



OER Accessibility Framework

Applications for STEM

SIMIODE - Session 2

February 13, 2021

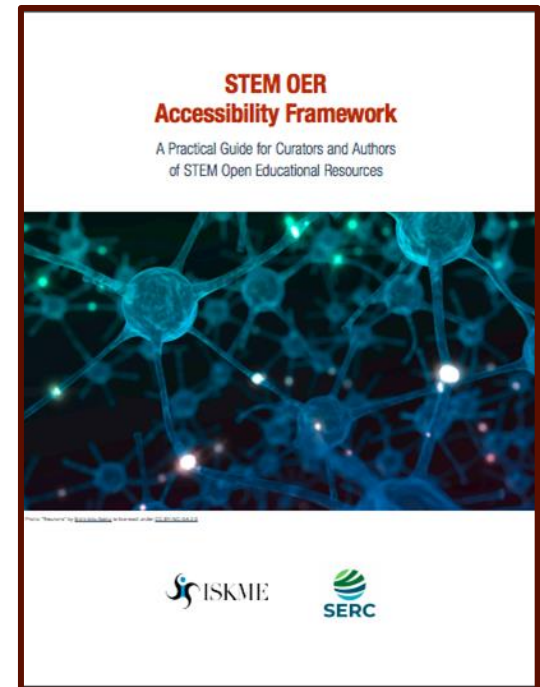
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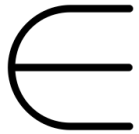
Framework & Guide

- 23 accessibility criteria, organized under a POUR + STEM (POURS) Framework:
 - **Perceivable:** Can all students at least perceive the content?
 - **Operable:** Are all students able to navigate and interact with the content?
 - **Understandable:** Are all students able to understand the content?
 - **Robust:** Are all students able to interact with the formats used to present the content?
- **STEM:** Are all students able to access and use content components that are relevant to STEM?
- For each criterion: Checklist, definition, best practices, examples, and tools



Access the Framework at <https://tinyurl.com/STEMOERAccessibility>

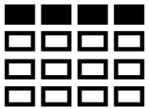
Are all students able to access and use content elements that are particular to STEM?



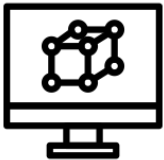
Are all **equations and formulas** included as markup language?



Are all important **charts, graphs, or other data visualizations** accessible?



Are all important **data tables** accessible?



Are all **simulations** accessible?



Are all **maps and geographies** accessible?

Applying the Framework to STEM OER

- How do I know if this open resource meets the accessibility needs of my learners?
- What must be changed in this resource to make it more accessible?

The screenshot displays the 'Active Calculus' OER interface. On the left, a 'Contents' sidebar lists various sections, with '1 Understanding the Derivative' highlighted. The main content area on the right features the title 'Active Calculus' in a large, bold font. Below the title, the author's name 'Matthew Boelkins' is listed along with his affiliation 'Department of Mathematics, Grand Valley State University' and email 'boelkinm@gvsu.edu'. Further down, 'Contributing Authors' are listed: 'David Austin' (Department of Mathematics, Grand Valley State University, austind@gvsu.edu) and 'Steven Schlicker' (Department of Mathematics, Grand Valley State University, schlicks@gvsu.edu). At the bottom right, the role 'Production Editor' is partially visible.

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Colophon	
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Active Calculus: Our Goals	
Features of the Text	
Students! Read this!	
Instructors! Read this!	
1 Understanding the Derivative	
How do we measure velocity?	
The notion of limit	
The derivative of a function at a point	
The derivative function	
Interpreting, estimating, and	

<https://www.oercommons.org/courses/active-calculus-2/>

Discussion

- How might I more efficiently identify accessible OER? Where does metadata fit in?
- Do I need to address all accessibility issues in my resource? Where do I focus my effort?
- Do I have the skills to remediate my resource once I determine its gaps? If not, where do I turn?

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