

for making your course accessible to

everyone

ASSESSMENTS ON MOBILE DEVICES

33.2% percent of Wits students access their ulwazi courses on a mobile device. These students may encounter difficulties accessing and completing assessments. You can make your assessments more mobile-friendly by setting quizzes to display one question per screen and ensuring that any image used in the question will be legible on a small screen. If you have an assessment where several questions refer to a scenario or image (such as a diagram), repeat the scenario or image before each question.

MINIMIZE TIME CONSTRAINTS

ASSESSMENT

Accessible assessments are designed to evaluate learning outcomes rather than the speed or manual dexterity of the learner. Learners using assistive technology may take longer to comprehend assessment questions and input their answers. Give learners ample time to complete any timed quiz or assessment. Where appropriate, use the ulwazi settings to allow learners more than one attempt at completing a quiz.

DUE DATES

Learners who use assistive technologies may require additional time to access all the course material and prepare for assessments. You can help learners to plan their time by providing clear expectations for the course and course assessments at the start of the course. If possible, allow learners to hand in parts of a larger project before the final project is due. This allows time for feedback and reduces the pressure learners face in the final assessment.

Image: Ima



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STUDENTS CHOICES

Learners differ in the ways that they can express what they know. Ideally, assessments should allow students multiple means of expression so they can demonstrate knowledge using text, verbal presentations, or appropriate media.

There is no single mode of expression that will be optimal for all learners, so it best to provide learners with options. You can do this by providing a mix of assessments in your course, including multiple choice and quizzes, group work, written work, verbal presentations and ePortfolios. Where appropriate, allow students to submit their assessments in different formats (such as text or a recording of a verbal presentation).

MULTIPLE SUBMISSION OPTIONS

Assessment questions are more accessible where they focus on evaluating learning outcomes without specifying the use of a specific application or format. For example, an assessment question could ask: 'Prepare a PowerPoint presentation which analyses the causes of the French revolution". Unless learning PowerPoint is a course learning outcome, it would be more accessible to phrase the question as: "Analyse the causes of the French revolution. Upload your answer as a text file, Word document, PowerPoint presentation or short video."