

Teaching for Accessibility: Introduction

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We made it to year two! Thanks to all the authors, editors, reviewers, and advisors who breathe life into this journal! Thanks to the Association of Educational Communications and Technology (AECT) and the University of Wyoming for sponsoring and publishing this open-access journal.

THIS ISSUE

Technology regularly helps people communicate ideas and information; explore the world; and capture, store, and interpret large amounts of information. However, some learning environments may prevent individuals from accessing these resources. Fortunately, guidance exists to develop more widely accessible materials and tools. This special issue of the Journal of Technology-Integrated Lessons and Teaching (JTILT) focuses on professional development workshops, lessons, activities, and materials to facilitate accessibility.

Articles in this issue are loosely organized around their intended audience. The first two articles, “#A11Y: EC Summer Institute on Accessibility” and “Lights, Camera, Accessibility! Applications in Video Design,” focus on practicing PK-12 teachers and administrators. The former details a two-day face-to-face workshop; the latter describes a multi-week online-asynchronous course module.

The following two articles, “The Universal Design for Learning Academy for Faculty Across Disciplines” and “Writing Effective Alt-text for Online Instructional Materials,” focus on accessibility training for higher education faculty or librarians in face-to-face workshop settings.

Four articles, “Universal Design for Learning: Increasing Inclusive Teaching for Graduate Students,” “Strategically Inclusive E-Learning Design,” “Designing Accessible Immersive Learning Experiences,” and “Universal Design for Learning and Direct Instruction in a Special Education Practicum,” focus on graduate student courses for practicing teachers, instructional designers, and other professionals. Articles include workshops and

lessons presented in face-to-face, asynchronous online, and hybrid formats.

The final article, “Learning in the Dark’ Simulation to Teach about Accessibility,” was designed for preservice teachers in a face-to-face technology integration classroom.

Articles presented in this issue provide valuable insights, resources, and approaches regarding Universal Design for Learning, web and multimedia accessibility, and related topics. Various presentations, job aids, activity directions, rubrics, and assessments are included. Please use and enjoy them! Unless otherwise stated, all resources are shared with a [Creative Commons, Attribution-NonCommercial-ShareAlike 4.0 International license](https://creativecommons.org/licenses/by-nc-sa/4.0/) (CC-BY-NC-SA 4.0).

GET INVOLVED

REVIEWERS NEEDED

We hope you enjoy this issue and share it with others! We also hope you get involved. The editorial team is looking for educators to review manuscripts in various subject areas (e.g., mathematics, history, English and language arts, world languages, physics, biology, chemistry, visual and performing arts, physical education, and business). JTILT is only as strong as its review process. We welcome your help, regardless of your prior experience reviewing. Contact Craig Shepherd (cshphrd2@memphis.edu), Cecil Short (cshort5@emporia.edu), or review the [JTILT website](https://www.jtilt.org/) for more information or to volunteer.

SUBMISSIONS WELCOMED

Submit your original lessons for publication! Submission procedures are available on the [JTILT website](https://www.jtilt.org/). We welcome all PK-16+ topics. If you wonder whether a lesson or activity is suitable for submission, please contact the JTILT editors!