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3-2-2021

# How Does OER Meet Our Diversity, Equity, and Inclusion Goals?

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### Recommended Citation

Ceciliano, Jenny; Notman, Lisa; Bjork, Karen; Wood, Jaime R.; and Robison, Scott, "How Does OER Meet Our Diversity, Equity, and Inclusion Goals?" (2021). *Open Education Week 2021*. 2.

<https://pdxscholar.library.pdx.edu/openedweek2021/2>

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Open Education Week 2021

# *How Does OER Meet Our Diversity, Equity, and Inclusion Goals?*

FARIBORZ  
MASEEH  
HALL

March 2, 2021



Portland State  
UNIVERSITY

## Interact & Engage: #OEWeek



Turn on your speakers and turn up your sound.



Use the Chat to interact with fellow attendees.



Submit questions for our speaker in the Q&A.

***Welcome!***



# *Land Acknowledgement*

Portland State University is located in the heart of downtown Portland, Oregon, in Multnomah County. We honor the Indigenous people whose traditional and ancestral homelands we stand on, the Multnomah, Kathlamet, Clackamas, Tumwater, Watlala bands of the Chinook, the Tualatin Kalapuya and many other indigenous nations of the Columbia River. It is important to acknowledge the ancestors of this place and to recognize that we are here because of the sacrifices forced upon them. In remembering these communities, we honor their legacy, their lives, and their descendants.



## Jenny Ceciliano

Jenny Ceciliano (M.A. Spanish 2006, M.A. Educational Leadership and Policy 2015) is a Senior Instructor II of Spanish and the Coordinator of First-year Spanish at Portland State University. She has developed and implemented an OER program for Beginning Spanish at PSU, centering the student experience, and informed by principles of Adult Education as well as Second Language Acquisition.



## Lisa Notman

Lisa Notman (M.A. Spanish, M.S. Educational Leadership and Policy) is an adjunct senior instructor of Spanish at Portland State University and an instructor of Spanish at Northwest Academy. As co-author of a forthcoming Spanish OER, she is interested in using OER's as a tool for advancing social justice pedagogy goals.





## *Karen Bjork*

Karen Bjork (M.A. in History and a Master of Library and Information Science from the University of Wisconsin - Milwaukee) is the Head of Digital Initiatives and Scholarly Publishing at Portland State University. She manages the Digital Initiatives Unit, which provides services that support the changing landscape of digital publishing, including the management of PDXScholar, a digital repository that provides online open access to scholarship and research produced by Portland State University faculty and students. She is also the project lead for the open access textbook publishing initiative, PDXOpen.





## Jaime Wood

Jaime Wood is the Program Manager for Educational Initiatives in the Office of Academic Innovation at PSU. She has an MA in English education from Colorado State University in Fort Collins, Colorado, and an MFA in creative writing, poetry from Eastern Washington University in Spokane, Washington. Her career in education began as a language arts and math teacher in an Expeditionary Learning Outward Bound middle school where she used service learning, adventure trips, and community-based curriculum to engage sixth and seventh graders. Since 2003, she has worked in universities and community colleges both in the classroom and as a faculty developer and assessment coordinator. She is fascinated by the relationship between learners and teachers and how these roles overlap.







## Scott Robison

Scott Robison is the Associate Director, Digital Learning and Design in the Office of Academic Innovation. After completing his Ph.D. in Instructional Technology at Ohio University, Scott was Director of Distance Education and Online Resources at Ohio University, Director of Learning Technologies and Online Education at Plymouth State University, and most recently the Co-Director of the Center for Teaching and Learning at Plymouth State University. He is very interested in how technology can be used to expand access to education and enhance teaching and learning experiences. Scott is also very interested in Open Education practices and the transformative role they can play in education.



# Universal Design for Learning & Open Education



# *What is Universal Design for Learning (UDL)?*

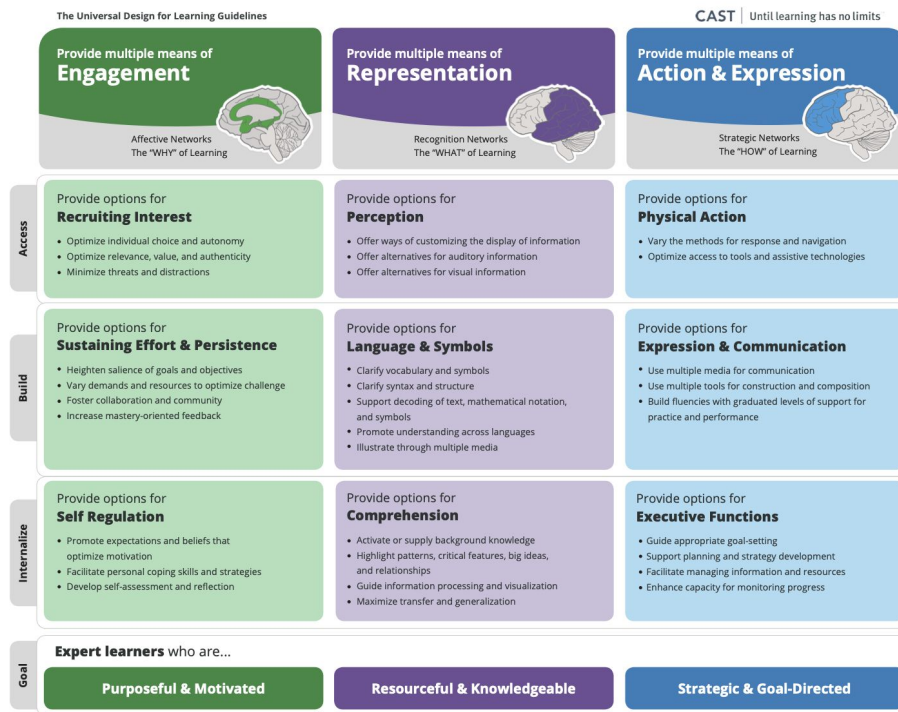




# What is Universal Design for Learning (UDL)?

UDL asks...

- What are the learning goals?
- How might students demonstrate their learning?



udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.





# What is Open Education?

“Open education is a philosophy about the way people should produce, share, and build on knowledge.

Proponents of open education believe everyone in the world should have access to high-quality educational experiences and resources, and they work to eliminate barriers to this goal. Such barriers might include high monetary costs, outdated or obsolete materials, and legal mechanisms that prevent collaboration among scholars and educators.

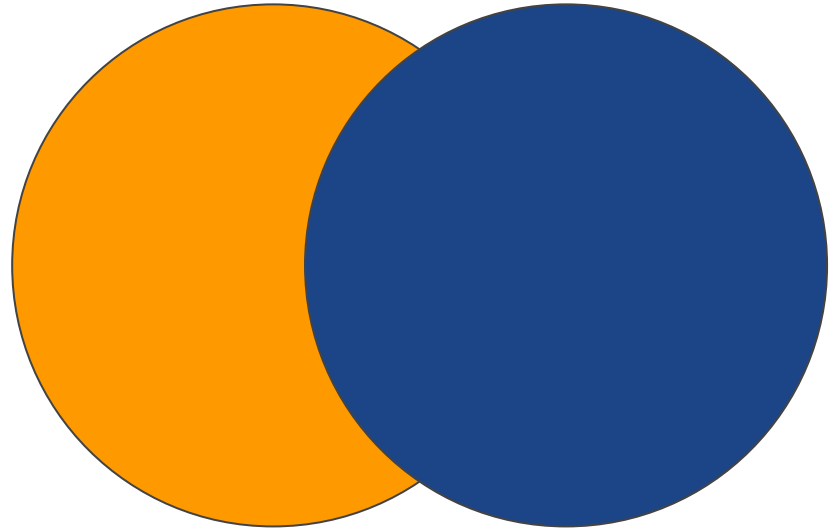
Promoting collaboration is central to open education” ([opensource.com](https://opensource.com)).



[“What Is Open Education?” OpenSource.com](https://opensource.com)

# *How do UDL and OER overlap?*

- Eliminate barriers to learning
- Provide choice and autonomy for students
- Invite students into the course development process
- Diversify curriculum and learning processes



# ***Learn More about UDL and OER***

- [Universal Design for Learning at a Glance](#)
- [PSU Library's OER Resource Guide](#)

# Using OER to promote diversity, equity, and inclusion in first-year Spanish

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Portland State University



# The initial push for OER

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Cost: \$150,000 per year

Cost is an equity issue.

Why not just create a free textbook? Why OER?

- Others' expertise
- Community
- Flexibility

# Flexibility supports equity goals

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Creating a program in which all students can succeed

Customization

- Control over the pace
- Scaffolding
- Relevance

Accessibility

Content

# Flexibility supports diversity and inclusion goals

Representation

Voice

Critical reflection

# Por ejemplo: el género y la sexualidad



**75. Explorando el tema / Exploring the topic** The list below includes elements that make up or influence a person's identity. Circle the items that you consider to be part of your identity.

## ¿Forma parte de tu identidad?

Las características de la personalidad

Una experiencia

Las características físicas

Los intereses (¿Qué te gusta?)

El género (no binario, femenina, masculino)

Las actividades diarias<sup>4</sup> (¿Qué haces?)

El sexo

La religión

La sexualidad

El trabajo

La nacionalidad

El estado civil (¿Eres casado? ¿Soltero?

La raza<sup>1</sup>

¿Divorciado?)

La edad (¿Cuántos años tienes?)

La paternidad/maternidad (¿Tienes hijos?)

Las discapacidades<sup>2</sup> físicas

La salud<sup>5</sup>

Las discapacidades de aprendizaje<sup>3</sup>

La identidad de los parientes<sup>6</sup>

La clase social



# Cont.

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Latino

Latino y latina

Latin@

Latinx

Latine *< most current*

5 years from now?



# Otro ejemplo: La vida real y las experiencias

**18. La familia** Families do not fit into the molds that appear on television, in movies, in greeting cards, or even in Spanish textbooks! Below is the beginning of a vocabulary list, as well as a short paragraph describing someone's family. Add to the list, looking up the words and terms that you need in order to describe your own family. Then write a paragraph describing several family members.

hijo	<i>son</i>	hija	<i>daughter</i>
hermano	<i>brother</i>	padraastro	<i>stepfather</i>
sobrino	<i>nephew</i>	cuñada	<i>sister-in-law</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

# Cont.

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Photo credit: "Antes me gustaba el espanglish porque it was really interesting." Bullock, Barbara E. and Toribio, Almeida Jacqueline. 2013. The Spanish in Texas Corpus Project. COERLL, The University of Texas at Austin. CC By NC SA 3.0 <http://www.spanishintexas.org>

Photo credit: "Bogota Afroprotest 2002" by Jared\_Goyette CC By 2.0

# Feedback from students and instructors

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## Students:

- Connection
- Diversity
- Applicability

## Instructors:

- Engagement
- Relevance
- Self-efficacy
- Pride

# Opportunities

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Hire students to make voice and video recordings

Student-generated materials

Program assessment plan (beyond course content)



# Accessibility in OER Design

Karen Bjork  
Head of Digital Initiatives and Scholarly Publishing





# Why Accessibility?

- Your open textbook is open to download. It's even open to remix and redesign. What if I told you that this alone is not open enough?
- Accessibility fights discrimination in access to information for people with different abilities
- This includes physical abilities (seeing, hearing), but it also includes mental abilities (learning disabilities, dyslexia)

# How Much is Enough

- This isn't a straight checklist every time. Accessibility isn't about legal compliance, it's about equity
- Accessibility is a spectrum, not a binary switch
- Build OER to be accessible from the start in some basic ways, then move to more ambitious options if possible. Ambitious options, which I won't include today are:
  - Braille print-on-demand, audio descriptions of visual video elements, accessible computer hardware, print magnifiers, etc.

# Structure Your Document

- Screen readers use structure documents to allow readers to jump to different sections. Image using a screen reader and trying to get to chapter 12 of a textbook
- Use the Styles in Word's ribbon to create real headings (instead of using big bold text or other visual modifications to create fake headings). If you don't like the styles, change the look, the right click the style, and apply your style
- Well structure document allows you to easily create a table of contents
- **Do not:** create a document on sight alone using colors, size, bold, etc. Do this with your structured document, if you want to change something you only have to change it once.

# Create Accessible Links

- A link must have a text-based name associated with it otherwise, the screen reader will simply read the URL. Imagine listening to a long string of letters and numbers
- Instead, highlight the text and embed the link. The text needs to be descriptive of where the link is going
- Screen readers will announce the word "link", don't add the word link
- The purpose of each link should be able to be determined from the link text alone.
  - Bad example: To learn what courses we offer, [click here](#)
  - Good example: To learn what courses we offer, visit our [online classes page](#)
- Print-on-demand, make sure to include the full url after the hyperlink

# Word Accessibility: Structure your document & Links

- Using styles, update headers
  - Change the heading styles to your favorite font
  - Click View, then Navigation Pane to see table of contents
- Turn the inaccessible hyperlink into an accessible link

# Don't Rely on Style to Convey Meaning

- You can and should use visual styling, but you should not rely on any purely visual aspect of your document to convey meaning. As a general rule, screen readers ignore visual styles - capitalizations
  - They don't read or announce colors, backgrounds, borders, visual layout, etc.
  - Font styling such as bold, capitalization, size, italic, and underline must not be used as the sole way to convey meaning.
  - Use line spacing rather than carriage return to create spaces between paragraphs.
  - If color is used to convey information, it must be accompanied by a text alternative.
- Think structure and semantics first; then apply visual styles.
- Ensure to always include a text-based method of conveying meaning



# Every Image Needs Alt Text (Mostly)

- Images can not be interpreted by screen readers, it needs a text description. You can do this by adding Alternative Text (Alt Text) to an image. Be concise (no more than about 150 characters).
- Be sure to convey the purpose of the image - why you put the image in the document
- If it is a decorative image with no information, this does not apply. It is important to mark these images as “decorative”
- Complex images (like charts) - need long descriptive Alt text. You can:
  - Describe the complex image in text below the image OR
  - Add a text link below the image to a textual description in an appendix OR
  - Provide an equivalent data table below the image.

# Tell Word About Lists & Table Headers

- Screen readers recognize ordered and unordered lists only when they are created using the list tools in Word
- Tables are only accessible when used for actual tabular data, and if you do use them, designate your headers
  - Do not use tables for content arrangement on your page
- Tables must not be created using the Draw Table tool - use Table Styles and designate a Header Row
  - Repeat headers if tables is longer than 1 page

# Word Accessibility: Make Accessible Tables, Lists, and Images

- Turn the inaccessible list in Chapter 1 into an accessible, unordered (bullet-point) list
- Turn the inaccessible table in Chapter 2 into a table with headers that repeat onto the next page
- Describe the image

# Create Accessible Math Equations Using Tools

- Screen readers generally ignore superscript and subscript formatting
  - $\text{H}_2\text{O}$  is read as "H two O"
- Create math using MathML in a tool such as MathType, screen readers can read the math effectively, including superscript and subscript notation
  - The built-in equation editor in Word should be avoided.
  - Inaccessible math work must have a text description.

# Web Accessibility and Tools

WAVE Evaluation Tool (<https://wave.webaim.org/>) - created by web accessibility company WebAIM and it's a check for websites, and it includes ColorBlindly (<https://wearecolorblind.com/resources/colorblindly-colorblindness-simulator/>)

Other tools:

- MathML Cloud (<https://mathmlcloud.org/>)
- MathType (<https://mathtype.en.softonic.com/>)
- Colour Contrast Analyser  
(<https://developer.paciellogroup.com/resources/contrastanalyser/>)
- axe Monitor (<https://www.deque.com/axe/monitor/>) - Dynamically scan, monitor and report on the accessibility status of your entire site



Thank you!  
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