# Accessibility Basics

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**www.ufi.co.uk**

**Today's Session**

# Content

1. What is digital content
2. Accessibility Basics – who, how, checking
3. Built in accessibility
4. Assistive Technology
5. Accessible content – starting out and retro-fitting.
6. Legal stuff
7. Review and next steps

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Content

This is a very quick gallop through some of the basics of digital accessibility. I have had to make decisions to leave things out. Please feel free to ask as we go along, and I'll answer with more detail.

**Assumptions**

The audience has:

- basic ability to manipulate a pc or similar (Mac, tablet etc),
- some understanding of accessibility issues and how to overcome them,
- some knowledge of content creation.

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The audience has:

- basic ability to manipulate a pc or similar (Mac, tablet etc),
- some understanding of accessibility issues and how to overcome them,
- some knowledge of content creation, - making or amending existing learning materials to fit in with your own or your organisation's curriculum or agenda.

**We won't be covering:**

- Any technical issues including
- Web Content Accessibility guidelines (WCAG)
- Detailed set up of assistive technology
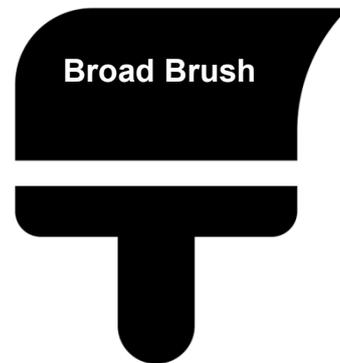- Accessibility or not of specific software other than basic office systems

Broad Brush

Image courtesy of Icon 54L The Noun Project

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We won't be covering:

- Any technical issues including
- Web Content Accessibility guidelines (WCAG) in any detail
- Detailed set up of assistive technology
- Accessibility or not of specific software other than basic office systems

**Poll**

On a scale of 1-5 where do you think you are in terms of your accessibility knowledge?

1. Very little knowledge,
2. A little knowledge or experience and need to know more,
3. Some experience and need more information,
4. Considerable experience and knowledge but need to check,
5. Very experienced and knowledgeable.

Please use the poll provided on the webinar system.

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Quick Poll

▪On a scale of 1-5 where do you think you are in terms of your accessibility knowledge?

▪These are just ideas that I had to describe a possible way forward for an organisation. Please use your own discretion to score your current position.  It is a comparison process and not a judgement!

1.       very little knowledge,
2.       a little knowledge or experience and need to know more,
3.       some experience and need more information,
4.       considerable experience and knowledge but need to check,
5.       Very experienced and knowledgeable.

▪Please answer in the poll provided.

▪We'll revisit this at the end of the session.

**Not all disabilities are visible**
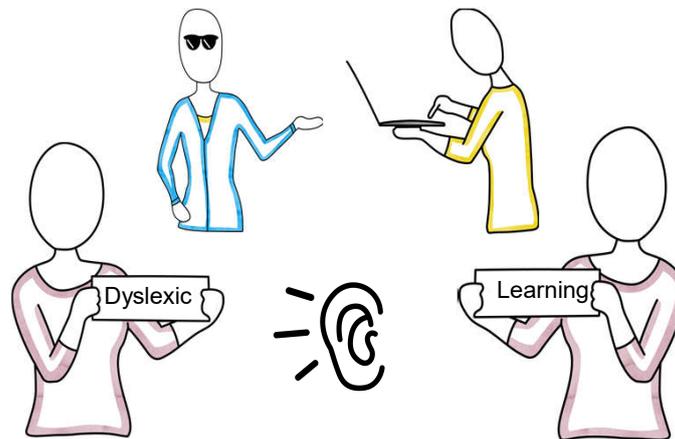
There are lots of invisible disabilities – not just the ones highlighted in this image. They can also be temporary in nature too – both physical or emotional. The point of creating accessible content is to ensure that as many people as possible can access and use your content as it is usable and understandable.

## Digital content – more than text



Digital content is any content that exists in the form of digital data. Also known as digital media, digital content is stored on digital or analog storage in specific formats. Forms of digital content include information that is digitally broadcast, streamed, or contained in computer files. So it includes text in the form of websites, social media sites, ebooks, learning environments, as well as other content such as images, audio and video files as well as content that the user can interact with – a simple quiz to a full virtual reality environment.

The important fact about digital content is that it has a host of accessible options that are not available with any analogue version of the same information.
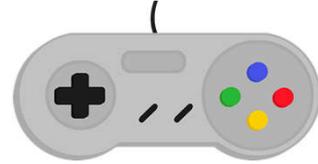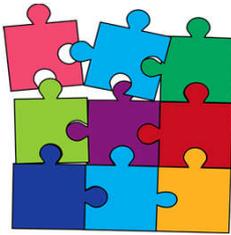
**Digital Learning Content**

| | | | |
|---|---|---|---|
| Reading | Listening | Watching | Playing |
| Interactivity | Discussion | Collaboration | |

Most images of learning include a person with a book. This is fine and reading is still the main source of information both for learning and for daily life for many people. However, accessing text is not always the best way for a lot of individuals with a variety of difficulties. We use the term Print Impairment for this – it's just a general term to include anyone who for whatever reason is not able to read the printed word.

By providing information in a variety of ways you are giving a learner the choice of how they access it.

**Accessibility – removing barriers**
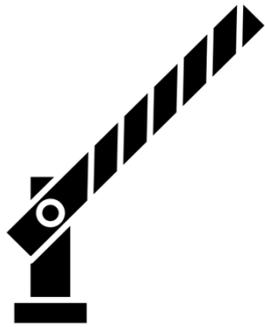
A lot of effort goes into giving learners technology to get them over the problems they may face when trying to access digital content.

Accessibility – or universal design, aims to remove the barriers and enable learners to access any content in a way that is right and relevant for them.
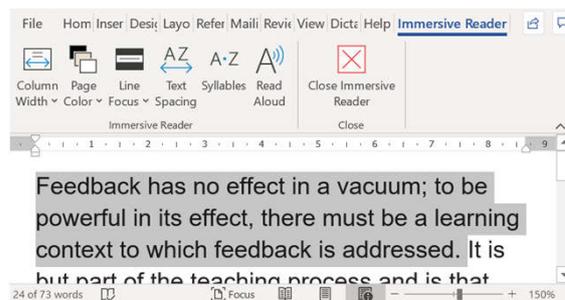
So how do we do this?

## Manipulating Text

Do not add text as an image so the reader can change the size, colour, background etc.

Feedback has no effect in a vacuum; to be powerful in its effect, context to which feedback is addressed. It is but part of the teac which happens second—after a student has responded to initial information is provided regarding some aspect(s) of the student most powerful when it addresses faulty interpretations, not a tota

Can you change the colour of the text and the background?

| File | Hom | Inser | Desi | Layo | Refer | Maili | Revi | View | Dicta | Help | Immersive Reader |

Column Width · Page Color · Line Focus · Text Spacing · Syllables · Read Aloud · Close Immersive Reader

Immersive Reader | Close

Feedback has no effect in a vacuum; to be powerful in its effect, there must be a learning context to which feedback is addressed. It is but part of the teaching process and is that

24 of 73 words | Focus | 150%

Can the text be read out loud?

Runshaw College Roadmap on implementing 'Talking Technology.

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There are ways that a learner with difficulties can access text – by changing what it looks like.

If your system has text that cannot be changed then you are preventing a number of learners from reading it. Many people find having the text read out to them to be helpful.  It maybe that just as some disabilities are not there all the time, the use of additional help to read might only be needed at certain times. – when someone is tired perhaps?

The images show a word document with the view changed to white on black – a common change that is used by many people and the 'read aloud' option in Word and One Note.
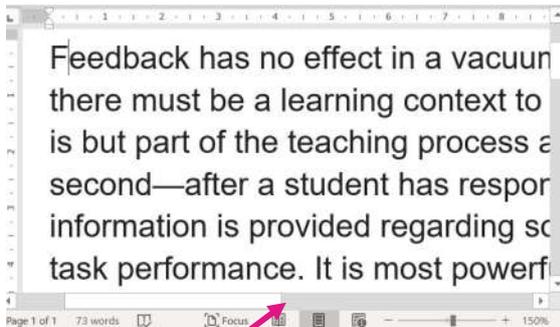
If a learner cannot read text in any way, it may be necessary to have to read out for them – by a person. Humans are expensive.  Feedback from dyslexic learners who were able to use digital 'text to speech' for examinations indicated they preferred this method.

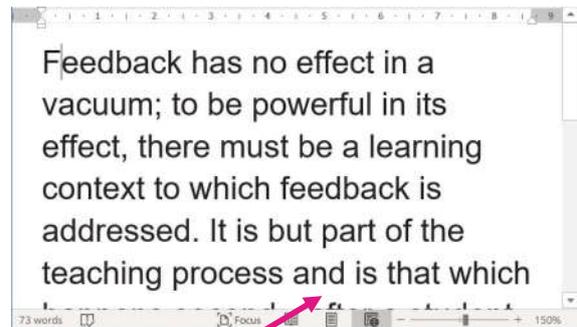Runshaw College Roadmap on implementing 'Talking Technology for students with

print impairment.

**Magnification and reflow**

- Making the text larger shouldn't mean having to move the 'page' left to right.

Feedback has no effect in a vacuum; there must be a learning context to is but part of the teaching process a second—after a student has respon information is provided regarding so task performance. It is most powerf

Page 1 of 1   73 words   Focus   150%

Left – right scrolling

Feedback has no effect in a vacuum; to be powerful in its effect, there must be a learning context to which feedback is addressed. It is but part of the teaching process and is that which

73 words   Focus   150%

No left – right scrolling

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Lots of people need to make the text on the screen bigger.  It's important that when you do this the text stays within the 'window' so that the user doesn't have to scroll left and right to get to the end of the line.

You can do this in MS Word by switching on Web View  in the View

This feature is very good for anyone who has to read a lot of text on screen.  I use it a lot and increase the text size to about 150% which has the effect of reducing the amount of scanning your eyes have to do and enables you to read easier and much quick.  In fact any of the 'read faster' apps you can get for a tablet or phone do just this.

**Also applies to Mobile devices**

Noctilucent cloud
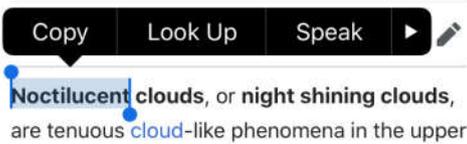
| Copy | Look Up | Speak | ▶ | ✎ |

Noctilucent clouds, or **night shining clouds**,
are tenuous cloud-like phenomena in the upper

Noctilucent
cloud

⚗A ☆ ✎

**Noctilucent clouds,**
or **night shining
clouds**, are tenuous
cloud-like
phenomena in the
upper atmosphere of
Earth. They consist

Note:  High contrast mode does not transfer to screenshots.

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Mobile devices also have the same features – making the text larger and still fitting on the screen and having the text read out loud.

High contrast is easily available on mobile devices but in general it is not transferred to the image when you take a screenshot.  Please wait till the end of the webinar before you test his out?

## Images and Graphs

Alt Text - a description of the image or the information it is conveying.

Screen reader users can hear the description

Alt text is a good discipline to ensure that you are very sure why you are adding an image – to break up the page, to illustrate a point or to convey essential information. (Most of the images on this ppt are to illustrate a point).

**Alt Text** ▾ ✕

How would you describe this object and its context to someone who is blind?

*(1-2 sentences recommended)*

A screen shot of a YouTube video showing subtitles

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**Audio and Video Context is crucial**

Know your audience.
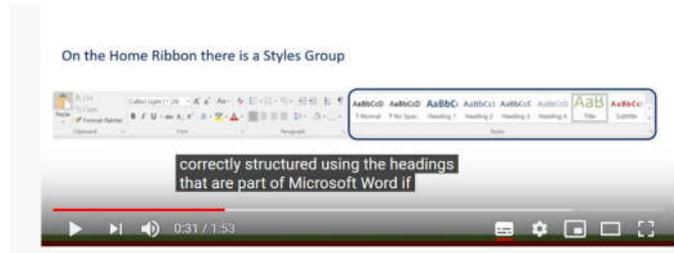
Will they need sub-titles or a transcript?

Context is essential.

What is the information?

What is the 'life' of the media?

Who is it for?

On the Home Ribbon there is a Styles Group

correctly structured using the headings that are part of Microsoft Word if

0:31 / 1:53

Automatic sub-titles on YouTube are a good start.

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For rich media, the context of where it is going to be used is crucial.

If you are creating a quick 2 minute video showing a learner the correct way to – separate an egg, for example – and you know who is going to see it, then you probably don't have to worry about additional information. If you are going to upload the video to a site for lots of others to access then you may need to add subtitles, captions or a transcript. The automatic YouTube subtitles are a good start. If your video has essential visual information then you may have to think about audio description.

If you are creating a big piece of work that will involve lots of student interaction and is a crucial part of a course, then you will need to plan the video/audio well, preferable with a script as well as a shooting script. This can then provide the basis for either a transcript, if the learner prefers to read the information or subtitles.

**Built in Accessibility - windows**
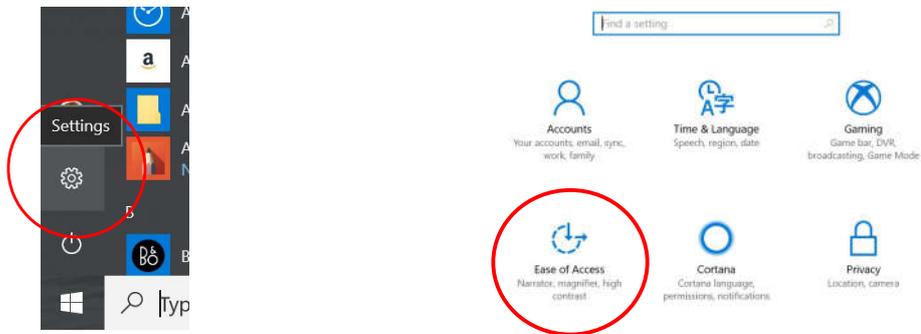
More information on the My Computer My Way site from AbilityNet

Ease of Access on a standard windows PC will give you lots of options.

More details can be found on the My Computer My Way site from AbilityNet.

**Built in Accessibility**

MS Office includes options to:

- Change the size, colour, background of text, etc.
- Have text read out loud (MS word, one note, MS Edge)
- To dictate text  – MS Word (Dictate)

Google

- All of the above but with a bit more effort – ie you have to download the screen reader to get simple text to speech.
- Google voice typing is very effective – in Chrome only.

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MS Office includes options to:

Change the size, colour, background of text, etc.
Have text read out loud (MS word, one note, MS Edge)
To dictate text  – MS Word (Dictate) and Google (voice typing)


Google
All of the above but with a bit more effort – ie you have to download the screen reader to get simple text to speech.
Google voice typing is very effective – in Chrome only.

## Voice activated information

- Apple - Siri
- Microsoft - Cortana
- Amazon - Alexa
- Google - Voice

More information on voice activation from AbilityNet

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Siri
Cortana
Alexa
Google Voice

More information on voice activation from AbilityNet

## Technology in the workplace

Resource from the Education and Training Foundation on the use of technology in work.



**Make technology work for you**

Phones, tablets and computers have loads of features built-in which can help you read, write and communicate. Use these links or QR codes to view video guides and make your tech work for you.

| GREAT APPS | MY PHONE | READING | WRITING | USING THE WEB |
| --- | --- | --- | --- | --- |
| bit.ly/AccessibleApps | bit.ly/AccessiblePhones | bit.ly/AccessibleReading | bit.ly/AccessibleWriting | bit.ly/AccessibleInternet |
| WhatsApp features | Speak don't type | Speak selection on iPhone | Speak, don't type | Zoom in on the web |

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Resource from the Education and Training Foundation on the use of technology in work.

**Assistive Technology**

- If you think a learner needs to be using assistive technology or their existing technology could be improved, consult a specialist.
- The Natspec/Karten Trust [Techability Service](#) is a good place to start.

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Assistive technology is any device, software, or equipment that helps people work around their challenges.

It can include low tech as well as high tech. Low tech might be a pencil grip or a keyboard guard. High tech could be a tablet set up for switch access and voice control.

If you think a learner needs to be using assistive technology or their existing technology could be improved, consult a specialist.
The Natspec/Karten Trust [Techability Service](#) is a good place to start.

**Where to start?**

Start with the easy wins
1. Are your word documents accessible (headings, image alt tags)
2. Are website pages readable if you change the colour contrast?
3. Can you navigate the website using a keyboard?
4. If you use proprietary software, can you amend the size and colour of the text?

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Starting out with accessible content is a difficult decision and can be a daunting prospect.

Start with the easy wins –
1.      Are your documents accessible?
2.      Are website pages readable if you change the colour contrast?
3.      Are website pages logical?  Can you navigate using a keyboard?
4.      If you use proprietary software, can you amend the size and colour of the text?

**Well Structured Documents**

Always use headings as they provide:
- an automatic interactive contents list,
- easy movement of paragraphs and whole sections,
- quick and easy browsing of the document
- And are essential for screen reader users.

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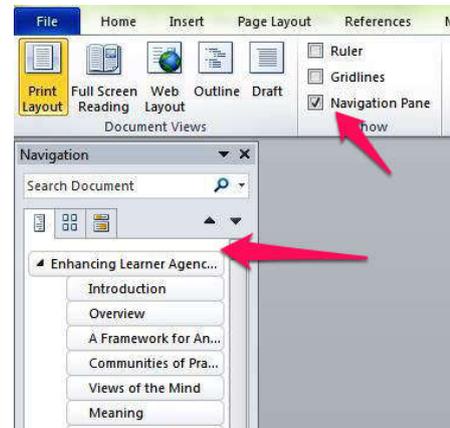
Well structured documents and Web pages.

Always use headings as they provide:

an automatic interactive contents list,

easy movement of paragraphs and whole sections,

quick and easy browsing of the document

And are essential for screen reader users.

Headings are also essential for easy navigation of web pages.

**Colours and contrast**

Use a contrast checker – text size is also important

One of the main reasons for websites to fail WCAG guidelines is poor contrast.

WebAim provide a good and easy to use one -
https://webaim.org/resources/contrastchecker/

Text size is also important – larger sized text is likely to be easier to see than smaller ones.

**Checking other content**

Can you highlight the text?

Can you change the background colour?

Can you change the size of the text?

Can you copy the text into an app to hear it read out loud?

Does the text reflow if you make it bigger?

Can you move around the page using a keyboard?  Try a few pages to see how easy or not this is.

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Quick checks for accessible content

Can you do these?

Can you highlight the text?
Can you change the background colour?
Can you change the size of the text?
Can you copy the text into an app to hear it read out loud?
Can you magnify the page and keep the text inside the widow?
Can you move around the page using a keyboard? Try a few pages to see how easy or not this is.

**What if?**

- Look at how other similar organisations are doing?
  - University of Kent has done some great work in this field.
  - Futurelearn Courses – free to access
  - Check out the links in this presentation
  - June 9 – 11 Kent Digital Accessibility Conference Free to attend.
- You will need agreement to make any changes to ways of working – how are you going to get this?

What if your tests all prove negative.

Start easy and move on.
You will need agreement to make any changes to ways of working – how are you going to get this?

Look at how other similar organisations are doing?
        University of Kent has done some great work in this field.
        Futurelearn Courses – free to access
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        Check out the links in this presentation

**Legal Stuff**

From September this year all public sector websites will need an accessibility statement that:

- Says how the site can be adapted for different users,
- Says how accessible different parts of the site are,
- Gives contact information for the site and for the organisation.
- Further information is on HMG site.

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Legal stuff

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Says how the site can be adapted for different users,
Says how accessible different parts of the site are,
Gives contact information for the site and for the organisation.
Further information is on HMG site.

**Further Resources**

Future Teacher project provides regular webinars and a wealth of resources with a strong accessibility focus.

WebAIM accessibility testing – further information

WAVE – website checker

TextBox – providers of Alt text and sharing of accessibility information

Xerte Online Toolkits – free to use (technical staff to install)

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## Other useful Links

- [The Noun project](#) – free to use icons
- [Pixabay](#) -  free to use images
- [Incompetech](#) – free to use royalty free music
- [UnSplash](#) – free to use images – good quality photos

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Other useful Links

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**Adding transcript and subtitles to YouTube videos**

1. Below the video click on the 3 dots
2. The menu will appear
3. Click on Add translations
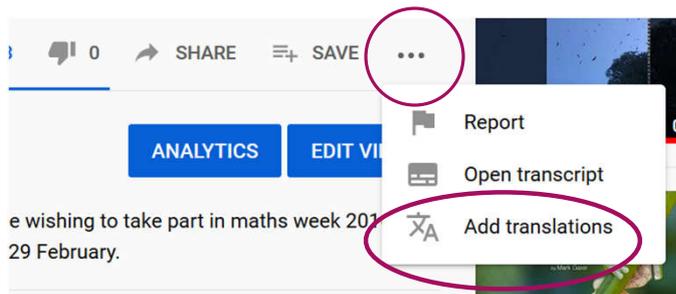
4. The transcript and timings will appear at the top left of the screen.

Transcript

| 00:42 | yeah brilliant and can I just say this |
| 00:46 | will not be along webinar I we do not |
| 00:48 | expect it to be longer than 40 minutes |
| 00:50 | because I know people are busy and |

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Adding transcript and subtitles to YouTube videos

1. Below the video click on the 3 dots
2. The menu will appear
3. Click on Add translations
4. The transcript and timings will appear at the top left of the screen.

5. Further links are included in the next slide.

## Links from Questions

- How to add captions and lots of other info on YouTube
- Automatic Captions for on demand videos
- Home Office Designing for Accessibility posters
- Home Office – Motivations for accessible design
- UK HMG sample accessibility statements
- Close Captioning for Zoom
- Closed captioning – an explanation

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How to add captions and lots of other info on YouTube
Automatic Captions for on demand videos
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Home Office – Motivations for accessible design
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Close Captioning for Zoom
Closed captioning – an explanation

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You answered a quick poll at the start – lets revisit this now.

Where do you think you are now after hearing this very quick gallop through the accessibility basic introduction.

These are just ideas that I had on the various stages that might be included.  Please use your own discretion in scoring your current position after the webinar.

1.      Able to check basic accessibility and get more information
2.      Wanting to find out more as well as check your existing systems
3.      More confident in testing and making suggested improvements
4.      Confident in existing processes and keen to continue to  improve
5.      Confident that you are on the right track and looking forward to making more changes.

**Next Steps**

How are you going to use the information you've got today to move your organisation onwards towards being a more accessible and inclusive one?

Please share your suggestions in the questions panel.

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Next Steps

How are you going to use the information you've got today to move your organisation onwards towards being a more accessible and inclusive one?

Please share your suggestions in the questions panel.

**Thank you and questions?**

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