INDIANA ONLINE

*a department of **CIESC***

Using GenAI to Level Up Your Accessibility

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OBJECTIVES

✓ Learn how to use AI tools to quickly edit and format captions and transcripts for video content—ensuring your materials are accessible and cleanly presented without compromising content accuracy.

✓ Practice crafting alt text for graphs and visuals—particularly in math—that guides students' thinking while maintaining the integrity of problem-solving tasks.

✓ Explore practical GenAI prompts

✓ Walk away with strategies and AI-assisted examples for creating engaging, inclusive assignments and practice activities that align with your instructional goals in online and asynchronous settings.

ACCREDITATION

- **1st organization** to receive national accreditation
- **72 indicators** within the NSQ Online Program standards
- **4 certifications** earned in the accreditation process

Mission, Governance, and Leadership

Curriculum, Instruction, and Assessment

Stakeholder Supports

Planning, Resources, and Evaluation

Indiana Online

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- ✓ NCAA approved

- ✓ Dual credit with Ivy Tech

- ✓ Quality Matters certified template design

- ✓ Quality Matters certified courses - Health, PE I & II

- ✓ AP College Board approved

- ✓ CTE courses

- ✓ Variety of courses
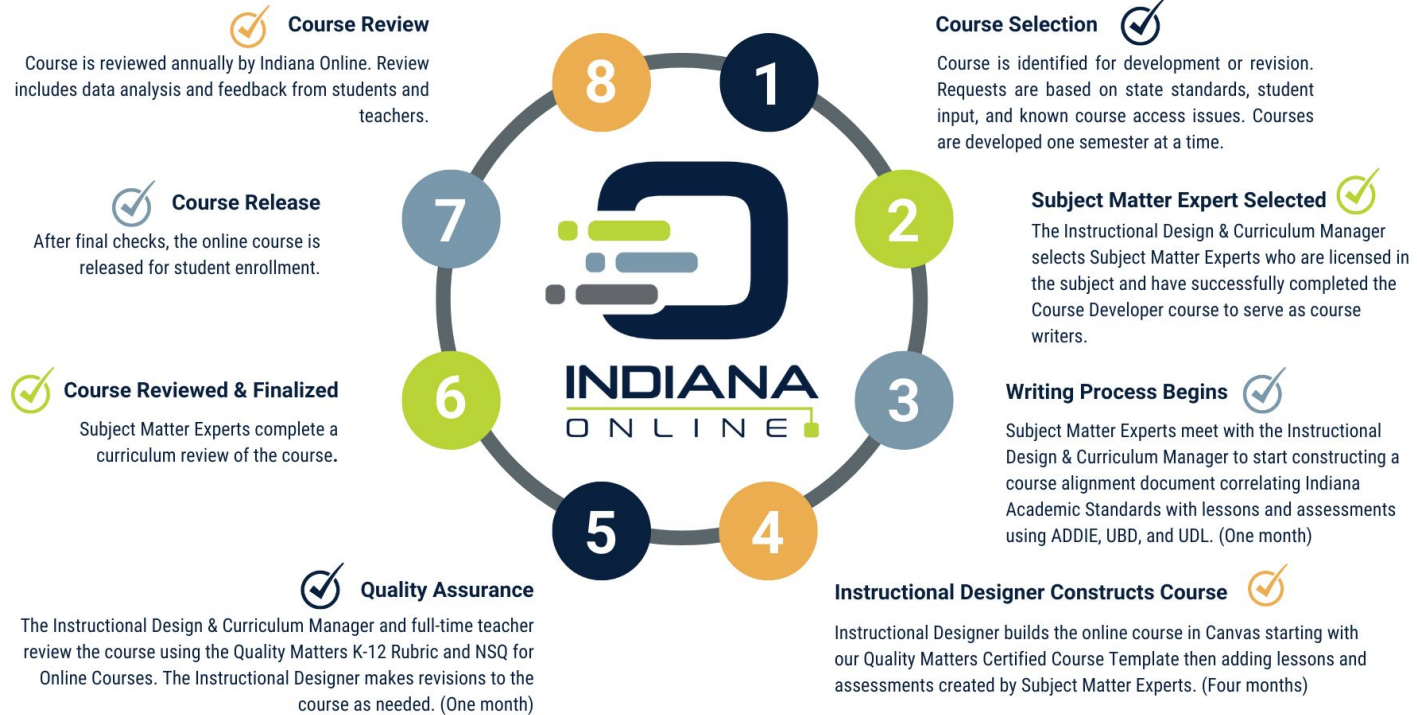
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OUR COURSES

Pie chart:
- 88.11% — BUILT
- 9.73% — PURCHASED
- 2.16% — HYBRID

Legend: BUILT | HYBRID | PURCHASED
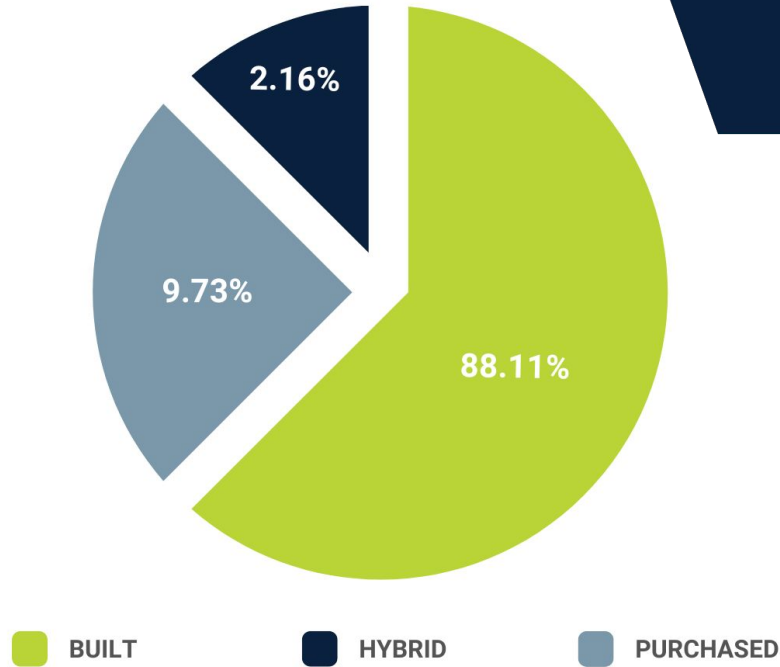
- ✓ 185 Total Courses
- ✓ 163 Built
- ✓ 4 Hybrid (Grade 6)
- ✓ 18 Purchased

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INDIANA ONLINE COURSE DEVELOPMENT PROCESS

Online courses developed through Indiana Online undergo a rigorous process, using the expertise of subject matter experts, instructional designers, and a master reviewer for Quality Matters. Each semester of a course is developed over a six month period. An annual review process is also built into all course development.

Course Review

Course is reviewed annually by Indiana Online. Review includes data analysis and feedback from students and teachers.

Course Release

After final checks, the online course is released for student enrollment.

Course Reviewed & Finalized

Subject Matter Experts complete a curriculum review of the course.

Quality Assurance

The Instructional Design & Curriculum Manager and full-time teacher review the course using the Quality Matters K-12 Rubric and NSQ for Online Courses. The Instructional Designer makes revisions to the course as needed. (One month)

Course Selection

Course is identified for development or revision. Requests are based on state standards, student input, and known course access issues. Courses are developed one semester at a time.

Subject Matter Expert Selected

The Instructional Design & Curriculum Manager selects Subject Matter Experts who are licensed in the subject and have successfully completed the Course Developer course to serve as course writers.

Writing Process Begins

Subject Matter Experts meet with the Instructional Design & Curriculum Manager to start constructing a course alignment document correlating Indiana Academic Standards with lessons and assessments using ADDIE, UBD, and UDL. (One month)

Instructional Designer Constructs Course

Instructional Designer builds the online course in Canvas starting with our Quality Matters Certified Course Template then adding lessons and assessments created by Subject Matter Experts. (Four months)

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What does QM Say?

✓ **K-12 Rubric, 5th Edition:**
- SRS 8.2 C – The course design facilitates readability.
- SRS 8.3 C – The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.

✓ **Similar guidance in standards 8.2 – 8.4 of the Higher Education Rubric, 7th Edition**

QUALITY MATTERS
QM

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✓ **Generative AI is not Human**
  - It makes mistakes - check outputs

✓ **Know your Data Source**
  - Not all information is coming from a reliable source

✓ **Refine Your Prompts**
  - Keep asking questions until you get closer to an output you are looking for
  - Don't copy and paste the outputs

Vocabulary Lists

Enter your lesson, PDF, video

- For the following {lesson content, PDF, video}, identify important vocabulary that students may need to know in order to understand lesson concepts. Please provide a brief definition for each term. Vocabulary terms and definitions should be written for a(n) {grade level} audience. Do not use colloquial or slang language. {lesson content}:
  - I'd like to include pictures to represent each of these terms. Can you suggest appropriate images?
  - Can you create an image that looks like this? PASTE

Edit Captions

- For the following {WEBVTT file}, edit it for sentence-style capitalization and punctuation. Do not change the text in any way, even for grammar. The final edited version with correct capitalization and punctuation should have the exact same time and text as the original. Even if it is grammatically incorrect, it must match the video. Please only add punctuation and capitalization, foregoing grammar. {WEBVTT file}:

Captions

Captions to Transcript

- For the following {WEBVTT/SRT file}, remove the time stamps and edit it for sentence-style capitalization and punctuation to create a transcript in paragraph format. Do not change the text in any way, even for grammar. The final edited version with correct capitalization and punctuation should have the exact same text as the original, but formatted into paragraphs as a transcript. Even if it is grammatically incorrect, it must match the video. Please only add punctuation and capitalization, foregoing grammar. {WEBVTT/SRT file}:

Transcript to Captions

  - The following is a {transcript} for a video titled, "NAME" that is 2:59 minutes long. Create a WEBVTT file with proper formatting. {transcript}:

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Captions

Transcript Formatting

- For the following {transcript}, add proper sentence-style capitalization and punctuation. Do not change the text in any way, even for grammar. Even if it is grammatically incorrect, it must match the video. Please only add punctuation and capitalization, foregoing grammar. Do not include headings or subheadings in the transcript. Also, remove any timestamps. {transcript}:

Video Description

- For the following video, create a transcript that describes what is happening in the video.

AI Prompts

Article Summary
- For the following {article}, provide a 2-paragraph summary and a list of 7-10 key points. {article}:

Scenario Activity
- Provide a short real-life scenario for each {item}. Students will match the number to the scenario. Provide the answers as well. {items}:

Simplify Language
- For the following {list}, provide a short 1-sentence description or example written in simple language to help further explain each item. {list}:

AI Prompts

Reduce Reading Level

- Please help me condense and simplify the language in the following {text} for an 8th-grade audience. This should be done through grade-appropriate vocabulary and sentence structure while keeping the key points of the {text}. Do not use colloquial or slang language. {text}:

Alignment

- Use a chart to show the alignment of these {lesson-level learning objectives} with the {course-level learning objectives}. {lesson-level learning objectives}: {course-level learning objectives}:

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Create Practice Activities

- Using H5P, create an interactive activity to teach students how to {purpose of activity}. Provide 5 different activity options. Use kid-friendly language and keep it fun and simple.

Options for Assignments

- Create 5 different assignments based on {lesson-level learning objectives} on the topic of {topic} for a {grade level} online asynchronous course where students have to show mastery of the learning objectives.

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Images in Math

✓ **Take a minute to think about what alt-text would best represent this graph.**

✓ **Possible descriptions**
- Two equations graphed on a coordinate plane
- A system of equations with one linear function and one quadratic
- Two equations which intersect at (1, 3) and (6, 13)
- A line with a slope of 2 and a y-intercept of 1 and a quadratic equation with the vertex (2.5, 0.75) and a y-intercept of 7
- y = 2x + 1 and y = x2 + 5x + 7
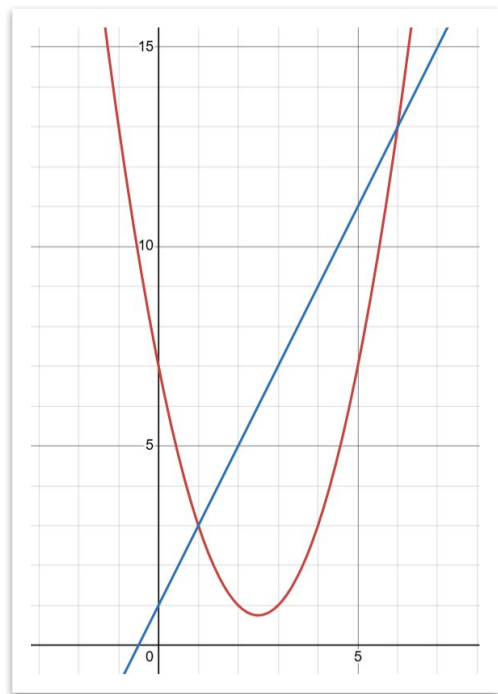
How do you provide alt text without giving the answer away?

Prompt

- Create alt text for the linear equation found in the image but do not give away the answer to the problem, "Calculate the slope given this graph of linear equation."

Response

- A graph of a straight line passing through the points (-1, -2) and (4, 1). The x- and y-axes are clearly labeled with a grid, and the slope of the line increases from left to right.

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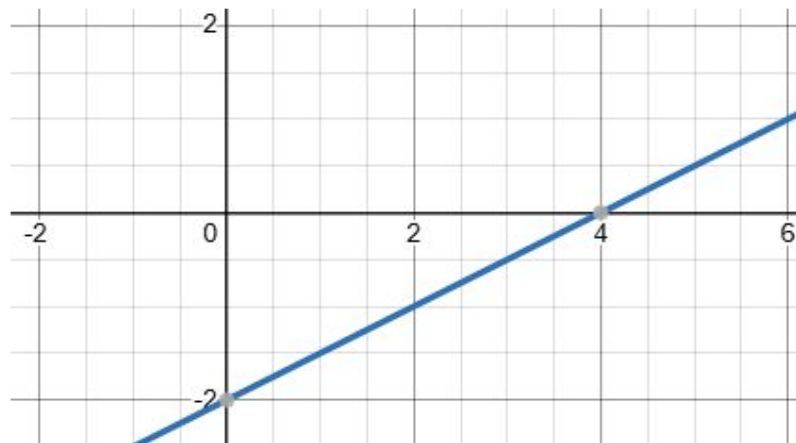
QUESTIONS?

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