In the previous chapter you looked at the challenges involved in writing for diverse audiences. You became aware that diversity is not limited to international audiences, but that just one group may contain learners with varying learning styles, native languages, and cultural backgrounds.

This chapter focuses the work on accessibility in the better-known sense. That is, accessibility issues such as levels of cognitive development, health, mobility, and perceptual factors which inform user-centered design practices. This chapter includes gender and technical access issues as well.
Key Ideas

By the end of the chapter, you should be thinking about the accessibility concerns of your audience. As in Chapter 2, you should also be able to evaluate your current content and the content of other available e-Texts for accessibility and appropriateness.

Key Terms

This chapter introduces a number of terms and phrases that you may not be familiar with. These terms are listed in the Handbook with enough space to define them in your own words or note examples, references, and resources (go to Key Terms in Chapter 3 of the Handbook).

- Accessibility
- Ways of knowing
- Intrinsic motivation
- Extrinsic motivation
- Reflexive
- Spatial map
- Compliance

Plan Your Progress

A concept guide for the ideas in this chapter is provided in the Handbook (go to Concept Guide in Chapter 3 of the Handbook). You can use this outline to help guide your exploration.

Record your own information or learning needs in the Handbook (go to Questions and Goals in Chapter 3 of the Handbook). If you have questions about user-centered guidelines, record them here.

There is additional space for you to write the questions for which you need answers. At the end of the chapter, check your list of questions to determine whether you need additional information. Use the chart to organize an action plan.

A “To do list” has also been provided for you in the Handbook for you to record what needs to be done, who needs to do the task, and when the task should be completed by (go to To Do List in Chapter 3 of the Handbook).
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