What do MOOC providers think about accessibility?

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What do MOOC providers think about accessibility?

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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.

Sample for the interviews with MOOC providers

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

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

Findings

1. Responsibility of creating accessible content falls on course teams
2. Accessibility is not always embedded in the routine design and development activities of the educational context of organisations
3. Legislation and standards play a predominant role in the development of accessible MOOCs
4. MOOCs can be valuable for disabled learners if they are accessible
5. MOOC platforms do not profile the learner’s preferences

Recommendations

1. Providers should increase the effort in developing the skills of the course teams to create accessible content
2. Producing accessible educational resources requires clarity from the organisation in accessibility policies, guidelines and managing reported accessibility incidences
3. Further focus on learners, their preferences and learning design, has to be offered rather than aiming only to follow the minimum legal requirements
4. Explore the potential of developing MOOCs based on social models of disability
5. Not profiling the preferences of learners makes it difficult to deliver, or even recommend, the content in an accessible way to the learner