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What do MOOC providers think about accessibility?

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What do MOOC providers think about accessibility?

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The Leverhulme Trust

How do MOOC providers cater for disabled learners?

Interviews

Interviews with accessibility content managers of MOOC platform providers, platform software developers/designers, educators and those with a range of expertise in the MOOC community

What are the expectations of disabled learners when taking part in MOOCs?

Open University online surveys and interviews

Analyse pre and post MOOC survey data from 14 Open University MOOCs in FutureLearn to understand the demographics of learners and undertake a qualitative interview study of learners

How can MOOCs be made accessible for disabled learners?

MOOC Accessibility audit

Development of a MOOC accessibility audit that includes expert-based heuristic evaluation, user-based testing and universal design for learning guidelines

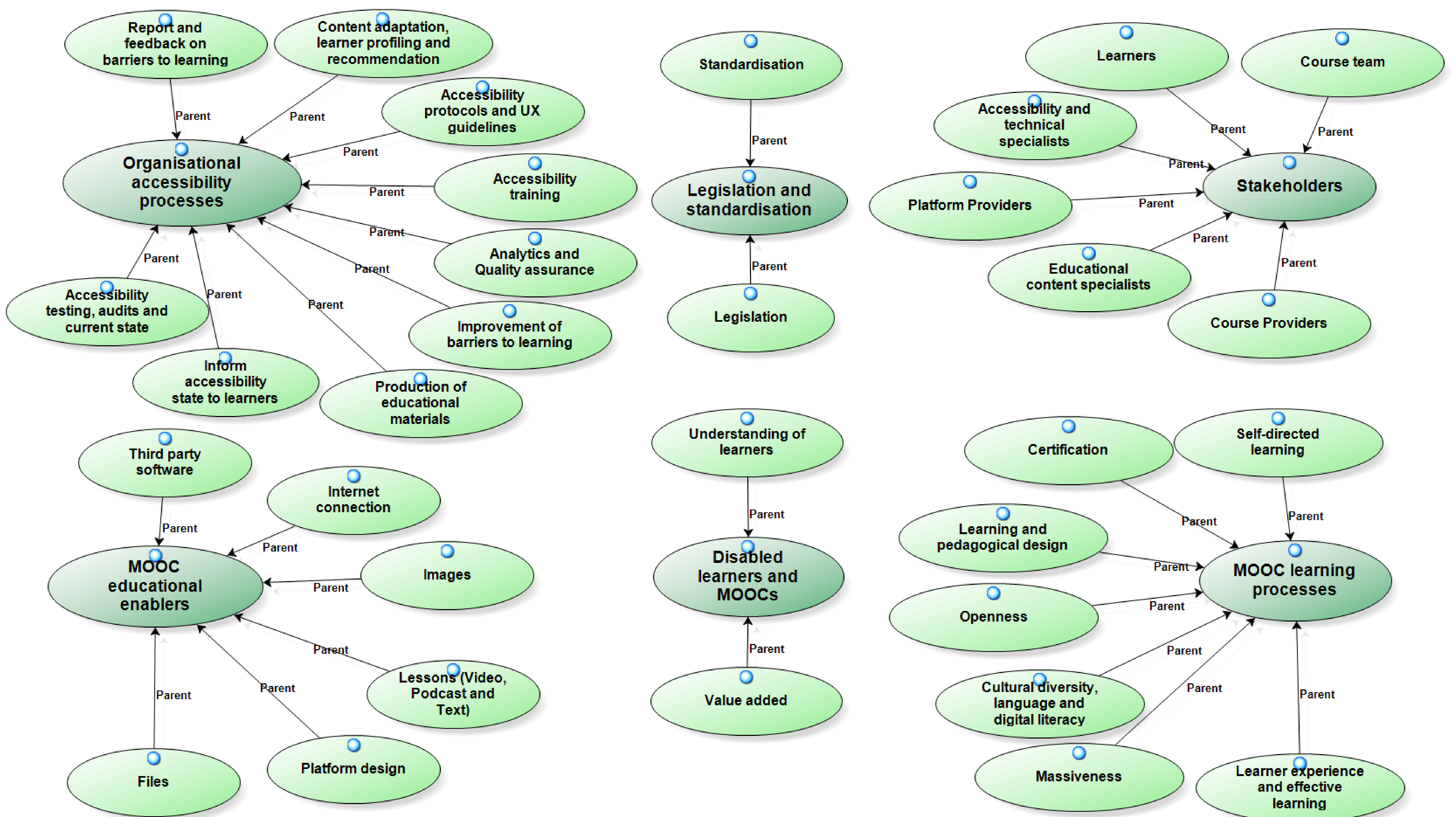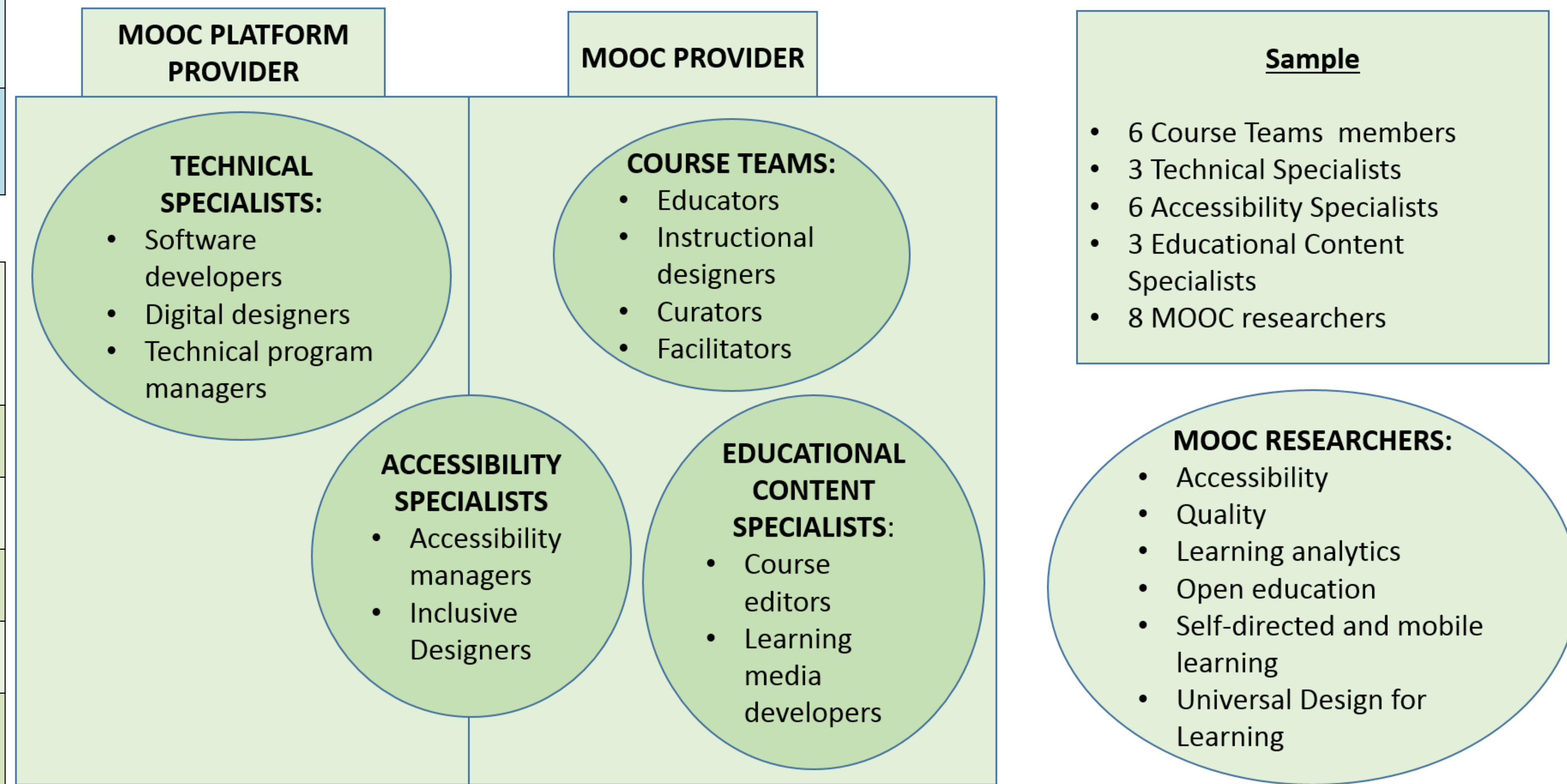## Context, motivation and expected outcomes

Providing accessible MOOCs can be an appropriate educational resource for disabled learners, but there is a lack of research about what educators and disabled learners expect from MOOCs

This research will benefit the MOOC providers who would be able to use the project's outputs and disabled learners to improve their lifelong learning and re-skilling

Themes

1	Organisational accessibility processes	Structural processes of the organization: how to work the barriers to learning, testing, production of the materials, improvements, training and protocols
2	Legislation and Standardisation	International legislation and standardisation of accessibility
3	Stakeholders	All the bodies that are part in the management of MOOCs
4	MOOC educational enablers	The educational bits and external factors that enable the learning through MOOCs
5	Disabled Learners and MOOCs	Benefits for disabled learners and data got from the MOOC providers
6	MOOC learning processes	The processes that include pedagogical and educational approaches which affect the learning in MOOCs

Sample for the interviews with MOOC providers

MOOC PLATFORM PROVIDER

TECHNICAL SPECIALISTS:
- Software developers
- Digital designers
- Technical program managers

ACCESSIBILITY SPECIALISTS
- Accessibility managers
- Inclusive Designers

MOOC PROVIDER

COURSE TEAMS:
- Educators
- Instructional designers
- Curators
- Facilitators

EDUCATIONAL CONTENT SPECIALISTS:
- Course editors
- Learning media developers

Sample
- 6 Course Teams members
- 3 Technical Specialists
- 6 Accessibility Specialists
- 3 Educational Content Specialists
- 8 MOOC researchers

MOOC RESEARCHERS:
- Accessibility
- Quality
- Learning analytics
- Open education
- Self-directed and mobile learning
- Universal Design for Learning

Findings

Responsibility of creating accessible content falls on course teams

Accessibility is not always embedded in the routine design and development activities of the educational context of organisations

Legislation and standards play a predominant role in the development of accessible MOOCs

MOOCs can be valuable for disabled learners if they are accessible

MOOC platforms do not profile the learner's preferences

Recommendations

Providers should increase the effort in developing the skills of the course teams to create accessible content

Producing accessible educational resources requires clarity from the organisation in accessibility policies, guidelines and managing reported accessibility incidences

Further focus on learners, their preferences and learning design, has to be offered rather than aiming only to follow the minimum legal requirements

Explore the potential of developing MOOCs based on social models of disability

Not profiling the preferences of learners makes it difficult to deliver, or even recommend, the content in an accessible way to the learner