



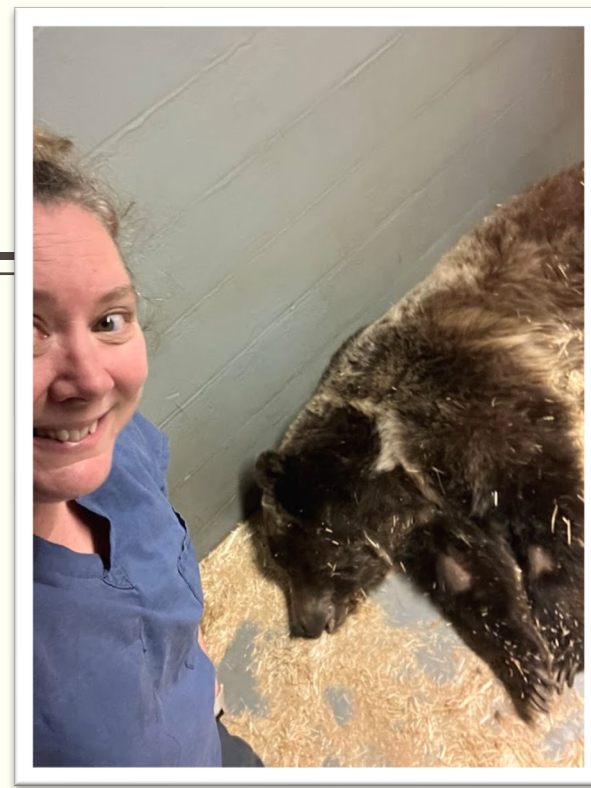
KATI MARSHALL PROJECT PRESENTATION

"Bridging Digital Spaces: Connecting Accessibility and
Learning Theories Across Web and Learning Environments"
April 23, 2025



Kati Marshall

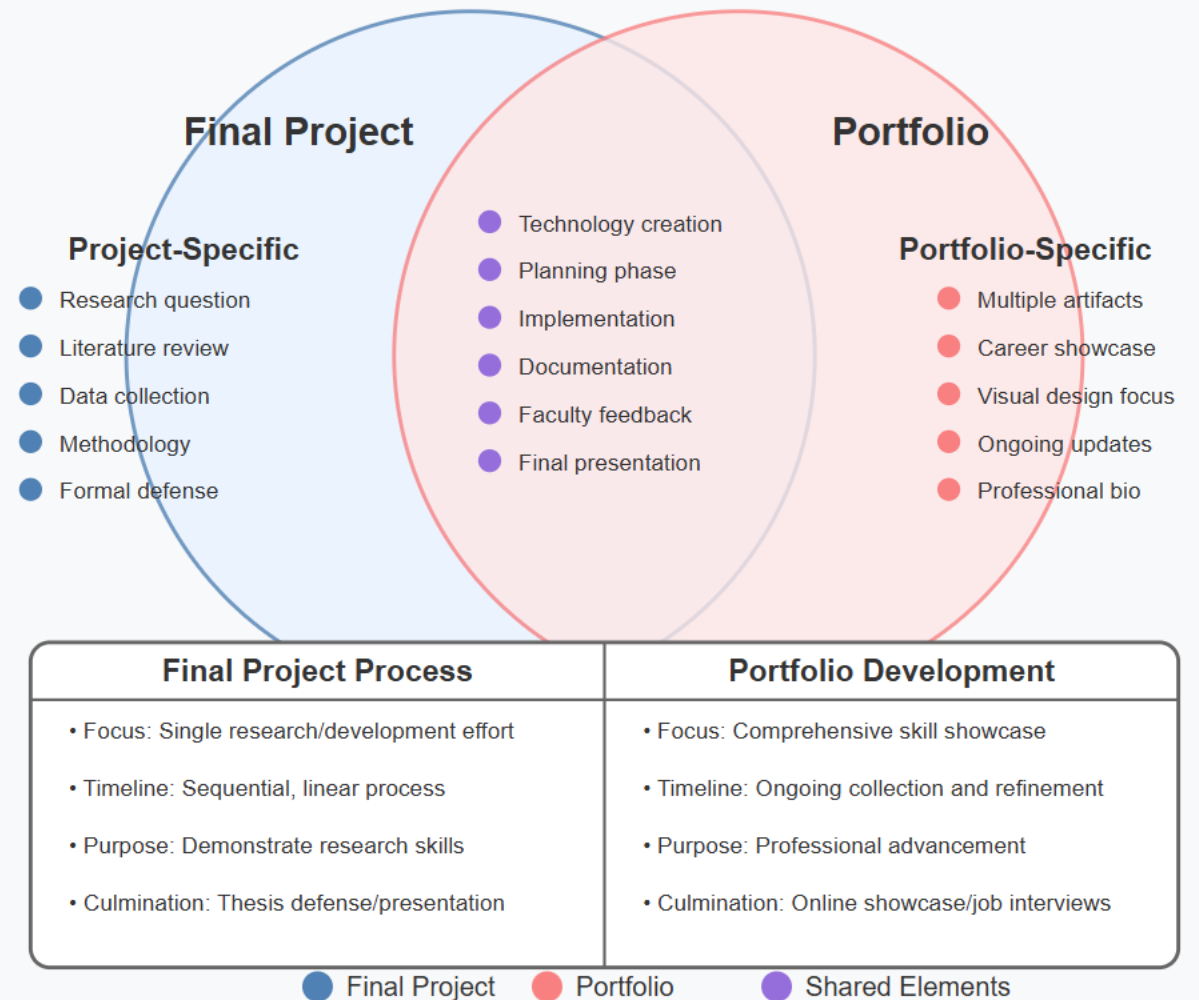
- WOU Class of 2025
 - PCC Instructor
 - Certified Veterinary Technician
 - OHSU West Campus Manager & Trainer
-
- Why an EdTech major?



Project vs Traditional Portfolio

- My portfolio selection
- My Standards selection
- My two projects

Final Project vs. Portfolio Development in Educational Technology



Project Artifacts

ACCESSIBLE LEARNING: THE OAALAS CERTIFICATION WEB SITE



Accessibility Implementation & User Experience Design

Target Audience & Approach

- Designed for older learners with limited internet experience
- Focuses on accessibility, simplicity, and user-friendly navigation
- Follows W3C Web Accessibility Initiative (WAI) guidelines and WCAG 2.1
- Deliberately low-tech without flash elements
- Designed to enhance learning without technical distractions

Navigation & Structure

Fixed Header Menu

- "Frozen" header remains visible while scrolling
- Provides consistent access to navigation

Content Organization

- Lectures on a single page with clear hierarchies
- Streamlined format prevents information overwhelm

Multimedia & Content Accessibility

Captioned Video Content

- Webex integrated transcripts and captioning
- Supports deaf or hard-of-hearing users

Alternative Text

- Comprehensive alt-text for all images
- Ensures access for screen reader users

Visual Design Elements

Enhanced Typography

- Larger text sizes and sans-serif fonts
- Improves readability for vision impairments

Generous White Space

- Reduces visual clutter and cognitive load

Responsive Text Wrapping

- Eliminates horizontal scrolling

Large Interactive Elements

- Appropriately sized buttons and clickable elements
- Easier for users with reduced motor control



AECT 1: Design
Creating effective learning experiences & environments

1.1 Creating

- Learning objectives, Course Structure

1.2 Using

- Content organization, UI design

1.3 Assessing/Evaluating

- User testing. Content Reviews

1.4 Managing

- Study schedules. Navigation

1.5 Ethics

- Accessibility features

AECT 2: Development
Creating instructional materials & experiences

2.1 Creating

- Narrated PowerPoints. Videos

2.2 Using

- Multimedia integration

2.3 Assessing/Evaluation

- Content quality review

2.4 Managing

- Content Updates. Version control

2.5 Ethics

- Citation of sources

AECT 4: Management
Planning, organizing, & coordinating resources

3.1 Creating

- Self-paced Learning modules

3.2 Using

- Adaptive learning paths

3.3 Assessing/Evaluating

- Usage analytics

3.4 Managing

- Access control. User support

3.5 Ethics

- Data privacy practices

AECT 3: Utilization
Using processes & resources for learning

4.1 Creating

- Progress tracking systems

4.2 Using

- Resource organization

4.3 Assessing/evaluating

- Resource utilization analysis

4.4 Managing

- Important abbreviations

4.5 Ethics

- Transparent data policies

5.1 Creating

- Pre/post assessments

5.2 Using

- AALAS Exam Prep

5.3 Assessing/evaluating

- Question analysis

5.4 Managing

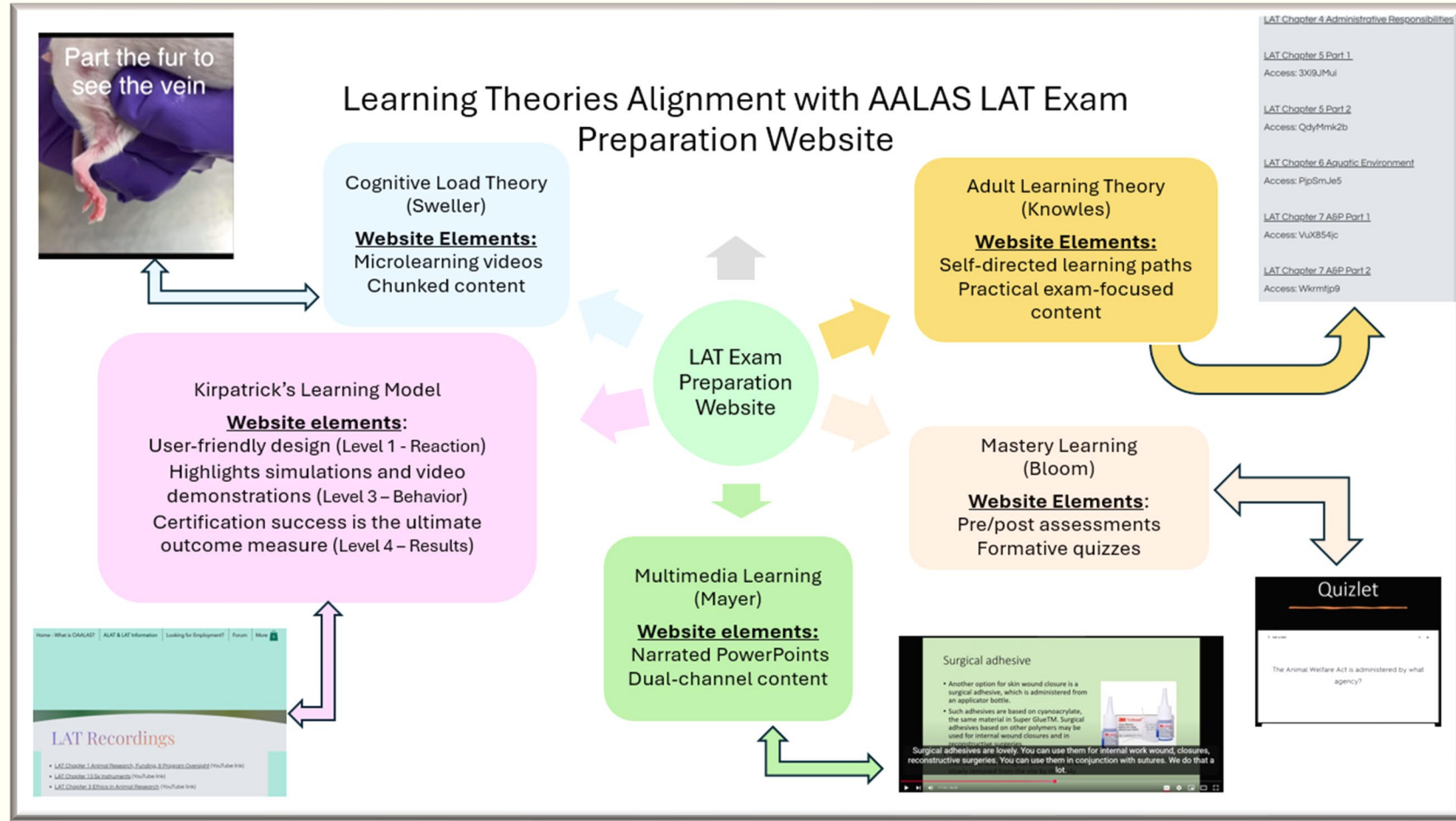
- Assessment results

5.5 Ethics

- Fair assessment practices

AECT 5: Evaluation
Assessing adequacy of instruction & learning


Website Artifacts







Home	▶ ALAT Chapter 1: Field of Laboratory Animal Science
Announcements	
Modules	
Discussions	▶ ALAT Chapter 2: The Research Environment
Quizzes	
Grades	
Syllabus	▶ ALAT Chapter 3: Facility Security
People	
Files	
Lucid (Whiteboard)	▶ ALAT Chapter 30: Fish
	▶ ALAT Chapter 31: Amphibians
	▼ ALAT Chapter 32: Ferrets

▼ ALAT Chapter 2: The Research Environment

 Lecture & Discussion: ALAT Chapter 2 - The Research Environment

 Quizlet ALAT Ch 2.mp4

 Quiz - ALAT Chapter 2
16 pts

Artifact Element – Content Development



Abbreviations to memorize

- AAALAC: Association for Assessment and Accreditation of Laboratory Animal Care International. It's a private, nonprofit organization that promotes humane treatment of animals in science through voluntary accreditation programs. Think of it as a seal of approval for animal care in research facilities.
- ACP: This refers to the Animal Care Panel, a group started by veterinarians who specialized in laboratory animal medicine. It is now American Association of Laboratory Animal Science (AALAS).
- USDA: United States Department of Agriculture. A federal agency that oversees various aspects of agriculture, including the welfare of animals. They enforce the Animal Welfare Act and Animal Welfare Regulations.
- APHIS: Animal and Plant Health Inspection Service. This is a part of the USDA. APHIS is specifically responsible for enforcing the Animal Welfare Act and regulating the transportation of animals
- IACUC: Institutional Animal Care and Use Committee. This is a committee present at each research institution that uses animals. They review and approve all research protocols involving animals to ensure ethical treatment and compliance with regulations.
- IO: The Institutional Official. This is the person at a research institution who is ultimately responsible for the institution's animal care and use program.

Artifact Element – Glossary

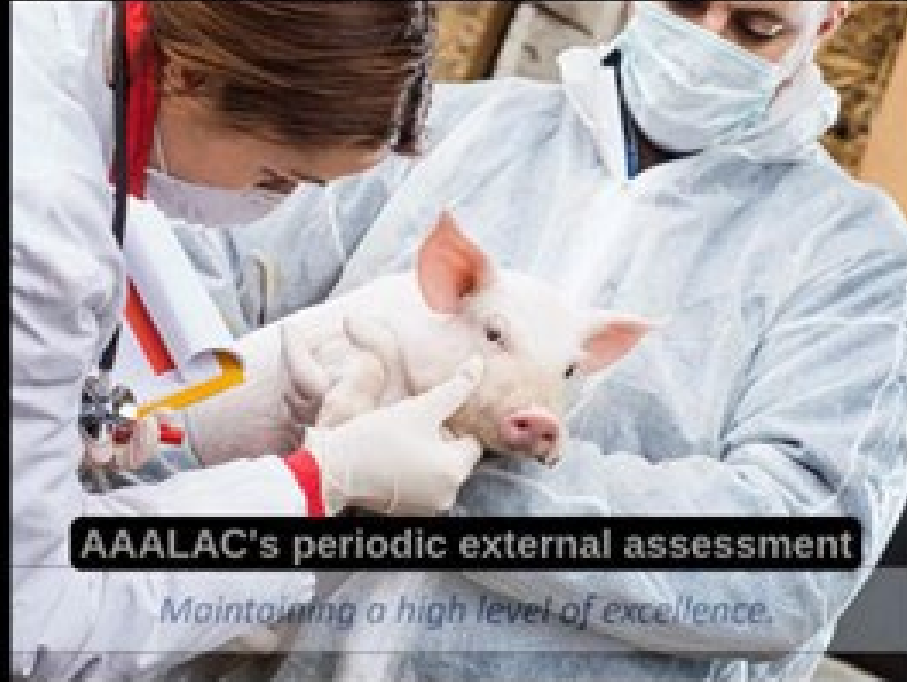
Learning objectives

- Identify the organizations that regulate laboratory animal care
- List standards specified in The Guide
- Recognize key elements of the AWA, AWR, PHS Policy
- Define each of the 3Rs
- Describe animal welfare concerns, to whom they are to be reported, and how that process occurs.



Artifact Element – Learning Objectives

Facility Accreditation: AAALAC International



AAALAC's periodic external assessment

Maintaining a high level of excellence.

Artifact Element – Microlearning

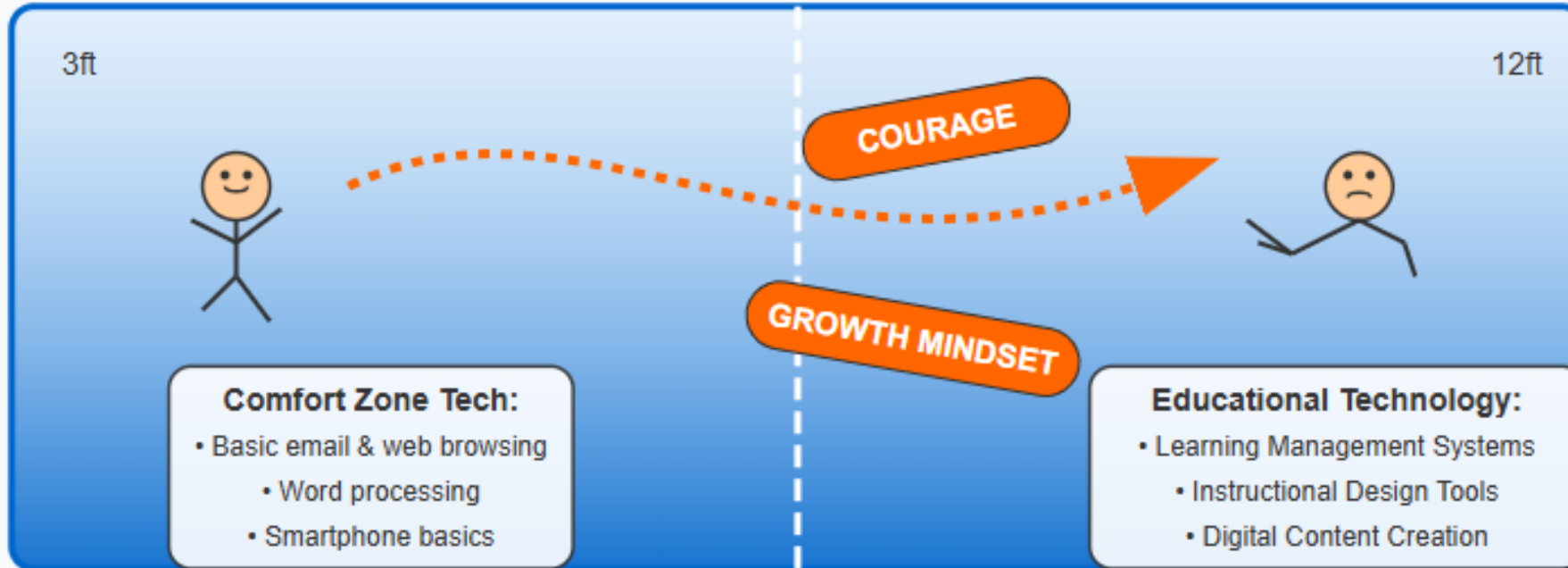
From Tech Struggles to Educational Technology Dive

"I've always struggled with learning new tech..."

Shallow End (Comfort Zone)

"...it's almost laughable that I jumped headfirst into the deep water of educational technology!"

Deep End (Educational Technology)



Visualization of the personal journey from tech reluctance to educational technology immersion

Bridging
Digital Spaces:
Lessons
Learned and
Paths Forward

Image
developed
with
Claude.AI



Links

- Portfolio website: <https://sites.google.com/view/katimonk/home?authuser=0>
- OAALAS website: <https://oaalas.wixsite.com/oaalas>
- Canvas: <https://canvas.instructure.com/courses/6007330>
- YouTube for course content video:
https://www.youtube.com/watch?v=CZWa_S6YKA8&list=PLEjSO0e7qf6yZq_8X96DeunsqH_MLauj0&index=3