

APPENDIX A

Screen Shots from IODE (Keeler, 2003b)

Lesson Level Review

Technologies / Communications, con't. 5

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Who Communicates

<input checked="" type="checkbox"/> Teacher	<input type="checkbox"/> Whole_Class
<input type="checkbox"/> Pair	<input type="checkbox"/> Alone
<input type="checkbox"/> Small_Group	<input type="checkbox"/> Optional

Number of Communications

Support Systems Communications

Yes No

Vision Accommodations

<input type="checkbox"/> Unclear_Fonts	<input type="checkbox"/> Table_Summaries
<input type="checkbox"/> Titles_Unclear	<input type="checkbox"/> Blinks
<input type="checkbox"/> Frames	<input type="checkbox"/> Moving_Content
<input type="checkbox"/> Pop_Ups	<input type="checkbox"/> Adjacent_Links
<input type="checkbox"/> Color_Coding	<input type="checkbox"/> Timing
<input type="checkbox"/> No_Text_Equivalents	<input type="checkbox"/> Directions_for_Forms
<input type="checkbox"/> No_Table_Headers	<input type="checkbox"/> None

Hearing Accommodations

<input type="checkbox"/> Volume_Reset	<input type="checkbox"/> Text_Transcripts
<input type="checkbox"/> Hearing_Alternative	<input type="checkbox"/> Timing
<input type="checkbox"/> Natural_Language_Change	<input type="checkbox"/> None
<input type="checkbox"/> Abbreviation_Expansion	
<input type="checkbox"/> Text_Alerts	

Links to Outside

Yes No

Link Directions

School Outside Not_App

Dead Links

Working Dead

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Vision Accommodations

For the "Accommodations" elements, mark those field values that suggest students with impairments may have difficulty. Refer only to lesson pages, even if students must review outside web pages as part of the lesson.

Unclear Fonts: Use of highly ornate fonts that may be difficult to read.

Titles Unclear: Titles are NOT clear and obvious with spaces between headers and body text.

Frames: The page layout includes frames. For this element, do NOT count the frame of the course management system.

Pop-Ups: Includes pop-up windows or pages.

Color Coding: Color-coding is the only means of conveying information (e.g., red dot means required, green dot means optional). Mark if removing the color element would make it difficult to understand the graphic.

No Text Equivalents: Provides text for every non-text element (e.g., a description of a picture), and explanations for any content-specific graphic element. Descriptions may appear as alt tags.

No Table Headers: Row and column headers of tables are NOT clearly marked with descriptive terminology of their contents.

Table Summaries: Summaries exist for tabular information.

Blinks: Text or graphics blink.

Moving Content: There is content that moves across the screen without user input (e.g., a graphic moves from one side of the screen to another). This does NOT include blinking.

Adjacent Links: Adjacent links are NOT distinct (e.g., there are NO spaces between the links).

Timing: There are time constraints WITHOUT mention of the possibility of or ability to alter these constraints.

Directions for Forms: Provides cues or directions for filling out forms.

None: None of the aforementioned potential problems exist.

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APPENDIX B

Special Education Instructional Design Elements for Online Courses

- Focus on Disabilities
 - Vision Accommodations
 - Hearing Accommodations
 - Bias
- Website Design
 - Mouseclicks
 - Design Consistency
 - Webpage Design
 - White Space
 - Background
 - Font
 - Font Size
 - Font Style
 - Font Color
 - Graphic Images
 - Course Image Type
 - Image Type (Lesson Level)
- Technologies Used
 - Non-Web-based Materials
 - Types of Required Materials
 - Types of Optional Materials
 - Web-based Materials
 - Course Technologies
 - Lesson Technologies
 - Audios and Videos
 - Number of Audios
 - All Audio
 - Average Audio Length
 - Audio Style
 - Voice
 - Number of Videos
 - Average Video Length
 - Video Style
- Instructional Methodologies
 - Instructional Activities
 - Peer Interactions
 - Readability
- Reading Ease
- Reading Level
- Spelling
- Grammar
- Student Options
 - Student Options (Course Level)
 - Student Options (Lesson Level)
 - Student Options (Assessment Level)
- Timed
- Summaries
- Support Systems
 - Support Systems Required
 - Support Personnel People
 - Support Personnel Means
 - Context Sensitive Help