

# Accessibility Literacy: Considerations for Inclusive Teaching and Facilitation

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This workshop will demonstrate how increased accessibility literacy is integral for modelling inclusive educational spaces in our colleges. During the pandemic, accessibility considerations were brought to the fore and colleges demonstrated how they could quickly respond to access needs that disabled students had long requested. This workshop will make a case for why it is important to keep these considerations top of mind and not let interest convergence be the only reason to support accessible design, especially with rapidly changing course modality opportunities. This will provide a space to reflect on how sensory aspects were hyperpresent in emergency remote delivery, yet rarely discussed beyond the active debate around student camera usage. This workshop will go beyond the fear of legislation to the ethical heart of what we should do as educators to promote accessible pedagogy. The workshop will start by highlighting the principles of a trauma-aware pedagogy that support and intersect with accessibility literacy and UDL. Participants will then be given strategies that can support accessible pedagogy online, in-class, and in hybrid spaces. Participants will have the opportunity to test strategies that relate to formative activities in their course, to leave the workshop with a set of attainable actions to improve accessibility and inclusion in their teaching and facilitation.

## Learning Outcomes

At the end of this workshop participants will:

- Identify trauma-aware principles that support accessible design
- Assess accessible strategies applicable to their course design context
- Outline attainable actions to improve teaching and facilitation accessibility

**Ann Gagné** (she/her) is a part-time instructor teaching College English at George Brown College and an Educational Developer focusing on Universal Design for Learning (UDL) at the University of Toronto Mississauga. Her areas of interest and research are accessible pedagogy and the use of the sensory in educational environments. She is the author of *Embodying the Tactile in Victorian Literature* (Lexington) a monograph based on her doctoral dissertation, and the editor of an essay collection *The Canadian Precariat* (Universitas) which was informed and inspired by the 2017 CAAT Strike. She is active on Twitter where she can be found reminding people to alt-text their images and gifs.