



Creating Accessible Content

Workshop 2, Digital Teaching Series

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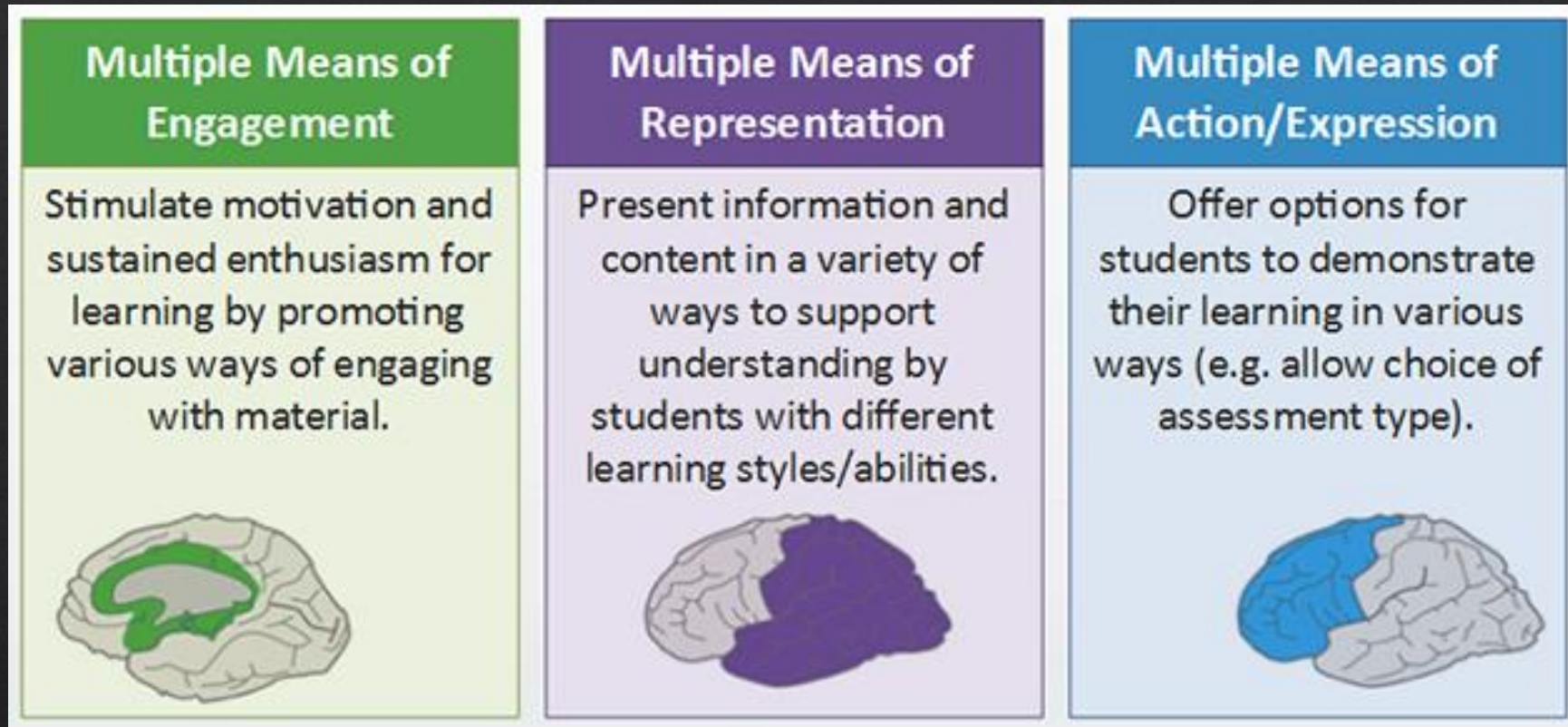


Universal Design for Learning

“A framework to guide the design of learning environments that are accessible, inclusive, and challenging for every learner. Ultimately, the goal of UDL is to support learner agency, the capacity to actively participate in making choices in service of learning goals.” [[CAST](#)].

- ◆ Following UDL principles when creating your content makes it more accessible for all your learners.

UDL Framework



Ahead – The UDL Framework Explained

Guidelines provided by US organisation CAST – there is no ‘typical’ or ‘normal’ student. Greater flexibility in teaching and learning is therefore needed to successfully teach for all students.

Digital Badge in Universal Design in Teaching & Learning

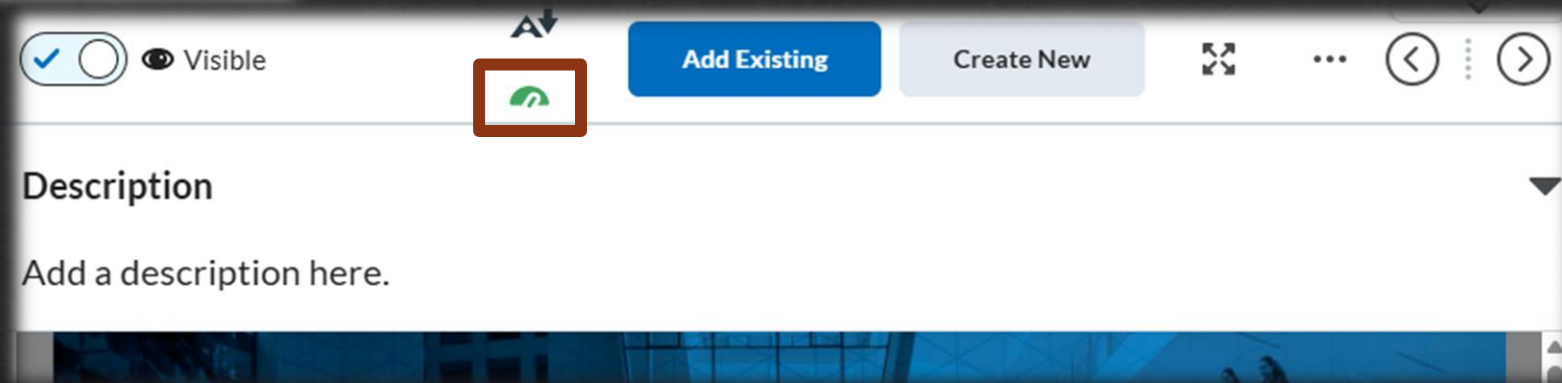
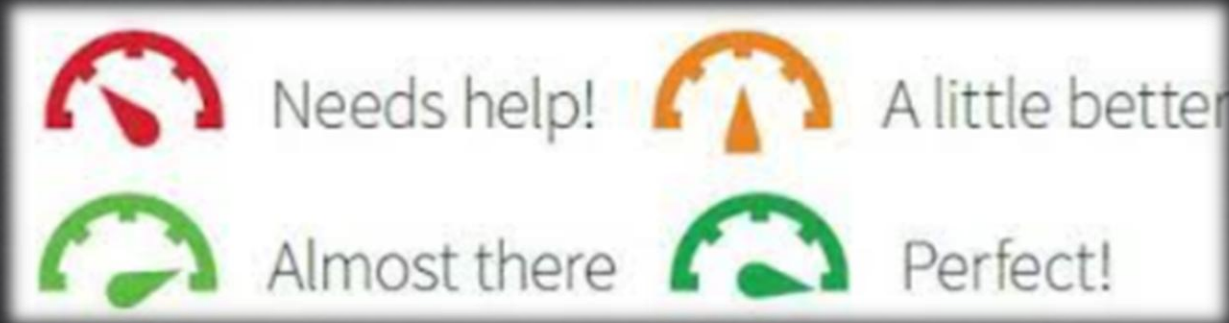


- ◆ Approx 25 hours over 10 weeks.
- ◆ Must have teaching activity planned over weeks 5-9 you can use as part of UDL Redesign Activity.
- ◆ Runs in spring & autumn each year.
- ◆ [More info on the ALL Digital Badge in UDL page.](#)

Accessibility Checkers

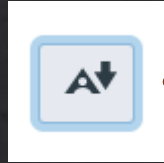


1. Ally on Brightspace Accessibility Score



- ◆ Coloured dial to indicate the level of accessibility for that piece of content.
- ◆ Click on it to review – highlights each issue and what reduces the score.
- ◆ Step-by-step instructions on the original document to increase the score.


1. Ally on Brightspace Student Perspective










- ◆ Select the **Alternative Formats** button.
- ◆ Choose the preferred format and download it.
- ◆ Files with higher Ally scores produce alternative format files of greater quality.

Download alternative formats ✕


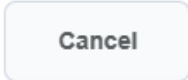
Selected file:

 Fitzmaurice_2021_How

-  HTML
For viewing in the browser and on mobile devices
-  ePub
For reading as an e-book on an iPad and other e-book readers
-  Electronic braille
BRF version for consumption on electronic braille displays
-  Audio
MP3 version for listening
-  BeeLine Reader
Enhanced version for easier and faster on-screen reading
-  Immersive Reader
Aid reading comprehension and grammar skills. Internet required.

 [Help](#)

By downloading an alternative format, you agree to the [Terms of Use](#)

1. Ally on Brightspace

Fixing issues to Improve Ally Score

Accessibility score for:
Fitzmaurice_2021_How

5%

All issues

- This PDF is untagged
Increase score up to **93%**
- This PDF does not have a language set
Increase score up to **10%**
- This PDF does not have a title
Increase score up to **7%**

Select All Issues option.

Then select each issue for guidance on how to make the appropriate changes.

1. Ally on Brightspace Ally Module Report

◇ Access via **Module Tools > Ally Report**

The screenshot displays the Ally Module Report for 'Aoife Reilly - Sandbox'. At the top left, a gauge shows the 'Course accessibility score' at 83%. Below this, a 'Content' tab is selected, showing a donut chart with a total score of 16. To the right, a table titled 'All course content' lists the following items:

Content Type	Count
HTML file	9
PDF document	3
Module	2
Word document	1
Quiz	1

Below the table, a 'View' button is visible. On the right side of the report, two sections are highlighted with callouts:

- 'Content with the easiest issues to fix' (1 item) with a 'Start' button.
- 'Fix low scoring content' (2 items) with a 'Start' button.

Callout boxes provide additional context: 'Overall accessibility score for module' points to the 83% gauge; 'Change tab to view all file types listed by Ally score' points to the 'Content' tab; 'Summary of different content types in module' points to the donut chart and table; and 'Suggested starting points for content fixes' points to the two 'Start' buttons.

2. MS Accessibility Checker The Little Man

Page 1 of 1 355 words  English (Ireland) Text Predictions: On  Accessibility: Investigate

- ◆ Runs in the background as you create your MS file.
- ◆ Click on him to open a panel listing Inspection Results.
- ◆ Each issue is listed, with step-by-step instructions on how to fix it.

Formatting your Content



Checklist: Making your Lecture Notes Accessible

- ◆ 1 page summary of the information in the coming slides, with links to further resources on each item.
- ◆ In checklist format, so you can download a copy, and tick off items.

Some Common Accessibility Issues

1. Document Structure



Use headings to create a navigable structure on Word, and slide layouts and reading order for the same on PowerPoint.



You can follow the same principles for Google docs/slides.



Ensure this tagging is retained if saving as a PDF.

Some Common Accessibility Issues

2. Descriptive Hyperlinks



Write words/a phrase that describe the link.



Highlight and right-click;
link/ insert URL.



Use for both
Brightspace editor and
MS products.

Some Common Accessibility Issues

3. Alt Text on Images



Alt text is a written description of what an image depicts.



Images can also be marked as Decorative – these will then not be described by screen readers.

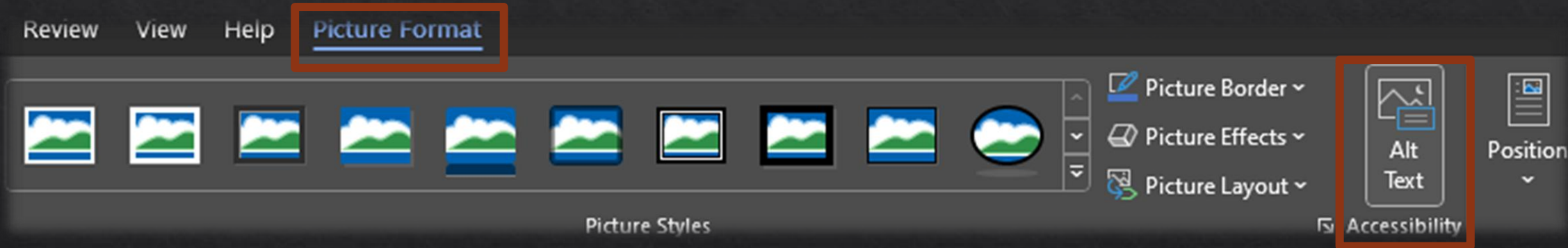


On Brightspace, right click and then select Images to add alt text.



[This talk provides more information about alt text on images.](#) (23 mins)

Alt Text on MS Office



Some Common Accessibility Issues

4. Presentation



Use a sans-serif font (egs. Include Arial or Calabri, or Lato on Brightspace).



Use minimum font sizes of 14px for word processors and 24 px for presentations. The default is 19px on Brightspace.



Use proper contrast for font colours. You can check this using a colour contrast tool like WebAIM Checker. Do not use colour as the only way to convey information.



Do not use underlining, block capitals or italics. Use bold sparingly, only when you wish to emphasize some text.

Some Common Accessibility Issues

5. Videos



Keep them short and to the point.



Include closed captions/a transcript. [Video content management platform YuJa](#) can help with this (more in a later workshop).



YuJa also has the facility for [students to take and save notes while watching a video.](#)

SensusAccess: File Conversion Tool

- ◆ Available through the UCD Access and Lifelong Learning website.
- ◆ Upload files and receive an accessible version of your choice to your email (including a more accessible version of your PDF/PPT etc.)
- ◆ It also supports multiple languages.
- ◆ Available to staff and students.

Structuring your Brightspace Module



Brightspace: Module Layout Scaffold & Labelling



Arrange units (& sub-units) of My Learning by week/topic etc.



Include an introduction/overview of the module.

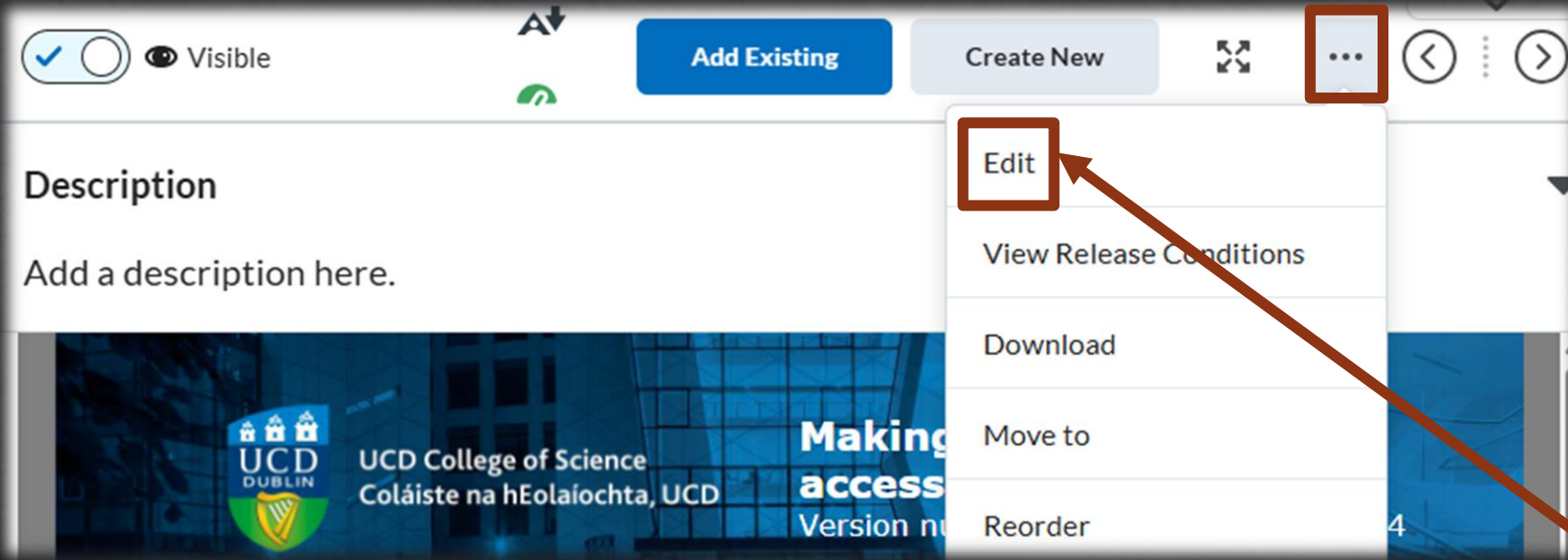


Clearly label units and uploaded documents.



Describe Learning Outcomes for each topic.

Adding Labels/Descriptions



Add a description start & end dates or a release condition.

Release Condition: a quick reminder.

Brightspace: Module Layout Communication



Establish how students can contact you and set expectations (time to respond, hours of work etc.)



Make use of Discussions: enable peer to peer communication and can reduce need to answer recurring queries

Brightspace: Module Layout

Access to Lecture Notes

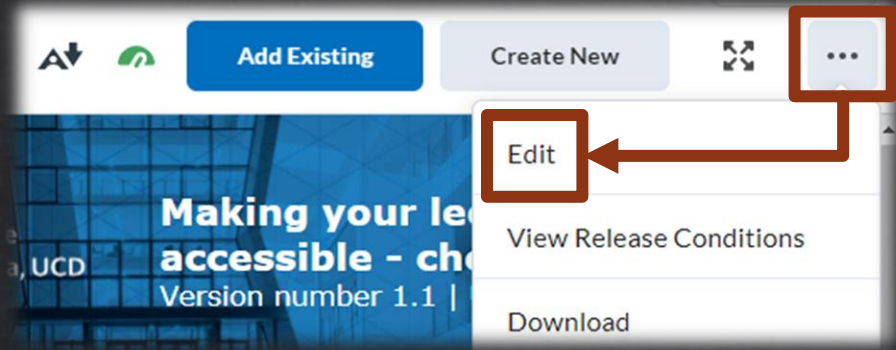


Ensure lecture notes/slides are available before each lecture.



Gradual release of module content to avoid students being overwhelmed/confused.

Timed/Automatic Release of Content



File Title *

Making your lecture notes accessible - checklist

Due Date

DD/MM/YYYY

Making your lecture notes accessible - checklist.pdf [Replace](#)

Availability Dates & Conditions

Start Date

04/10/2024 09:00

End Date

DD/MM/YYYY

Release Conditions

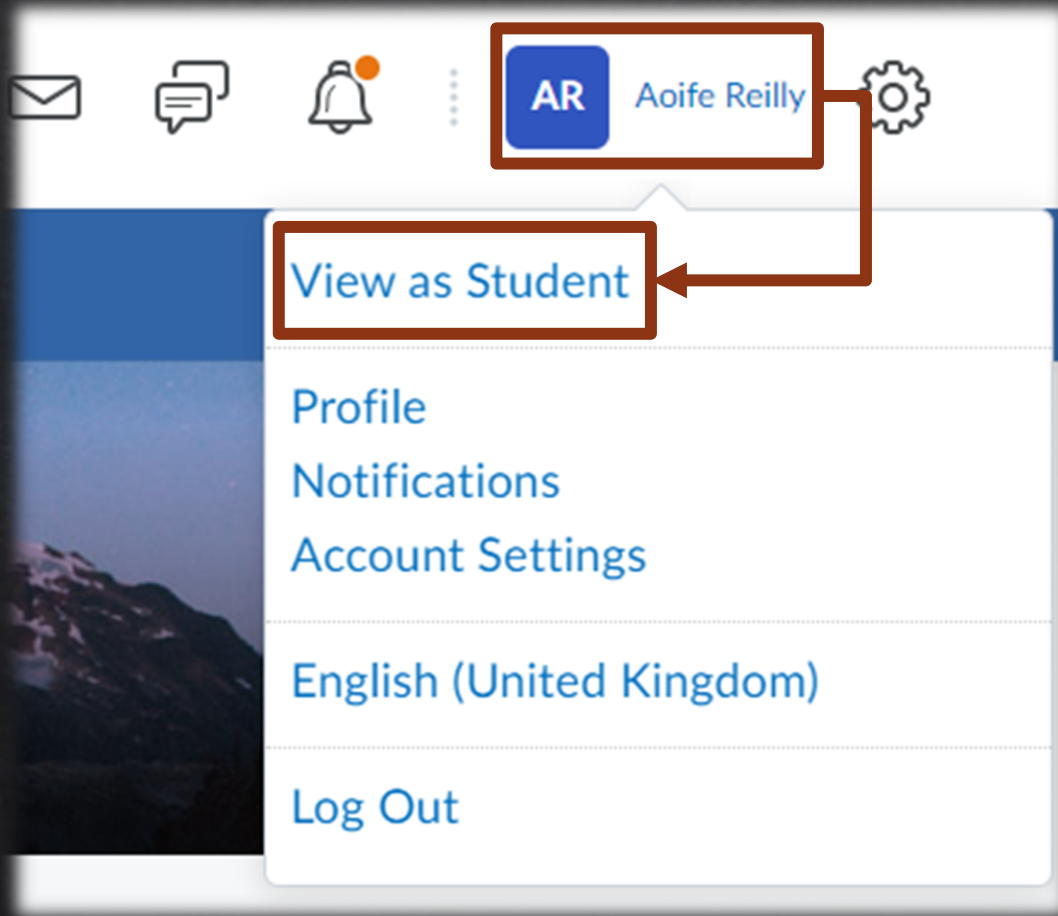
Learning

Week 1

Making your lecture notes accessible -

Starts 4 Oct

Test your Content



- ◆ **View as Student** feature: useful for testing content release timings, content that differs visually to instructor's view.
- ◆ Note you need to turn off View as Student before you can return to editing.

(Fully) Test your Content

◆ Request test student accounts from IT Services for your Sandbox module.

◆ Enables you to fully explore assessments, and test grading etc.

The screenshot shows the Brightspace student dashboard for a user named 'Aoife Test Student3'. The top navigation bar includes the UCD logo, a grid icon, an envelope icon, a speech bubble icon, a bell icon, and a purple 'AS' button. Below the navigation bar, there are links for 'Help', 'My Brightspace', and 'Explore'. A prominent red-bordered box contains the following text: 'Grades may be displayed in Brightspace in advance of the University's formal results release date. Until ratified by your Governing Board, all grades are considered provisional only.' The main content area is divided into two columns. The left column, titled 'My Modules', features a card for 'Aoife Reilly - Sandbox' with the ID 'AREILLY3_SBOX' and a notification icon with the number '1'. The right column contains two sections: 'My Announcements' with a dropdown arrow and the text 'There are no announcements to display. Show All Announcements', and 'Calendar' with a dropdown arrow.

ALL- Additional Resources

- ◆ [Inclusive PDFs](#) (23 mins)
- ◆ [Accessible Presentations](#) (26 mins)
- ◆ [Resource Hub](#)
- ◆ [Staff Training & Universal Design](#)



Any Questions?