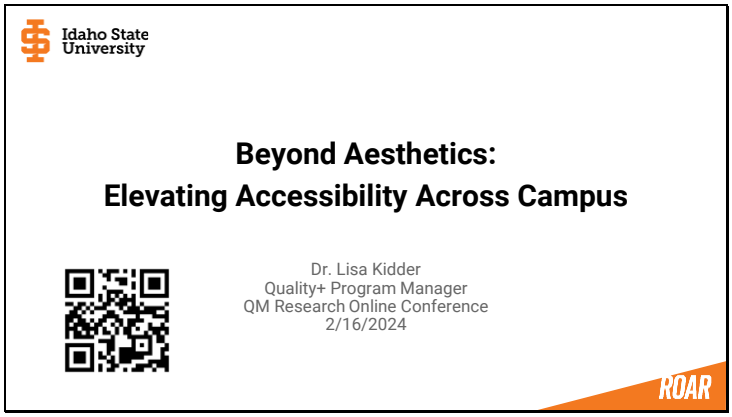
Slide 1



https://qr.page/g/2XVFJ1wPiFq

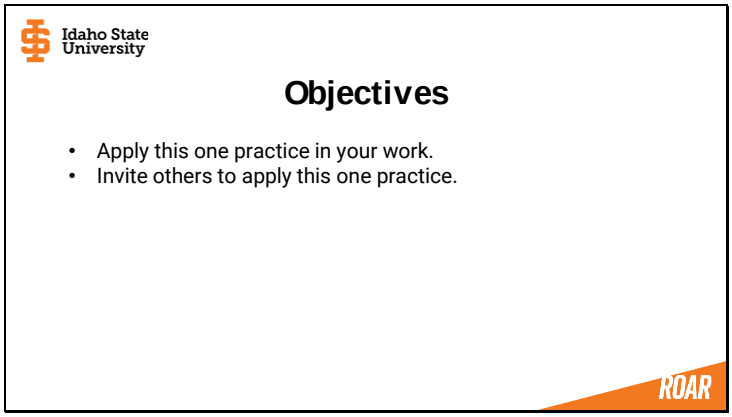
Slide 2

Idaho State University
Lisa Kidder, Ph.D.
lisakidder@isu.edu
Quality+ Program Manager
Seventh Edition QM Rubric Committee
Best Friends with SPED teachers
TxDLA Accessibility Specialist Certification
ROAR

Slide 3

Idaho State University
Outline for Today's Session
• Getting to the one practice.
• The one thing.
• QM connections.
• Research connections.
• Invitation to invite others.
ROAR

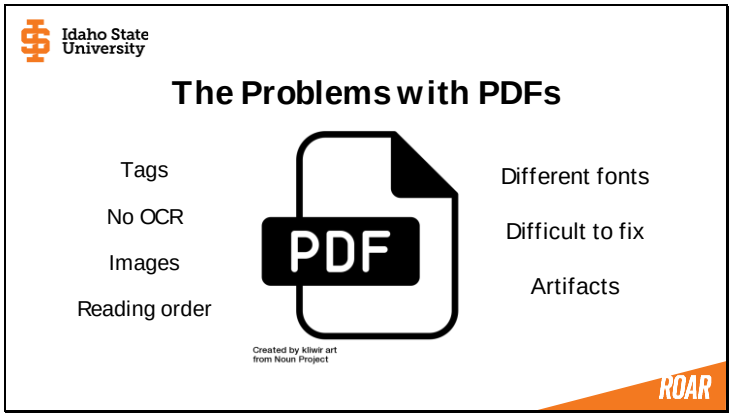
Slide 4


Idaho State University
Objectives
• Apply this one practice in your work.
• Invite others to apply this one practice.
ROAR

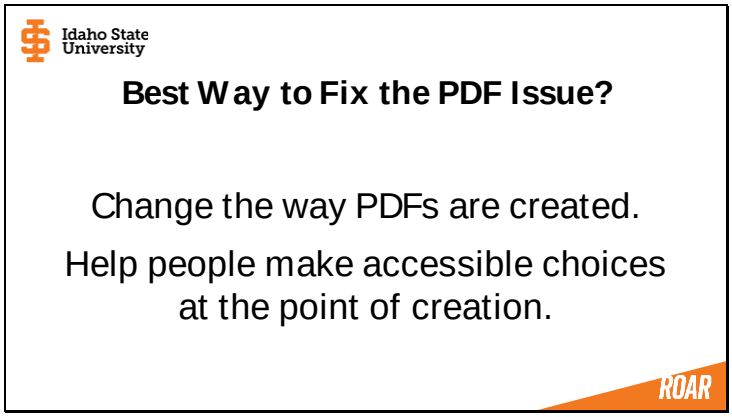
Slide 5

Idaho State University
Your Most Painful Accessibility Issue?
ROAR

Slide 6


Idaho State University
The Problems with PDFs
Tags
No OCR
Images
Reading order
PDF
Created by kliwir art from Noun Project
Different fonts
Difficult to fix
Artifacts
ROAR

Slide 7


Idaho State University
Best Way to Fix the PDF Issue?
Change the way PDFs are created.
Help people make accessible choices at the point of creation.
ROAR

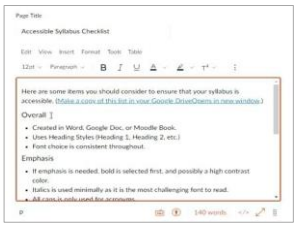
Slide 8

Slide 9

Idaho State University

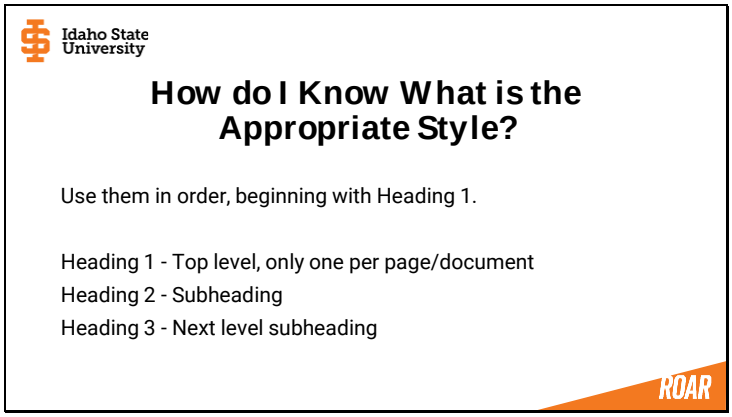
How to Use Styles…

1. Select the text.
2. Select the appropriate style.

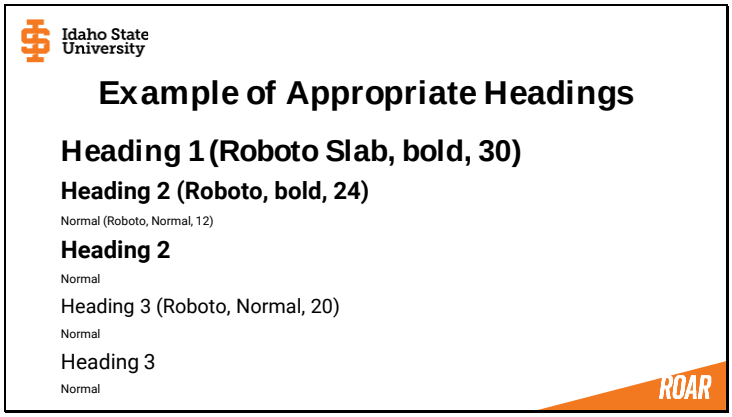


ROAR

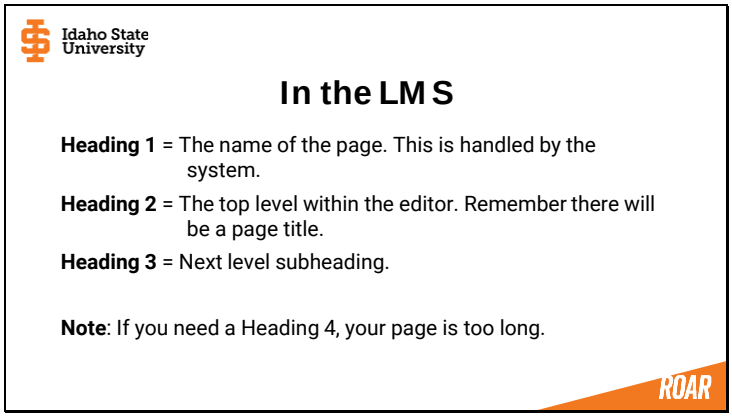
Slide 10


Idaho State University
How do I Know What is the Appropriate Style?
Use them in order, beginning with Heading 1.
Heading 1 - Top level, only one per page/document
Heading 2 - Subheading
Heading 3 - Next level subheading
ROAR

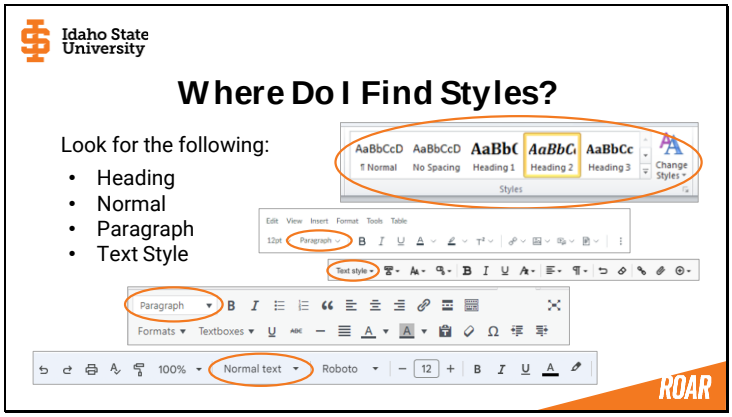
Slide 11


Idaho State University
Example of Appropriate Headings
Heading 1 (Roboto Slab, bold, 30)
Heading 2 (Roboto, bold, 24)
Normal (Roboto, Normal, 12)
Heading 2
Normal
Heading 3 (Roboto, Normal, 20)
Normal
Heading 3
Normal
ROAR

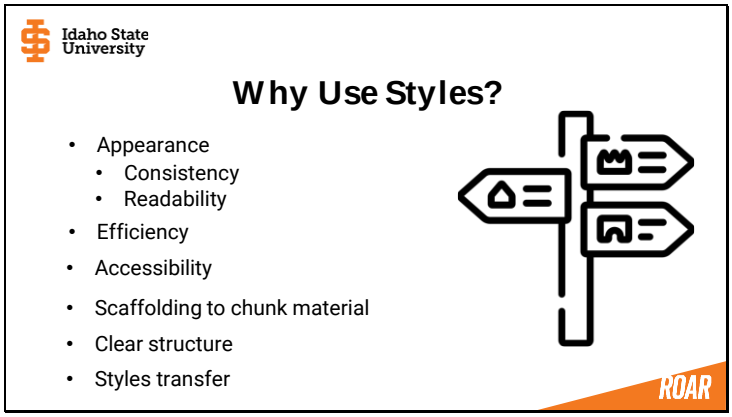
Slide 12


Idaho State University
In the LMS
Heading 1 = The name of the page. This is handled by the system.
Heading 2 = The top level within the editor. Remember there will be a page title.
Heading 3 = Next level subheading.
Note: If you need a Heading 4, your page is too long.
ROAR

Slide 13

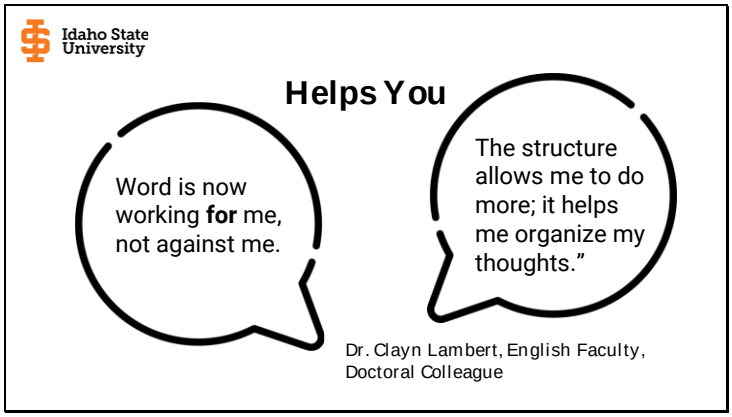

Idaho State University
Where Do I Find Styles?
Look for the following:
Heading
Normal
Paragraph
Text Style
AaBbCcD ¶ Normal
AaBbCcD No Spacing
AaBbC Heading 1
AaBbC Heading 2
AaBbCc Heading 3
Change Styles
Styles
Edit View Insert Format Tools Table
12pt Paragraph
Text style
Paragraph
Formats Textboxes
100% Normal text Roboto 12
ROAR

Slide 14

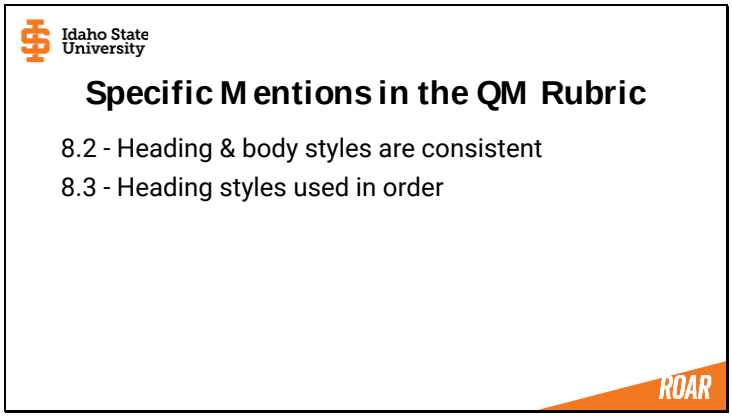


- Consistency: Document styles ensure consistency in formatting throughout a document. When you apply a style to headings, paragraphs, lists, etc., they will have a uniform appearance, which enhances readability and makes the document look more professional.
- Efficiency: Styles allow you to format your document quickly and efficiently. Instead of manually adjusting font size, spacing, and other formatting attributes for each section, you can simply apply a predefined style. This saves time and effort, especially for longer documents.
- Accessibility: Using styles thoughtfully can improve accessibility for readers with visual impairments or who have other barriers that affect learning. For example, ensuring sufficient contrast between text and background colors, and using clear, readable fonts can make the document more accessible to all readers. It also makes documents compatible with screen readers.
- Scaffolding: Document styles help establish a visual hierarchy, making it easier for readers to navigate the content. For instance, you can use different styles for headings of varying levels to indicate their importance and relationship to each other.
- Clear Structure: Styles allow you to define different levels of headings (e.g., Heading 1, Heading 2, etc.) and other structural elements such as body text, block quotes, and lists. This creates a clear hierarchy within the document, making it easier for readers to understand the organization and flow of information.
- Consistency Across Platforms: Styles often have equivalent counterparts in different document formats. For example, the styles you define in a Microsoft Word document can typically be preserved when exporting or converting the document to formats like PDF, HTML, or rich text format (RTF). This ensures consistency in formatting regardless of the platform or software used to view the document.
    - Styles Transfer - copy/export from Google the styles stay in Word - export to PDF it is tagged

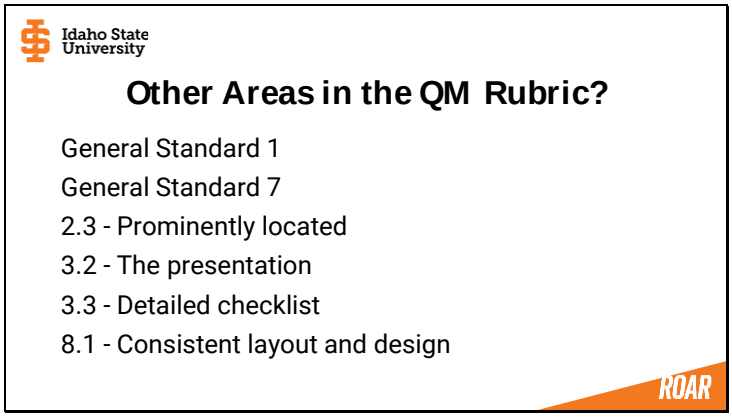
Slide 15


Idaho State University
Helps You
Word is now working **for** me, not against me.
The structure allows me to do more; it helps me organize my thoughts."
Dr. Clayn Lambert, English Faculty, Doctoral Colleague

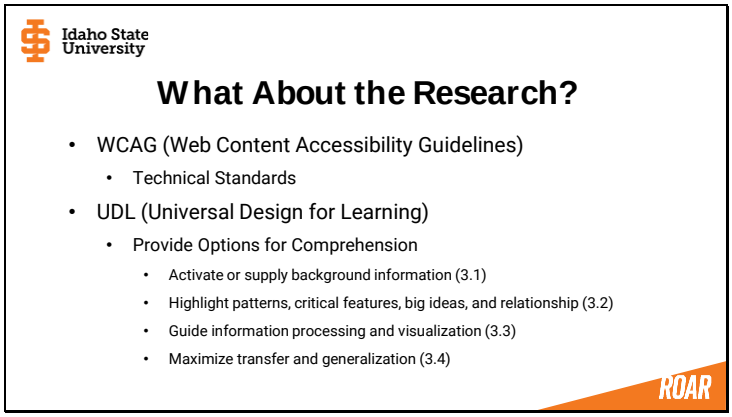
Slide 16


Idaho State University
Specific Mentions in the QM Rubric
8.2 - Heading & body styles are consistent
8.3 - Heading styles used in order
ROAR

Slide 17

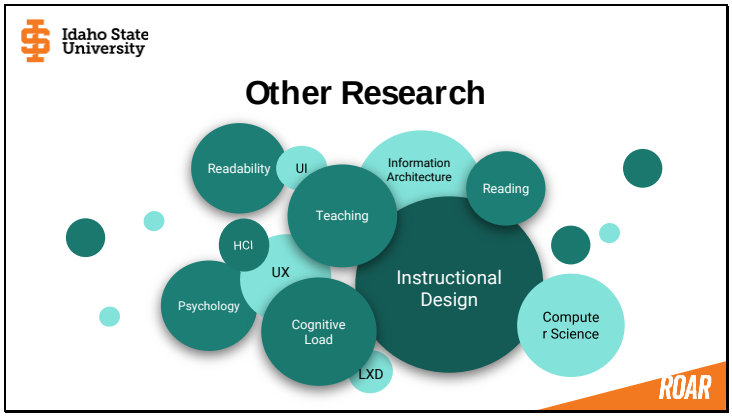

Idaho State University
Other Areas in the QM Rubric?
General Standard 1
General Standard 7
2.3 - Prominently located
3.2 - The presentation
3.3 - Detailed checklist
8.1 - Consistent layout and design
ROAR

Slide 18



The UDL Guidelines
Web Content Accessibility Guidelines (WCAG) 2.1

Slide 19



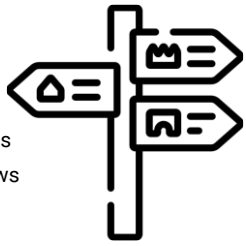
Instructional Design Research comes from many sources
HCI
Information Architecture
Reading
Cognitive Load
Psychology
Computer Science
UI
UX
LXD
Readbility

Slide 20

Idaho State University

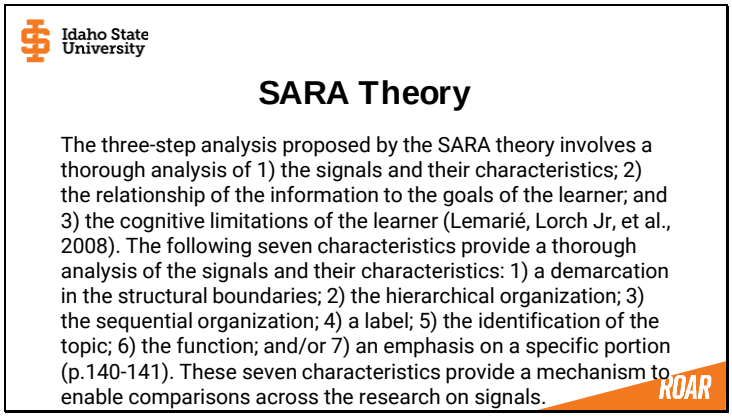
What are Signals?

- Headings
- Navigational buttons
- Breadcrumbs
- Hierarchical maps
- Progress bars
- Page previews
- Bold / Strong
- Italics / Emphasis
- Sentence previews
- White space



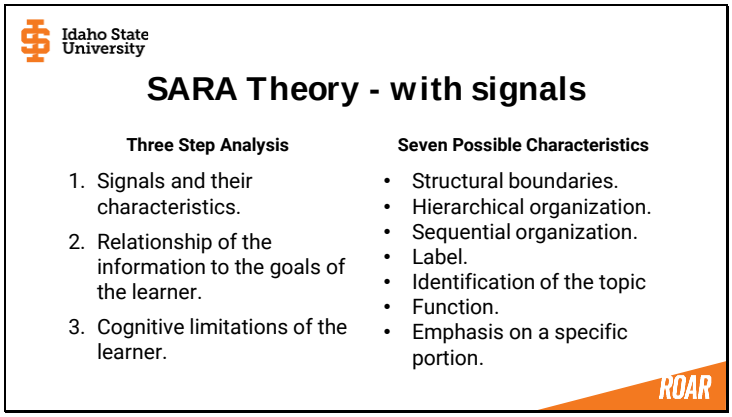
ROAR

Slide 21



Lemarié, J., Lorch Jr, R. F., Eyrolle, H. & Virbel, J. (2008). SARA: A text-based and reader-based theory of signaling. Educational Psychologist, 43(1), 27–48.
Lemarié, J., Lorch Jr, R. F. & Péry-Woodley, M.-P. (2012). Understanding how headings influence text processing. Discours, (10).

Slide 22



The three-step analysis proposed by the SARA theory involves a thorough analysis of 1) the signals and their characteristics; 2) the relationship of the information to the goals of the learner; and 3) the cognitive limitations of the learner (Lemarié, Lorch Jr, et al., 2008). The following seven characteristics provide a thorough analysis of the signals and their characteristics: 1) a demarcation in the structural boundaries; 2) the hierarchical organization; 3) the sequential organization; 4) a label; 5) the identification of the topic; 6) the function; and/or 7) an emphasis on a specific portion (p.140-141). These seven characteristics provide a mechanism to enable comparisons across the research on signals.

Slide 23

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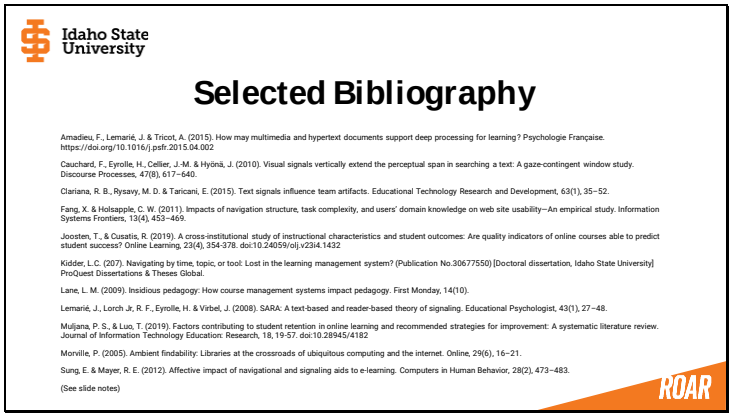
Your Invitation

- Use styles when you create.
- Help others to use styles.

ROAR

Slide 24

Slide 25



Amadieu, F., Lemarié, J. & Tricot, A. (2015). How may multimedia and hypertext documents support deep processing for learning? Psychologie Française. https://doi.org/10.1016/j.psfr.2015.04.002

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Clariana, R. B., Rysavy, M. D. & Taricani, E. (2015). Text signals influence team artifacts. Educational Technology Research and Development, 63(1), 35–52.

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Kidder, L.C. (207). Navigating by time, topic, or tool: Lost in the learning management system? (Publication No.30677550) [Doctoral dissertation, Idaho State University] ProQuest Dissertations & Theses Global.

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Lemarié, J., Lorch Jr, R. F., Eyrolle, H. & Virbel, J. (2008). SARA: A text-based and reader-based theory of signaling. Educational Psychologist, 43(1), 27–48.

Lemarié, J., Lorch Jr, R. F. & Péry-Woodley, M.-P. (2012). Understanding how headings influence text processing. Discours, (10).

Muljana, P. S., & Luo, T. (2019). Factors contributing to student retention in online learning and recommended strategies for improvement: A systematic literature review. Journal of Information Technology Education: Research, 18, 19-57. doi:10.28945/4182

Morville, P. (2005). Ambient findability: Libraries at the crossroads of ubiquitous computing and the internet. Online, 29(6), 16–21.

Park, H. & Song, H.-D. (2015). Make e-learning effortless! Impact of a redesigned user interface on usability through the application of an affordance design approach. Journal of Educational Technology & Society, 18(3), 185–196.

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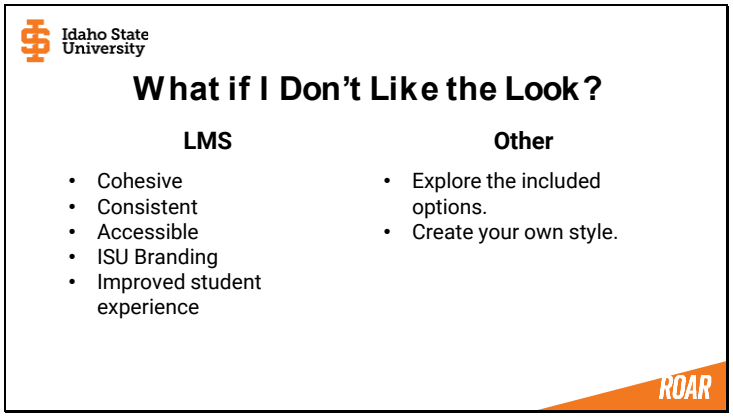
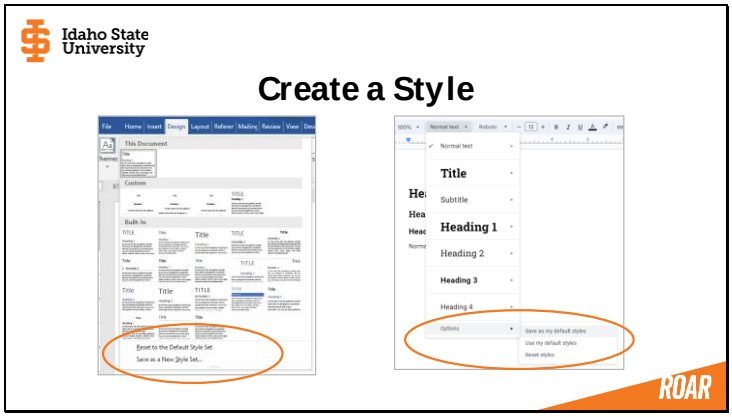
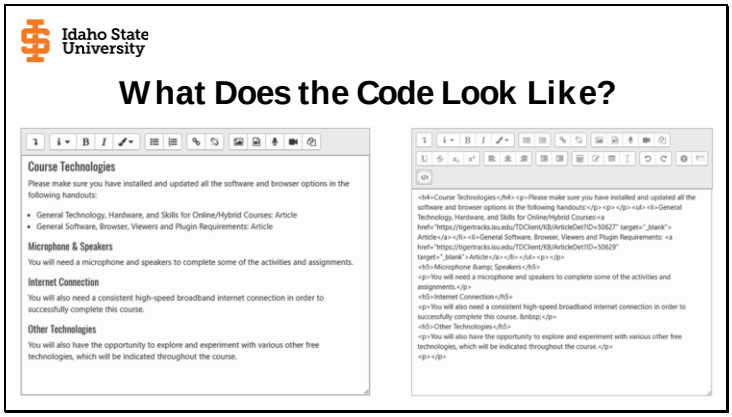
Slide 26


Idaho State University
What if I Don't Like the Look?
LMS
Cohesive
Consistent
Accessible
ISU Branding
Improved student experience
Other
Explore the included options.
Create your own style.
ROAR

Slide 27


Idaho State University
Create a Style
Reset to the Default Style Set
Save as a New Style Set...
Normal text
Title
Subtitle
Heading 1
Heading 2
Heading 3
Heading 4
Options
Save as my default styles
Use my default styles
Reset styles
ROAR

Slide 28



- On the left, we can see "Course Technologies" is larger, in a heavier weight, and in a narrower font than the paragraph below.
- On the right, we can see that "Course Technologies" is a heading style, since it is surrounded by angle brackets and the h4 tag.
- Similarly, we can see that the words "Please make sure" is a paragraph, in a set of <p> tags.
- Spanning from the second to third lines on the right, we can see that "General Technology" is an unordered list, with two list items. and <li> tags.
- Finally, we can see that the other three headings on the left are all h5, with paragraphs.
- If we wanted to change the font in all the headings—perhaps to make it less narrow, for instance—we could change the style associated with headings and apply it to all of these at once. We wouldn't have to select each set of words individually and duplicate the work of swapping fonts and sizes.
- Because the two list items here are marked up as a "list" style, anyone who uses assistive technology will also hear that they are part of a list, rather than just hearing "bullet point" or something similar. If these were ordered lists, the indicator would automatically increment when you add another list item, and you could change all your lists to roman numerals, arabic numerals, or letters simultaneously if you'd like.