



Second Run of the Introductory Course

The second run of the introductory course ended on 12 March and had over 4,786 registered users (compared to almost 2,972 for the first run), 2,732 of which actually started the course (compared to 1,700 in the first run). The average number of comments per “social learner” per week was 6-7 (compared to 7 in the first run). These numbers are above average for a FutureLearn course and surpassed the expectations of the MOOCAP consortium partners. In early May, some of these learners were still working through the course and posting comments.

Those who missed the opportunity to sign up for the MOOC may get a new opportunity in the last quarter of 2017. You can already register interest for the next run; you will then be notified by e-mail when the start date of the course has been determined. The URL for the course is still www.futurelearn.com/courses/digital-accessibility.

Further Courses

In addition to an introductory accessibility course, MOOCAP is also offering several further courses (also referred to as “specialised courses” in some of our older materials). These 10 further courses cover a wide range of topics, such as specific types of applications (e.g. mobile apps) or specific design approaches (e.g. user-centred design). The courses also vary in the skills and knowledge they expect learners to bring to the course, e.g. technical skills or knowledge about accessibility. The descriptions below help you decide which courses are right for you.

Note: The course Inclusive Learning and Teaching Environments is scheduled to start on 5 June 2017: <https://www.futurelearn.com/courses/inclusive-learning-teaching>.

Accessible Documents

Target Groups and Required Skills

The main target audience of the course are authors of electronic documents. Amongst others, we are going to acquire the staff of the Technische Universität Dresden (TUD), students of lectures of the TUD, the vocational training centre Würzburg, as well as teachers and students of the University of Hamburg.

Learning Platform

The [Moodle platform](#) at the Johannes Kepler Universität Linz.



Course Duration and Efforts

Participants are expected to invest 3 hours per week for reading and completing exercises. An instructor will be available throughout that period.

Note: This course started on **10 April 2017** and ran for three weeks.

Short Description

In the course Accessible Documents you learn the basics in creating accessible Word documents. Moreover, we dive into details how to create a good image description, forms and we introduce special document formats and contents such digital talking books (DAISY), accessible music, mathematics and plain language.

Long Description

In the introduction of the course Accessible documents, different people will talk about their actual work with document formats and the necessity and hurdle of accessibility in this field. In particular, we talk about accessible documents in education and higher education. Moreover, we introduce special document formats and contents such digital talking books (DAISY), accessible music, mathematics and plain language. In week 2 of the course, you will learn to create accessible Word documents from scratch. Format templates will be the starting point followed by explaining structural document elements such as headings, text paragraphs, tables and links. By the end of the week we will show how to create a PDF from Word and how to check the accessibility with Pave. Image descriptions are crucial with regard to accessibility. For that reason, creating good image descriptions will be the topic of week 3. You will learn and train creating descriptions in a practical and simple manner.

Course Team

Claudia Loitsch, Gerhard Weber, Jens Voegler (Technische Universität Dresden).

Anja Fibich (visiting scientist, [DVBS](#) Marburg).

Course Structure

- Introduction to and overview on accessible audio books, accessible music, and math.
- Creating accessible Word documents for export to accessible PDF
- Describing images

Certification

No certification has been planned.

How to Register

Registering for the course requires the following steps:

1. Go to the learning platform (Moodle) at <http://at.integriert-studieren.jku.at/course/index.php>.
2. Click “Log in” to access the log-in page. If you don’t have an account yet, go to “Create new account”. On the “New account” page, fill in all the details required to create an account (except for city/town and country, all form fields are obligatory) and submit the form. You will then receive a confirmation e-mail at the e-mail address you provided in the form.
3. The **confirmation e-mail** will contain a link that will confirm your registration and take you to your “dashboard” on Moodle. You can then go to the “Courses” page and select “Accessible Documents”. Self-enrolment will open on **Monday 10 April**. You will then need the access key **Moocap_49** to access the course.

Intellectual Disability and Inclusion

Target Groups and Required Skills

This course is targeted towards those wishing to learn more about assistive ICT in the domain of intellectual disability (ID). It will also be useful for developers of assistive ICT who should engage in user-centred design, to include those with intellectual disability as co-designers in the development of applications to meet their requirements. The course does not require any specific skills.

Learning Platform

It will be run on the Coursesites by Blackboard Platform.

Course Duration and Efforts

The course will be a five-week self-paced course. Students will be expected to spend 3 hours per week following the materials and doing exercises and assignments.

Short Description

In this course, you will learn about assistive technology and intellectual disability. You will be introduced to topics around design. In particular, you will learn about the inclusion of people with intellectual disability as co-designers in the development of assistive ICT.

Long Description

In this course, you will learn about Intellectual Disability and the uses that people with intellectual disability have for technology. The course will explore the range of assistive technology for people with intellectual disability with a specific focus on assistive ICT.

The challenges of using this technology will be discussed. You will be introduced to topics around design and will especially consider how design impacts on the usability of products and technology.

The course looks at the inclusion of people with intellectual disability as co-designers in the development of assistive ICT. In order to develop products that meet their requirements, it is essential that the users are part of the development process. This discusses an approach for developing applications using a community based co-design framework.

Course Team

John Gilligan (Dublin Institute of Technology).

Course Structure

Week 1: Introduction to Intellectual Disability, Challenges and Opportunities

- A broad introduction to intellectual disability
- People with intellectual disability
- Technology and intellectual disability

Week 2: Assistive Technology

- Technology for everyday living
- Assistive technology and intellectual disability
- Mobile technologies
- Technology challenges for people with ID

Week 3: Using Technology - Challenges involved in using technology

- Unusable technology
- Aiming higher for the best user experience
- User first
- Approaches to design



- Standards

Week 4: Designing for people with Intellectual Disability

- General principle
- User-centred design
- Community-based co-design projects: a case study

Week 5: Opportunities

- The evolving world
- Simpler processes for independent living
- The challenges of this brave new world
- Review and conclusions

Certification

No certification has been planned.

How to Register

Information will be provided later.

Inclusive Learning and Teaching Environments

Target Groups and Required Skills

This course is aimed at all those who have an interest in teaching and learning environments in higher education. This may include students, academics, librarians, technologists and administrators. It is aimed at those who are interested in the way we create, communicate and collaborate to enhance skills in an inclusive environment. The course does not require any specific skills other than an ability to use technology to handle online accessible materials and a willingness to take part in a course that is designed to offer multiple approaches to teaching and learning situations.

Learning Platform

[FutureLearn](#).



Course Duration and Efforts

The course will be a tutor-led three week course with the expectation that learners will take three hours each week on the course. Studying will involve some research in the area of accessibility along with the use of strategies involving technologies that enable those with disabilities to access teaching and learning environments and resources.

Short Description

This course will cover aspects of digital accessibility related to the learning and teaching environments experienced by students, teachers and support staff in higher education. It will explore the barriers experienced by those with disabilities and strategies for creating, communicating and collaborating to make these environments more inclusive.

Long Description

In this course you will learn to evaluate the various different teaching and learning environments for their ease of use by those with disabilities. Gain knowledge in the way different environments can be made accessible by the introductions of multiple formats and alternatives to some of the more traditional teaching and learning methodologies. Digital accessibility will be at the heart of the course as you gain knowledge as to how creating accessible teaching and learning environments can further enhance and encourage successful communication with increased collaboration between learners, their peers as well as those providing the courses.

Course Team

Professor Mike Wald, E.A.Draffan, Abi James and colleagues with support from the [ILlaD](#) team at the University of Southampton.

Course Structure

Week 1: Create

- Creating inclusive learning practices
- Introduction to Inclusive Learning
- Students and staff perception of inclusive learning
- How inclusive learning practices differ from individual adjustments
- Creating inclusive learning and teaching materials

Week 2: Develop

- Developing inclusive learning environments



- Using technology to improve accessibility of delivering teaching materials
- Inclusive library services
- Inclusivity in science, practical sessions and fieldwork
- Setting inclusive assignments and assessments

Week 3: Encourage

- Encouraging inclusive collaborative learning opportunities
- Planning for inclusive collaboration learning activities
- Encouraging inclusive opportunities for shared learning activities
- Ensuring online activities are inclusive to all

Certification

Available on completion from FutureLearn.

How to Register

FutureLearn will alert those interested in the course ahead of time. It will be advertised by them and anyone can show an interest.

Course URL for free registration: <https://www.futurelearn.com/courses/inclusive-learning-teaching>.

Assistive Technologies

Target Groups and Required Skills

The target groups of this course are people who have an interest in assistive technologies for people with disabilities. The course does not require any specific skills.

Learning Platform

The [Moodle platform](#) at the Johannes Kepler Universität Linz.

Course Duration and Efforts

The course will be a five-week self-paced course. Students will be expected to spend 3 hours per week on reading & watching the materials and doing exercises and assignments.



Short Description

This course gives an overview of current state of the art assistive technologies (AT) for people with disabilities. The course will cover AT for all kinds of disabilities but has a strong focus on AT that allows people to operate a computer.

Long Description

In this course you will gain a basic understanding on assistive technologies (AT) for people with disabilities. The course will start with a brief introduction on the history and the evolution of AT. To give students an understanding about the problems that the different groups of people with disabilities have in their daily life examples for barriers will be given.

The course will then cover special methods how people with disabilities can access and perceive content. Students will learn for example how blind people access information, what barriers they encounter and how AT helps them to overcome these barriers.

In addition, alternative ways of how to interact and operate a computer, like switch access control or eye-tracking control, are demonstrated in this course.

Course Team

- Dominique Archambault & Saber Heni (Université Paris 8 Vincennes Saint-Denis).
- Peter Heumader & Reinhard Koutny (Johannes Kepler Universität Linz).

Course Structure

Week 1: Introduction

In this unit a general overview on the scope of assistive technology will be given. It starts with the definition and will give a short overview on the history and the evolution of AT. To give you an understanding about the problems that the different groups of people with disabilities have in their daily life examples for barriers will be given.

4. Welcome
5. Assistive technologies - a definition
6. History and evolution of AT
7. Requirements to ordinary products
8. Barriers for Vision Impaired People
9. Barriers for people with physical disabilities
10. Barriers for deaf and hard of hearing people
11. Barriers for people with learning disabilities

12. What have we learnt?
13. Test your knowledge

Week 2: Access to Content 1

The second unit covers special methods how people with disabilities can access and perceive content. Braille devices and screen readers for blind people will be introduced as well as screen magnification software for people with low vision. In the practical part of the unit you will be given the chance to try out some of the AT by yourself.

Content:

1. Introduction to the problem
2. Common problems
3. Speech output
4. Braille devices
5. Screen readers
6. Test a screen reader
7. Screen magnification
8. Technology for colour-blindness
9. Test a screen magnifier
10. What have we learnt?
11. Test your knowledge

Week 3: Access to Content 2

This unit covers AT for deaf and hard of hearing people as well as special technology for people with learning disabilities. Again you will be given the opportunity to try out some of the technology that was introduced by yourself to get a deeper insight.

Content:

1. Subtitles for videos
2. Audio descriptions for videos
3. Create captions on YouTube
4. Tools for deaf and hard of hearing people
5. Text layouts for people with learning disabilities
6. Easy2Read
7. Tools for people with learning disabilities

8. Try out a tool
9. What have we learnt?
10. Test your knowledge

Week 4: Control Input

In addition to the previous units that focused on the perception of content this unit will focus on how users with disabilities can operate a computer. You will get an overview on the technologies that people with physical disabilities use and how you can control a computer in many different ways.

Content:

1. Introduction to the problem
2. Common problems
3. Technologies to control a computer
4. Pointing devices
5. Head tracking and eye tracking
6. Try out a head tracker
7. Alternative keyboards
8. Virtual keyboards
9. Switches
10. Switch access scanning mechanisms
11. Try out switch access scanning
12. Speech recognition
13. Software tools
14. Try out selected tools (assignment)
15. What have we learnt?
16. Test your knowledge

Week 5: Conclusion and Further Ideas

The final unit will provide a conclusion of what you have learnt in the previous units. In addition, you will get hints and clues where you can find more information about the material if you are interested in further information about the topic.

Content:

1. Summing it up

2. Need for accessibility
3. Basic principles of creating accessible software
4. Accessibility APIs and why they matter
5. Control an accessible and an inaccessible application with AT
6. Further information
7. What have we learnt in this course?
8. Final test quiz

Certification

No certification has been planned.

How to Register

Information will be provided later. The instructions are the same as for the course Accessible Documents, but the access key will be different.

User Interface Personalization

Target Groups and Required Skills

The course is aimed at students, professionals and anyone else who has sufficient technical skills to install software and basic web development skills (HTML, CSS, JavaScript and JSON).

Learning Platform

Information will be provided later.

Course Duration and Efforts

Duration & estimated effort per week: four weeks, 3 hours per week.

Provisional start date: early June 2017.

The course will be **instructor-led**. After the first run, it may be made available as a self-paced course.

Short Description

In this course, you will learn the fundamentals of user interface personalization in the context of web sites and web applications. You will learn how user interface personalization can be used to adapt web pages to a diversity of needs, especially the

needs of people with disabilities. The course will explain the difference between adaptable and adaptive user interfaces, and why adaptable user interfaces have been only moderately successful.

You will get an introduction to the [Global Public Inclusive Infrastructure](#) (GPII) framework and its infrastructure of automatically adapting a user interface to a user's needs and preferences. (Optionally, you will also learn how to make an example web application adaptable by connecting it with the Global Public Inclusive Infrastructure (GPII) framework.)

Long Description

- What is the difference between adaptable and adaptive user interfaces?
- What are some common approaches to user interface personalization?
- What features of web pages and web applications can be adapted to support diverse needs, especially the needs of people with disabilities.
- How do I develop or adapt a web site / web application so it becomes adaptable and personizable?
- What is the Global Public Inclusive Infrastructure (GPII) framework and how does it support personalization?
- How do I use Global Public Inclusive Infrastructure (GPII) framework to make a website adapt to a user's needs and preferences?

Course Team

- Christophe Strobbe, Hochschule der Medien / Stuttgart Media University.
- Gottfried Zimmermann, Hochschule der Medien / Stuttgart Media University.

Course Structure

Week 1: Introduction to Personalization

- Examples of (user interface) personalization.
- Goals and structure of the course.
- What are adaptable interfaces, adaptive interfaces and personalization?
- Why is automatic personalization needed? How is it relevant to accessibility?

Weeks 2 & 3: Understanding Personalization on Web Pages and Sites

- Demos of personalization on the Web

- Identifying adaptable features in a web site or web application. How can such features be described in a formal way?
- Features to be covered in weeks 2 and 3 include
 - Stylesheet switching and CSS Media types.
 - Mouse indicator/cursor, text cursor.
 - Visibility of focus indicator.
 - Text (fontface, text size, alignment, line-height, ...)
 - Links (CSS dynamic pseudo-classes)
 - Images
 - Background images (CSS background-image and related properties)
 - Videos (captions and audio description)
 - Positioning and layering
 - Multi-column layout
 - Dynamic display and hiding of elements
- More complex user interface changes, e.g. providing a simplified user interface.

Week 4: Hands On: Personalizing a Web Interface

A hands-on task will require learners to make a sample website personalizable. This task will require good skills in HTML, CSS and JavaScript.

Week 5: Introduction to GPII

- What is the General Public Inclusive Infrastructure (GPII)?
- Demo(s) of personalization on the desktop.
- Understandings needs & preference terms in GPII. Needs & preference terms describe how software settings should be tweaked to fit the needs & preferences of the user; they don't describe the user's abilities or disabilities.

Certification

Information will be provided later.

How to Register

Information will be provided later.



User-Centred Design for Accessibility

Target Groups and Required Skills

The target group of this course is people who have an interest in making digital systems accessible. This may include project managers, developers, students, and teachers. The course does not require any specific skills.

Learning Platform

The Canvas server at the Oslo and Akershus University College of Applied Sciences (HiOA). Course materials will be made available as Open Educational Resources (OERs).

Course Duration and Efforts

The course will be a four-week self-paced course. Students will be expected to spend 3 hours per week on reading & watching the materials and doing exercises and assignments.

Short Description

This course will focus on involving users in the design and development of accessible ICT systems. It will cover what user-centred design (UCD) is, why it is important, and how to use it to ensure accessibility of your ICT systems.

Long Description

In this course you will learn how to use user-centred design to ensure accessibility of ICT systems. The course will cover different aspects of user-centred Design (UCD), including principles, activities, processes and methods. Challenges of using UCD to ensure accessibility will be discussed and methods for addressing the challenges will be covered. The course will also give suggestions to current and future ICT project leaders on using UCD in their projects.

How to use UCD to ensure the accessibility of ICT systems will be at the heart of the course. You will gain knowledge on the different methods to involve diverse users in the UCD process, including users with disabilities, such as how to recruit users, how to communicate with users. The methods will be demonstrated through examples. You will practice the gained knowledge through quizzes and exercises.

Course Team

Wei Qin Chen, Norun C. Sanderson, Siri Kessel and colleagues with support from the research group Universal Design of Information and Communication Technology (UD-ICT) at Oslo and Akershus University College of Applied Sciences.

Course Structure

Week 1: Introduction

- Course introduction, including course structure and learning outcome
- Introducing user-centred design (UCD)
- UCD process, activities and principles
- UCD is important for accessibility
- Reading for Week 1
- Quiz

Week 2: Challenges

- Addressing challenges using UCD for accessibility
- Example of using UCD for accessibility
- Challenges
- Addressing challenges
- Addressing challenges in the example
- Discussion activity (other challenges, how to address them)

Week 3: Methods

- Methods in using UCD for accessibility
- Recruiting users
- Communicating with users
- Data collection methods in UCD
- Rewards
- Discussion activity (choose a case and methods)

Week 4: Example

- Demonstrating user testing for accessibility
- Steps
- Recruitment
- Planning

- Testing
- Discussion activity (what would you do differently?)

Certification

No certification has been planned.

How to Register

Interested persons can contact [Professor Weiqin Chen](#) for registration.

Accessible Web

Target Groups and Required Skills

The main target audience of the course are stakeholders involved in creating web pages, for instance private or public clients of web pages, contractor and developers, usability and accessibility consultants as well as tester. There are no specific skills required to participate in the course.

Learning Platform

The [Moodle platform](#) at the Johannes Kepler Universität Linz.

Course Duration and Efforts

The course will run for four weeks and starts in April or May 2017. About 3 hours are needed per week to follow the course. This includes reading and performing assignments. An instructor will be available and follow the discussions.

Short Description

In the course Accessible Web you will learn how to develop accessible HTML5 web pages. In particular, we will explain the basics concerning structure and design and we will dive into details of accessible input elements and dynamics contents.

Long Description

In the introduction week of the course Accessible Web, different stakeholder (clients, contractors, consultants) talk about their role and challenges in the process of developing an accessible web page. Aspects towards accessibility and inclusion, motivation to consider accessibility, implementation, benchmarking and monitoring accessibility are addressed. In week 2 of the course, we explain the basic structure of an HTML5 web page, including sectioning with HTML5 elements, organization with headings

or accessibility navigation. After that we dive into the details to make your web page pretty by considering accessibility likewise. Week 3 of the course focus on using HTML5 input and media elements in an accessible way. In particular, we explain the specialities of using elements such as forms, [captchas](#), video, audio, and images. Supporting dynamics by using [WAI-ARIA](#) elements is the topic of week 4.

Course Team

Claudia Loitsch (Technische Universität Dresden), Peter Heumader (Johannes Kepler Universität Linz), Gerhard Weber (Technische Universität Dresden), Jens Voegler (Technische Universität Dresden).

Course Structure

- Implementing, benchmarking and monitoring accessible web sites
- Accessibility in HTML5
- Access to multimedia and accessible input for HTML5

Certification

No certification has been planned.

How to Register

Information will be provided later. The instructions are the same as for the course [Accessible Documents](#), but the access key will be different.

Accessible Mobile Apps

Target Groups and Required Skills

This course is targeted towards software developers who have a basic knowledge of mobile application development. During the course, students will develop an accessible Android or iOS application. Therefore Android Studio or XCode is required and basic skills in one of the programming languages (Java or Swift) is also required. Having a mobile device for testing is also highly recommended.

Learning Platform

The [Moodle platform](#) at the Johannes Kepler Universität Linz.

Course Duration and Efforts

The course will be a five-week self-paced course. Students will be expected to spend 5 hours per week on reading & watching the materials and doing exercises and assignments.

Short Description

In this course you will learn how to create an accessible mobile application on Android or iOS.

Long Description

This course will show the principles that ensure that mobile applications are not restricted to mainstream users, but can also fulfil the requirements that make them accessible to everyone. Practical exercises that can be done on the main mobile operating systems will be proposed and explained. You will start with a scaffold project that is a fully functional media player for either iOS and Android. The player is working - but not accessible. Over the duration of this course you will learn why this player is not accessible and step by step you will turn it into an accessible app.

Course Team

- Dominique Archambault & Saber Heni (Université Paris 8 Vincennes Saint-Denis).
- Peter Heumader & Reinhard Koutny (Johannes Kepler Universität Linz).

Course Structure

- Lesson 1: Basic concepts of mobile accessibility
- Lesson 2: Experiencing accessibility on mobile devices
- Lesson 3: Accessibility on Android
- Lesson 4: Accessibility on iOS
- Lesson 5: Accessibility on Cross-Platform Frameworks

Certification

No certification has been planned.

How to Register

Information will be provided later. The instructions are the same as for the course Accessible Documents, but the access key will be different.



Design Innovation: Inclusive Approaches

Target Groups and Required Skills

This course is for anyone interested in design and innovation. By design, we mean any type of product or service or system design that is human centric. By innovation, we refer to innovations that are new or novel ways of doing things, that improve a situation and can even have far reaching impacts on mankind.

There are no special skills required other than an ability to use technology to handle online accessible material.

Learning Platform

[Open eClass](#).

Course Duration and Efforts

The course runs over 5 weeks and requires between 3-5 hours of work a week, both to read and watch the materials, and to undertake exercises that are part of the course. The course is self-paced.

Short Description

The purpose of this course is to demonstrate how design innovation can be encouraged by thinking about and including accessibility. Examples will be drawn from innovative areas like smart homes and 'ambient assisted living', as well as everyday encounters with ubiquitous self service kiosks. The course will also cover some foundational tenets of inclusive approaches, such as the social model of disability, legislation and standards, ergonomic and business aspects.

Long Description

In this course you will learn about the relationship between design innovation and inclusive approaches. Week by week, you will be introduced to concepts, methods, tools, application areas and case studies related to inclusive approaches. Concepts, such as the social model of disability, and tools, such as standards and legislation about the accessibility of products and services, will be illustrated in domains of current everyday applications of self service technologies, or in more futuristic smart homes and service robots scenarios. Finally, case studies of innovation practices and implementation of innovation processes in organisations and businesses will demonstrate the power of inclusive approaches to foster innovative products and services that simply 'make things better for everyone.'



Course Team

Department of Product and Systems Design Engineering, University of the Aegean:

- Jenny Darzentas
- John Darzentas
- Dimitris Zisis
- Panayiotis Koutsabasis

Course Structure

- Week 1: Introduction: Why inclusive approaches - Social model of Disability
- Week 2: Kiosks and Legislation and Standards
- Week 3: Smart homes - social model, standards, business and design
- Week 4: Business and Innovation - case studies
- Week 5: Conclusion: Incorporating Inclusive approaches in your organisation

Certification

No certification has been planned.

How to Register

Information will be provided later.

Accessible Gamification

Target Groups and Required Skills

Anybody who is interested in deriving knowledge from Game Design for non-game contexts and software developers who want to learn about combining gamification and accessibility in particular.

Learning Platform

Information will be provided later.

Course Duration and Efforts

The course is self paced with about 60 minutes of material spread over 5 weeks. Participants should reserve another hour or two per week for homework and time to think and reflect on the topics.

Provisional start date: early June 2017.

Short Description

The course will start with an introduction to well-known gamification patterns and approaches. This will lead us to an interesting challenge: combining accessibility and gamification. To solve this, we will take one step back and look at digital games to find patterns that make them fun and entertaining. The course will guide you through a series of games, where we derive game design patterns to serve as basic building blocks for an accessible gamification approach.

Long Description

You will learn how to derive patterns by dissecting the game design of actual, commercial games. Here, we will dive into five of the most prominent game design patterns, namely Reward, Development, Exploration, Challenge and the Action Space. For each of these fields, we derive patterns on how to apply the respective core principle without relying on visual representations, thus building the foundation of an accessible gamification framework. After completing the course, you should be able to utilize your learned patterns when designing, extending or describing an applications, not just its front end.

Course Team

Andreas Stiegler (Hochschule der Medien / Stuttgart Media University).

Course Structure

Week 1: Gamification

- Games and fun
- Gamification
- Quest: some real-world examples for motivation
- Players: Bartle
- Quest: genres & players; classification quiz
- Beyond Bartle
- Quest: Analyze some games you play! / What kind of player are you?

Week 2: Accessible Gamification

- Gamification Concepts

- Quest: Sample Business Process
- Gamification Requirements
- Quest: Picture Show: real world examples. Is there gamification involved?
- Accessibility: personalization vs accessibility; Universal Design; gamification and accessibility.
- Quest: find some collisions of accessibility & gamification

Week 3: Game Design Patterns

- One Step Back
- Quest: game design vs game mechanics
- Reward
- Quest: examples: Dungeon Crawler
- Discovery
- Quest: Examples: Space Sims
- Challenge
- Quest: examples: RTS
- Development
- Quest: Examples: MMOG
- Action space
- Quest: examples: FPS
- Quest: pick a game of your choice and dissect it

Week 4: Examples: Reward & Challenge

- Reward: immediate & measurable; designing reward (Skinner box, achievements, exclusivity)
- Quest: showcase: RPG quest rewards
- Challenge: business process vs gamification; designing challenge
- Quest: showcase: Casual “Arkanoids”
- Applications for the web
- Quest: design a quest for an RPG



Week 5: Examples: Action Space & Development

- Action space: action space models; action space pollution
- Quest: TCG strategies
- Development: characters and history; visuals; economy
- Quest: MMOG characters
- Applications for the web
- Quest: take a look at your web browser and its action space

Certification

No certification has been planned.

How to Register

Information will be provided later.

Open Educational Resources for the Introductory Course

MOOCAP's introductory course on accessibility is based on a collection of resources that are available under the Creative Commons Attribution 4.0 International licence (CC-BY 4.0). These Open Educational Resources (OERs) can be reused by anyone, but they are primarily intended for reuse in an educational context. The full list of resources is available on the web page at http://gpii.eu/moocap/?page_id=844.



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