What do MOOC providers think about accessibility?

Francisco Iniesto¹, Patrick McAndrew¹, Shailey Minocha² and Tim Coughlan¹
Institute of Educational Technology¹, School of Computing & Communications²
The Open University, UK
{francisco.iniesto, patrick.mcandrew, shailey.minocha, tim.coughlan}@open.ac.uk

**How do MOOC providers cater for disabled learners?**

Introductions 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

**How can MOOCs be made accessible for disabled learners?**

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

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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

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### Themes

1. Organisational accessibility processes
2. Legislation and standardisation
3. Stakeholders
4. MOOC educational enablers
5. Disabled learners and MOOCs
6. MOOC learning processes

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**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