

Accessibility for eLearning

QUICK AND EASY TECHNIQUES TO APPLY RIGHT AWAY



In the next hour...

- Definition of accessibility and 508 compliance
- Creating accessible online content in:
 - Word
 - PDF
 - Storyline



Access the Dropbox Folder

tinyurl.com/devlearn508



Importance of Accessibility





Flowers

Uses of flowers

Consectetur adipiscing elit. Proin tempor est vitae ligula scelerisque, vitae cursus elit bibendum. Nunc vehicula eu risus sed congue. Etiam semper aliquam eros ut pulvinar. Vivamus lorem ligula, tempor eget dapibus et, sodales eu turpis.

As decorations

Nullam id scelerisque tortor. Sed interdum lorem eros. Donec eu nulla auctor, pretium nisl a, ornare quam.

As a name

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Evolution of flowers

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Fossil flowers

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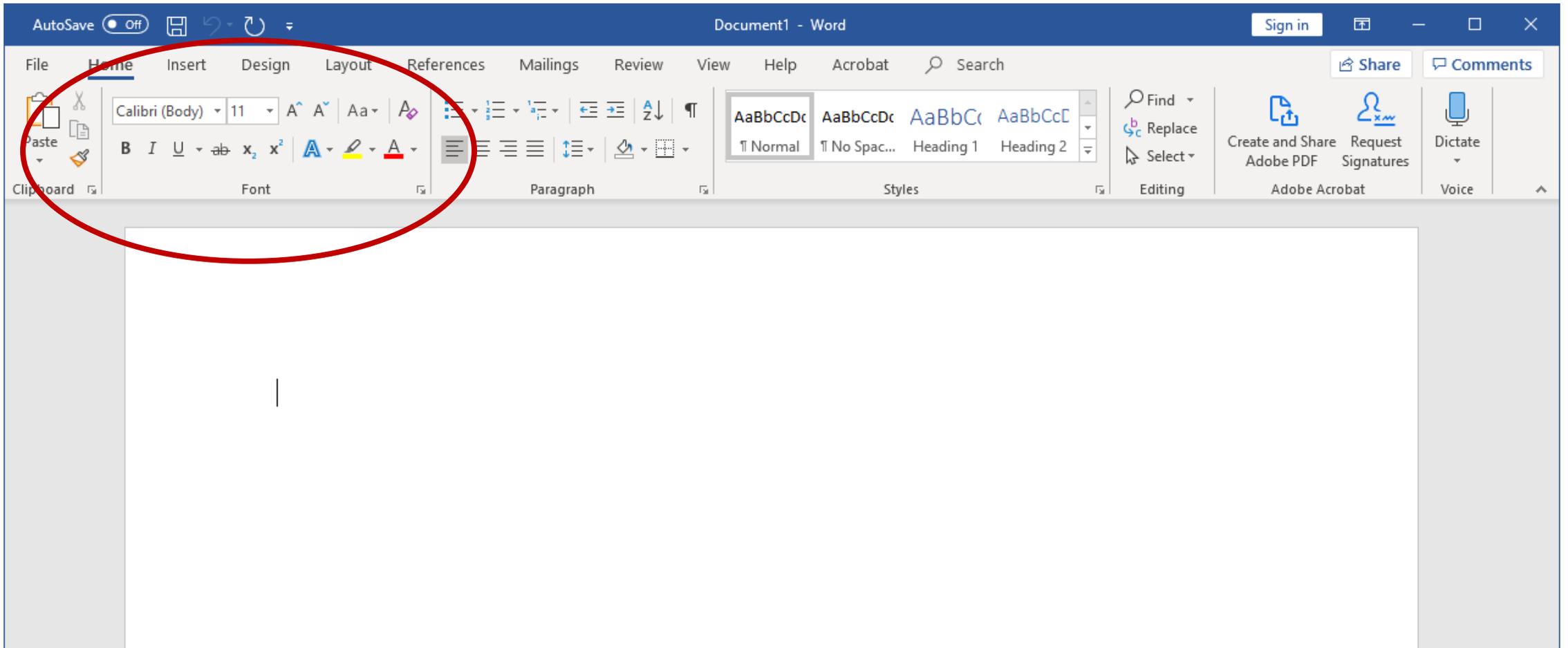


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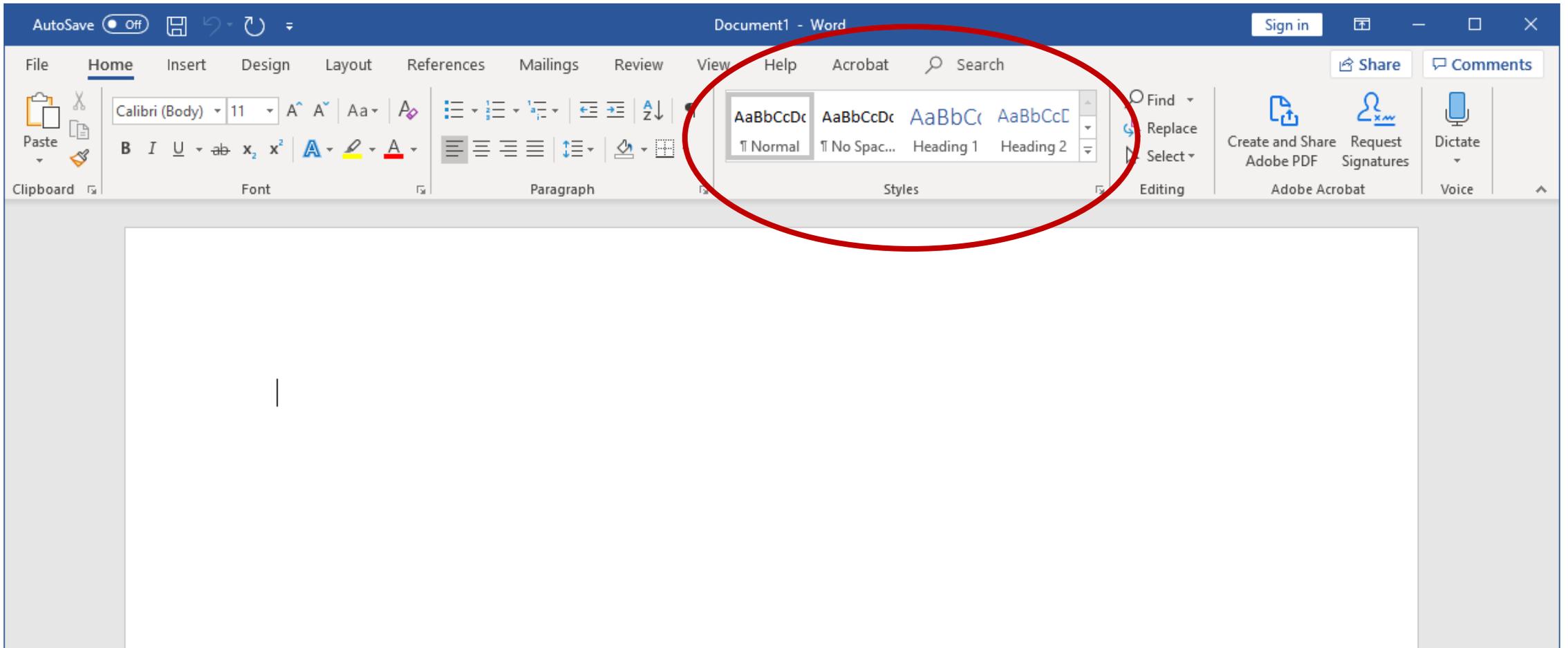
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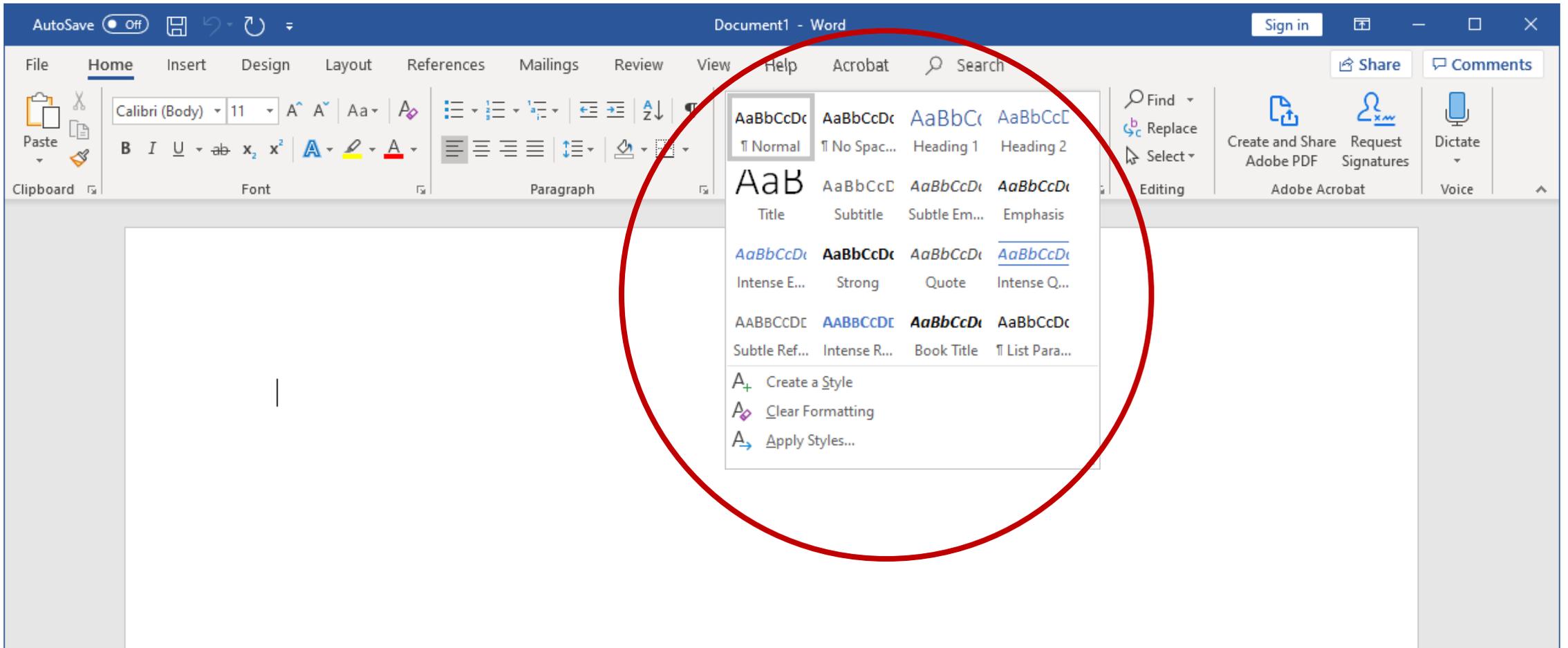
Font Formatting vs. Headings



Font Formatting vs. Headings



Font Formatting vs. Headings



Heading 1

Heading 2

Heading 3

Heading 4

Heading 5

Heading 6

Heading 7



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Definition of Accessibility

- Accessibility = *similar amount of time and effort*



Accessibility Law = Section 508

- Federal law that specifies the technical standards for accessibility
- Adopted by most states as their accessibility code



Microsoft Word

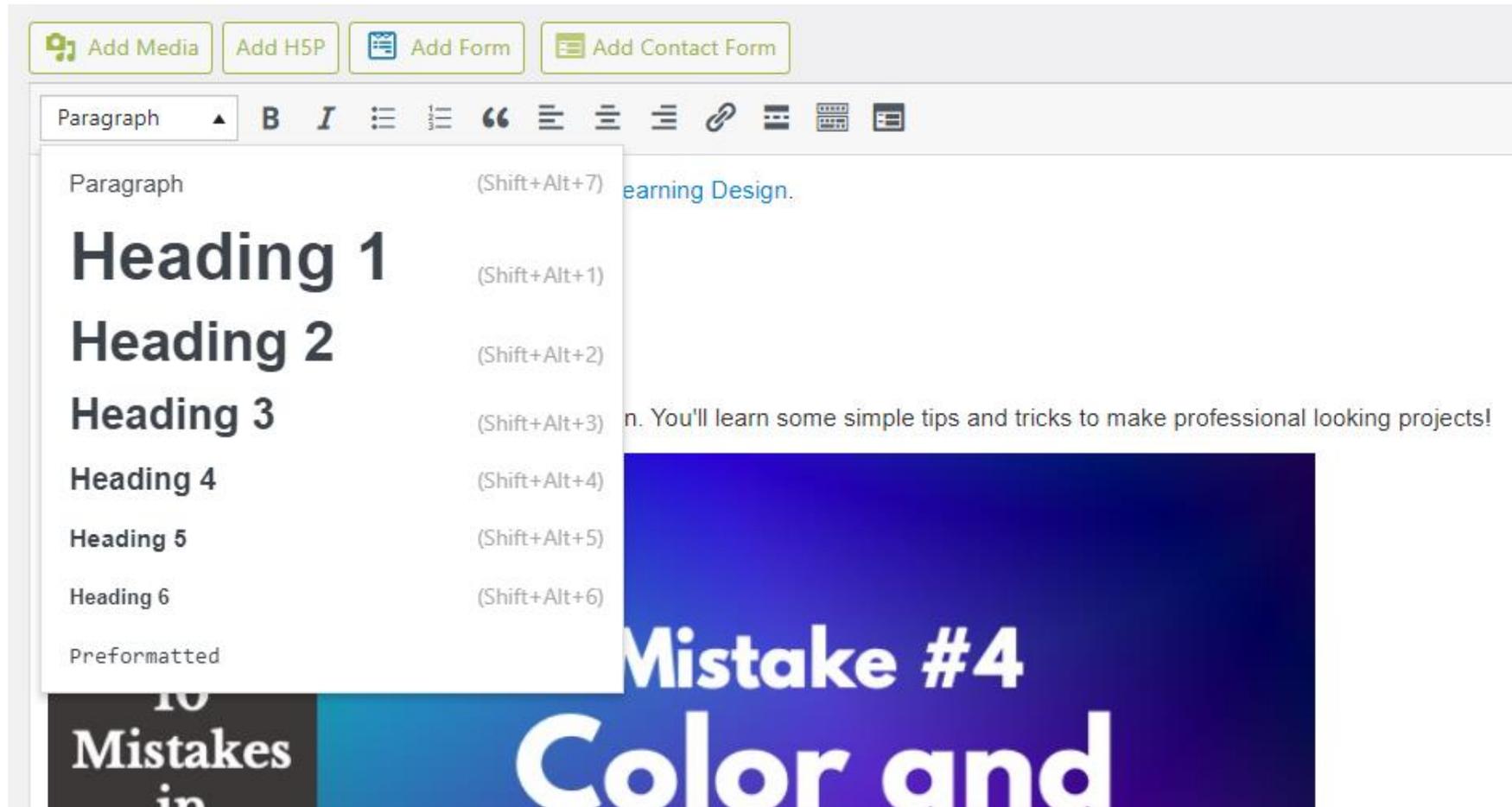


Microsoft Word

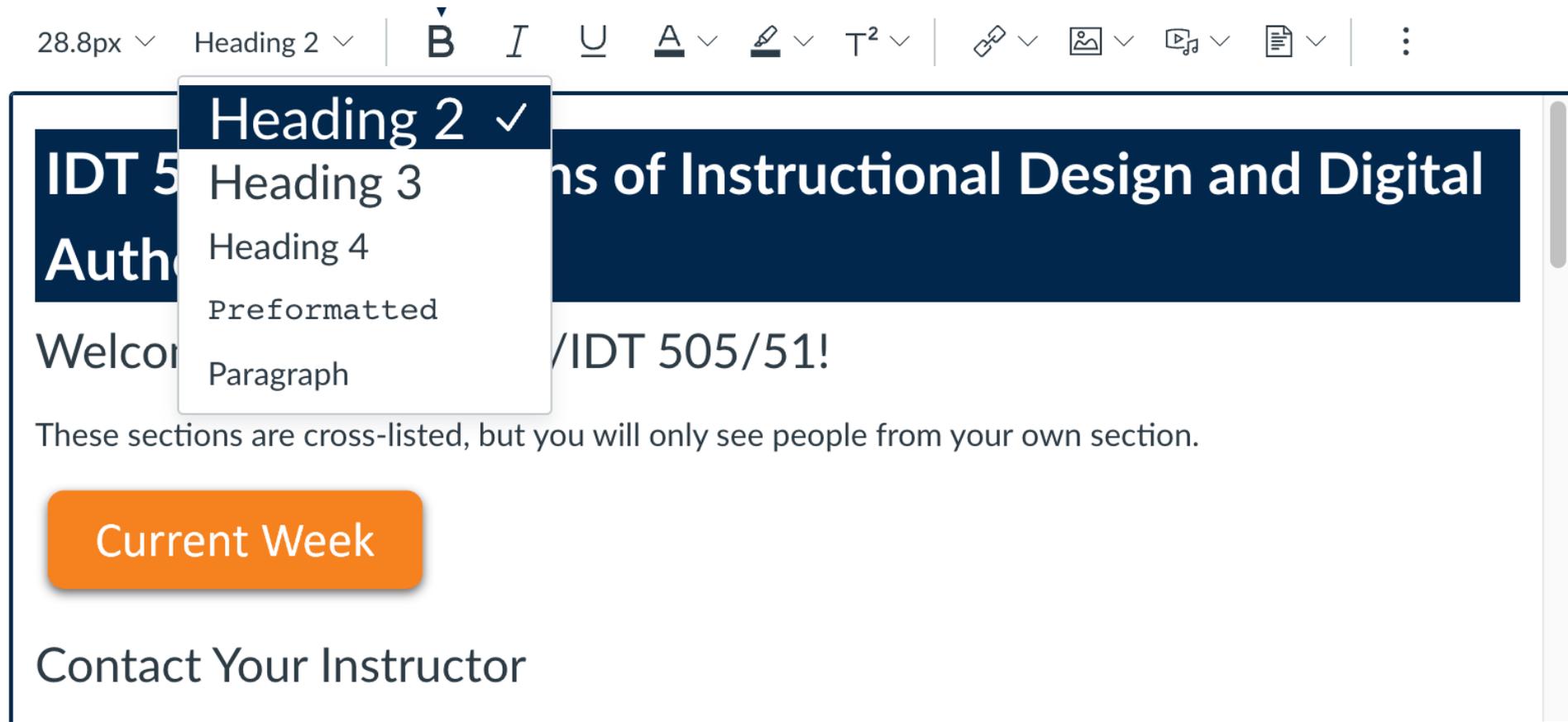
- Word is a good stand-in for any decent text editor (and the best place to start if you want to create a PDF)
 - e.g. text editors in your Learning Management System, Content Management System, etc.
 - The accessibility formatting features found in Word are in many text editors



e.g. WordPress



e.g. Canvas



The image shows a screenshot of a Canvas LMS page. At the top, there is a rich text editor toolbar with various icons for text formatting (bold, italic, underline, text color, background color, bulleted list, numbered list, link, image, video, document) and a vertical ellipsis menu. Below the toolbar, a dropdown menu is open, showing options: "Heading 2" (selected with a checkmark), "Heading 3", "Heading 4", "Preformatted", and "Paragraph". The page content includes a dark blue header with the text "IDT 505/51" and "ns of Instructional Design and Digital". Below the header, there is a section titled "Welcome to IDT 505/51!" followed by a paragraph: "These sections are cross-listed, but you will only see people from your own section." Below this paragraph is an orange button labeled "Current Week". At the bottom of the page, there is a link that says "Contact Your Instructor".



Demo

If you want to help out (phones are fine!):

1. Go to tinyurl.com/devlearn508
2. Open: *General Accessibility Checklist.docx*



Adobe PDFs



Adobe PDF Software

- *Acrobat Reader*
- *Acrobat Standard*
- **Acrobat Pro** is the only Acrobat software that can be used to view and edit PDF accessibility



Protect & Standardize



Protect

Open ▾



Redact

Add ▾



PDF Standards

Add ▾



Optimize PDF

Add ▾



Print Production

Open ▾



Accessibility

Open ▾

Customize



🔍 Search tools

Protect & Standardize



Protect

Open ▾



Redact

Add ▾



PDF Standards

Add ▾



Optimize PDF

Add ▾



Print Production

Open ▾



Accessibility

Open ▾

Customize



Accessibility

Close

- Accessibility Checker
- Document (6 issues)
- Page Content (2 issues)
- Forms
- Alternate Text (5 issues)
- Tables (4 issues)
- Lists (2 issues)
- Headings (1 issue)

Oppressive Things*

Shen-yi Liao & Bryce Huebner

Philosophy and Phenomenological Research (forthcoming)

Abstract

In analyzing oppressive systems like racism, social theorists have articulated accounts of the dynamic interaction and mutual dependence between *psychological* components, such as individuals' patterns of thought and action, and *social* components, such as formal institutions and informal interactions. We argue for the further inclusion of *physical* components, such as material artifacts and spatial environments. Drawing on socially situated and ecologically embedded approaches in the cognitive sciences, we argue that physical components of racism are not only shaped by, but also shape psychological and social components of racism. Indeed, while our initial focus is on racism and racist things, we contend that our framework is also applicable to other oppressive systems, including sexism, classism, and ableism. This is because racist things are part of a broader class of *oppressive things*, which are material artifacts and spatial environments that are in congruence with an oppressive system.

In *The Design of Everyday Things*, Don Norman (1988/2013) singles out automatic soap dispensers for praise as a prime example of a mundane artifact that shapes our understanding of the world in deep and pervasive ways. Just as importantly, he argues that since our collective understanding of the world has become anchored to the materiality of these artifacts, they tend to frustrate users when there is a lack of response: "we sometimes put our hands under faucets expecting to receive water, but wait in vain ... [o]r the water turns on and then stops, so we wave our hands up and down, hoping to find the precise location where the

* This paper is the product of a dynamic system that was initiated with a series of discussions about Shirley Cards and other material artifacts of visual culture technologies; Shen-yi Liao was responsible for the initial writing of this paper and many of the specific ways of articulating the ideas that emerged from the initial discussions; Bryce Huebner was involved in multiple stages of planning and multiple rounds of discussion and revision. In addition, the development of ideas in this paper owes much to inputs from anonymous referees, Mark Alfano, Vanessa Carbonell, Tyler Doucett, A. W. Eaton, Dan Florin, Ruth Kramer, Aaron Maskin, Thi Nguyen, Susan Nibbeling, Jay

- Autotag Document
- Autotag Form Fields
- Reading Options
- Accessibility Check
- Accessibility Report
- Identify Form Fields
- Set Alternate Text
- Setup Assistant
- Reading Order



Accessibility

Close

- Accessibility Checker
- Document (6 issues)
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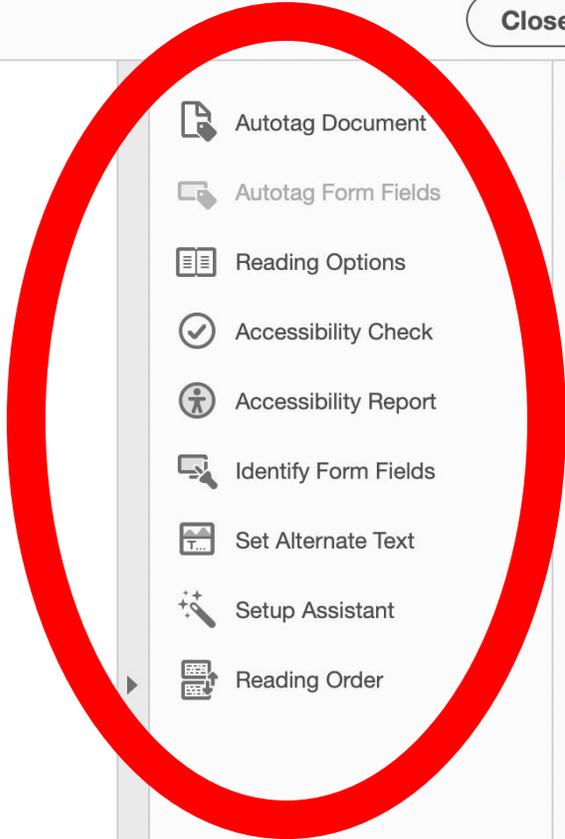
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PDF Accessibility

- Remediating PDFs is difficult!
- If possible, open the source document and edit to make accessible
- If not possible, use Adobe to export document
- Microsoft Word is the best software for creating accessible documents



Using Word to Create Accessible PDFs

- Accessibility features are preserved in export to PDF
- However, do not print to PDF!
 - Accessibility formatting will be lost
- Instead, in Word, “Save As” to PDF format



- Favorites
- Dropbox
 - Camera Uplo...
 - Baby Kellan
 - Pictures
 - lindsayoneill
 - Downloads
 - Documents
 - Applications
 - Desktop
 - Business and...
 - Career Advan...
 - Creating
 - Teaching
 - Learning
 - MAEVE
- iCloud

Save As: Document

Tags:

< > [List Icon] [Grid Icon] Learning [Up/Down Arrow] Search

Name	Date Modified
2023 Fall - TEL 703 - Innovations for Teaching and Learning	Sep 19, 2023 at 2:04 PM
2023 Fall - TEL 711 - Strategies for Inquiry	Oct 1, 2023 at 11:24 AM
Administrative	Jul 30, 2023 at 12:01 PM
ASU EDD Example Dissertations	Jul 30, 2023 at 12:01 PM
DRC	Jul 30, 2023 at 12:01 PM
Group Discussion Zoom Recordings	Aug 24, 2023 at 10:59 AM
MSIDT Research and State	Jul 30, 2023 at 12:01 PM

Online Locations File Format: PDF

- Best for electronic distribution and accessibility (uses Microsoft online service)
- Best for printing

New Folder Cancel Export

Articulate Storyline



Elearning and Accessibility

- Elearning interfaces and navigation are unique
- Lots of content
- Frequent interactions
- Heavy use of audio, video



Building in Accessibility

- Best done from the start
- **Accessibility Goal: keyboard navigation, screen reader usability**
- Accessibility checks need human judgment
- But what about templates?



Main Accessibility Considerations

- Most everything on General Accessibility Checklist applies:
 - Alt-text for images and each state
 - Learner control of multimedia
 - Closed captions
- Storyline-specific:
 - Setting focus order for keyboard use
 - Avoid non-accessible interactivity (see handout)
 - Font size depends on how it looks in published version



Clipboard: Paste, Cut, Copy, Format Painter

Slide: New Slide, Duplicate Slide

Font: Text Styles, B, I, U, S, abc, Aa, Font Color, Background Color

Paragraph: Text Direction, Align Text, Find / Replace

Drawing: Arrange, Quick Styles, Shape Fill, Shape Outline, Shape Effect

Publish: Player, Preview, Publish

Scenes

6 Things to Do



6.1 Landing



6.2 Content

Triggers

Object Triggers

- LetsGo 1
 - Jump to slide next slide
 - When the user clicks LetsGo 1

Slide Layers

Timeline States Notes

State	Timeline	Notes
LetsGo 1	00:05:00 - 00:05:00	Next
Title 1	00:00:00 - 00:05:00	Things to Do
Transparent 1	00:00:00 - 00:05:00	Rectangle 1
Hikers	00:00:00 - 00:05:00	Image 5.jpg

Landing (Base Layer)

Activate Windows
Go to Settings to activate Windows.

Clipboard: Paste, Cut, Copy, Format Painter

Slide: New Slide, Duplicate Slide

Font: Text Styles, B, I, U, S, abc, Aa, Font Color, Paragraph Color

Paragraph: Text Direction, Align Text, Find / Replace

Drawing: Arrange, Quick Styles, Shape Fill, Shape Outline, Shape Effect

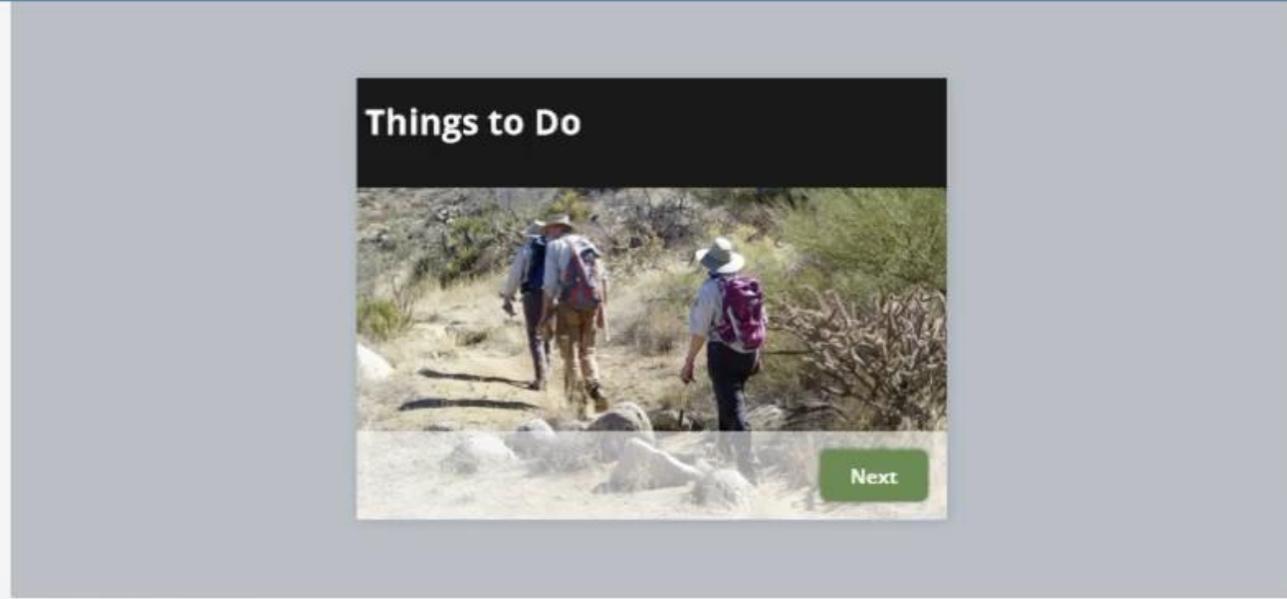
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Slide Layers

Timeline States Notes

00:01 00:02 00:03 00:04 00:05 00:06 00:07 00:08 00:09 00:10 00:11

Let'sGo 1	Next	End
Title 1	Things to Do	
Transparent 1	Rectangle 1	
Hikers	Image 5.jpg	

Landing (Base Layer)

Activate Windows

Go to Settings to activate Windows.

See Handout for More Guidelines!

- Avoid non-accessible interactivity
- More on developing for screen reader users



Wrap-Up

- Get to know the basics of accessibility
- Use software that make accessibility easy
- Create your own accessible templates
- Commit to practicing! Everyone starts somewhere



Questions?

DOWNLOADS

tinyurl.com/devlearn508

CONTACT ME

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