

Scaffold for the Web 2.0 Tool Kit Project

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Micro-credential Project Name: Digital Accessibility Essentials for Online Educators

	Content Presentation	Community Building	Collaborative Design	Creative Expression	Assessment
Name and URL	Articulate Rise 360 www.articulate.com	Microsoft Teams www.microsoftteams.com	Padlet and Hypothesis www.padlet.com Hypothesis Tool	Canva www.canva.com	Google Forms https://workspace.google.com
Brief description	Articulate Rise 360 is a web-based, block-based e-learning authoring tool used to create responsive e-learning courses, presentations, product guides or manuals.	Microsoft Teams is a messaging and collaboration application . It allows users to send and receive messages in real-time, share files and applications, and hold virtual videoconference meetings.	Padlet is a digital online collaboration tool that allows users to create interactive bulletin boards comprised of text, images, videos, links, and documents. Hypothesis is an online collaborative annotation tool that allows users to highlight, annotate, and comment on texts individually or as a group.	Canva is an online graphic design tool that allows users to create images, videos, posters, and other forms of graphic design content.	Google Forms is an online form-builder application that lets users conduct surveys, collect responses, and analyze the results.
Key features, compatibility	The key features of Articulate Rise 360 are its' user-friendly interface and block-based course design, integration of interactive elements	The key features of Microsoft Teams are real-time instant messaging, meeting recording, appointment scheduling, seamless Microsoft Office integration,	The key features of Padlet are easy-to-use interface, ability to create personalized virtual bulletin boards or "walls" containing text, images, links, videos, or	The key features of Canva are user-friendly interface, extensive template library, personalization and customization of	The key features of Google Forms are a wide variety of question formats, including short answer and drop-downs, a multitude of templates, customizable themes, data visualization and analytics,

	such as hotspots and videos, collaborative design, and a variety of learner assessments. This tool is compatible with a variety of devices and platforms and allows IDs to create responsive courses (i.e., courses accessible on a variety of devices)	videoconferencing for up to 250 people, and advanced privacy and security protocols. Microsoft Teams application is compatible with devices running Windows, MAC, iOS, Android, and Linux operating systems.	docs. Other features include user comments, likes, or reactions. This tool is compatible with many other applications such as Google Drive, Microsoft Office, YouTube, Dropbox, and others. It can run on most operating systems and modern devices. The key features of Hypothesis are collaborative annotation of various media (videos, websites, etc.), and feedback, reply, and discussion features. Hypothesis is compatible with many platforms and can be used on many modern devices (mobile, tablet, laptop, etc.)	projects, collaboration tools, and AI-powered features such as Magic Studio and Canva Code. This tool is compatible with most modern devices and platforms and has a Social Media Integration feature.	and conditional logic (changing questions based on previous answers). This tool integrates seamlessly with other Google Workforce tools, is accessible and compatible with any web browser, and can function on most modern devices.
Online learning integration ideas	Online Learning application/use: Create a variety of e-learning courses. Rationale: This is the main purpose of this application.	Online Learning application/use: Use Instant Messaging for real-time class collaboration. Rationale: This is the	Padlet Online Learning application/use: Create a digital bulletin board. Rationale: This is the main purpose of this app.	Online Learning application/use: Create class calendar, syllabus, newsletter. Rationale: thousands of	Online Learning application/use: Create Formative Assessments, exit tickets, quizzes. Rationale: a multitude of questions and available templates.

	• Create workforce training and onboarding. Rationale: ease of use and popularity in a corporate training environment. • Create engaging meeting presentations. Rationale: Rise 360 has many interactive features that can increase engagement.	• Use for videoconferencing. Rationale: Videoconferencing function can support 250 participants and allows recording, • Use scheduling features to hold office hours. Rationale: instructors can instantly schedule student support meetings.	• Use comment/discussion features for collaboration/social presence. Rationale: students sharing their work with peers can help foster sense of community and cohesion. • Virtual brainstorming session. Rationale: this app's bulletin-board design is conducive to organizing group thoughts and ideas. Hypothesis Online Learning application/use: • Create content annotation assignments. Rationale: this is the main purpose of this tool. • Use “reply to” feature to foster collaboration and sense of community. Rationale: this tool allows for extensive annotation discussions.	• useful teacher templates. Create interactive lesson contents and assessments with Canva Code. Rationale: Canva's new features such as Canva Code can code an HTML/CSS quiz in 5 minutes. No coding experience needed. • Create student projects and artifacts. Rationale: this tool allows easy and fast personalized content creation.	• Collect and analyze student data. Rationale: this tool data collection, analysis, and visualization features make it easy to conduct data analyses. • Create sign-up sheets for class activities or assignments. Rationale: this tool has many templates for sign-up sheets.
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			• Use reporting dashboard to track student participation. Rationale: built-in features allow faculty to track student participation in the assignment.		
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IMPORTANT: Please remember to also use one of these tools to develop a unit of learning content or an activity that could be used to enhance your online learning environment.

Sample Learning Activities

My micro-credential online course is “Digital Accessibility Essentials for Online Educators.” In this professional development course, online higher education instructors will learn about why accessibility matters, about learners’ accessibility needs, common accessibility tools in use by students with disabilities, and core accessibility standards and design guidelines. As part of this micro-credential course, online educators will practice and reinforce the knowledge acquired by evaluating digital content and webpages for accessibility and will practice creating accessible online materials and multimedia. Learners will learn as part of a **learning cohort** and progress through the course together. Therefore, this course will emphasize interactive activities, shared experiences, and peer support.

Activity #1: Your Own Accessibility Checklist

Web2.0 Tools: Canva and Padlet

Participants: Learning Cohort of Online Educators

Purpose/Objectives: The purpose of this activity is to reinforce the knowledge acquired by students in the “Accessibility Standards and Guidelines” module by creating their own accessibility checklist to be utilized in their own educational contexts in the future. This activity will also serve to encourage student collaboration, exchange of ideas, and social presence.

Materials and Setting:

This asynchronous activity will be completed in Canva and shared using Padlet. Students will independently create their own Online Course Accessibility Checklist using Canva and will share it with their learning cohort on Padlet for review and collaborative discussion.

Procedure and Steps:

Step 1 – Students independently create their own Online Course Accessibility Checklist on Canva utilizing knowledge acquired in the “Accessibility Standards and Guidelines” class module.

Step 2 – Students share their creative accessibility checklists with their peers on Padlet.

Step 3 – Students have a discussion, comment on each other’s checklists, and provide constructive feedback about each other’s work, constructing knowledge together via a collaborative design activity.

Time: This activity will be completed following the “Accessibility Standards and Guidelines” module.

Expected Outcome: Students will participate in a collaborative design activity, discussion, and will be able to clearly identify digital accessibility barriers and remediation action in online courses.

Accessibility Checklist

Structure and Navigation

- ☐ Use headings and subheadings to organize your content
- ☐ Use a clear and consistent navigation menu
- ☐ Ensure that your website follows a logical sequence
- ☐ Provide a sitemap or search function
- ☐ Ensure that your website is mobile-friendly
- ☐ Ensure that your website is accessible using keyboard-only navigation
- ☐ Consider defining ARIA roles

Colors and Graphics

- ☐ Use high-contrast colors
- ☐ Avoid using color as the only means of conveying information
- ☐ Check color contrast ratios (at least 4.5:1 for normal text and 3:1 for large text.)

Accessibility Checklist Example



Image Padlet Wall Example

Activity #2: Collaborative Webpage Annotation

Web2.0 Tools: Hypothesis and Padlet

Participants: Learning Cohort of Online Educators

Purpose/Objectives: The purpose of this activity is to reinforce the knowledge acquired by students in the “Text and Structure Essentials” module via evaluating webpage text and highlighting correct/incorrect use of Headings, link text, and text spacing. This activity will also serve to encourage student collaboration, exchange of ideas, and social presence.

Materials and Setting:

Students will complete this activity independently in Hypothesis and will share it via Padlet. Students will independently add their Correct/Incorrect webpage annotations using Hypothesis and will share their annotations with their learning cohort on Padlet for review and collaborative discussion.

Procedure and Steps:

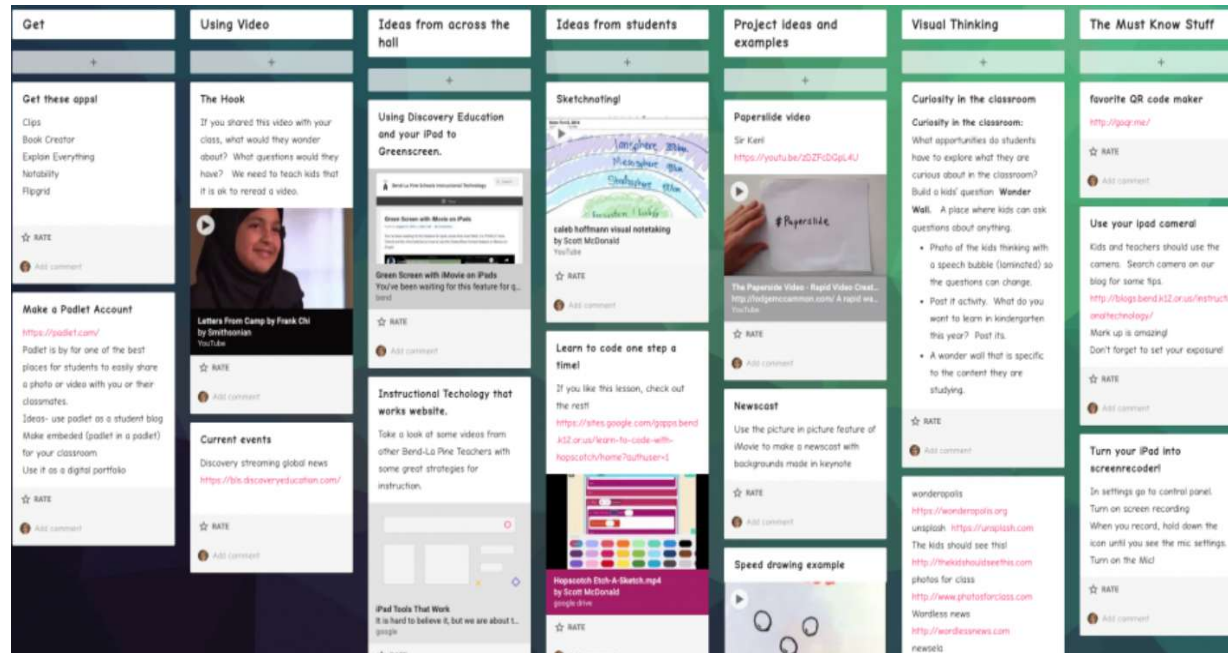
Step 1 – Students independently add their “Correct/Incorrect” annotations to a webpage using Hypothesis tool while utilizing knowledge acquired in the “Text and Structure Essentials” class module.

Step 2 – Students share their webpage annotations via Padlet.

Step 3 – Students participate in a collaborative design activity and a discussion, comment on each other’s checklists, and provide constructive feedback about each other’s annotations.

Time: This activity will be completed following the “Text and Structure Essentials” micro-credential module.

Expected Outcome: Students will participate in a collaborative design activity, discussion, and will be able to clearly identify compliance or non-compliance of a webpage with ADA and WCAG 2.1 AA standards.



Text Padlet Wall Example