the

q'ʷa:nƛ'ən' (Kwantlen)

xʷməθkʷəy'əm (Musqueam)

q̓ic̓əy̓ (Katzie)

SEMYOME (Semiahmoo)

scəwaθən məsteuəxʷ (Tsawwassen)

qiqeyt (Qayqayt)

kʷikʷəƛəm (Kwikwetlem)

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Introduction

What is this presentation about?

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Presentation Outline

- Publishing Workflow
- Weaving Accessibility In
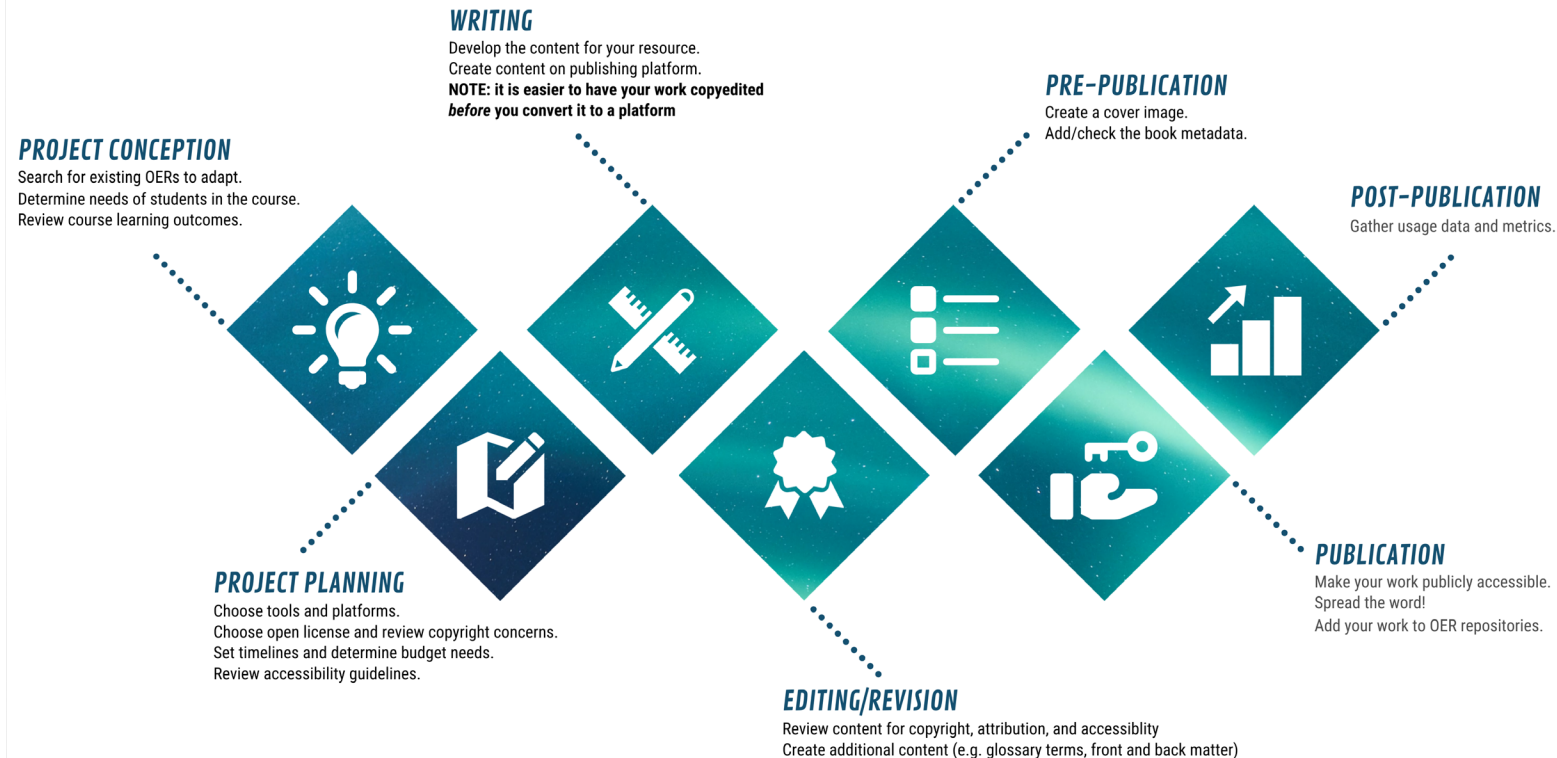- Accessibility Audit

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Publishing Workflow

Publishing Workflow

1. **Project Conception**
2. **Project Planning**
3. **Writing**
4. **Editing/Revision**
5. Pre-Publication
6. Publication
7. Post-Publication

OPUS Publishing WORKFLOW

support to KPU instructors to create or adapt open educational resources (OERs).

WRITING
Develop the content for your resource.
Create content on publishing platform.
NOTE: it is easier to have your work copyedited *before* **you convert it to a platform**

PROJECT CONCEPTION
Search for existing OERs to adapt.
Determine needs of students in the course.
Review course learning outcomes.

PRE-PUBLICATION
Create a cover image.
Add/check the book metadata.

POST-PUBLICATION
Gather usage data and metrics.

PROJECT PLANNING
Choose tools and platforms.
Choose open license and review copyright concerns.
Set timelines and determine budget needs.
Review accessibility guidelines.

PUBLICATION
Make your work publicly accessible.
Spread the word!
Add your work to OER repositories.

EDITING/REVISION
Review content for copyright, attribution, and accessiblity
Create additional content (e.g. glossary terms, front and back matter)

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Weaving Accessibility

Conception

Planning

Writing

Editing

Photo by Andrew Bertram on Unsplash

Project Conception
Accessibility Statement

Why?

- set expectations
- explicitly express commitment
- educate

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Accessibility Statement 1/2

For OERs to be truly open they must be accessible. In the same way that a free resource does not mean that the resource is open, a resource is not open just because it is available. When OER projects are accessible, they become more:

- **inclusive**, accounting for different methods, mediums, and modes of engaging with the content

- **sustainable**, delivering content when tools and technologies break down

- **sharable**, expanding reach and impact

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Accessibility Statement 2/2

To encourage accessibility in KPU OER projects, OPUS ensures OER web content is compliant with Web Content Accessibility Guidelines (WCAG) by requiring OER Grant projects comply with BCcampus' Checklist for Accessibility and providing advice and guidance during project planning, conversion to Pressbooks, and doing an Accessibility Assessment before publishing.

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Project Planning
OER Grants

We ask

"How will you address accessibility in your project? Consult the BCcampus Accessibility Toolkit (link provided) for ideas."
E.g. Videos made will be captioned with transcriptions available...

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Level 1 – Does not meet	Level 2 – Meets	Level 3 - Exceeds
Application does not consider potential accessibility needs of students.	Application covers basic accessibility needs and concerns.	Application goes above and beyond basic accessibility needs.
No consideration for accessibility standards or need	Meets basic accessibility standards, ensuring resources are usable for students with disabilities.	Incorporated advanced features like accessible navigation and interactive elements
Lacks alternative formats or accommodations for diverse learners	Includes alternative formats for content, such as text descriptions for images or captions for videos.	Comprehensive range of alternative formats and accommodations
Does not mention accessibility testing	Plans for accessibility testing with users or consultations with accessibility experts are mentioned.	Detailed plan for ongoing accessibility testing and updates

Project Planning
Publishing Agreements

Flagging accessibility during project planning:

- All images will have alt text

- Graphs and interactive content will support written material, have at least 7:1 contrast ratio, and not rely on colour alone to convey information.

- All text will be in 12-point font and URL links will be formatted to support screen readers.

- All audio content will be supported with a complete transcript and all video content will have corresponding captions.

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Writing/Creation
Accessibility Training

- Learn standards
- Reflect on impact
- Demo tools

OE Student Assistant Training

Week 2: Accessibility
Jan 15 - 19

	Tasks	Est. Hours
Synchronus	Check-in WAVE Browser Plugin Answer Questions	1

Read and Review	Web accessibility practices
	    Alt-text for images
	    Lists
	
	    Tables
	    Link text
	    Heading structure
	    Videos
		4

	Web accessibility resources
	    BCcampus Accessibility Toolkit
	    Accessibility Fundamentals (Except the online
	    Technology Accessibility
	    Diverse Abilities and Barriers
		2

Deliverable	Create sample for each accessibility practice Which accessibility practices do you find helpful for yourself?	1
	Total Estimated Hours	8

Editing/Revisions
Accessibility Review

- Accessibility review pre-publication
- Front Matter
  - *Accessibility Statement*
  - *How to Use this Book*

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Individual Accessibility Statements

The web version of **Organic Chemistry II** has been designed with accessibility in mind by incorporating the following features:

It has been optimized for people who use screen-reader technology.

- all content can be navigated using a keyboard

- links, headings, and tables are formatted to work with screen readers

There is an option to increase font size
(see tab on top right of screen).

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Example "Accessibility Statement"

Known accessibility issues and areas for improvement

While we strive to ensure that this resource is as accessible and usable as possible, we might not always get it right. Any issues we identify will be listed below. There are currently no known issues.

Location of issue	Need for improvement	Timeline	Work around
Throughout	Information conveyed by colour	N/A	In many of the images, colour is used to draw attention to certain components.
Throughout	Missing image alt text	Spring 2025	

List of Known Accessibility Issues

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Example "How to use this book"

Format	Internet required?	Device	Required apps	Accessibility Features	Screen reader compatible
Online webbook	Yes	Computer, tablet, phone	An Internet browser (Chrome, Firefox, Edge, or Safari)	WCAG 2.0 AA compliant, option to enlarge text, and compatible with browser text-to-speech tools	Yes
PDF	No	Computer, print copy	Adobe Reader (for reading on a computer) or a printer	Ability to highlight and annotate the text. If reading on the computer, you can zoom in.	Unsure
EPUB and MOBI	No	Computer, tablet, phone	Kindle app (MOBI) or eReader app (EPUB)	Option to enlarge text, change font style, size, and colour.	Unsure
HTML	No	Computer, tablet, phone	An Internet browser (Chrome, Firefox, Edge, or Safari)	WCAG 2.0 AA compliant and compatible with browser text-to-speech tools.	Yes

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Accessibility Audit

Assessing the back catalogue

Arts Practicum Student Project
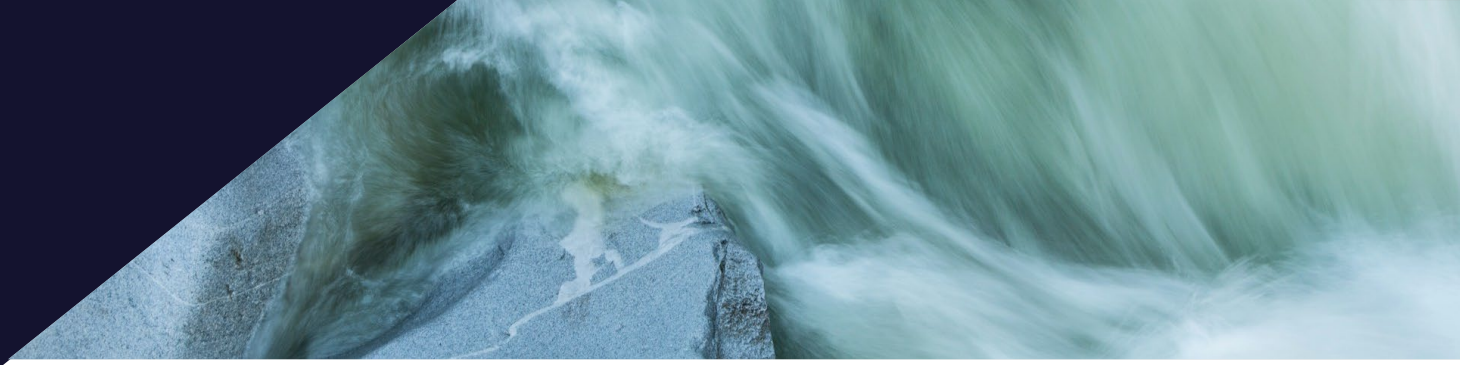
2022 – develop and apply rubric

2023 – no student

2024 – editing for accessibility

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Conclusion

Weave accessibility into as many publishing stages as possible

Set clear expectations

Iterate for continual improvement

Thank you!

Amanda Grey

Open Education Strategist

amanda.grey@kpu.ca

Karen Meijer

Librarian, Scholarly
Communications & Copyright

karen.meijer@kpu.ca

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