

Basic Questions about Accessibility and Usability in Online Courses

Fall 2021
September 14, 2021



YOUR FACILITATORS

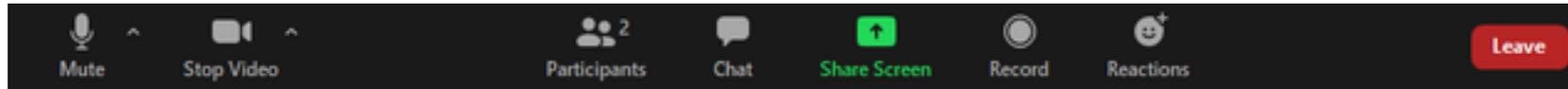


Darlene Smucny, Ph.D.
Assistant Director
Digital Learning

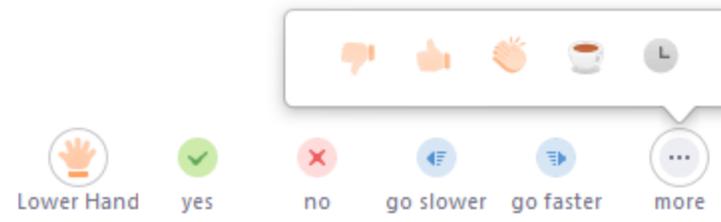


Korey Singleton, Ph.D.
Manager
Assistive Technology
Initiative Office

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.



UPCOMING ONLINE TEACHING & LEARNING (OTL) WEBINARS

OTL Series Webinar



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

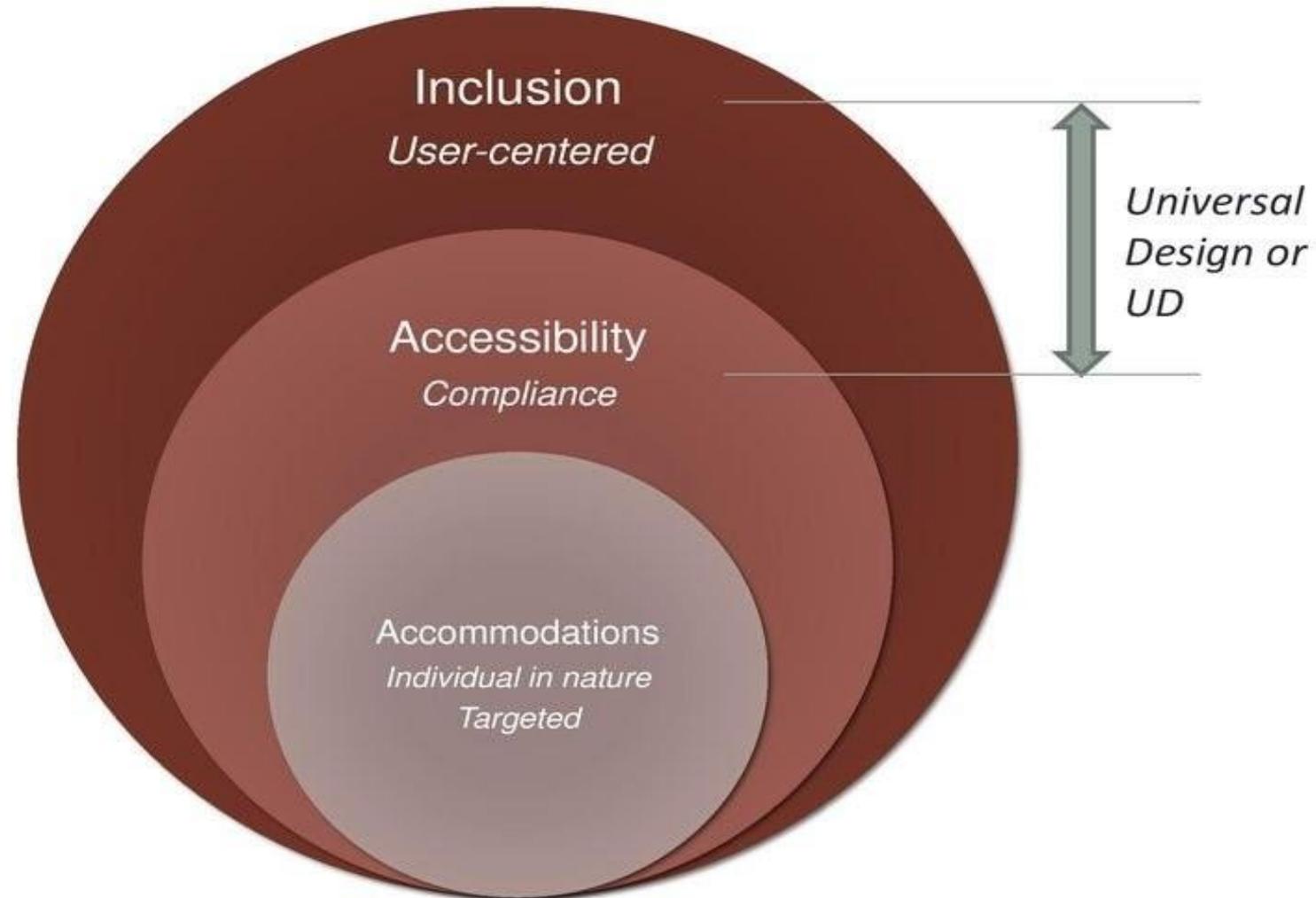
- **What** is Accessibility?
- **Why** Incorporate Accessibility?
- **How** to Make Your Content More Accessible and Inclusive?
- Tips for Teaching Accessible Online Courses
- Closing and Q & A

WHAT IS ACCESSIBILITY?



Definitions:

Accommodation vs. Accessibility vs. Inclusive Design



WHY INCORPORATE

ACCESSIBILITY?

LET'S DO A POLL!



WHY INCORPORATE ACCESSIBILITY?

There are several reasons...

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

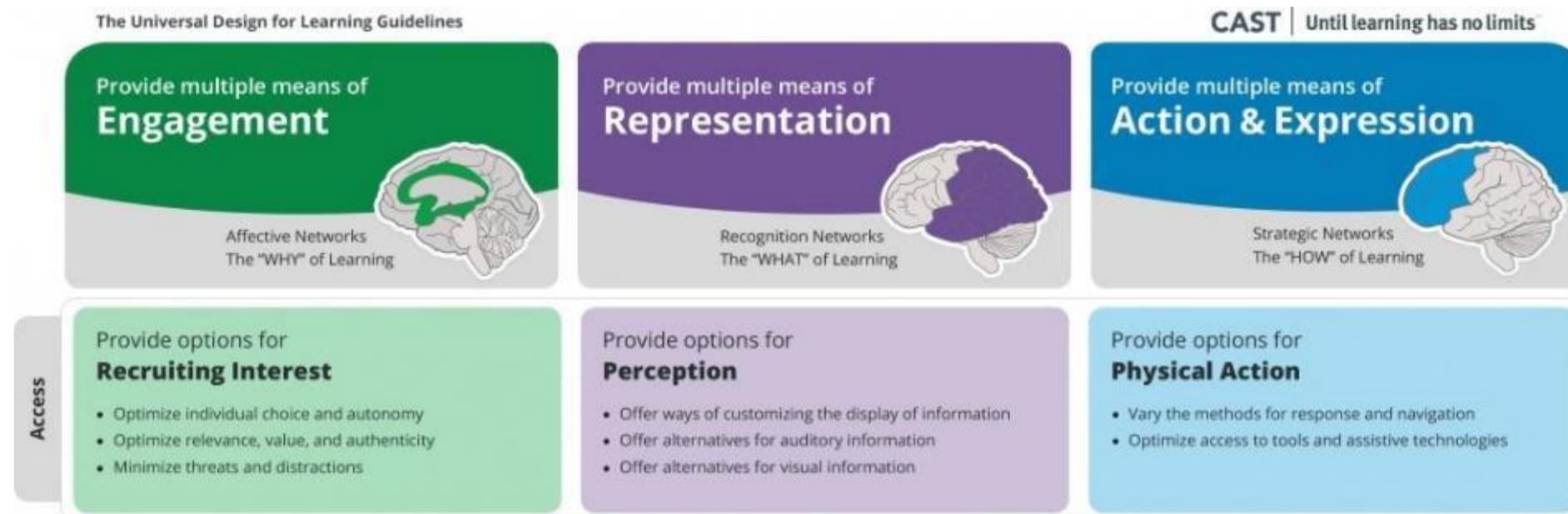
ACCOMMODATION VS. COMPLIANCE

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

UNIVERSAL DESIGN STRATEGIES

- **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



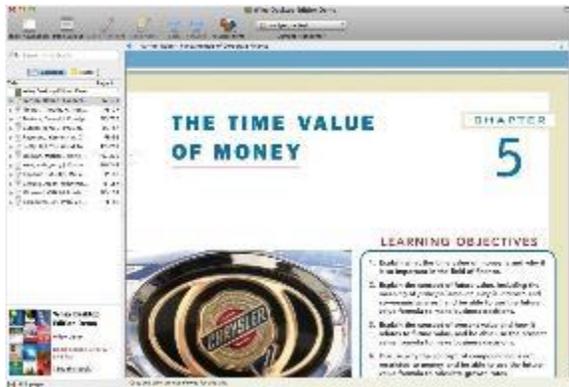
Journals/Personal reflections



Real life demonstrations/experiences

MULTIPLE MEANS OF REPRESENTATION

Offer multiple options for accessing information:



E-books



Audio



Video with captions and transcripts



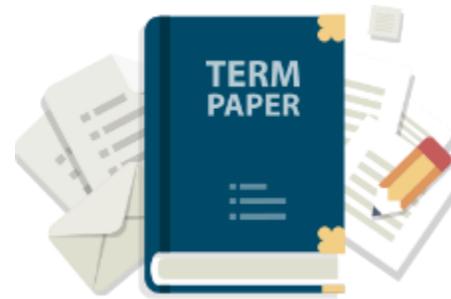
Lecture

MULTIPLE MEANS OF ACTION AND EXPRESSION

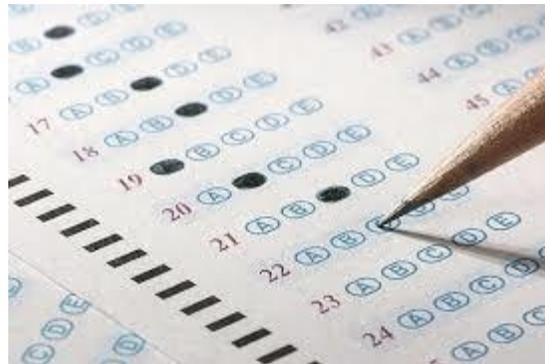
Offer multiple options for demonstrating comprehension:



Oral Exams



Papers



Tests/quizzes



VoiceThread



Group presentation/project

**ALL LEARNING
BEGINS WITH ACCESS!**

LET'S DO A POLL!



THINK ABOUT YOUR USERS

You must consider permanent, temporary, and situational disabilities.

	Permanent	Temporary	Situational
Touch	 One arm	 Arm injury	 New parent
See	 Blind	 Cataract	 Distracted driver
Hear	 Deaf	 Ear infection	 Bartender
Speak	 Non-verbal	 Laryngitis	 Heavy accent

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.

Image courtesy of from
http://www.udlcenter.org/aboutudl/take_a_tour_udl

Inclusive
A Microsoft Design Toolkit

WHERE TO GET HELP
AT MASON?



GMU SERVICES TO HELP WITH ACCESSIBILITY

- 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 ?



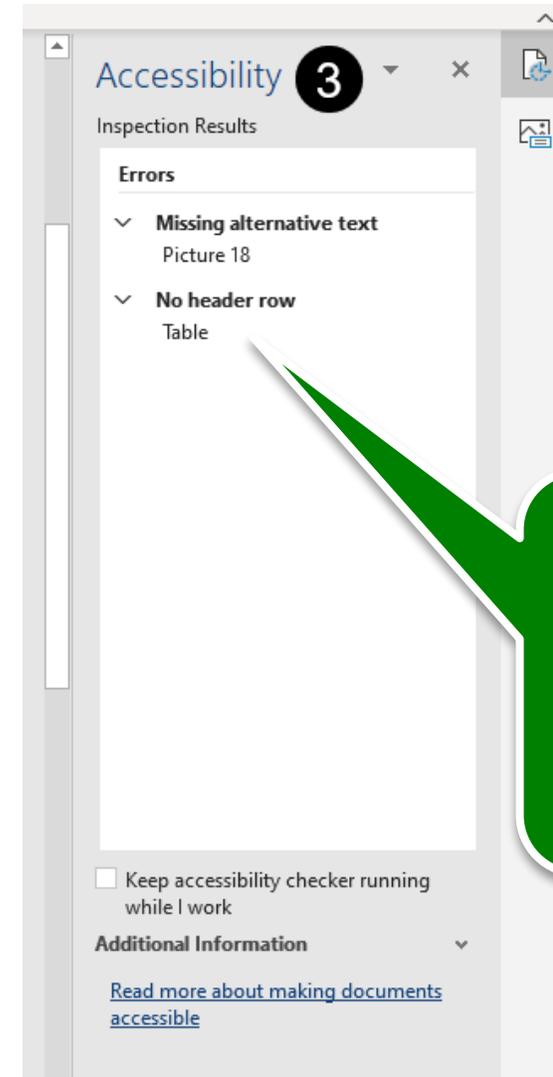
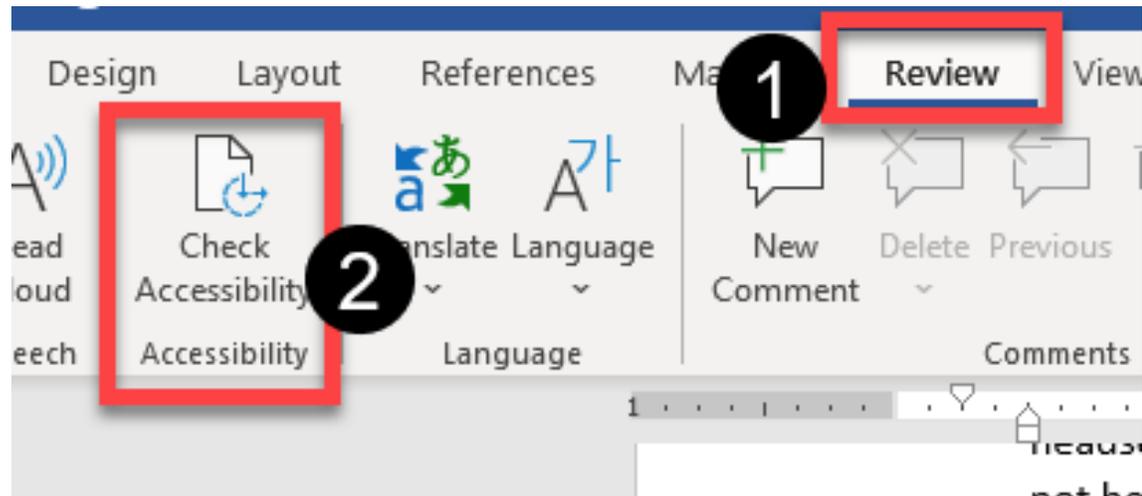
HOW TO MAKE YOUR
COURSE CONTENT
ACCESSIBLE?



IMAGES & DOCUMENTS



DIY: MICROSOFT ACCESSIBILITY CHECKER



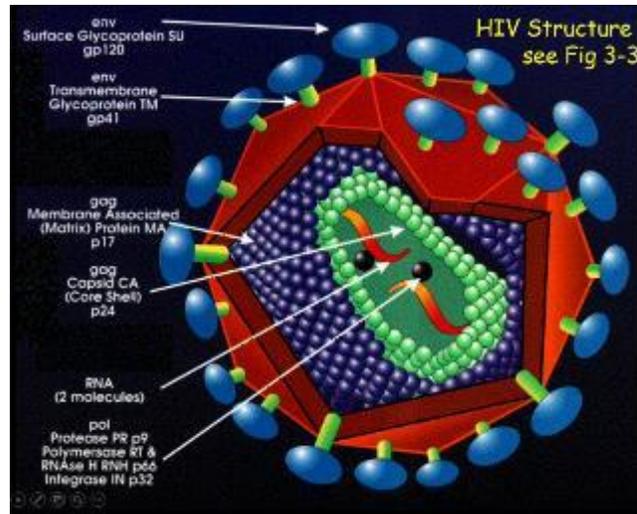
Correct
Accessibility
Issues that
are identified

DIY: IMAGES

For images in Word documents, **add** the following:

- Alternative text for “meaningful” images, charts, graphs, and objects

Meaningful



Decorative



DIY: ADDING ALT TEXT (MICROSOFT 365)

The screenshot displays the Microsoft Word interface with a ribbon at the top showing Font, Paragraph, Styles, Editing, and Adobe Acrobat tabs. A ruler is visible above the document area. An image of headphones is selected, and a context menu is open over it. The menu includes options like Style, Crop, Cut, Copy, Paste Options, Edit Picture, Save as Picture..., Change Picture, Group, Bring to Front, Send to Back, Link, Insert Caption..., Wrap Text, Edit Alt Text..., Size and Position..., and Format Picture... The 'Edit Alt Text...' option is highlighted with a red box and a circled '2'. A red callout box with a circled '1' points to the image with the text 'Right-click on the image.' To the right, the 'Alt Text' task pane is open, showing the prompt 'How would you describe this object and its context to someone who is blind?' and a text input field. A red callout box with a circled '3' points to the input field with the text 'Enter alternative text description here for meaningful images'. Below the input field is a 'Generate a description for me' button and a 'Mark as decorative' checkbox, which is also highlighted with a red box and a red callout box with the text 'Click checkbox to mark image as decorative.'

1 Right-click on the image.

2 Edit Alt Text...

3 Enter alternative text description here for meaningful images

Click checkbox to mark image as decorative.

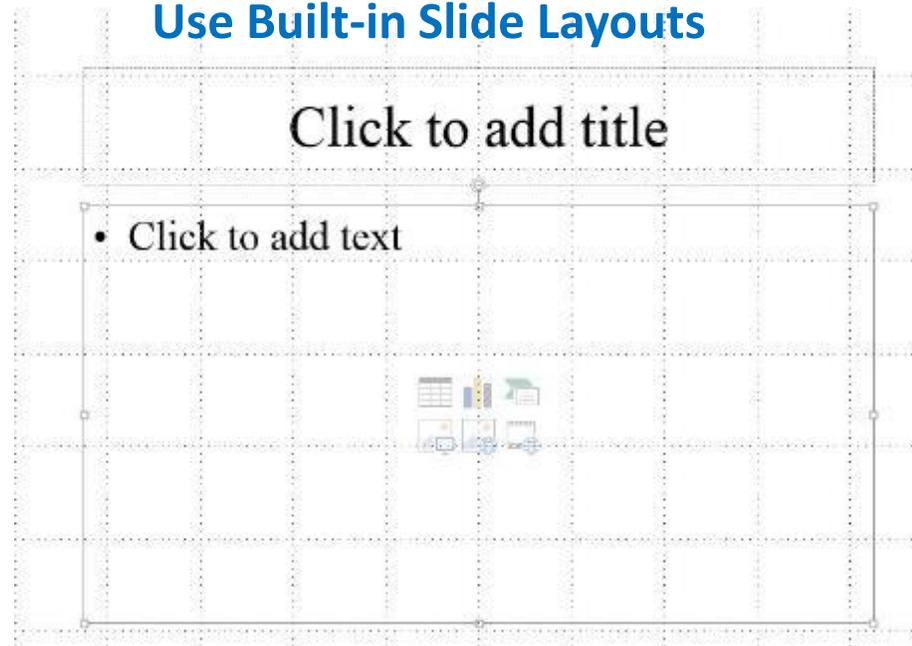
DIY: POWERPOINT

For PowerPoint presentations, add and/or use the following:

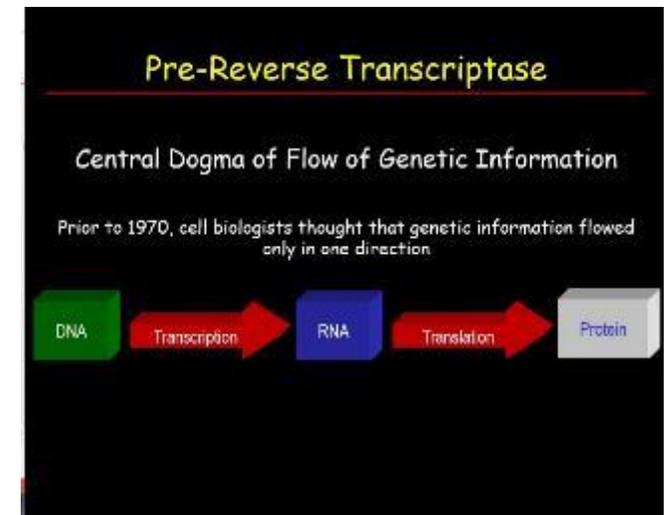
Use Alternative (Alt) Text



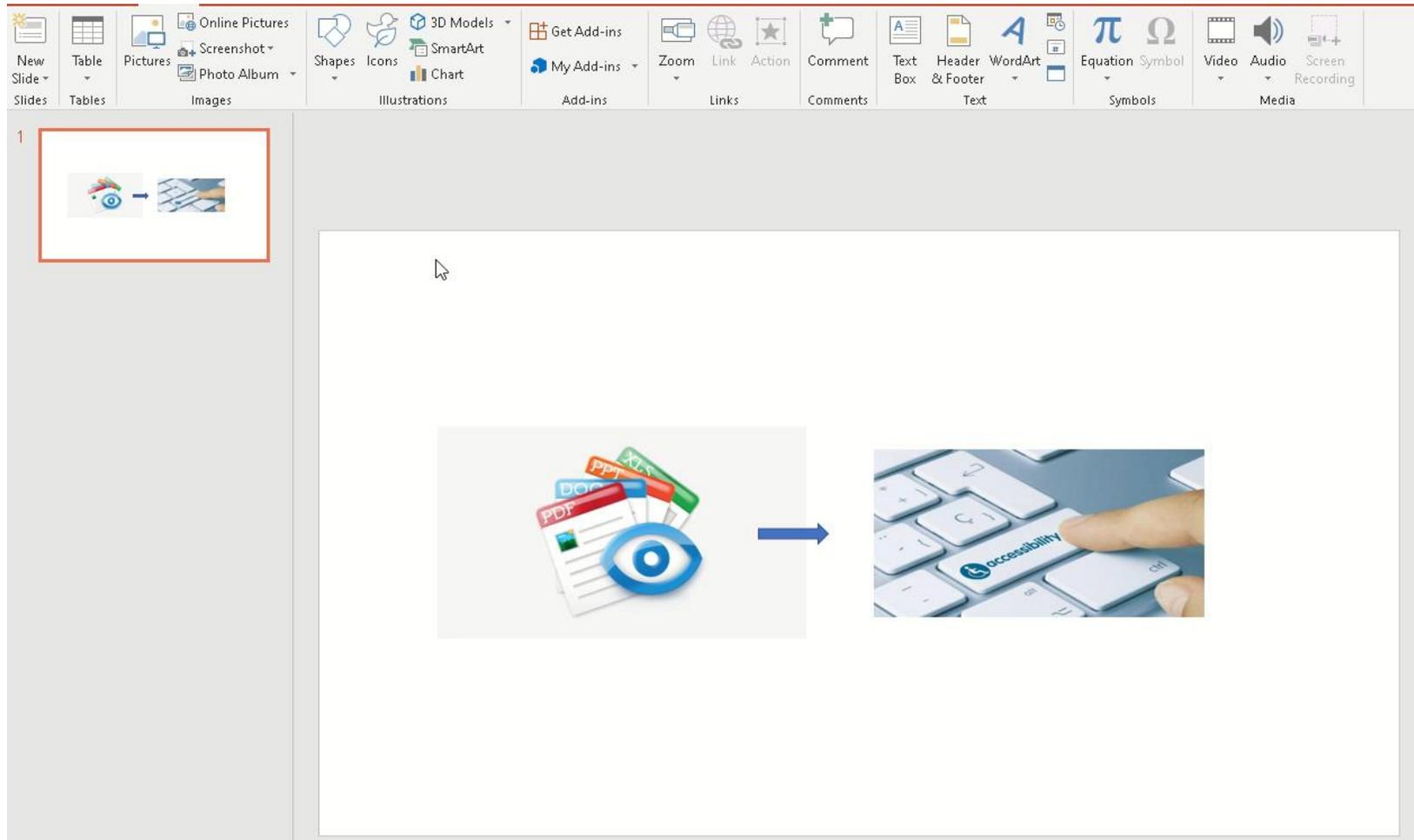
Use Built-in Slide Layouts



Group Related Images & Provide Alt Text

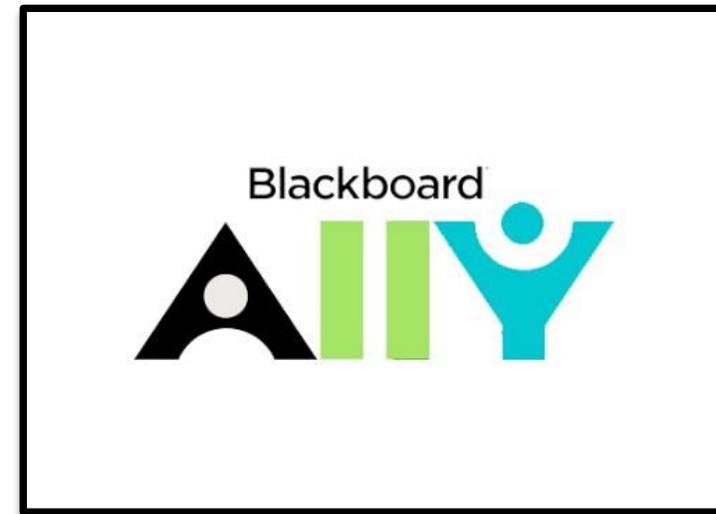


DIY: GROUPING IMAGES (MICROSOFT 365)



BLACKBOARD ALLY

- *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](#)





DEMO



QUESTIONS?



ACCESSIBLE VIDEOS: TERMINOLOGY



CAPTIONS VS. SUBTITLES

...Music Playing...



Converse College (2013) Music [image]. Retrieved from www.flickr.com/photos

- **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 DESCRIPTION

- **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.

...three women in colorful dresses dancing while holding baskets on their heads....



Jack Wickes (2014) Dancers—La Tumba Francesca Pompadour [image]. Retrieved from www.flickr.com/photos

From: <https://webaim.org/techniques/captions/#ad>

TRANSCRIPTS

- **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.

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.



While the course will provide you will ample opportunities to explore AT tools, learning specific tools is actually not the focus. Our goal is to ensure that you understand the needs of students with disabilities and how to select AT tools that best match those

cielo²⁴ MediaDataPlayer



[MUSIC] [BLANK_AUDIO] Hi, I'm Marci Kinas Jerome, and welcome to the course. The purpose of this course is to introduce you to the m of using technology to support students with disabilities in the

cielo²⁴ MediaDataPlayer

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*

The screenshot displays the 'Films on Demand' interface for George Mason University. The page title is 'Inside Tolkien's The Hobbit'. A video player is shown with a scene of an elderly man marking exams. A subtitle reads: 'Marking school examinations in the summertime'. An interactive transcript overlay is visible on the right side of the video player, showing a search bar and a list of text segments from the video. The transcript includes the following text: 'The actual beginning, though it's not really the beginning, but the actual flash point was, I remember very clearly. I can still see the corner in my house in 20 Northmoor Road where it happened. I got an enormous pile of exam papers there. Marking school examinations in the summertime is an enormous—very laborious and unfortunately also boring. And I remember picking up a paper and actually I nearly gave up on it, but I gave it five marks, actually, because I was on this particular paper was not blank. Nothing to read. So I scribbled on it. I think why— "In a hole in the ground lived a hobbit." I think I was eventually published in 1937. As regards the writing style of The Hobbit, it's very straightforward. There are no great linguistic devices. But for a first work, Tolkien did an excellent job of tailoring his language perfectly for the audience. He doesn't talk down to them or patronize them, as he was concerned to do himself. And probably the reason for that is that he had his own children. So he was aware just how the language of the book needed to be written. And he wanted to

Captions

Interactive Transcript

Searchable Video Content

DIY: MACHINE CAPTIONS

[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 Revert Save

Replace with Replace

Add Speaker to selected items Add

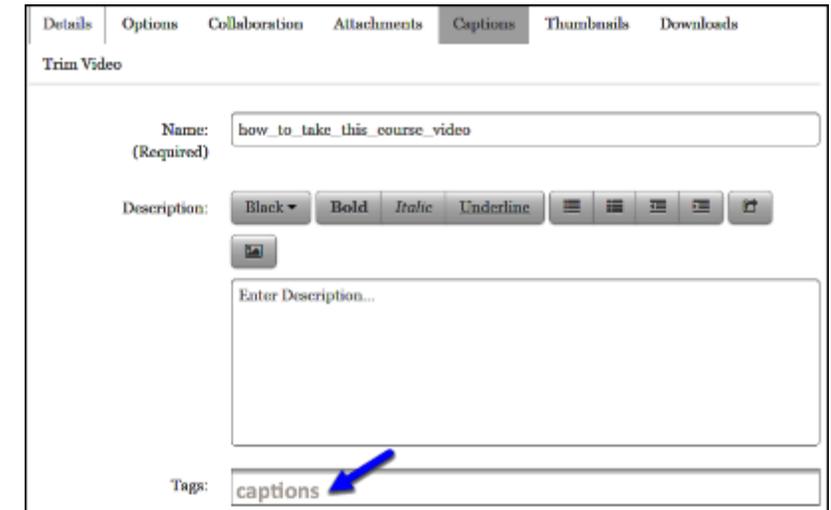
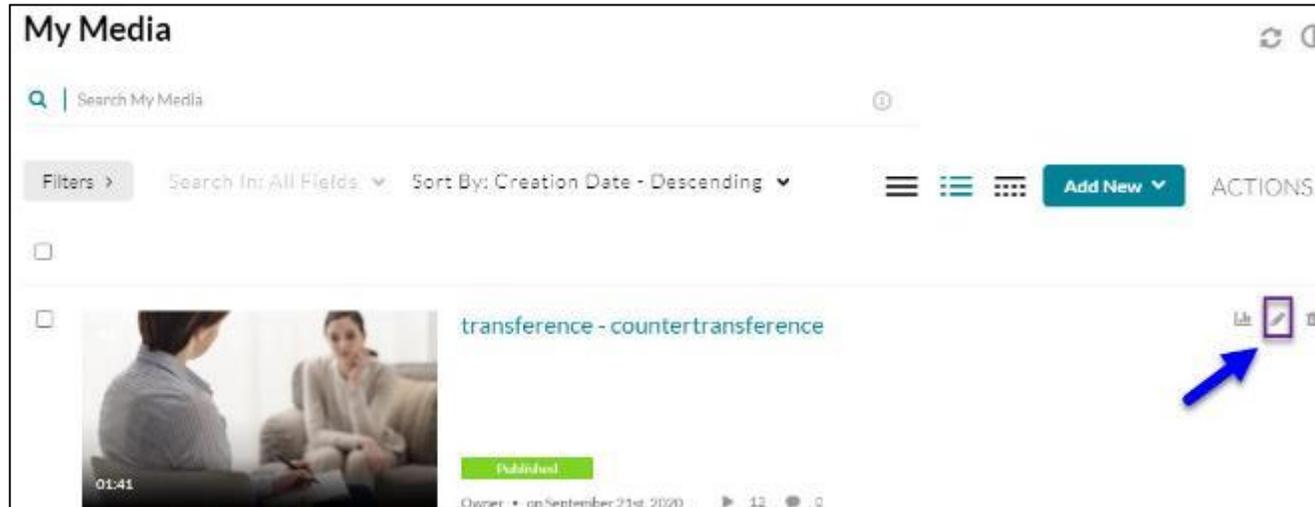
<input type="checkbox"/>	00:00:06,205	00:00:08,460	[ELLLA] ES They literally license the use of
<input type="checkbox"/>	00:00:08,460	00:00:11,580	ES their episodes for Farmed and Dangerous around the world.
<input type="checkbox"/>	00:00:11,580	00:00:14,010	ES They get paid to show this content in
<input type="checkbox"/>	00:00:14,010	00:00:16,880	[ELLLA] ES different regions and everybody knows what chipotle is.
<input type="checkbox"/>	00:00:16,880	00:00:22,520	ES So, you're looking at companies finding additional ways to make money out of video.



0:00 / 1:59

Autoscroll

REQUEST CAPTIONS FROM ATI: MYMEDIA



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**



TEACHING WITH EXTERNAL APPS OR TOOLS

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.



TEACHING WITH EXTERNAL APPS OR TOOLS

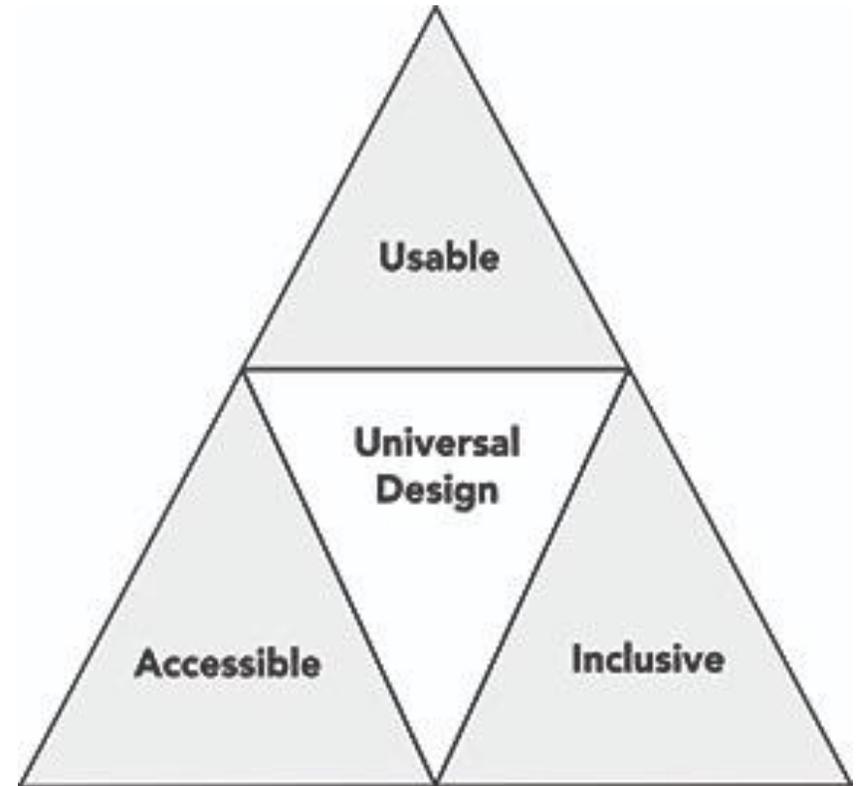
What can you do if not all students can access the app or tool in your course?

- 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!**



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](#)