

TESS

TECHNOLOGY + EDUCATION
SEMINAR + SHOWCASE

SVET

SÉMINAIRE ET VITRINE SUR
L'ÉDUCATION ET LA
TECHNOLOGIE

**A faculty guide to
unlocking accessibility in eLearning.**



TESS | SVET

Transforming Together

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#AccessibleElearning

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Agenda:

Opportunities & Impact

Untangling the Confusion

Recommended Resources

Summary

Q&A

Recommended Resources

**Say Yeah's Educator's Guide to
Delivering Accessible Online Courses**

**University of Waterloo's
Postsecondary Course Accessibility Guide**

**eCampusOntario's
Digital Accessibility Hub**

Opportunities & Impact



Jim



Irene



Lee



Watch



Listen



Read



Consider video-centric courses.

Source: sayyeah.com

Multi-Tiered System of Support

Multiple means of...

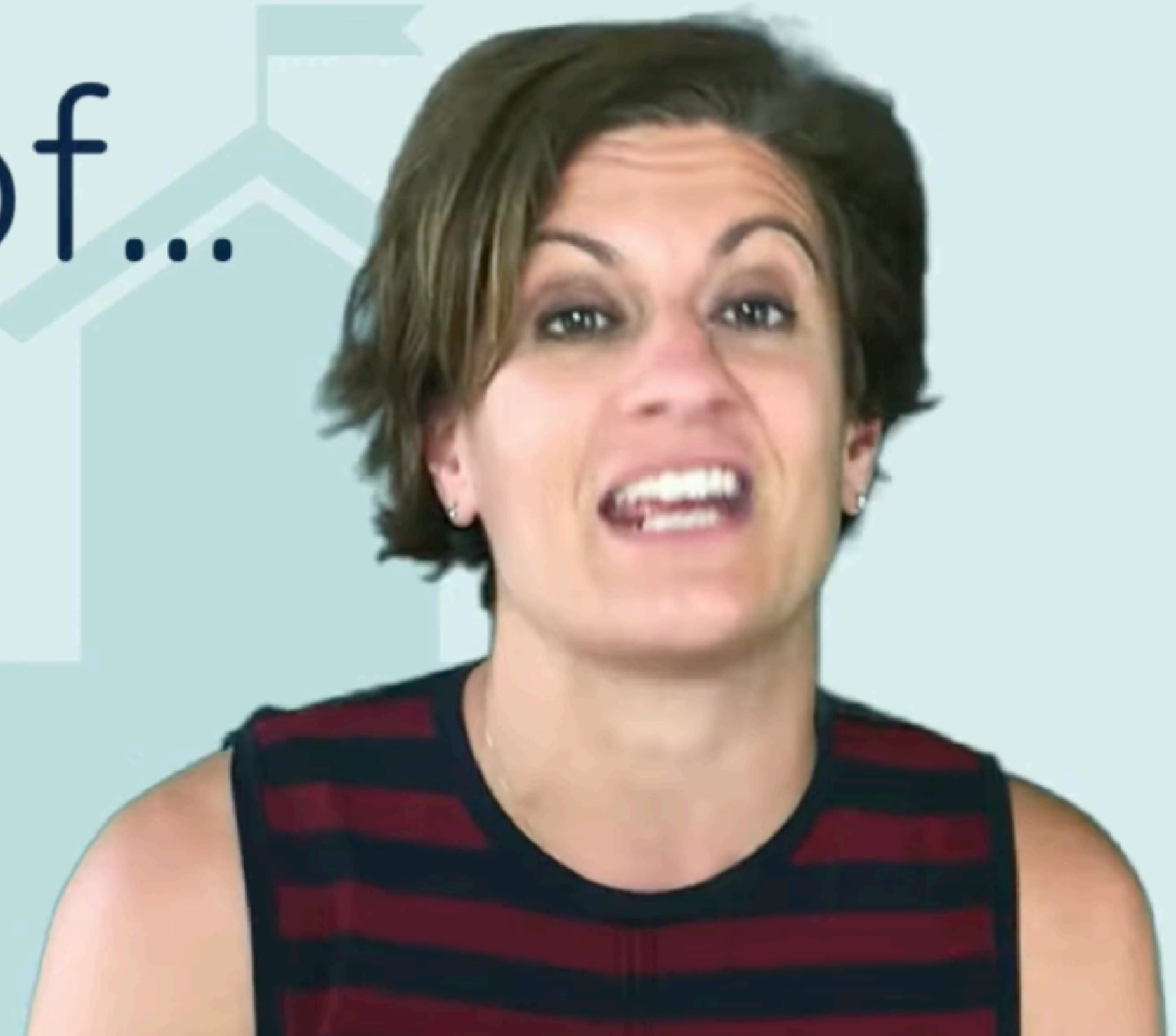
Engagement

Representation

Action & Expression

Text on videos.

Source: Universal Design for Learning and Equitable Access, Dr Katie Novak



Number of Banking and Insurance Companies in the US

2000

1,587

8,200

7,200

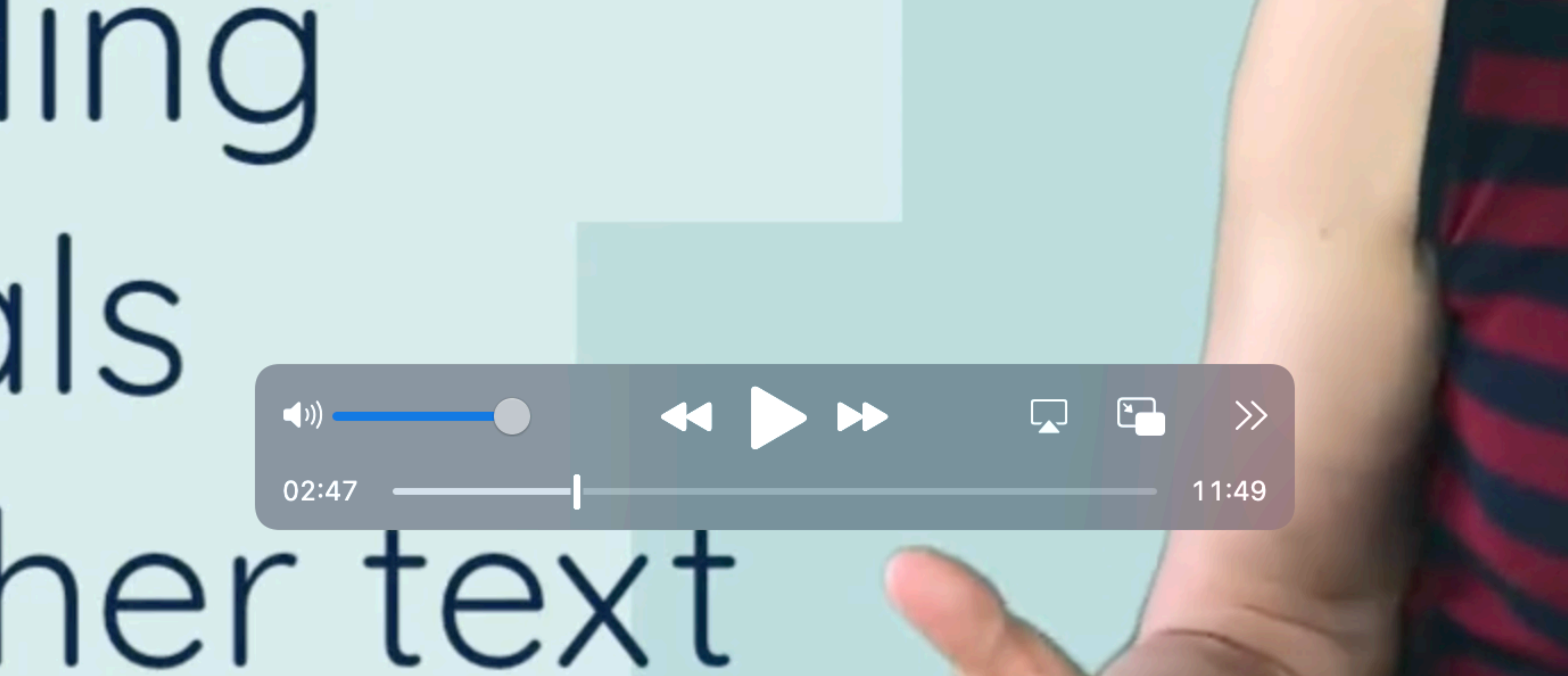
Images and data.

Source: The Product Positioning Sprint, April Dunford

Savings Banks

Commercial Banks

Insurance Companies



The video timeline.

Source: Universal Design for Learning and Equitable Access, Dr Katie Novak

**Add accessibility features to videos.
Then move beyond video.**

The many benefits of using text in addition to video.

Text leverages web standards to improve access and engagement.



Watch



Listen



Read

Untangling the Confusion

Navigating requirements and resources is complex

Accessibility resources are created for different target audiences

With different levels of expertise in:

- **web development**
- **instructional design**
- **knowledge of legislative requirements**

And it takes time to implement accessibility practices



Navigating requirements and resources is complex

There are so many key areas you can get lost in.

- **Web Content Accessibility Guidelines (WCAG)**
- **Various accessibility checklists and automated checkers**
- **Universal Design frameworks**
- **Legislation and compliance**
- **Accessibility communities of practice**



Recommended Resources

Resources

**Say Yeah's Educator's Guide to
Delivering Accessible Online Courses**

**University of Waterloo's
Postsecondary Course Accessibility Guide**

**eCampusOntario's
Digital Accessibility Hub**

**Educator's Guide to
Delivering Accessible Online Courses
Say Yeah!**

Introducing the Guide

Understanding the value and importance of web accessibility

A standard of practice for achieving and validating online course accessibility

Understanding the steps necessary to coordinate with your technical support or course development team to confirm accessibility

We'll discuss some foundational considerations, and end with an easy to use checklist you can take away

March 10, 2023

Delivering accessible online courses: an educator's guide

Who's it for and how to apply it

Who...

Course author or content creator

Instructional designers

Course developers

LMS or technology purchasers

How...

Hold authoring and course developers accountable to a baseline of accessibility and compliance practices when they develop custom courses

Verify access that required interaction models work for yourself

Verify access that required interaction models work for yourself

The value of accessibility

Opens up access for all potential course participants by reducing barriers to accessing your course

Improves content engagement by providing multiple means of engagement with course content

Reduces overall effort by following a shared and documented set of web standards that avoid costly and time-consuming accessibility auditing and course retrofitting

Grows market share by setting ourselves apart from the competition and leading in access and engagement for all

Establishing a standard of practice from the start

Interfaces must be designed and developed using **semantic HTML structuring**

Alt tags, page titles, video captions and transcripts must be provided

Advice and feedback from disabled users, other developers, and industry professionals is essential

Interfaces should be tested internally and by external users to validate usability, accessibility, and inclusion across all methods of engagement

Following **web standards (think **WCAG**) from the start improves access and course engagement.**

Different methods of interacting with online courses that are enabled by web standards.

Mouse/touch

Keyboard

Screen reader

Zooming

Voice control

Various screen sizes

We've developed the **Accessibility Validation Template** to help you level up your online courses with confidence.

Accessibility Validation - Template

[Actions and auditing](#)

[Accessibility and inclusivity baseline](#)

[Manual testing](#)


[Automated tools & testing](#)

[Validation](#)

[See also](#)

Actions and auditing

Accessibility and inclusivity baseline

 Hint: these are the foundational pieces that need to be in place; they cover a combination of **content**, **design**, and **code** considerations.

A combination of content, design, and code

- Interfaces designed and developed:**
 - using semantic HTML structuring
- Content management affordances have been included and implemented:**
 - alt tags
 - page titles
 - video captions
 - video transcripts
- Language and imagery consideration:**
 - Language has been reviewed to align with audience knowledge and objectives
 - Copy has been proofread
 - Copy has been translated to:
 - Language:
 - Translations have been proofread
 - Imagery has been reviewed for considerations of inclusion and diversity representative of the audience

Manual testing

 Hint: this is what your technical team should be confirming.

The Accessibility Validation key steps

Accessibility and inclusivity baseline

- Interfaces & code
- Content management
- Language and imagery

Manual testing

Automated testing

Hold your vendor
Accountable to these
requirements by sharing the
template with them.

*Test the course
yourself to confirm!*

Prove any checklist with personal testing

Use a mobile phone to test the size of content and touch interactions on smaller screen sizes

Use a desktop computer with a mouse and/or trackpad

Use only a keyboard to ensure a user can navigate and access functionality available without using touch screens or a mouse

Use a screen reader (available for free on your desktop or smartphone) to ensure the course can be navigated and understood and that interactions function correctly (or have a suitable alternative) in a speech-only context

Zoom in and confirm the course and page layouts respond in a way that ensures content is visible and readable at a large scale

Download the Educator's Guide to Delivering Accessible Online Courses

Access the guide
and download the template



Download the source files from
eCampusOntario's Open Library



← Make it
your own!

Postsecondary Course Accessibility Guide (PCAG)

C. Zaza, University of Waterloo

Introducing the PCAG

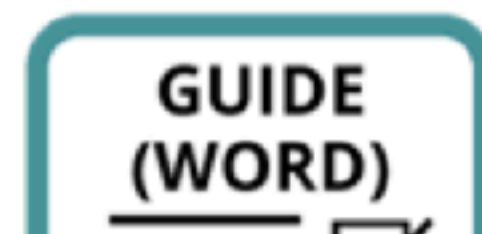
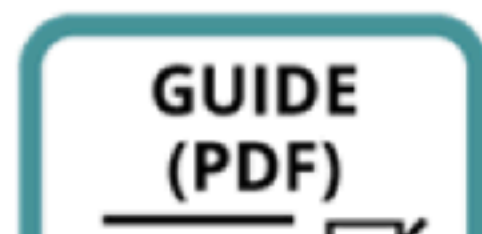
Postsecondary Course Accessibility Guide



This Postsecondary Course Accessibility Guide includes accessibility criteria based on provincial requirements and recommendations. Use this fillable Guide along with its Reference Manual to review and improve accessibility in university or college courses. To access the French language version of this Guide, select "FR" from the top navigation menu.

How to Use This Guide

Step 1: Download and save the fillable Guide



[Downloadable checklist](#)

[Instructions](#)

[Reference Manual](#)

[Additional resources](#)

Who's it for and how to apply it

Who...

Postsecondary course instructors

Instructional support specialists

How...

Use the downloadable Guide to review:

Where a course meets accessibility criteria

Which accessibility gaps you can readily address

How to address accessibility gaps

Where additional help is needed

PCAG sections

Section 1: Course Outline

Section 2: Course Organization and Navigation

Section 3: Course Materials

Section 4: Communication Barriers

Section 5: Physical Learning Spaces

39 accessibility criteria based on:

- **Legislative requirements**
- **The proposed Postsecondary Education Standards recommendations**

Sample item from Section 1: Course Outline

9 accessibility criteria

Instruction and Assessment Formats Used in the Course

Accessibility Criteria	Yes	No	Unsure	NA
1.1 Does the course outline identify the formats that will be used for instruction (e.g., in-person lectures, group discussions, etc.)? See Reference Manual: Criteria 1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Does the course outline identify the formats of assessments and learning activities (e.g., in-person tests, group projects, presentations, etc.)? See Reference Manual: Criteria 1.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Does the course outline identify the technologies that will be used for instruction (e.g., learning management system)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sample item from Section 2: Course Organization and Navigation

9 accessibility criteria

LMS Setup of Modules

Accessibility Criteria	Yes	No	Unsure	NA
2.1 On the course site in the learning management system (LMS), are course components clearly identified throughout all sections? See Reference Manual: Criteria 2.1-2.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Do the titles of the course module pages in the LMS clearly and concisely describe their purpose ? See Reference Manual: Criteria 2.1-2.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Are the course components organized consistently throughout the course website in the LMS? See Reference Manual: Criteria 2.1-2.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sample item from Section 3: Course Materials

14 accessibility criteria

Course Content Created by the Instructor (e.g., lecture slides)

Accessibility Criteria	Yes	No	Unsure	NA
3.1 Are idioms, jargon, abbreviations, and acronyms defined the first time they are used? See Reference Manual: Criteria 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Are learning materials produced in an accessible format ? See Reference Manual: Criteria 3.2-3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Are instructor-created multimedia materials available in more than one format (e.g., a video includes closed captions)? See Reference Manual: Criteria 3.2-3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Are PDFs accessible ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sample item from Section 4: Communication Barriers

5 accessibility criteria

Accessibility Criteria	Yes	No	Unsure	NA
4.1 During the term, are students offered a variety of ways to communicate with the instructor and/or teaching team (e.g., in-person, telephone, virtual, email)? See Reference Manual: Criteria 4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 If new technology is introduced after the start of term, is class input sought through a variety of options, including anonymous feedback? See Reference Manual: Criteria 4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Does the course outline or course homepage in the learning management system let students know where they can find out about temporary barriers and disruptions (e.g., building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sample item from Section 5: Physical Learning Spaces

2 accessibility criteria

Accessibility Criteria	Yes	No	Unsure	NA
5.1 Is accessibility considered and prioritized in physical learning spaces where possible (e.g., instructor's office) See Reference Manual: Criteria 5.1-5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 When selecting off-campus environments for course-related experiential learning , is accessibility considered and prioritized? See Reference Manual: Criteria 5.1-5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Snapshot of PCAG Section 1

Section 1: Course Outline

Section 1 criteria are for the individual(s) who create course outlines, learning plans, or syllabi. To learn more about the criteria, follow the links to the Reference Manual.

Instruction and Assessment Formats Used in the Course

Accessibility Criteria	Yes	No	Unsure	NA
1.1 Does the course outline identify the formats that will be used for instruction (e.g., in-person lectures, group discussions, etc.)? See Reference Manual: Criteria 1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Does the course outline identify the formats of assessments and learning activities (e.g., in-person tests, group projects, presentations, etc.)? See Reference Manual: Criteria 1.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Does the course outline identify the technologies that will be used for instruction (e.g., learning management system)? See Reference Manual: Criteria 1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Does the course outline identify the technologies that will be used for assessments and learning activities (e.g., quizzes, etc.)? See Reference Manual: Criteria 1.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Is the course outline produced in an accessible format according to established guidelines? See Reference Manual: Criteria 1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Processes and Policies

Accessibility Criteria	Yes	No	Unsure	NA
1.6 Does the course outline link to your institution's processes that students need to follow in order to: <ul style="list-style-type: none"> request accessible formats, or resolve accommodation-related disputes. See Reference Manual: Criteria 1.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Does the course outline link to your institution's disability-related policies for students, regarding: <ul style="list-style-type: none"> disability-related disruptions to learning, 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instruction and Assessment Formats Used in the Course

1.1 Does the course outline **identify the formats** that will be used for instruction (e.g., in-person lectures, online synchronous or asynchronous lectures, group discussions, etc.)?

? Rationale:

The formats of instruction impact a student's ability to manage their disabilities. At the start of term, students may need to arrange accommodations or balance the demands in a given term.

👤 Examples of the impact on students:

- Caleb is on a 6-week course of medication that compromises his immune system and he needs to limit his exposure to large, crowded in-person gatherings. Knowing whether or not his large in-person courses offer lecture material online will help him determine which courses he can select.
- Bettina, a student with low vision, needs to know the format of instruction so that she knows what tools to bring to her in-person class. For instance, she might need to bring in a mini-CCTV to capture lecture content.
- Raffi's disabilities affect his attention and information processing; he excels in courses that have synchronous formats of instruction and lecture recordings posted online so that he can re-visit content that he missed in class.

📖 How to meet the criteria:

- Include all formats of instruction on the course outline.

📄 Source of accessibility criteria:

- Proposed [Postsecondary Education Standards](#)
 - Recommendation #73: Identify and communicate digital learning & technology intentions

1.2 Does the course outline **identify the formats of assessments and learning activities** (e.g., online or in-person tests or discussions, essay assignments, group projects, presentations, etc.)?

Customize the PCAG

Embed links to your school's resources

Examples

For help with accessibility contact the [Agile Development team](#).

Refer to [Student Academic Accommodation Guidelines](#).

Refer to terms used at your school

Example

2.3 Are the course components organized consistently throughout the course website in LEARN?

Access the PCAG

Access the PCAG from
University of Waterloo



Download the source files from
eCampusOntario's Open Library



← Make it
your own!

Digital Accessibility Hub eCampusOntario (eCO)

Introducing the Digital Accessibility Hub

ecampus
Ontario

About Learners Educators Businesses Institutions Insights Discover

Digital Accessibility

Accessibility Basics Best Practices Templates and Guidelines Resources FR

Educators

Digital Accessibility

Guidance and direction for the adoption, development, and procurement of accessible digital content and technology.

Help us improve our digital accessibility site! Please take a moment to fill out this



Who's it for and how to apply it

Who...

Educators

Institutions and Administrators

Students

**Educational Technologists &
Support Staff**

How...

**Leverage accessibility tools
& resources**

**Integrate accessibility into
course design**

**Use accessibility audits &
feedback loops**

Engage with community

**Available
across
the Hub**

Accessibility Basics

Legal requirements and standards, user experiences, procurement, universal design for learning, and accessibility testing.

Accessibility Best Practices

Digital accessibility best practices when working with text, images, and other media.

Templates and Guidelines

Step-by-step guides and templates for authoring accessible content in various filetypes.

Additional Resources

Accessibility Basics

Introduction to Disability

Legal Requirements

User Experiences

Procuring Accessible Content

Universal Design for Learning (UDL)

Testing



Best practices

Describe Images Using Text

Choose Colours and Contrast Carefully

Structure with Headings and Lists

Provide Accessible Alternatives for Audio/Video

Write Descriptions for Links

Make Digital Forms Accessible

Make Math Equations Accessible

Make Content Keyboard Accessible

Resources for Accessibility Best Practices



Templates

Google Docs

Google Slides

Microsoft Word

Microsoft Powerpoint

Microsoft Excel

PDF Documents

Accessible Virtual Meetings



Resources

On This Page

[Resources for Creating Accessible Content](#)

[Courses Related to Accessibility and Universal Design for Learning \(UDL\)](#)

[Teaching Resources](#)

[Assistive Technology Resources](#)

Access the Digital Accessibility Hub

Visit the eCO Digital
Accessibility Hub



accessibility.ecampusontario.ca

Summary

How to select which resource is best for you

Say Yeah's Educator's Guide

Use this guide to validate that course content is accessible in all the ways people may interact online.

Postsecondary Course Accessibility Guide (PCAG)

Use the PCAG to identify accessibility features and gaps of postsecondary courses (in person, hybrid, online).

eCO Digital Accessibility Hub

Use this resource to learn how to apply core digital accessibility practices to various content formats.

Discussion...

What inspired you from this talk?

Any next steps questions?

Any topic we missed?

Any person or resource you would recommend to us?

Any questions you may have?

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Resource downloads

**Access Say Yeah's
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Accessibility Hub**

