



# Accessibility Literacy: Considerations for Inclusive Teaching and Facilitation

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# Land Acknowledgement

- ▶ George Brown College is located on the traditional territory of the Mississaugas of the Credit First Nation and I was born and raised on the traditional land of the Abitibiwini Aki Cree and I am grateful to these lands, past and present that allowed me to be who I am today and to be in community with you

# Access Check

- ▶ If there any accessibility considerations that would increase your access to this workshop, please feel free to private message me
  - ▶ Technological considerations
  - ▶ Pace
  - ▶ Resources you may want

# Workshop Objectives

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

# Outline

- ▶ What is Accessibility Literacy?
- ▶ Avoiding Interest Convergence
- ▶ Trauma-Aware Principles
- ▶ Sensory Considerations in Pedagogy
- ▶ Next Steps

# What is Accessibility Literacy?

- ▶ In communication courses we talk about digital and information literacy
- ▶ Accessibility literacy: “familiarity with writing, formatting, and designing accessibly in a way that does not exclude or further marginalize disabled users, learners, or participants”
  - ▶ Knowing how to communicate accessibly
  - ▶ Knowing how to use educational tech and tools in accessible way
  - ▶ Reflection on barriers

# Avoiding Interest Convergence

- ▶ Coined by Derrick Bell (1980) “Interest convergence stipulates that Black people achieve civil rights victories only when white and Black interests converge.”
- ▶ This interest convergence happened during the pandemic with disability and accessibility supports
- ▶ Now a turn “back to normal” means accessibility has once again become a forgotten consideration

# Importance to Maintain Accessibility Literacy

- ▶ Accessibility literacy is foundational to design
- ▶ Opens educational spaces to learners
- ▶ Supports institutional strategic plans
- ▶ Conflation of UDL as Accessibility and Accessibility as UDL does harm



# Trauma-Aware Principles

- ▶ Choice (UDL) (Accessibility literacy)
- ▶ Community (Accessibility literacy)
- ▶ Empowerment (UDL) (Accessibility literacy)
- ▶ Trust (Core to accessibility literacy)
- ▶ Safety (Core to accessibility literacy)
- ▶ Context (socio-cultural awareness) (UDL) (Accessibility Literacy)

# Reflection Space

- ▶ Take 5 minutes and reflect on how:
  - ▶ Choice
  - ▶ Community
  - ▶ Empowerment
  - ▶ Trust
  - ▶ Context

are demonstrated in your course? Add to the padlet

<https://padlet.com/anngagne1/TraumaAwarePractice>

# Sensory Connections

- ▶ Trauma is embodied (Van der Kolk, Imad)
- ▶ Sensory as trauma trigger
- ▶ Many sensory aspects of pedagogy

# Sensory Considerations in Pedagogy

- ▶ Cameras
- ▶ Captions (Open vs Closed)
- ▶ Alt-Texts for images, gifs, charts, graphs
- ▶ Room and space (on-site, virtual)
- ▶ Document formatting
- ▶ Facilitation

# Practice Time in Pairs

- ▶ Take 10 minutes to think about sensory aspects of your course and how you can design these to be more trauma-aware and embed accessibility literacy. You can focus on an assessment or an activity if you wish to make it more manageable

# Next Steps

- ▶ Take 2 minutes and reflect:
  - ▶ What are one or two things you will take away from this workshop and put into practice next term?

# Resources

- ▶ Ashbourne, K. (2020). Web/Digital Accessibility Skills. <https://edtechuvic.ca/kashbourne/web-digital-accessibility-literacy-skills/>
- ▶ Bell, D. (1980). Brown v. Board of Education and the Interest-Convergence Dilemma. *Harvard Law Review*, 93(3), 518–533. <https://doi.org/10.2307/1340546>
- ▶ Flood, M. (Host). (2022, April 18). Talking equity, inclusion and critical pedagogy with Frederic Fovet. In Talking about all things inclusion. <https://margaretfloodudl.com/2022/04/18/episode-4-talking-equity-inclusion-and-critical-pedagogy-with-frederic-fovet/>
- ▶ Gagne, A. (2020). Conducting an Accessibility and Inclusion Audit <https://rise.articulate.com/share/CwBHgOsbuJYLrVUmQo-3MXSywWo-bkwC#/>
- ▶ Imad, M. (2020, June 3). Leveraging the Neuroscience of Now. Inside HigherEd.
- ▶ Van der Kolk, B. (2014). The body keeps the score. Viking Press.

# Thank you!

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