

## Course Tune-Up Challenge 5: Content (Part Two)

### Week 5 Content (Part Two)

Try to complete one **plus one** task (small time commitment) and/or one **high impact** task (more significant time commitment) each week.

Tasks	What you will do	Why you are doing it	How to do it
Plus 1 Option 1	<b>Check for dead links and create clear link text.</b>	Every link should describe what the student can expect to find when they click it. The word <i>Here</i> conceals where a link leads. Even if the text around the phrase <i>click here</i> explains where the link goes, the reader must process the surrounding text before proceeding. Also, having accurate link titles is an important accessibility requirement since the word 'click' is irrelevant to many assistive technologies and isn't descriptive enough for screen readers. <a href="#">Why Your Links Should Never Say "Click Here"</a>	Revise any links that use generic phrasing. In most cases, the link text is probably already in your content; it just needs to be emphasized as the link. Avoid using extraneous words such as <i>click here</i> or <i>more</i> .  E.g. Learning what to write as proper link text can be confusing, but you can learn more by visiting <a href="#">Descriptive Links Accessibility</a> .  Instead of: Learning what to write as proper link text can be confusing, but to learn more <a href="#">click here</a> .
Plus 1 Option 2	<b>Check all works are cited, preferably with links.</b>	Encourage your students' academic integrity by modelling good practice. Offering links helps those students who want to learn more, explore the original material you have cited.	Refer to the library's <a href="#">Citing Your Sources</a> page and <a href="#">citation LibGuide</a> for up-to-date style and citation information.
Plus 1 Option 3	<b>Use the workload calculator to determine whether expectations for readings etc. are realistic.</b>	"Communicate your expectations to your students. Given the natural variation of student abilities and background knowledge, there will always be variation in the time it takes individual students to complete assignments. But making your targets explicit will give students a better sense of where they stand within the course, drawing their (and your) attention to inefficient study strategies that might be easily addressed. It will also help our best students (who have a tendency to overwork themselves) with their time management while ensuring that our assessments are more equitable."  From: <a href="#">How Much Should We Assign? Estimating Out of Class Workload</a>	Use the <a href="#">workload calculator</a> and the timings you might have added in week 4 plus 1 option 3 to estimate how much time you are expecting your students to spend reading or viewing videos and share this with the students.

<p>High Impact Option 1</p>	<p><b>Convert Word documents in Brightspace to HTML.</b></p>	<p>Yes, Word documents can be viewed in Brightspace, but that viewer is not accessible (e.g. for screen readers) or responsive (adapting to different screens such as tablets and smart phones for readability). HTML pages, on the other hand, are more accessible, responsive on mobile devices, and easier to read on a screen. The built-in templates in Brightspace make the pages look consistent too.</p> <p>When not to convert a Word document:</p> <p>The document is a template that you want your students to fill in and upload to an Assignments folder.</p> <p>The document is several pages long or more. In this case, consider saving it as an accessible PDF.</p>	<p>Log in to Brightspace and locate your course.</p> <p>Select Content from the Course Materials drop-down menu.</p> <p>Under the blue Upload/Create drop-down menu, select Create a File.</p> <p>Click on the Select a Document Template button (next to the Enter a Title textbox) and select a template.</p> <p>Copy and paste from your Word document.</p> <p>Note: When copying and pasting material, be sure to do so in small chunks and select the option Remove Formatting when prompted. This ensures the formatting of the template remains and is not overwritten by word formatting and maintains consistency throughout all documents.</p> <p>How to create an <a href="#">accessible Word document</a></p> <p>How to create an <a href="#">accessible PDF</a></p>
<p>High Impact Option 2</p>	<p><b>Provide cognitive supports</b></p>	<p>“One of the big differences between experts and novices in any domain is the facility with which they distinguish what is critical from what is unimportant or irrelevant. Since experts quickly recognize the most important features in information, they allocate their time efficiently, quickly identifying what is valuable and finding the right “hooks” with which to assimilate the most valuable information into existing knowledge. As a consequence, one of the most effective ways to make information more accessible is to provide explicit cues or prompts that assist individuals in attending to those features that matter most while avoiding those that matter least.”</p> <p>Read more in <a href="#">Highlight patterns, critical features, big ideas, and relationships</a></p>	<ul style="list-style-type: none"> <li>• Summarize major points in a video for the end of each module.</li> <li>• Give background and contextual information.</li> <li>• Provide scaffolding tools (e.g., outlines, class notes, summaries, study guides, copies of presentation slides) to emphasize key ideas and relationships.</li> <li>• Teach students research-based learning strategies, such as <a href="#">retrieval practice</a></li> </ul>
<p>High Impact Option 3</p>	<p><b>Provide multiple means of engagement</b> by including varied perspectives and diverse examples.</p>	<p>Make the content relevant and inclusive to engage your students. Modifying or adding examples to incorporate multiple perspectives will make them relevant to individuals with diverse characteristics such as age, ability, gender, ethnicity, race, socioeconomic status, and interests.</p> <p>Read more in <a href="#">Inclusive Pedagogy and Universal Design Approaches for Diverse Learning Environments</a></p> <p><a href="#">How to make your teaching more inclusive.</a></p>	<p>Examples of ways to make content more inclusive:</p> <ul style="list-style-type: none"> <li>• assign authors of different gender identities.</li> <li>• use case studies from a variety of regions.</li> <li>• offer scholarly perspectives that might be underrepresented in your discipline.</li> <li>• If possible, use diverse examples and regional references.</li> <li>• If broad representation is not an option in your discipline, acknowledge these imbalances to your students and invite critique.</li> <li>• If an essential textbook only uses male pronouns, or if a historic document uses language considered derogatory and hateful in contemporary discourse, acknowledge this and give students an opportunity to discuss and process.</li> </ul>

## Interested in learning more about one of these topics?

### Descriptive links

[WCAG guidelines on descriptive links](#) Web Content Accessibility Guidelines (WCAG) are international standards, for making web content more accessible to people with disabilities. The WCAG is an initiative of The World Wide Web Consortium (W3C), an international community working to develop [Web standards](#).

### Citations

Dawe, L., Stevens, J., Hoffman, B., & Quilty, M. (2021). Citation and Referencing Support at an Academic Library: Exploring Student and Faculty Perspectives on Authority and Effectiveness. *College & Research Libraries*, 82(7), 991. doi:<https://doi.org/10.5860/crl.82.7.991>

### Cognitive supports

Ge, X., Planas, L. G., & Er, N. (2010). [A Cognitive Support System to Scaffold Students' Problem-Based Learning in a Web-Based Learning Environment](#). *Interdisciplinary Journal of Problem-Based Learning*, 4(1), 30–56.

Putnam, A. L., Sungkhasettee, V. W., & Roediger, H. L. (2016). [Optimizing Learning in College: Tips From Cognitive Psychology](#). *Perspectives on Psychological Science*, 11(5), 652–660.

Joshua R. Eyer. (2018). [How Humans Learn : The Science and Stories Behind Effective College Teaching](#): Vol. First edition. West Virginia University Press.

### Multiple means of engagement and inclusive design

Doran, P. R. (2015). [Language Accessibility in the Classroom: How UDL Can Promote Success for Linguistically Diverse Learners](#). *Exceptionality Education International*, 25(3), 1–12. <https://doi.org/10.5206/eei.v25i3.7728>

Sanger, C.S. (2020). Inclusive Pedagogy and Universal Design Approaches for Diverse Learning Environments. In: Sanger, C., Gleason, N. (eds) *Diversity and Inclusion in Global Higher Education*. Palgrave Macmillan, Singapore. [https://doi.org/10.1007/978-981-15-1628-3\\_2](https://doi.org/10.1007/978-981-15-1628-3_2)

Sathy, V., & Hogan, K. A. (n.d.). How to make our Teaching More Inclusive. Retrieved from The Chronicle of Higher Education: <https://www.chronicle.com/article/how-to-make-your-teaching-more-inclusive/#6>