

Chapter Five

Designing for Digital Access and Equity

Companion Materials

Designing for Digital Access and Equity: This collection of companion resources supports educators in translating equity-focused design principles into classroom practice. With a focus on accessibility, digital inclusion, and ethical decision-making, the tools and readings curated here help teachers evaluate digital platforms, design accessible content, and support diverse learners.

1. Interactive Websites

- EducationSuperHighway: E-Rate Progress: <https://www.educationsuperhighway.org>
- Inclusive Learning Design Handbook (IDRC): <https://handbook.floeproject.org/>
- CAST UDL Guidelines: <https://udlguidelines.cast.org/>
- W3C Web Accessibility Standards (WCAG): <https://www.w3.org/WAI/standards-guidelines/wcag/>
- Digital Equity Resource Hub – Consortium for School Networking (CoSN): <https://cosn.org/digital-equity/>

2. Videos & Media

- "Understanding UDL in 2 Minutes" by CAST: <https://www.youtube.com/watch?v=pGLTJw0GSxk>
- The Four Principles of Accessibility: https://www.youtube.com/watch?v=RUxx_sq2QdY
- Designing for Accessibility with POUR: <https://www.youtube.com/watch?v=dzzlJQXmJIw>

3. Checklists

- Digital Access Survey Template for Families
 - Does your child have reliable internet access at home?
 - What type of device(s) does your child use for schoolwork at home?
 - Is the device shared with others in the household?
 - Would your family benefit from access to loaner devices or internet hotspots?
- EdTech Equity Evaluation Rubric – Adapted from The Learning Accelerator
 - Is the tool compatible with screen readers or assistive devices?
 - Does the tool offer multilingual support or translation features?
 - Is student data protected and used ethically?
 - Is the pricing structure transparent and equitable (free/freemium/paid)?
 - Does the tool represent diverse cultures, perspectives, and learning needs?
- UDL Lesson Planning Template for Inclusive Design
 - Multiple Means of Engagement: How will you capture and sustain interest?
 - Multiple Means of Representation: How will you present information in varied formats?
 - Multiple Means of Action & Expression: How will students demonstrate their learning?
- POUR Checklist for Evaluating Digital Content Accessibility

- Perceivable: Are text alternatives provided for non-text content (e.g., alt text)?
- Operable: Can all interactive elements be accessed using a keyboard?
- Understandable: Is the language clear and readable for your grade level?
- Robust: Does content function reliably across devices and assistive tech?

4. Recommended Reading

Benjamin, R. (2019). *Race after technology: Abolitionist tools for the new Jim Code*. Polity Press. https://www.politybooks.com/bookdetail?book_slug=race-after-technology-abolitionist-tools-for-the-new-jim-code--9781509526390

CAST. (2018). *Universal design for learning guidelines version 2.2*. CAST. <https://udlguidelines.cast.org/>

World Wide Web Consortium (W3C). (2023). *Introduction to Web Content Accessibility Guidelines (WCAG)*. <https://www.w3.org/WAI/standards-guidelines/wcag/>

UNESCO. (2021). *AI and education: Guidance for policymakers*. UNESCO. <https://unesdoc.unesco.org>