Accessibility Toolkit - 2nd Edition

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PART I

KEY CONCEPTS

Section Topics

This section describes key concepts that describe and will direct your accessibility work. They include:

- Definitions of and the rationale for using Universal Design
- How using personas will help you understand the students reading your textbook

PART II

BEST PRACTICES

Section Topics

This section covers best practices for making your open textbook accessible. Each chapter covers which students benefit, why accessibility is important, and the steps required to make various elements accessible.

- How to organize content
- Images
- Links
- Tables
- Multimedia
- Formulas
- Font size
- Colour contrast
- How to write an accessibility statement

Appendix A: Checklist for Accessibility

Organizing content

- ☐ Content is organized under headings and subheadings.
- ☐ Headings and subheadings are used sequentially (e.g., Heading 1, Heading 2).

Images

- ☐ Images that convey information include alternative text (alt text) descriptions of the image's content or function.
- ☐ Graphs, charts, and maps also include contextual or supporting details in the text surrounding the image.
- ☐ Images do not rely on colour to convey information.
- ☐ Images that are purely decorative do not have alt-tag descriptions. (Descriptive text is unnecessary if the image doesn't convey contextual content information).

Links

- ☐ The link is meaningful in context and does not use generic text such as "click here" or "read more."
- ☐ Links do not open in new windows or tabs.
- ☐ If a link must open in a new window or tab, a textual reference is included in the link information (e.g., [NewTab]).

Tables

- ☐ Tables include row and column headers.
- ☐ Row and column headers have the correct scope assigned.
- ☐ Tables include a caption.
- ☐ Tables avoid merged or split cells.
- ☐ Tables have adequate cell padding.

Multimedia

- ☐ A transcript is available for each multimedia resource including relevant non-speech content.

- Transcript includes:
  - speaker's name
  - all speech content
  - relevant descriptions of speech
  - descriptions of relevant non-speech audio
  - headings and subheadings

☐ Captions of all speech content and relevant non-speech content are included in the multimedia resource; this includes the audio synchronized with a video presentation.
☐ Audio descriptions of contextual visuals (e.g., graphs, charts) are included in the multimedia resource.

Formulas

☐ Formulas have been created using MathML.
☐ Formulas are images with alternative text descriptions if MathML is not an option.

Font size

☐ Font size is 12 point or higher for body text.
☐ Font size is 9 point for footnotes or endnotes.
☐ Font size can be zoomed to 200%.

All open textbooks from the OpenStax collection are accessible according to this accessibility statement.

Appendix C: Inclusive Design Webinar Series

In February 2019, BCcampus hosted a four-part webinar series on inclusive design. Each webinar focused on a different topic to address the varying ways that inclusive design practices can influence post-secondary education.

Inclusive design is never something that we complete. Nor is it something that can be perfected. It is not a finish line we can cross. Instead, it is something to practice, integrate with our everyday work, and continually revisit and reevaluate. And we hope that these webinars can act as a starting place for that process.

Part 1: Inclusive Design

In the first webinar, Jess Mitchell, Senior Manager of Research and Design at the Inclusive Design Research Centre, joined us to introduce the concept of inclusive design. Jess explained that inclusive design is "design that considers the full range of human diversity" and highlighted the importance of creating adaptable and flexible resources that allow people to customize their experience in a way that works best for them.

https://video.bccampus.ca/id/0_vo0at97w?width=608&height=402&playerId=23448552

Part 2: Presentations

In week two, we looked at inclusive design in presentations. Here, we covered how to create accessible PowerPoint slides, how to present in an accessible way, and how sharing presentation materials in multiple formats can make your talk or lecture more accessible.

Presentations [PPT]

https://video.bccampus.ca/id/0_pcdaqr83?width=608&height=402&playerId=23448552

Part 3: Pressbooks

When it comes to creating open textbooks, Pressbooks is a powerful tool. And applying inclusive design practices to the OER that we are creating in Pressbooks can help ensure that the book is easy to use and navigate in all formats.

Pressbooks [PPT]

https://video.bccampus.ca/id/0_hh8rsbxz?width=608&height=402&playerId=23448552

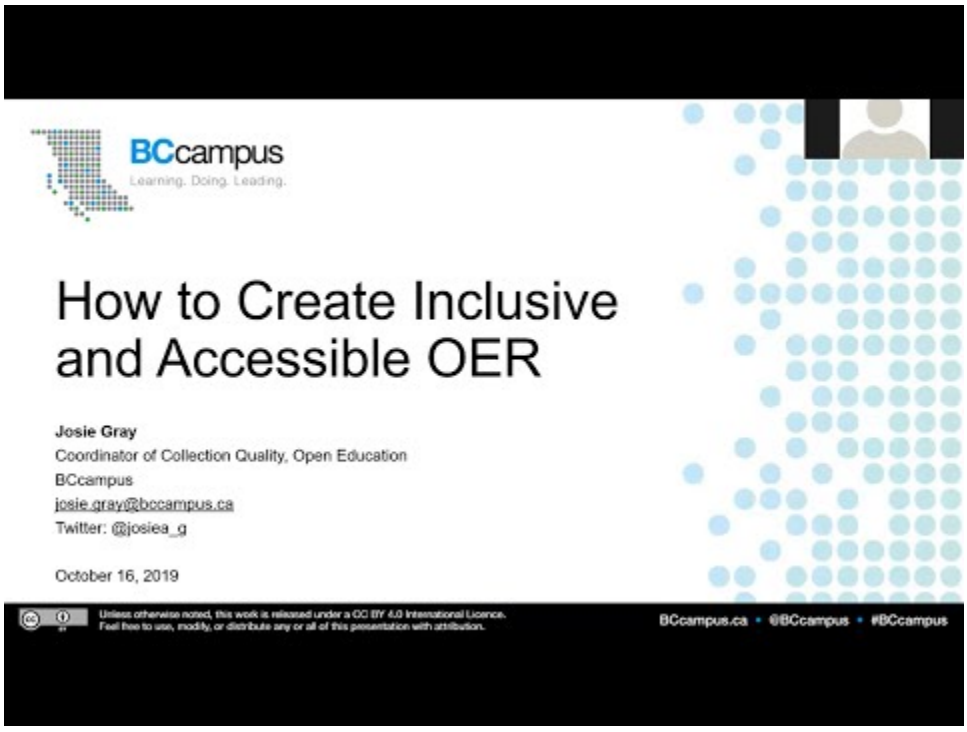
Part 4: Inaccessibility

In the final week, we worked on expanding our conceptions of what inaccessibility may look like to illustrate the diverse needs and barriers that students face. We offer a way to think more critically about digital and print accessibility, especially as it relates to open textbooks and open educational resources.

Inaccessibility [PPT]
https://video.bccampus.ca/id/0_qglxcen1?width=608&height=402&playerId=23448552

CARL Webinar: How to Create Inclusive and Accessible OER

In this webinar, we will talk about how to design OER so they are more inclusive and accessible for all students. This will include an overview of the technical considerations of digital accessibility. For example, what are the minimum technical requirements that ensure students with print disabilities can access and navigate through the resource? We will also look at how inclusive design practices can help us create educational materials that are more versatile and useful for students. For example, what does an accessible resource look like for a student with no personal computer? Or a student with a learning disability that makes reading difficult? Ultimately, students can be very different from each other, and what may work for one student may not work for another. But by designing for those differences, we can create educational materials that are more useful, powerful, and accessible to all.



A YouTube element has been excluded from this version of the text. You can view it online here: https://opentextbooks.uregina.ca/accessibilitytoolkit/?p=77