

Ensuring e-assessment content is inclusive

Unlocking Potential

IP Features

- Video Feed (top left)
- Delegate List (left panel)
- Slide Show (main window)
- Text Chat (below main window)
- Screen Share Option
- Polling Feature (tab along top)

Unlocking Potential

Dr Simon Ball

JISC TechDis Service

Email: helpdesk@techdis.ac.uk

Web: www.techdis.ac.uk

PowerPoint file downloadable from

[http://www.techdis.ac.uk/community/
course/view.php?id=93](http://www.techdis.ac.uk/community/course/view.php?id=93)

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The JISC TechDis Service

- JISC TechDis is an Advisory Service funded by JISC (same as the RSCs).
- We are co-located with the Higher Education Academy in York, but unlike the HEA we cover HE, FE (inc. ACL etc) and specialist (disability) colleges across the UK
- Our remit is neither focused mainly around assistive technology or around disability but around good practice in using technology:
 - to deliver more inclusive teaching and learning
 - to deliver more accessible services (library, support etc)
 - to create a more inclusive experience for disabled staff

Working at all levels

- JISC TechDis act as advisors, key influencers of policy for all the UK Funding Bodies.
- We work with institutional managers to shape policy affecting accessibility and inclusion across an institution.
- We work with course leaders and teams to ensure that learning, teaching and assessment are designed with accessibility in mind.
- We work with practitioners to ensure that delivery of learning, resources, support etc. are as accessible as possible

E-Assessment Resources

- Staff Packs www.techdis.ac.uk/staffpacks
- Main website area www.techdis.ac.uk/geteassessment
- Do not try to read the following -click on the links when you download the PPT file!
- Accessibility in E-Assessment Guidelines -report for JISC TechDis conducted by Edexcel
<http://www.techdis.ac.uk/geteassessmentguidelines>
- JISC Podcast „Find your way around e-assessment.
<http://www.jisc.ac.uk/news/stories/2008/02/podcast32assessment.aspx>
- Ball, S. (2005) A Checklist For Inclusive Assessment: Getting Started With Accessibility. Proceedings of the 9th International Computer-Assisted Assessment Conference, Loughborough, UK.
<http://www.caaconference.com/pastConferences/2005/proceedings/BallS.pdf>
- Wiles, K., and Ball, S. (2003) Constructing Accessible Computer-Based Assessment: Minor Works Or Major Renovations?. Proceedings of the 7th International Computer-Assisted Assessment Conference, Loughborough, UK.
<http://www.caaconference.com/pastConferences/2003/procedings/wiles.pdf>
- Teachability: www.teachability.strath.ac.uk

Simulations: not the real thing, but they

give some idea of what it.s like

- www.techdis.ac.uk/simdis
- [www.webaim.org/simulations/...](http://www.webaim.org/simulations/)
- [...screenreader.php](#)
- [...lowvision.php](#)
- [...cognitive.php](#)

Unlocking Potential

Instructions are key

- To be honest, it doesn't matter how great your content is if the instructions aren't perfectly clear and unambiguous to every user.
- Consider this actual real world example:
- Students reads "If you can't answer some of the questions, leave them and come back to them later."
- Student walks out of test half way through.
- Student comes back half an hour later and is puzzled to find they aren't allowed back to complete their test.

Language: An Example

•What is the name of the process of protecting, preserving and managing natural resources?

- a) agriculture
- b) forestry
- c) conversation
- d) conservation

Clarity Example 1: Who were the original six members of the EEC?

A. Belgium, The Federal Republic Of Germany, France, Italy, Luxembourg, The Netherlands

B. Italy, Denmark, The Netherlands, Belgium, The Federal Republic Of Germany, France

C. France, Italy, Luxembourg, The Netherlands, Denmark, The Federal Republic Of Germany

D. United Kingdom, Spain, Belgium, France, The Federal Republic Of Germany, Italy

Clarity Example 2: Who were the original six members of the EEC?

- France
- Italy
- Spain
- Denmark
- Luxembourg
- United Kingdom
- Netherlands
- Belgium
- The Federal Republic Of Germany

NB Not strictly equivalent -but simply to illustrate what maybe a more straightforward question for all

Unlocking Potential

Pixelation

- The image below is a section from which million-selling album cover from 2004 ?

Colour

•Which of the following words highlighted in red is „cordeiro. in Portuguese??

•“Mary had a little lamb, You’ve heard this tale before, But did you know she passed her plate, And had a little more?”

•And what if you’re red/green colourblind or have no colour vision at all:

•“Mary had a little lamb, You’ve heard this tale before, But did you know she passed her plate, And had a little more?”

Dexterity

- You have one finger or you are using a head wand to input your keyboard responses:
- To see how much time is remaining in this test press Alt+T
- To see the instructions for completing the test press Alt+I
- Problem?

Tabbing Order: Would this make sense if you were listening to it?

- Move To Previous Question
- Question 6
- Move To Next Question
- What is the capital of Norway?
- A
- B
- C
- D
- Oslo
- Stockholm
- Copenhagen
- Bergen
- Check Box
- Check Box
- Check Box
- Check Box
- Click Here For Help Area

Links

•If you could pull out links into a separate alphabetical list for quick reference, and the link was the underlined part of the following, which would help you get back to the question you left unanswered?

- Click here for Question List
- Click herefor Question List
- Click here for Question List
- Click here for List of Questions

Tables 1

•The table in this example is written horizontally. What is the mean score of the students aged over 25?

•Screen reader would read "Student Ash Bill Charlie Deeta Ellie Age 32 21 19 28 47 Score 81% 44% 75% 65% 62%"

Student

Ash

Bill

Charlie

Deeta

Ellie

Age

32

21

19

28

47

Score

81%

44%

75%

65%

62%

Tables 2

•The table in this example is written vertically. What is the mean score of the students aged over 25?

•Screen reader would read "Student Age Score Ash 32 81% Bill 21 44% Charlie 19 75% Deeta 28 65% Ellie 47 62%"

Student

Age

Score

Ash

32

81%

Bill

21

44%

Charlie

19

75%

Deeta

28

65%

Ellie

47

62%

Alternative Assessment

- So, what do you do if you have made all these considerations and you feel your principal mode of assessment is just not going to be accessible to everyone?
- You start to think about alternatives.
- Flexibility and preparation are the key
- More on this in the next presentation

