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ATTENDEE KEY TOOLS

• **Mute/ Unmute** - Mute and unmute your microphone (The red line across the Mute icon means that your audio is OFF).
• **Video** – Start/Stop video (The red line across the video icon means that the video is OFF).
• **Chat** – Access the chat window to chat with the participants/host(s).
• **Leave meeting** - Leave the meeting while it continues for the other participants. Only the host can end the meeting.
• **Nonverbal feedback** - Places an icon beside your name to quickly notify the host.
Here are upcoming Webinars about Online Teaching and Learning (OTL) in October!

October 1, 2021  1:00 - 2:30 PM
Engaging Asynchronous Students

October 7, 2021  1:00 - 2:30 PM
Utilizing Multimedia for Course Design

See full list of Fall OTL webinars:
https://stearnscenter.gmu.edu/programs/trainings/
TODAY’S AGENDA

• **What** is Accessibility?
• **Why** Incorporate Accessibility?
• **How** to Make Your Content More Accessible and Inclusive?
• Tips for Teaching Accessible Online Courses
• Closing and Q & A
WHAT IS ACCESSIBILITY?
Definitions:
Accommodation vs. Accessibility vs. Inclusive Design

Inclusion
User-centered

Accessibility
Compliance

Accommodations
Individual in nature
Targeted

Universal Design or UD
WHY INCORPORATE ACCESSIBILITY?
LET’S DO A POLL!
There are several reasons...

- Accommodation
- Compliance
- Inclusion (e.g., Universal Design for Learning or UDL)
ACCOMMODATION VS. COMPLIANCE

Relevant Federal and State Disability Laws

- Online course materials (i.e., LMS, documents, videos, etc.) must be accessible to students with disabilities

- **Accommodation**
  - Students must register with Disability Services.
  - Typical handled on a case-by-case basis (e.g., interpreters)
  - Disability-focused approach

- **Compliance**
  - Compliance with the law is required regardless of whether a student in your course has registered with Disability Services for an accommodation (e.g., accessible LMS)
  - Focused on *legal* requirements
• **Instructional design** helps align learning goals with strategies and tools (→ more inclusive)

• Universal Design for Learning (focused on being *inclusive*)
MULTIPLE MEANS OF ENGAGEMENT

Heighten interest and monitor progress by:

- Welcoming emails/messages/activities
- Small group activities/work
- Journals/Personal reflections
- Real life demonstrations/experiences
MULTIPLE MEANS OF REPRESENTATION

Offer multiple options for accessing information:

- E-books
- Audio
- Video with captions and transcripts
- Lecture
MULTIPLE MEANS OF ACTION AND EXPRESSION

Offer multiple options for demonstrating comprehension:

- Oral Exams
- Papers
- Tests/quizzes
- VoiceThread
- Group presentation/project
ALL LEARNING BEGINS WITH ACCESS!
LET’S DO A POLL!
You must consider permanent, temporary, and situational disabilities.

<table>
<thead>
<tr>
<th></th>
<th>Permanent</th>
<th>Temporary</th>
<th>Situational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touch</td>
<td>One arm</td>
<td>Arm injury</td>
<td>New parent</td>
</tr>
<tr>
<td>See</td>
<td>Blind</td>
<td>Cataract</td>
<td>Distracted driver</td>
</tr>
<tr>
<td>Hear</td>
<td>Deaf</td>
<td>Ear infection</td>
<td>Bartender</td>
</tr>
<tr>
<td>Speak</td>
<td>Non-verbal</td>
<td>Laryngitis</td>
<td>Heavy accent</td>
</tr>
</tbody>
</table>

You never know what type of challenges the learner might be experiencing.

Your instruction and your content must be flexible to address many different learner needs.
WHERE TO GET HELP AT MASON?
The ATI Office offers captioning and accessibility checking services for faculty to help you comply with the relevant Federal and State disability laws that require all education materials posted online to be accessible to students with disabilities. (ati@gmu.edu)

Stearns Center Digital Learning Instructional Design Team is available to assist you determine content formats and accompanying tools to support your teaching strategies. (stearns@gmu.edu)
QUESTIONS ?
HOW TO MAKE YOUR COURSE CONTENT ACCESSIBLE?
IMAGES & DOCUMENTS
DIY: MICROSOFT ACCESSIBILITY CHECKER

Correct Accessibility Issues that are identified
For images in Word documents, add the following:

- Alternative text for “meaningful” images, charts, graphs, and objects
DIY: ADDING ALT TEXT (MICROSOFT 365)

1. Right-click on the image.

2. Click "Edit Alt Text..." in the dropdown menu.

3. Enter alternative text description here for meaningful images.

   Click checkbox to mark image as decorative.
For PowerPoint presentations, **add and/or use** the following:

**Use Built-in Slide Layouts**

- Click to add title
- Click to add text

**Group Related Images & Provide Alt Text**

**Pre-Reverse Transcriptase**

Central Dogma of Flow of Genetic Information

Prior to 1970, all biologists thought that genetic information flowed only in one direction:

DNA → Transcribe → RNA → Translation → Protein
DIY: GROUPING IMAGES (MICROSOFT 365)
• Ally identifies *images and documents* in your Bb course that need to be made accessible.

• Ally makes it easy for faculty to submit **direct requests** for document remediation to the ATI.

• Ally provides **all students** with the ability to download an **alternative format** (*e.g.*, audio, electronic braille, web-based, etc.) of any document that you have uploaded in your course.

**ITS - Blackboard Ally for Faculty and Staff**

**ATI - CARES Guide- Blackboard Ally for Instructors**
QUESTIONS?
ACCESSIBLE VIDEOS:
TERMINOLOGY
CAPTIONS VS. SUBTITLES

...Music Playing...


- **Subtitles and closed captions** for a video are not the same thing!

- **Subtitles** provide text for dialog and narration taking place in a video.

- **Closed captions** identify additional sounds like a door closing, laughter, music playing, etc.

- **Subtitles** are considered acceptable for accessibility purposes.
• **Audio descriptions** help users with visual disabilities perceive content that is presented only visually.

• **Audio descriptions** can be provided with the primary video, or in another audio track, or via an alternate version of the video that includes audio descriptions.

From: [https://webaim.org/techniques/captions/#ad](https://webaim.org/techniques/captions/#ad)
• **Transcripts** allow anyone who cannot access content from either web audio or video (or both) to read a text transcript instead.

• **Transcripts** also should include descriptions of important audio information (like laughter) and visual information (such as someone entering the room).

• For most web videos, **both captions and a text transcript** should be provided.

• **Transcripts** make multimedia content searchable by search engines and users.

From: [https://webaim.org/techniques/captions/#transcripts](https://webaim.org/techniques/captions/#transcripts)
INTERACTIVE TRANSCRIPTS

In this course, students will explore the applications of computer technology for instructional programs and computer skills used by teachers of special populations. The course provides experience with computer technology designed for special populations. Offered by Graduate School of Education. May not be repeated for credit.

Interactive transcripts are searchable.

As the user hears the words being spoken, the matching words in the transcript are underlined or highlighted.
ACCESSIBLE VIDEOS
LET’S DO A POLL!
HOW TO GET ACCESSIBLE VIDEOS?

• Videos from “Films on Demand” from Mason Libraries (films with captions and interactive transcript)
• DIY: Machine Captions in MyMedia
• DIY: YouTube Automatic Captioning (YouTube auto-captions)
• DIY: Otter.ai for Education (Otter.ai captions)
• DIY: Microsoft Stream (Microsoft Stream auto-captions)
• DIY: Zoom Videos (Live transcripts in Zoom)
• ATI Captioning Request for Videos in MyMedia
FILMS ON DEMAND & OTHER MEDIA

From Mason Libraries  Films on Demand

Captions

Interactive Transcript

Searchable Video Content
ITS website: How can I request closed captions or an audio description to my videos?

1. In Blackboard, go to **Tools** on the left, and then select the **Kaltura MyMedia** link. Click on a media entry.
2. Beneath the video player choose **Actions** and select **Caption & Enrich** from the drop-down menu.
3. The Captions and Enrichment Services Requests screen is displayed.
4. The screen is divided into two sections; the first shows any existing captions.
5. Under **Order Captions & Enrichment Services** click the **Submit** button.
DIY: MACHINE CAPTIONS

Existing Requests

No requests were found

Order Captions & Enrichment Services

Service: Machine  Source Media Language: English

Feature: Captions

Submit
DIY: MACHINE CAPTIONS

Closed Captions Editor

Captions: Spanish

Replace:

Add Speaker to selected items

- 00:00:04.205 00:00:08.460  [ELL] ES They literally license the use of
- 00:00:08.460 00:00:11.580  ES their episodes for Farmed and Dangerous around the world.
- 00:00:11.580 00:00:14.010  ES They get paid to show this content in
- 00:00:14.010 00:00:16.880  [ELL] ES different regions and everybody knows what chipotle is.
- 00:00:16.880 00:00:22.520  ES So, you’re looking at companies finding additional ways to make money out of video.
1. If your video is stored in “My Media” in Blackboard, then you must add a “captions” tag to make it possible for the ATI Office to locate it and submit a request through the ATI website to have the video captioned.

2. You will receive an email from the ATI Office letting you know when the captions have been added with an attached transcript file in .TXT format for each video.
QUESTIONS?
TEACHING ACCESSIBLE ONLINE COURSES
How do you know if an app or tool is accessible?

• **Your First Step:** Look at the website for the app or tool, and search for accessibility standards. Look for **VPAT (Voluntary Product Accessibility Template)**, which is information about how product or service conforms to Section 508.

• **Your Second Step:** If you don’t find information posted about accessibility, then you might reach out to the vendor or company which sells or provides the app or tool, to directly ask them about accessibility.

• **Still Don’t Know?** Please contact **ATI** for assistance: **ati@gmu.edu**.
What can you do if not all students can access the app or tool in your course?

- You should prepare an **accessible alternative** for any activity or assignments provided by the app or tool. Alternative activities or assignments should address the same learning outcomes.
- Students with **accommodations** may require accessible alternatives.
- You may contact **Stearns Center** and **ATI** for guidance on how to design alternative activities or assignments.
5 TIPS FOR TEACHING AN ACCESSIBLE ONLINE COURSE

1. Address individual needs in an inclusive manner.
2. Deliver instructions clearly and in multiple ways.
3. Offer multiple options for communication and collaboration.
4. Provide multiple ways for students to demonstrate what they have learned.
5. Offer outlines, summaries, graphic organizers, and other scaffolding tools to help students learn.

From: https://www.washington.edu/doit/20-tips-teaching-accessible-online-course
YOUR NEXT STEP...
ACTION ITEMS FOR ACCESSIBILITY!
1. How will I use Blackboard Ally to identify the accessibility of my course documents and images?
2. How will I plan for accessible videos, using one or more of the methods presented in today’s webinar?
3. How will I plan my online courses for access for all learners, including students with permanent, temporary and situational disabilities?
4. How will I use UDL principles to teach accessible and inclusive online courses?
5. When will I seek out help from ATI and Stearns Center for accessible online courses and teaching?
QUESTIONS?
THANK YOU!

• Remember to use **Blackboard Ally** to review the accessibility of the images and documents in your courses.

• Visit the **ATI Blackboard Ally for Instructors website** for more information: [Blackboard Ally for Instructors (ATI)](#)

• See the **Stearns Center website** for the schedule of webinars and consultation/office hours: workshops and office hours available to faculty: [Stearns Center Trainings and Workshops](#)

• See the **Assistive Technology Initiative website** to submit requests for services: [Request ATI Services](#)