



Online Course Development Resources from CALPRO

Accessibility Checkers

Free Tools

- <http://CynthiaSays.com>
- <http://wave.webaim.com>
- <https://www.webaccessibility.com/>

Free and Fee

List of accessibility checkers: <http://www.w3.org/WAI/ER/tools/complete>

Screen Readers

- Nonvisual Desktop Access (NVDA - free): <http://www.nvaccess.org/>
- JAWS (fee after trial): <http://www.freedomscientific.com/jaws-hq.asp>

Online Course Quality Rubric

Open SUNY course quality review rubric: <https://oscqr.org/get-oscqr/>

Virtual Fieldtrips

- San Diego Zoo: <https://kids.sandiegozoo.org/>
- Yellowstone National Park:
<https://www.nps.gov/yell/learn/photosmultimedia/virtualtours.htm>
- Mars: <https://accessmars.withgoogle.com/>
- Animal Cameras
 - San Diego Zoo Cam: <https://zoo.sandiegozoo.org/live-cams>
 - Monterey Bay Aquarium: <https://www.montereybayaquarium.org/animals/live-cams>
 - Atlanta Zoo Panda Cam: <https://zooatlanta.org/panda-cam/>
 - Houston Zoo: <https://www.houstonzoo.org/explore/webcams/>
 - Georgia Aquarium: <https://www.georgiaaquarium.org/webcam/beluga-whale-webcam/>
- Virtual Farm Tour: <https://www.farmfood360.ca/>
- U.S. Space and Rocket Museum in Huntsville, AL:
<https://www.youtube.com/watch?v=9Qe5RqyMNhc>
- The Louvre: <https://www.louvre.fr/en/visites-en-ligne>
- The Great Wall of China: <https://www.thechinaguide.com/destination/great-wall-of-china>
- Boston Children's Museum (fun for adults too!):
<https://www.bostonchildrensmuseum.org/museum-virtual-tour>



Learner Persistence in an Online and Blended Learning Environment

Presentation: <http://bit.ly/33mmiq1>

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- Woosley, S. (2004). Stop-out or Drop-out? An Examination of College Withdrawals and Re-Enrollments. *Journal Of College Student Retention: Research, Theory & Practice*, 5(3), 293-303. Retrieved from <https://eric.ed.gov/?id=EJ773530>
- Report: One in Four Students Enrolled in Online Courses - OLC. (2016). OLC. Retrieved from https://onlinelearningconsortium.org/news_item/report-one-four-students-enrolled-online-courses/

Designing Engaging Online/Blended Courses

Presentation: <http://bit.ly/2TT97pu>

- Bigatel, P., & Edel-Malizia, S. (2017). Using the “Indicators of Engaged Learning Online” framework to evaluate online course quality. *Tech Trends*, 62(1), 58-70. doi: 10.1007/s11528-017-0239-4. Retrieved from: <https://doi.org/10.1007/s11528-017-0239-4>
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- Laja, P. (2012). *First Impressions Matter: The Importance of Great Visual Design*. CXL. Retrieved 21 February 2019, from <https://conversionxl.com/blog/first-impressions-matter-the-importance-of-great-visual-design/>
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- Dell, C.A., Dell, T. F., Blackwell, T. L. (2015). Applying Universal Design for Learning in Online Courses: Pedagogical and Practical Considerations. *The Journal of Educators Online – JEO*, 13(2), 166-192). Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1068401.pdf>



Increasing Equity in Online and Blended Learning

Presentation: <http://bit.ly/2Wpp1tv>

- Access and Equity for All Learners in Blended and Online Education:
<https://www.inacol.org/resource/access-and-equity-for-all-learners-in-blended-and-online-education/>
- Bias in Online Classes: Evidence from a Field Experiment:
<https://siepr.stanford.edu/sites/default/files/publications/18-055.pdf>
- How Access to Technology Can Create Equity in Schools:
<https://digitalpromise.org/2019/04/29/equity-in-schools-access-technology/>