

Teaching and Learning Goal: What skill or ability do you want students to acquire? What behavior do you want to change? What knowledge do you want to test? What assumptions (either students' or the instructor's) do you want to test? Focus on only one such goal

I want attendees of the workshop to be able to demonstrate a knowledge of how to identify principles of digital accessibility and what resources can help them uphold those principles. Based on preliminary research as part of my CTLI fellowship, I have identified that instructors at MSU tend to know that they should have digitally accessible course materials, but they are unsure about how to do this or where to go for help. As I am conducting this activity in a workshop rather than a class with wider context, I am going to have to be careful in defining my goals/objectives to better position them within Bloom's Taxonomy and not go too high-level for the time available.

Teaching Question: Adapt the teaching and learning goal to a specific course. Make this question narrow and focused so that it can be measured.

Can you identify accessibility principles at play, and if you need help regarding digital accessibility at MSU, how can you discover that information?

Assessment Technique: What instrument are you going to use to collect information? Is it simple enough that you know how to analyze the results? Will the information it provides answer the teaching question?

I am going to develop a pre- and post-assessment survey that are primarily the same questions to see if workshop participants meet the desired learning goals through the workshop. I will primarily use multiple choice or Likert scale questions to keep the data fairly easy to understand. I will build the survey in Qualtrics so I can make use of its accessibility tools and model what I'm hoping to encourage instructors practice. By the post-survey, participants in the workshop should be able to demonstrate a knowledge of digital accessibility principles and where they can go for more information regarding these principles.

Classroom Practice: What assignment or activity are you going to use in the class to try to test the question? When are you going to do it? Who will conduct it? Will it be graded? Will it be anonymous or will students sign their names? How long will it take? How will students know what to do with it? Who will explain it? How will the relationship between this assignment and activity and the course be explained?

During the workshop, we will look at a sample syllabus to see where participants can identify accessibility issues. They will work together in small groups to see if based on the discussions from the workshop and information regarding where to go for help with accessibility issues they can find the answers. The assessments will be anonymous as the workshop is being co-hosted by the Graduate School and CTLI and they would like the shared results. The pre- and post- assessments should take no more than 10 minutes a piece to complete.

Summary of Results: What does the information you collected through the assessment instrument tell you about your teaching question?

The assessment instrument yielded results demonstrating that while most participants were somewhat confident when it came to issues of accessibility and knowing where to go for resources, they were able to increase their confidence through participation in this workshop. Additionally, at first participants could not name most of the accessibility issues in a sample document but were able to increase the ones they named by the post-assessment. By the end of the workshop, participants were also better able to identify the principles of Universal Design for Learning. Perhaps most importantly, whereas very few participants were able to name specific MSU offices and people who could help them with digital accessibility during the pre-assessment, the majority of participants could do so by the post-survey.

Conclusion: What have you learned? What surprised you? What would you do differently? What implications does this have for your future classroom practice?

I was surprised to see that so few of the participants knew where to go for help regarding digital accessibility at MSU. I have learned, however, that there is a need for education on digital accessibility among instructors at MSU. If I were to do this again, I would adjust the survey to take out the one open-ended question regarding identifying issues of accessibility in a document and maybe reformat it as a multiple choice, although this would make the assessment longer. It helped me also realize where I need to reflect on where an activity might be best placed within the course of an instruction session.