2014

Design With Diversity in Mind: Online Information Literacy Instruction for Nontraditional Students

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Design with Diversity in Mind:
Online information literacy instruction for non-traditional students

Universal Design

"The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design." (NCSU Center for Universal Design)

Non-traditional Adult Learners

- Students who are older than the traditional age college student

- Students are often employed full time and have the family responsibilities of caring for children and/or elderly parents

Adult Learners & Learning Disabilities

- Non-traditional adult learners are less likely to have been tested/screened for learning disabilities during their K-12 education

- Non-traditional adult learners are less likely to share knowledge of a learning disability despite knowing this means that they will receive assistance

4, 479 Students - Total headcount at Gardner-Webb University
45 % of Gardner-Webb Students are between ages 30 - 70
2 % of Gardner-Webb Students have a documented Learning Disability
Only **.35%** of students between ages 30 – 70 have documented a Learning Disability

Universal Design & Distance Learning

- Course design and materials within the Learning Management System (LMS) follow the World Wide Web Consortium and Section 508 Accessibility Guidelines

- Statement of Accessibility Commitment

- Statement of resources for accommodation and alternative format requests

Information Literacy & Competency Standards

- Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." (ALA, 1989)

WCAG 2.0 Principles

- Provide alternate text
- Provide captions and transcripts for audio/visual
- Keyboard-only navigation
- Color Contrast
- Readability of text and resizable text

Quality Matters Program

- Gardner-Webb University is a QM Subscriber

- "The Quality Matters Higher Education Rubric, Fifth Edition, 2014 is a set of 8 General Standards and 43 Specific Review Standards used to evaluate the design of online and blended courses." (Quality Matters, 2014)

- QM combines together the principles of Universal Design with best-practices online course development

Students with Disabilities

Blind or Low Vision

- Requires assistive technology such as screen readers, large text, or screen magnifiers to navigate and read web content
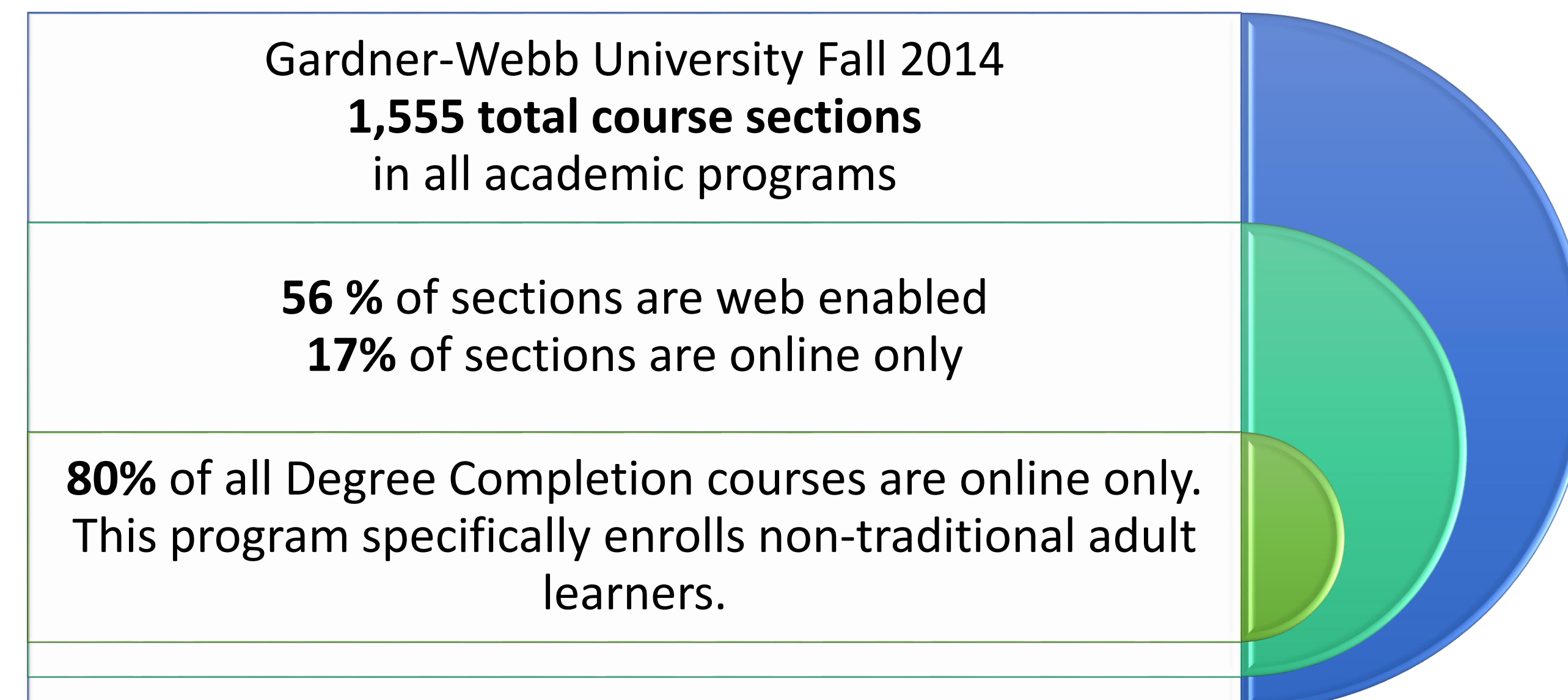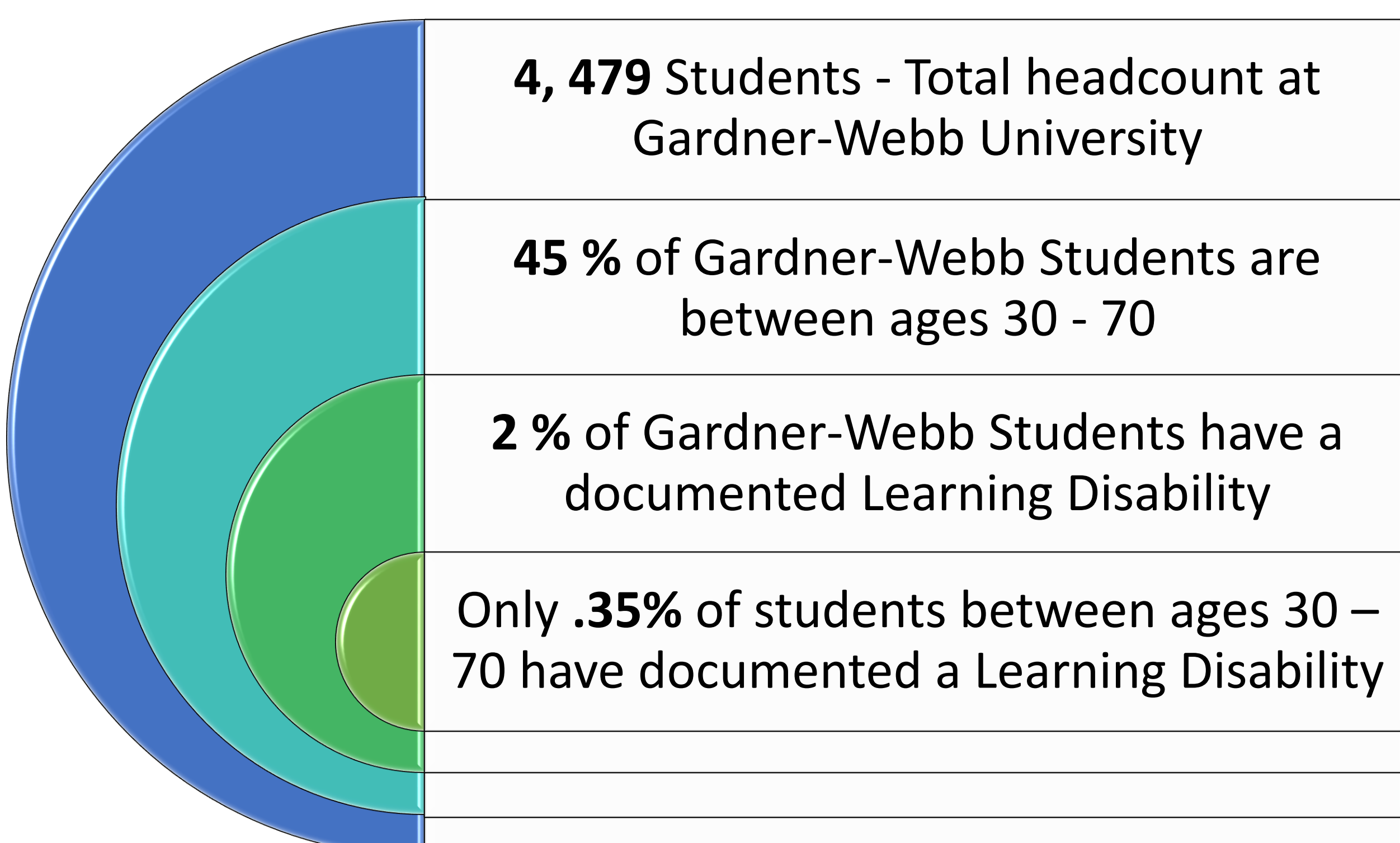
Deaf and Hard of Hearing

- Uses assistive listening devices, captions, transcripts, or sign language interpreters for audio and video content

Mobility

- Inability to use one or more extremities. Requires keyboard-only navigation or speech-to-text capabilities

Cognitive

- Learning disabilities, dyslexia, seizures, or other thought processing disorder. Requires simple, consistent, readable content

Gardner-Webb University Fall 2014 **1,555 total course sections** in all academic programs
56 % of sections are web enabled **17%** of sections are online only
80% of all Degree Completion courses are online only. This program specifically enrolls non-traditional adult learners.

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