



Start Making Digitally Accessible Course Documents and Presentations Today

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Learning Outcomes

- Define the web and digital accessibility standards.
- Evaluate digital course contents for accessibility.
- Plan process for creating accessible materials and updating existing materials.
- Use guidelines to create accessible digital materials.

Annoying Occurrences

Which have you experienced? Identify one specific situation.

- Broken links
- Confusing wording (wordiness, jargon without context)
- Difficult color distinction
- Video sound too quiet/loud
- Poor video sound quality
- Difficult legibility (color contrast, font size, layout)
- Unclear content organization
- Difficult navigability (mouse movability, faulty buttons)

“Accessible”

“The person with the disability must be able to obtain the information as fully, equally and independently as a person without a disability.”

Settlement Agreements, the US Department of Education

Accessibility Law and Guidelines

- ADA (Americans with Disabilities Act)
- Section 508 of the Rehabilitation Act of 1973
- Web Content Accessibility Guidelines (WCAG)

Digital Accessibility: Essential for Some, Beneficial for All

- Standards essential for less than 10% with impairments
- Beneficial for other impairments (e.g. learning disabilities)
- Beneficial for other life needs (e.g. captions in loud places)



Web Accessibility Guidelines: Top Hits for Faculty

Common Features for Faculty

- Text appearance
- Color
- Weblinks
- Sequence
- Images
- Captions, Transcripts

Text Appearance

Size Recommendations

- 12pt size (documents)
- 24pt size (slides)

Type Recommendations

- Tahoma
- Arial
- Helvetica
- Times New Roman
- Georgia

Color: Knowledge Check

COMMON FEATURES

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Knowledge Check:

Select the best color contrast:

A. TEXT

B. TEXT

C. TEXT

D. TEXT

Color Guidelines

- Users must easily see colored content due to its **high contrast**.
 - **poor contrast** and more poor contrast
- Users cannot rely on color as the sole method of conveying content or distinguishing visual elements.
 - Bad example: “**Red text connotes required readings.**”

Color Example

- Text appearance
- Color
- Weblinks
- Sequence
- Images
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In-person presentation example

Common Features for Faculty:

Color

- Users must easily see colored content due to its **high contrast** [example: white font on black background].
 - **poor contrast** [gold font on light gray background] and more poor contrast [light blue font on white background.]
- Users cannot rely on color as the sole method of conveying content or distinguishing visual elements.
 - Bad example: "Red text connotes required readings." [written in red with no text indication of color or required.]

Accessible, asynchronous presentation example

Weblinks: Knowledge Check

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Knowledge Check:

Select the proper Weblink:

A: Log in to your online course by going to the [Oakland University Moodle Login Page.](#)

B: Log in to your online course by clicking here: <http://moodle.oakland.edu>

Weblinks Guidelines

A user must be able to click on weblinks without seeing the full URL and have knowledge of where it will open.

- Good example: View [e-LIS's Moodle Help Documents](#).
- Bad example: Click here to view e-LIS's Moodle Help Documents:
<http://www2.oakland.edu/elis/moodlehelp.cf>

Also.... Ensure links function properly.

Sequence: Knowledge Check

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Knowledge Check:

Select the proper list type:

A: United States Flag Colors:

- Red
- White
- Blue

B: United States Flag Colors:

1. Red
2. White
3. Blue



Sequence Guidelines

- Lists: bullet and numbered
- Organize text with headings, subheadings, and body formatted text

Sequence: The Difference?

Teaching and Learning Collaborations: HLC Report

Oakland University, Center for Excellence in Teaching and Learning
(CETL); e-Learning and Instructional Support (e-LIS)

January 2018

One objective in the [CETL Strategic Plan](#) is "to work in collaboration with e-Learning and Instructional Support (e-LIS) to model effective learning and teaching pedagogy using evidence-based practice." This collaboration takes place in regular meetings to discuss opportunities for collaboration in supporting faculty directly and university-wide teaching and learning initiatives.

Monthly Meetings

CETL and e-LIS meet once a month to give updates on our unit's projects related to teaching and learning and discuss possible collaborations. These meetings came out of feedback from our respective faculty committees identifying issues with overlap between our services and opportunities to merge efforts. We have used these meetings to cross-promote faculty services, events, and other opportunities; develop workshops; and advise on operations and programming. Meetings take place among faculty development teams and also between directors.

Co-facilitated Faculty Workshops

Faculty Development Workshops

In Summer 2017, one CETL and one e-LIS employee collaborated on Learning Design workshops on "Establishing Learning and Behavioral Expectations," "Taking the Class Temperature: Methods for Providing and Receiving Student Feedback," and "Best Practices in Hybrid Teaching." CETL and e-LIS plan on repeating the Hybrid Teaching workshop in future semesters as this topic is in high demand among faculty.

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Monthly Meetings

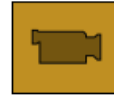
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Sequence: Examples



View a demonstration of a Screen Reader navigating an accessible and inaccessible Word document.

The image displays two side-by-side screenshots of a Microsoft Word document, illustrating the impact of heading styles on screen reader navigation.

Left Screenshot (Bad Example): The document content is as follows:

- Teaching and Learning Collaborations: HLC Report**
Oakland University, Center for Excellence in Teaching and Learning (CETL); e-Learning and Instructional Support (e-LIS)
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- One objective in the [CETL Strategic Plan](#) is "to work in collaboration with e-Learning and Instructional Support (e-LIS) to model effective learning and teaching pedagogy using evidence-based practice." This collaboration takes place in regular meetings to discuss opportunities for collaboration in supporting faculty directly and university-wide teaching and learning initiatives.
- Monthly Meetings**
CETL and e-LIS meet once a month to give updates on our unit's projects related to teaching and learning and discuss possible collaborations. These meetings came out of feedback from our respective faculty committees identifying issues with overlap between our services and opportunities to merge efforts. We have used these meetings to cross-promote faculty services, events, and other opportunities; develop workshops; and advise on operations and programming. Meetings take place among faculty development teams and also between directors.
- Co-facilitated Faculty Workshops**
Faculty Development Workshops
In Summer 2017, one CETL and one e-LIS employee collaborated on Learning Design workshops on "Establishing Learning and Behavioral Expectations," "Taking the Class

Right Screenshot (Good Example): The same document content is shown, but with heading styles applied. A screen reader menu is open over the 'Title' heading, showing options like 'Normal text', 'Title', 'Subtitle', 'Heading 1', 'Heading 2', 'Heading 3', and 'Options'. The document content is as follows:

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January 2018
- One objective in the [CETL Strategic Plan](#) is "to work in collaboration with e-Learning and Instructional Support (e-LIS) to model effective learning and teaching pedagogy using evidence-based practice." This collaboration takes place in regular meetings to discuss opportunities for collaboration in supporting faculty directly and university-wide teaching and learning initiatives.
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Faculty Development Workshops

Bad Example: No heading styles

Good Example: Heading styles

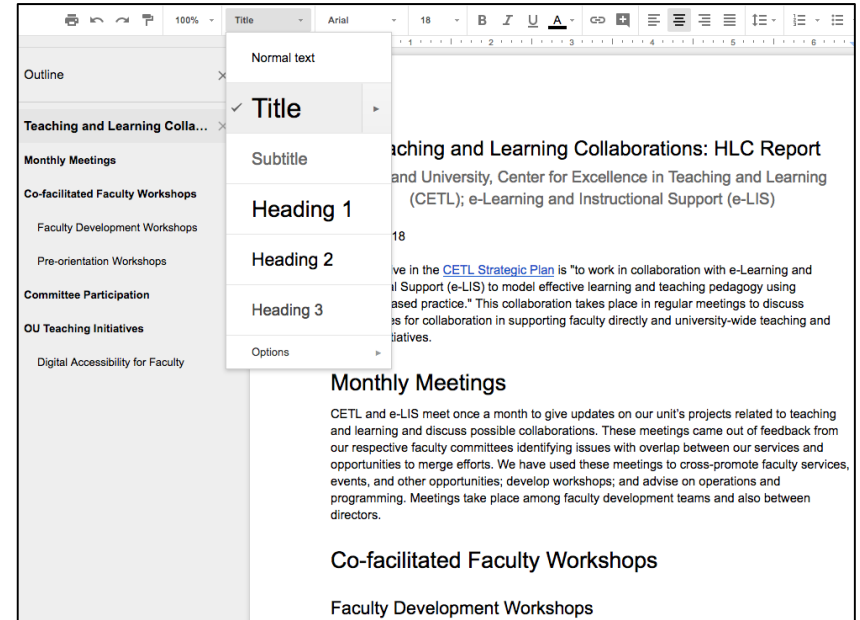
Sequence: Beneficial for All

Essential for some?

- Visually-impaired understand how content is organized

Beneficial for all?

- Less work for creators manually distinguishing heading styles
- Easier section-to-section navigation for readers

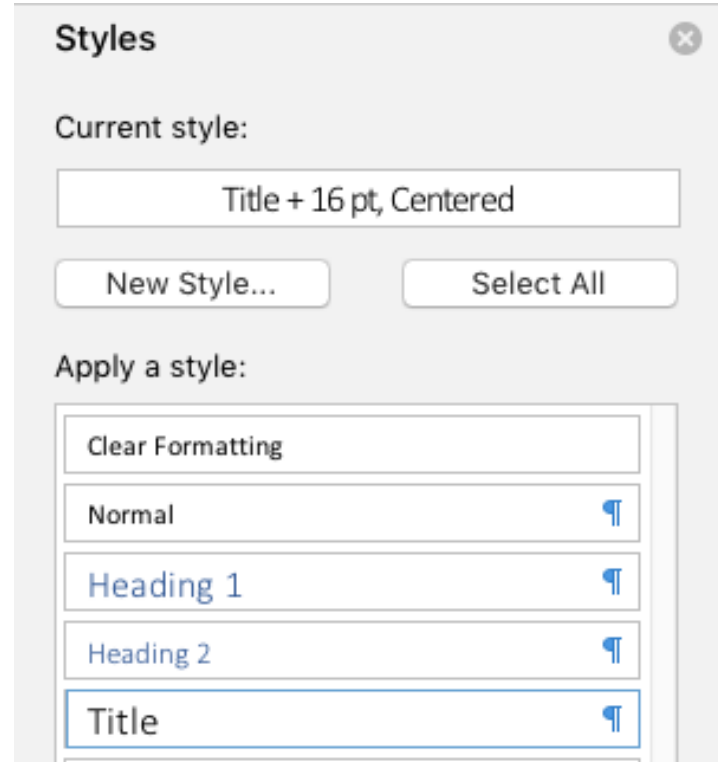


The screenshot shows a document editor interface. On the left is a table of contents with sections like 'Teaching and Learning Collaborations', 'Monthly Meetings', 'Co-facilitated Faculty Workshops', 'Faculty Development Workshops', 'Pre-orientation Workshops', 'Committee Participation', 'OU Teaching Initiatives', and 'Digital Accessibility for Faculty'. On the right, a heading style menu is open, showing options: 'Normal text', 'Title', 'Subtitle', 'Heading 1', 'Heading 2', 'Heading 3', and 'Options'. The document content on the right includes a title 'Teaching and Learning Collaborations: HLC Report' and a section 'Monthly Meetings' with a paragraph of text.

Good Example: Heading styles

Heading Styles in Microsoft Word

Demonstration:
Built-in Formatting
Tools

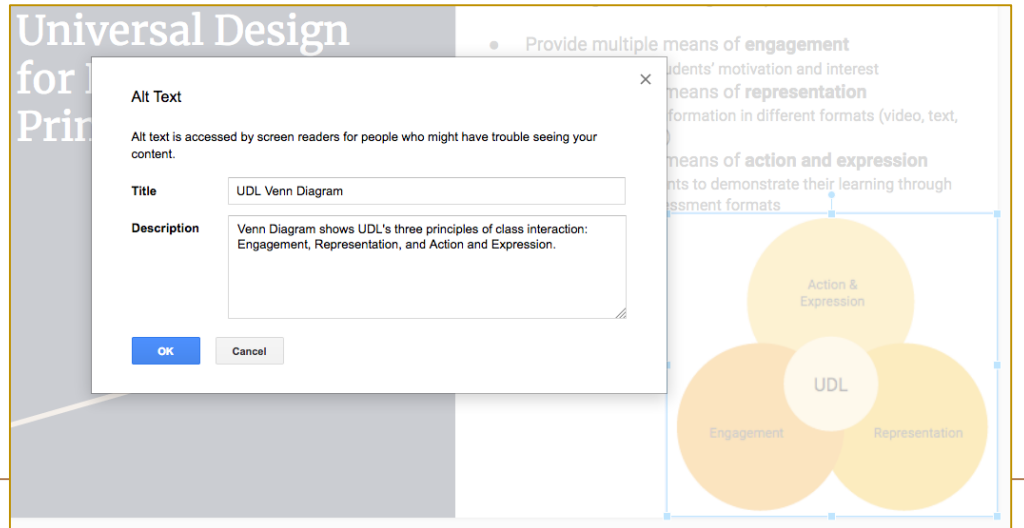


Images

COMMON FEATURES

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A user must be able to easily understand educational images by its alt. text description.



Alt Text Examples Based on Context



Banner at the top of an Italian Language course page

Example of column types from a humanities course

Example of ancient architectural damage for preservation studies

Complex Images and Alt Text

Examples

- Tables
- Charts
- Graphs
- Diagrams

Solutions

- Alt text that communicates data organization and main outcomes.
- Longer Alt Text in separate space with more detailed description.
- Alternative Format
- Consult disability support office

Captions, Transcripts

COMMON FEATURES

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- Time-based multimedia guidelines
- Audio and video
- Captions
- Transcript file (with captions and visual description)

In Review:

Common Features for Faculty

- Text appearance
- Color
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Accessibility in Your Instructional Content

- The Documents You Write
 - The Presentations You Build
 - The Web Media You Use
- 



The Documents You Write

- Microsoft Word
 - Google Docs
 - PDFs
- 

The Documents You Write

Microsoft Word, Google Docs, PDFs

- Built-in Formatting Tools
- Friendly Font List
- Color contrast
- Hyperlinks
- Check Accessibility Tool

Examples: Check Accessibility Tool (MS Word)



g and Learning at Oakland University encourages faculty to
with scholarly research in the form of scholarship of teaching
and learning (SoTL) by developing SoTL resources for faculty to consult,
and providing professional development opportunities at OU and supporting SoTL professional

A screenshot of a webpage titled 'Center for Excellence in Teaching and Learning'. The page features a header with the text 'Promoting TEACHING AND LEARNING' and a photograph of two men. Below the header, there is a navigation menu with items like 'Home', 'About CETL', 'Faculty Development', and 'Faculty Resources'. The main content area includes a section titled 'Our Teaching Initiatives' and a list of 'Recent Faculty Development' activities. The page is partially obscured by a text box on the left.

model of SoTL work by OU faculty, CETL keeps a bibliography
on teaching and learning on a [Celebrating OU Authors page](#).

Accessibility Ch... Format Picture

Inspection Results

Warnings

Image or object not inline
Picture 1

Why fix?

If the image or object is not inline, screen readers can't connect the alt text to the image. They might read the alt text at the wrong place, such as the end of the document.

Steps To fix:

To change objects to inline and remove text wrapping, select the object and right click. Point to Wrap Text > In Line with Text.

PDFs and Accessibility

Considerations

- What was the original format of the PDF?
- How was it converted into a PDF?
- How is text arranged in the PDF?


Recommendations for PDFs

- Share editable or web version of your documents.
- Seek alternative formats for course texts.
- Share library links to scholarly articles.
- Convert scanned pages into plain text.
- Evaluate PDFs for inclusion and learning outcomes.
- Prepare students for the learning environment.

(early access to materials, welcome messages)



The Presentations You Build

- Slide presentations
(PowerPoint, Google Slides)
 - Instructional Videos (lecture
capture, Camtasia)
- 

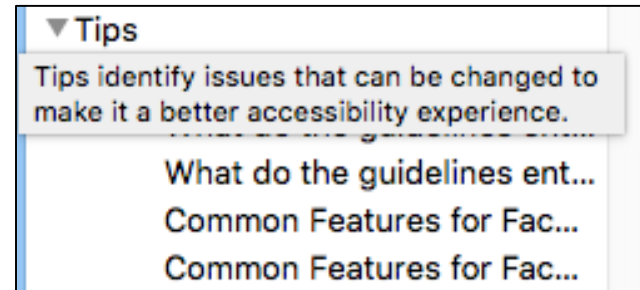
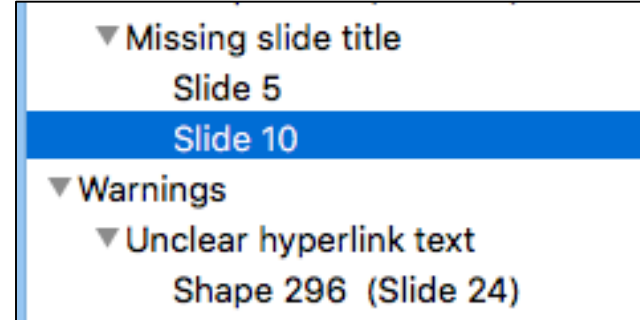
The Presentations You Build

PowerPoint, instructional videos, lecture capture

- Alt Text for Graphics and Images
- Captions and Transcripts
- Early access for time-based material

Check Accessibility Tool (MS PowerPoint)

- Using title text boxes for sequence
- Duplicate accessible slides, use pre-designed slides



The Presentations You Build

Instructional Videos Example: Challenges

- Producing captions and transcripts
 - [Otter.ai](https://otter.ai) (free)
- Complying to visual accessibility standards (color, font, interactivity)

The Web Media You Use

Moodle, YouTube, and other websites

- Captions and transcripts
- Alt text for images
- Keyboard navigable
- Customizable

Is “what you’re linking to” accessible?

- Articles
- Videos
- Research journals
- PDF files
- Websites

The Web Media You Use

How to Meet Challenges

- Discuss accessibility concerns with publishers
- Consult with campus accessibility experts
 - e-Learning or Teaching & Learning Dept.
 - Disability Support Services
 - Librarians
- Identify companies and tools that are reliably accessible; use media accordingly

First and Future Steps

- Using built-in LMS tools
- Implementing new process for new digital material
- Prioritizing updates
- Considering inclusive course design

Using Built-in LMS Tools

Built-in Accessibility Features; Support

- Accessibility tool options for LMS (e.g. Blackboard a11y)
- Accessible LMS themes
- Built-in LMS Text Editor (text styles & Alt Text)

Ally's accessibility indicators & scores are only visible to instructors. NEVER students.



Needs help!



A little better



Almost there



Perfect!

Implementing New Process for New Content

Using Program's Style Tools and Templates

- Documents: Use Style tools within program rather than manual features (headings, bolding)
- Presentations: Use slide designs within programs, especially title boxes
- Treat the Accessibility Checker like we used to treat Spell Check
- After making an accessible file, use as template

Implementing New Process for New Content

Creating Instructional Videos

- Start with a script
- Identify a transcript-generating tool (e.g. otter.ai)
- Choose programs that make the captioning process easy and accurate
- Streamline process

Prioritizing Updates

1. Locate most-often used digital instructional material.
2. Evaluate this material for accessibility.
3. Make timeline for updating materials.

Considering Inclusive Course Design

- Universal Design for Learning
 - Increasing student choices
 - Increasing instructional variety
- Reflect on culture of accessibility in your class and field
 - What is the discussion around accessibility?
 - What *should* the discussion be?
 - How is accessibility understood in your course?

Accessibility Checklist

[Digital Accessibility Checklist](#) facilitates reflection on current accessibility practices you use in your course and plans for increased accessibility.

Questions?

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