# INSTRUCTIONAL DESIGN AND ONLINE LEARNING GUIDELINES

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Introduction

These standards are intended to serve as guidelines for partners to ensure that courses and materials meet the requirements and support the goals of the Online Professional English Network (OPEN). The standards are divided into four (4) major categories, or domains: Access, Format, Learning Environment, and Assessment. Each domain is further divided into one or more specific standards that describe OPEN Program expectations for course design.

These standards have been created to reflect the specific pedagogical and cultural needs of OPEN participants. Use of these standards does not preclude the use of other commonly used standards related to the field of TESOL, Applied Linguistics, instructional design, or online learning.

What are Instructional Design and Online Learning Standards?

Instructional Design and Online Learning Standards are guidelines and recommendations for the design of online educational opportunities. These guidelines ensure that courses are not only high quality, but also functional, accessible, and manageable. Principles of accessible design, universal design, and computer-assisted language learning (CALL) are featured throughout these guidelines.

According to Usability First:

“Accessible Design” calls for design that includes the needs of people whose physical, mental, or environmental conditions limit their performance. “Universal Design” aims to extend standard design principles to include people of all ages and abilities, but remains at the level of generality, so it does not address all the specific needs of any particular disability. ¹

CALL guidelines go beyond the sole use of computers for language learning, and extend to a variety of platforms and technological products that may not have been explicitly developed for use in the classroom. ² These include but are not limited to smartphones and applications (apps) that are used instead of, or in tandem with, computers for language learning.

These guidelines are designed to support the primary goal of the OPEN Program, which is to strengthen the professional skills of non-native English speaking teachers (NNESTs) by providing accessible, well-designed Global Online Courses (GOCs), Massive Open Online Courses (MOOCs), and other online professional development opportunities. These quality assurance guidelines are to be used by partners developing courses and other professional development opportunities for the OPEN Program.

Courses developed for the OPEN Program are expected to utilize a student-centered approach where technology is used to support participants’ pedagogical goals. Although program opportunities are offered online, participants’ needs and ability to access the program are of greater importance than using new and innovative technology. The use of technology should be appropriate, efficient, and effective. ³ The technology available to participants will vary widely, as will their technological abilities and comfort levels, so courses need to be designed to encompass a wide variety of user needs, but targeted enough to impart robust learning outcomes.

³ Ibid., 200-201.
Assessment and Evaluation

A rubric is included for each standard. These rubrics contain performance indicators and are meant to serve as course assessment tools. The performance indicators are intended to provide guidance and examples but are neither comprehensive nor exclusive.
**DOMAIN 1. ACCESS**

Courses are housed entirely within the Canvas learning management system (LMS), negating the need for external links or document repositories, such as Google Drive and Dropbox. Accessing course content, including assessments, requires little to no external linking, downloading, or specific software suites.

**Standard 1. Course Hosting**

Courses are hosted on a mobile-responsive, accessible learning management system (LMS).

*Supporting Explanation*

Courses with external links, plugins, or download requirements can present several challenges for participants. These include the potential for misinformation from a broken link or updated webpage, as well as the threat of viruses from compromised websites or plugins. To avoid this, OPEN course material should be housed entirely within the Canvas LMS, both for safety and ease of use by participants.

**Rubric for Standard 1. Course Hosting**

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Meets Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course materials and resources are fully housed within the Canvas platform.</td>
<td>Course materials, resources, and assignments do not require additional plugins, downloads, external links, additional accounts, specific external software, or applications for participants to satisfactorily complete their work [Image 1].</td>
</tr>
<tr>
<td>Participants can access all materials regardless of bandwidth, loading, or connectivity challenges.</td>
<td>Materials are presented in numerous ways, as appropriate, including but not limited to: providing “alt” tag descriptions in the event images won’t or can’t load; providing scripts for video and audio files, and providing all material in downloadable course packets [Images 2 and 3].</td>
</tr>
<tr>
<td>Course elements are designed for multimodal viewing/access to accommodate variances in learning and physical abilities.</td>
<td>Course elements are presented in multimodal formats for all participants, and not solely by request [Images 2 and 3].</td>
</tr>
</tbody>
</table>

*Image 1: All course material is to be housed within the Canvas LMS.*

The course is hosted within the courses.openenglishprograms.org domain, with assignments, discussions, activities, and supplementary reading hosted and available within the course.

*Source: Integrating Critical Thinking course provided by World Learning*
Image 2: Example of incorporating Module Packets into course modules.

The course provides information in multiple ways so it can be accessible for all audiences. Images have alt tags, which can be read aloud by screen readers, making them accessible for participants with visual impairments. Downloadable module packets are available for each module and contain all module information except quizzes. This allows participants to do as much work offline as they need to.

Image 3: Example of course materials presented in multi-modal formats (captions and scripts).

Captions are enabled for videos (available in Vimeo and YouTube videos), and downloadable scripts are available for every video. These provide accessibility accommodations for participants with differences in bandwidth availability as well as hearing.
Standard 2. Technology

Online learning requires technology, and this technology should match and not exceed the baseline availability and accessibility for most OPEN participants. The use of certain technological tools or devices to access course resources or materials or to complete assignments should be avoided.

Supporting Explanation

The diversity of OPEN participants extends to their financial and technological resources. Therefore, course providers should design course activities and assignments to limit the mandatory use of any online tool or technological device that may not be available in all areas, or to all participants. These include but are not limited to microphones, cameras, videos, and applications.

Rubric for Standard 2. Technology

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Meets Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants can complete activities and assignments without additional equipment other than a device for access.</td>
<td>Participants may use an additional technological device (e.g. recording or video equipment) if they so choose, but the use of such equipment is not mandatory, with alternatives offered [Image 4].</td>
</tr>
<tr>
<td>Courses are optimized to function in low bandwidth environments.</td>
<td>Alternative materials are presented alongside primary materials throughout the course, so participants in low bandwidth environments can access them at any time without prior request [Image 5].</td>
</tr>
<tr>
<td>Participants can satisfactorily submit assignments and complete assessments using no other program but Canvas.</td>
<td>Participants are not required to use popular word processing or presentation applications to complete their work, including Microsoft Word and PowerPoint, which are not available for all participants [Images 6 and 7].</td>
</tr>
<tr>
<td>Videos and presentations, if used, take up as little bandwidth and data as possible and are not onerous for participants to view or download.</td>
<td>If videos are used, they should not exceed 5 minutes per video to avoid excessive data and bandwidth usage by participants.</td>
</tr>
</tbody>
</table>

Image 4: Example of submission options presented, with the option to use additional technology tools if the participant has access or needs to submit in a different file format to accommodate accessibility needs.

Source: OPEN Orientation Course
Image 5: Example of alternative materials provided.

Source: OPEN Orientation Course

Image 6: Example of alternative submission method that does not require the use of word processing software.

Source: Teaching Grammar Communicatively Course provided by World Learning
Image 7: Example of alternative submission method that does not require the use of word processing software.

Source: Teaching Grammar Communicatively Course provided by World Learning
Image 8: Example of video lectures divided into < 5-minute segments.

Introductory Lecture (Part 1, 4:49 min)

Week 1: Introductory Lecture 1 (Part 1)

- Many people use technology for communication
- When we communicate, we choose
  - what to express and
  - what technology to use for communication

Introductory Lecture (Part 2, 4:03 min)

Week 1: Introductory Lecture 1 (Part 2)

Jim Kanani, Vocabulary Expert

Source: Using Educational Technology course provided by Iowa State University
Image 9: Example of embedded OfficeMix used in a course.

Standard 3. Open Environments

The OPEN learning environment should be open and accessible to all, regardless of participant location. External applications, websites, and resources should not be used not only because they are external from Canvas, but also because in some countries they may be blocked (e.g. Google in China).

Supporting Explanation

The OPEN Program is a global program, with participants from countries where access to certain websites, programs, and platforms may be limited. Therefore, course providers should not require the use of any program or application that may not be available in all areas, or to all participants, including Google-based products which are inaccessible in China and which may be routinely blocked in other countries with no notice.

Rubric for Standard 3. Open Environments

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Meets Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course resources can be accessed by all participants regardless of location and are independent of required applications and platforms; previously or currently blocked websites (e.g. Facebook, Twitter) are not used.</td>
<td>Participants have full access to course resources and materials, regardless of location. If blocked platforms must be used because of ubiquity (e.g. YouTube and Vimeo), transcripts are provided [Image 10].</td>
</tr>
</tbody>
</table>
Image 10: Example of YouTube videos used and transcripts provided.

Lecture 2: Vocabulary & Technology (33:21 minutes total)

Welcome to the second week of the course. Learning new words is a key part of learning a language.

Please download the transcript for the lecture so you can take notes.

After the lecture, please click on "Next". We will ask you to try out the technology tools.

Vocabulary & Technology (Part 1, 2:49 min)

Source: Using Educational Technology course provided by Iowa State University
DOM A IN 2. FORMAT

Course content and instructional design should reflect generally-held principles of Universal Design (UD); design should be simple and intuitive, user-friendly, allow customization whenever available and provide accessibility alternatives.

Standard 1. Font

Sans-serif (letters without embellishment) is the preferred font for online reading. Without embellishment, letters are easier to read and distinguish on a computer monitor, smartphone, or tablet. 

Supporting Explanation

Legibility is paramount in online learning, and font type and style are crucial. Recommended fonts are Arial, Courier, Verdana, and Calibri. Calibri is the default font for Microsoft Word and the font used throughout this document.

Rubric for Standard 1. Font

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Meets Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course materials and resources (where applicable) use sans-serif fonts optimized for monitors and screens, such as Arial, Courier, Verdana, and Calibri.</td>
<td>All course materials and resources are optimized for online learning on multiple devices [Image 11].</td>
</tr>
</tbody>
</table>

Image 11: Example of materials using the OPEN template in Calibri font.

CREATIVE COMMONS MANUAL FOR PARTNERS

Table of Contents

| Creative Commons Manual for Partners | 1 |
| Introduction | 2 |
| Domain 1: Creating New Materials | 2 |
| Domain 2: Using Existing Materials | 4 |
| Domain 3: Referencing Resources | 6 |
| Domain 4: Attributing Multimedia | 7 |

Source: OPEN Creative Commons Manual for Partners table of contents

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Standard 2. Rendering and Optimization

As OPEN participants are nominated from more than 100 countries around the world, courses should be optimized to render in a variety of internet browsers and formats. Internet Explorer (IE) should be used as the default internet browser. Canvas automatically renders to fit smartphone and tablet screens.

Supporting Explanation
Course providers should assume that participants will utilize smartphones and a variety of browsers. Courses should not be dependent on any plugins associated with a specific internet browser.

Rubric for Standard 2. Rendering and Optimization

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Meets Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course materials, lessons, activities, and resources are optimized and render in any browser.</td>
<td>All materials, lessons, activities, and resources can be viewed and/or completed in the browser available to the participant with no need to provide alternatives, except those requiring alternative materials due to accessibility issues.</td>
</tr>
<tr>
<td>Resources used in course materials can be viewed and manipulated by any user in any technological context. Course materials can be accommodated on smaller screen sizes, such as smartphones and tablets.</td>
<td>Resources are optimized for smaller screens and retain visual engagement [Images 12 and 13].</td>
</tr>
</tbody>
</table>

Image 12: Example of content page text in a wider-screen browser.

Source: Integrating Critical Thinking course provided by World Learning
Introduction to Culture: Script

What is culture? The word **culture** is used frequently, and not just by language teachers or cultural specialists. Pretty much everyone feels comfortable using the term. But how can we define it? I invite you to try right now to define the term culture. If you're listening to this as a sound or video file, press pause and try to put into words what culture means. If you're reading, set this text aside while you try to define culture.

Give yourself at least 5 minutes to write a definition for the word culture.

...How did it go? What does your definition include? When you start really thinking about culture, you realize that it includes or at least influences nearly everything in the human experience. Anthropologist John H. Bodley defined culture as, "what people think, make, and do" (1994, p. 22). This broad definition has been developed in further detail by what is called the 3P model of culture (Frank, 2014). The 3P's are **perspectives**, **practices**, and **products**. Let us look at each of these.

**Perspectives** describe "what members of a culture think, feel, and value" (Frank, 2014, p. 3). This includes ideas about what is important in life, and beliefs about how younger people should relate to older members of society. **Perspectives** define what members of a particular culture consider appropriate and inappropriate behavior.

Source: Integrating Critical Thinking course provided by World Learning
DOMAIN 3. LEARNING ENVIRONMENT

The course learning environment should be collaborative and engaging, incorporating a student-centered approach to technology, and employing all aspects of the previous domains.

Standard 1. Collaboration

Collaboration is a key component of any successful classroom, and the online classroom is no exception. While meaningful collaboration is more challenging to achieve in an online context, it can be achieved with careful planning.

Supporting Explanation

Keeping participants interested is especially important in an online course, where ascertaining engagement is difficult, attrition is high, and withdrawal is relatively easy. It is important for class discussion to be collaborative and engaging. While question-and-response posts on discussion boards can be used as one method of fostering collaboration, more engaging alternatives are available and well-suited to the online space, including classroom debates, role playing (including asking participants to give demonstrations of classroom techniques), case studies, and “jigsaw” activities.

Rubric for Standard 1. Collaboration

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Meets Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants are regularly engaged in collaborative discussions, both as part of assigned activities and independently peer-to-peer.</td>
<td>Student discussion occurs in groups and communities of practice (CoPs). Single-user responses in discussion boards are also featured, albeit on a limited basis [Images 14 and 15].</td>
</tr>
</tbody>
</table>

Image 14: Example of a discussion group with clear instructions, examples, and expectations for successful completion.

Source: OPEN Orientation course
Image 15: Example of single-user discussion and positive acknowledgement from the instructor.

Source: OPEN Orientation course

Standard 2. Asynchronous Instruction

Asynchronous course activities are required in lieu of synchronous activities, due to the global nature of OPEN Program.

Supporting Explanation
While synchronous activities can help foster a sense of class cohesion, they are often impractical for OPEN participants, who live in different countries and time zones, and have a variety of other commitments around which they must schedule course participation. Asynchronous activities are required to ensure accessibility and success.

Rubric for Standard 2. Asynchronous Instruction

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Meets Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course activities are entirely asynchronous.</td>
<td>Participants can access course materials, lessons, activities, resources, and assignments within a designated time frame but at their own discretion, with no required synchronous activities.</td>
</tr>
</tbody>
</table>
Standard 3. Engagement

Courses should be designed to be engaging, as well as informative to support retention.

Supporting Explanation

Participant retention is important in a global online course with an audience of diverse cultures, experiences, and professional interests. Making a course dynamic and engaging will create a special place of instruction, much in the way a decorated classroom would in a face-to-face course. Therefore, courses should present content with dynamic, engaging multimedia and tools to create a place of learning, and support retention.

Rubric for Standard 3. Engagement

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Meets Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course content is engaging and appealing to participants.</td>
<td>Course content utilizes accessible and appropriate graphics, games, polls, and other multimedia that engage participants, all housed within the Canvas LMS [Image 16].</td>
</tr>
</tbody>
</table>

Image 16: Example of a visually engaging content page using text formatting and appropriate graphics.

Introduction to Culture: Script

What is culture? The word *culture* is used frequently, and not just by language teachers or cultural specialists. Pretty much everyone feels comfortable using the term. But how can we define it? I invite you to right now to define the term *culture*. If you’re listening to this as a sound or video file, press pause and try to put into words what culture means. If you’re reading, set this book aside while you try to define culture.

Give yourself at least 5 minutes to write a definition for the word culture.

...How did it go? What does your definition include? When you start really thinking about culture, you realize that it includes or at least influences nearly everything in the human experience. Anthropologist John H. Blugely defined culture as, “what people think, feel, and do” (1994, p. 22). This broad definition has been developed in further detail by what is called the 5P model of culture (Dukes, 2014). The 5Ps are perspectives, practices, processes, problems, and products. Let us look at each of these.

Perspectives describe “what members of a culture think, feel, and do” (Hanks, 2014, p. 3). This includes ideas about what is important in life, and beliefs about how younger people should relate to older members of society. Perspectives define what members of a particular culture consider appropriate and inappropriate behavior.

Perspective shape practices. Practices include the traditions and typical behaviors in a culture. The way people communicate can differ greatly from one culture to another, not just in terms of language but also what people talk about, with whom, how direct they are when communicating, the gestures they use, their use of eye contact, etc. Practices include other behaviors as well, from the formal – for example, attending ceremony traditions – to the informal, such as how people dress and eat on a day-to-day level.

Food is often the first cultural **product** that people think of when they think about another culture. The special foods associated with a particular culture are often the first thing someone unfamiliar with the culture learns about it. Other cultural products include clothing, music, and literature.

Culture is strengthened through its expression. The more people engage in the traditions and ways of living of their culture, the more that culture’s perspectives, practices, and products are reinforced. A tradition that has been practiced for hundreds of years is a very strong tradition. Culture is not static, however. On the contrary, culture is dynamic. A culture’s perspectives, practices, and products can change over time. As we will discuss in later units, this is particularly true when there is contact between cultures.

In today’s globalized world, most people have encounters with members of other cultures, and for many people, this is on a regular basis. These encounters happen in social, political, and commercial contexts. It is therefore important for people, in all areas of their lives, to be able to interact successfully with people who are from cultures that are different from theirs. This ability is called **intercultural competence**.

**Intercultural competence** is needed for people from different cultures – with their different values, practices, and ways of communicating – to avoid conflict and misunderstanding. Intercultural competence requires people to be flexible in their thinking and to recognize that people are complex. To see people in ways that are simple and not complex is to stereotype people.

Intercultural competence is not an all-or-nothing ability. People have different levels of intercultural competence, among themselves, and between cultures and the particular stereotypes that they may believe.

No one can be completely prepared for all the intercultural experiences they will have in the future, and so intercultural competence requires flexibility. It means the ability to think critically about differences. Critical thinking is also necessary to recognize differences and use strategies to minimize conflict and misunderstandings.

As English as a Foreign Language (EFL) teachers, we are preparing our students for future intercultural encounters. In order to understand differences, the first step is to understand “difference from what?” A necessary step in developing intercultural competence is to have a very clear understanding of oneself as a cultural being. That is, we need to understand what our own culture is and how it affects us as day-to-day.
DOMAIN 4. ASSESSMENT

Assessment in OPEN courses provides a way to measure knowledge gain and brings to light issues and challenges for both individual students and the class as a whole. Traditional methods of assessment must be altered in an online environment. Additional strategies are necessary to overcome accessibility hurdles and the development of patterns. The standards below highlight best practices in designing appropriate response types that support users both technically and pedagogically.

Standard 1. Response Types
Assignment and assessment response types are accessible and avoid repetition.

Supporting Explanation
Variation is important in assignment design and structure, particularly in online environments. Repeatedly using the same response type, and in the same order, can establish patterns, which cause participants to lose focus. Assignments that require document submission should be designed to include the option to write responses using freeform text boxes. This increases accessibility for participants who cannot use word processing software for any reason.

Rubric for Standard 1. Response Types

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Meets Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments use multiple response types that avoid establishing patterns and repetition.</td>
<td>Assignments and corresponding response requirements are deliberately structured to avoid the establishment of patterns, and to encourage focus and concentration. A variety of response types (e.g. radio buttons, sliders, drop downs, text entry, rank order) are used [Image 17].</td>
</tr>
<tr>
<td>For assignments requiring written text submission, participants are given the opportunity to submit responses as freeform text (including but not limited to text boxes, emails, or SMS) in addition to uploading a document.</td>
<td>Participants have the option to submit textbox-based assignments, without prior request, for any assignment [Image 18].</td>
</tr>
</tbody>
</table>

Image 17: Examples of a variety of quiz response types.

Source: OPEN Orientation course

Image 18: Example of a text-based option provided for a written assignment.

Source: Teaching Grammar Communicatively course provided by World Learning
Standard 2. Access to Course Elements

Course elements are the building blocks that make up each OPEN course. These can include static elements such as photos or text, or more dynamic elements such as video, interactive activities, or responsive tools (e.g. drag-and-drop). These are designed to be accessed by users in any technological context.

Supporting Explanation
OPEN courses must provide up-to-date pedagogical theories and practices, while adjusting for variation in participant background, and taking into account the limited availability of local support. Participants must be able to access course materials and complete assignments in any environment where technology is available, however limited.

Rubric for Standard 2. Access to Course Elements

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Meets Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multimodal submission of assignments is allowed.</td>
<td>All course assignments are structured to allow multimodal submission, providing options for those with differences in ability and accessibility. For example, allowing an audio file instead of a text file, or vice versa [see Image 4].</td>
</tr>
</tbody>
</table>
GLOSSARY OF TERMS

Accessible design  Design that takes into consideration the needs of people with conditions limiting their performance.

Asynchronous learning  Asynchronous learning is a student-centered teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place among a network of people. (Wikipedia)

Common European Framework of Reference for Languages (CEFR) scale  the CEFR scale is a guideline used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries, including the United States. It contains six levels: (Council of Europe)

<table>
<thead>
<tr>
<th>Level Group</th>
<th>Level Group Name</th>
<th>Level</th>
<th>Level Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Basic User</td>
<td>A-1</td>
<td>Breakthrough or Beginner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A-2</td>
<td>Way Stage or Elementary</td>
</tr>
<tr>
<td>B</td>
<td>Independent User</td>
<td>B-1</td>
<td>Threshold or Intermediate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B-2</td>
<td>Vantage or Upper Intermediate</td>
</tr>
<tr>
<td>C</td>
<td>Proficient User</td>
<td>C-1</td>
<td>Effective Operational Proficiency or Advanced</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C-2</td>
<td>Mastery or Proficiency</td>
</tr>
</tbody>
</table>

Communities of practice (CoPs)  A group of people with a strong interest in something they do. Interacting regularly helps them do it better.

Computer-Assisted Language Learning (CALL)  CALL is the area of applied linguistics concerned with the use of computers for teaching and learning a second language (Chapelle and Jamieson, 1).

Domain  The categories into which the OPEN Program IDOL Standards are divided.

Flesch-Kincaid Readability Tests  The Flesch–Kincaid readability tests are readability tests designed to indicate how difficult a reading passage in English is to understand. There are two tests: the Flesch reading ease, and the Flesch–Kincaid grade level. (Wikipedia)

Optimization  For the purposes of OPEN Program, optimization means using the optimal browser and display to create the most efficient website access.

Rendering  The conversion of digital markup (such as HTML) into an image that can be displayed in a web browser. For the purposes of the OPEN Program, this means moderating the use of certain graphics or markup in order to make content as accessible as possible.

Learning Outcomes  Explain what skills or knowledge course participants will have gained by the completion of their OPEN course. Learning outcomes should be clear, measurable, and achievable.

Performance Indicators  Used to describe the instruction and approach that will demonstrate that a course meets standards.

Rubric  An assessment tool used to describe varying levels of quality of the evaluation criteria.

Standards  “Benchmarks for accountability that teachers, students, or programs will attain” (TESOL 2015).
**Universal Design**  Design that takes into consideration the needs of people of all ages and abilities without addressing the specific needs of any particular group or disability.

**BIBLIOGRAPHY**


