

Accessible Documents

Part 1

13 April 2022

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Welcome

Our hope for our time together is that you come away with:

- An understanding of what makes a document accessible
- A process for creating accessible documents (that you can do on your own)
- The initial process of remediating inaccessible documents

Session agenda

- (3 min) Intro: opening question, definition
- (4 min) Why we want to create them accessibly
- (2 min) Questions to ask before selecting a format
- (40 min) How to create accessible Word documents
- (5 min) Identify where you can apply: your next steps
- (5 min) Upcoming faculty opportunity & feedback for us

Opening question & definition

Which takes the most time and/or effort:

- Creating an accessible document from scratch

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Opening question & definition

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- Converting a document from one format to another
- Reading an inaccessible document
- Using an inaccessible document

Opening question & definition

How would you define or describe what an accessible document is?

Please share your thoughts in the chat.

Opening question & definition

How would you define or describe what an accessible document is?

AEC Accessible Technology Manager Sheen Hua describes it as one that:

- Can be used natively and efficiently by as many users as possible, particularly users with disabilities
- Easily manipulatable (can be edited to account for preference from bulleted to numbered lists, for example)
- Searchable (users can use a table of contents, can jump to headings, can search text)

Opening question & definition

How would you define or describe what an accessible document is?

Key components of accessible documents include using:

- Headings
- Alt-text
- Meaningful hyperlinks
- Font, color and contrast effectively
- Tables (for data)
- Tables of Contents
- Accessibility checkers

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- Necessary for student navigation/comprehension, as students consistently need to ask themselves about a document's:
 - Identity: *What am I interacting with?*
 - Operation: *How do I use this thing I am interacting with?*
 - State: *What is the current status of this thing as I'm using/interacting with it?*

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 - State: *What is the current status of this thing as I'm using/interacting with it?*
- They provide flexibility of use for students

Questions to ask before selecting a format:

Before creating a document, we recommend revisiting and reflecting on these questions:

1. *What is the purpose of this document?* For example, to inform, collaborate, act as a resource document, offer one-time steps to a task...
2. *How frequently will I or others modify this document?*
3. *How does this document (if it does) link to or exist in relationship with other documents?*
4. *What do I know about the pros/cons of different document formats for different audiences?*
For example, in Word users can convert size and font, but a Page in Canvas course might be just as useful for a given purpose.
5. *How am I expecting students to engage with my documents?*
6. *Am I creating “multiple means of representation”? If not, what format will students be able to easily use to convert to a format they need?*

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For example, in Word users can convert size and font, but a Page in Canvas course might be just as useful for a given purpose.
5. ***How am I expecting students to engage with my documents?***
6. ***Am I creating “multiple means of representation”? If not, what format will students be able to easily use to convert to a format they need?***

How to create accessible Word documents

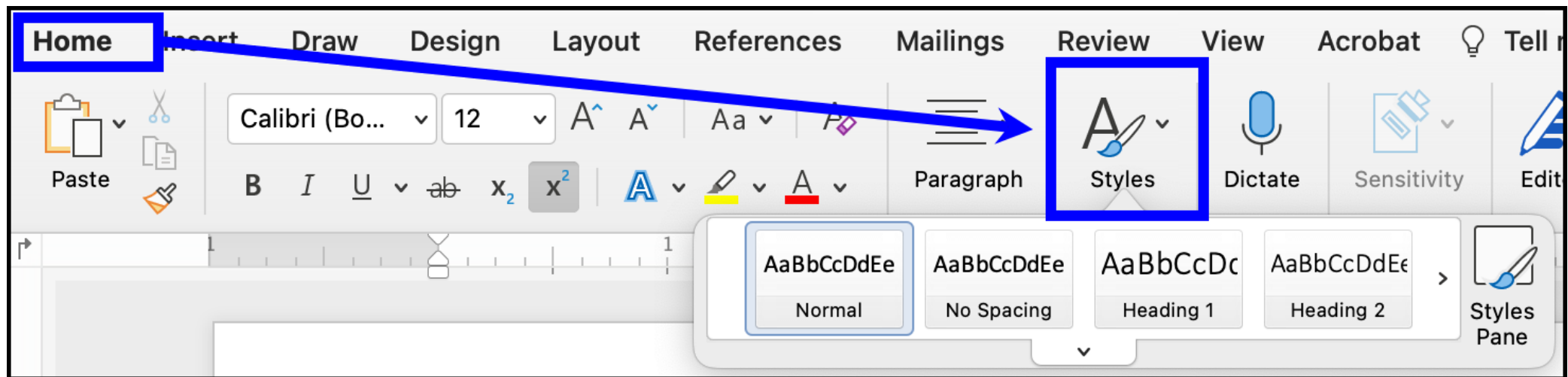
For the next 40 minutes, we will demonstrate and practice using:

- Headings
- Alt-text
- Meaningful hyperlinks
- Font, color, and contrast effectively
- Tables (for data)
- Table of Contents
- Accessibility checkers

How to: use heading structure

Use headings

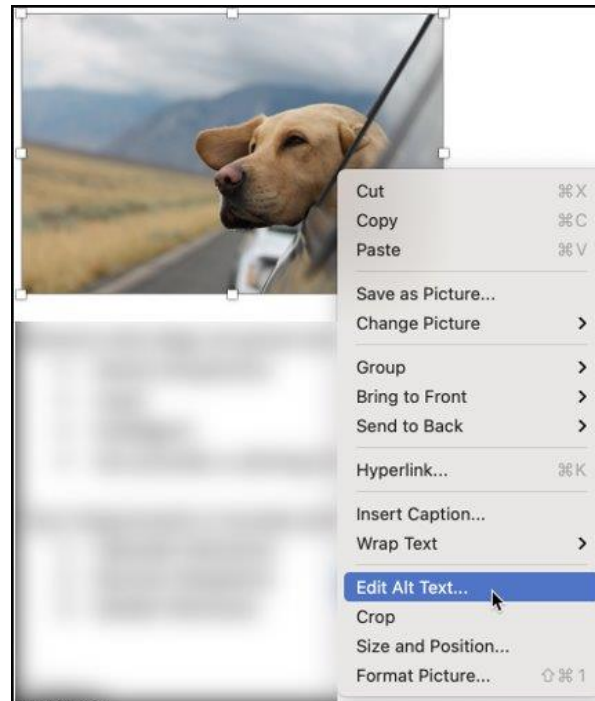
- Heading structure provides hierarchy and helps with organization



How to: alt-text

Provide text alternatives for images and graphics

- Alt Text should be concise and provide information that those who cannot see the image would benefit from



Try it out!

Use headings

- Heading structure provides hierarchy and helps with organization

Provide text alternatives for images and graphics

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How to: make meaningful hyperlinks

Hyperlinks

Good link text provides a clear description of what will load when a link is followed. With good link text, users can skim links and make quick, informed decisions about the path to take to accomplish their task. With bad link text, users cannot ascertain the target of the link from the link text alone. "Click here" and "more info" are examples of ineffective link text.

How to: make meaningful hyperlinks

Embed links within a concise string of text instead of using the URL

- Accessible: [Lesson 2.6: Hyperlinks](#)
- Less accessible: <https://classroomaccess.aec.uoregon.edu/simple-wayslesson2/part-6-hyperlinks/>

Use concise hyperlinks

- Concise: [Creating accessible hyperlinks](#)
- Less concise: [This page lists ways in which accessible hyperlinks can benefit screen reader users](#)

How to: make meaningful hyperlinks

Use descriptive hyperlinks to clearly explain what information is being linked to

- Descriptive: [Benefits of accessible hyperlinks](#)
- Less descriptive: [Benefits](#)

Use full email addresses

- Accessible: aec@uoregon.edu
- Less accessible: [Accessibility Help](#)

How to: make meaningful hyperlinks

If a hyperlink downloads a file, be sure to indicate that

- [Campus Map \(PDF, 3.28 MB\)](#)

If a hyperlink opens in a new browser window, indicate that

- *Carefully consider the user's context, task at hand, and next steps when deciding to open links and external sites in a new browser tab.*
- [UO Accessible Education Center Help Form \(opens in a new window\)](#)

Your Turn

Which option best improves the hyperlink?

For more Spring course information [click here](#)

- a) Get information on [Spring Term courses](#)
- b) [Spring Term course information](#) is available online

Link Lists

[Click here](#)

[Click here](#)

[Here](#)

[More information](#)

[More](#)

[Read more](#)

All about [bear hibernation](#)

Read more about [squirrel-proof birdhouses](#)


Writing useful, or meaningful, link text is good accessibility best practice. It's part of the [Web Content Accessibility Guidelines \(WCAG\)](#).

How to: consider fonts, colors and contrast

Fonts

- Accessible Fonts: **Tahoma, Calibri, Helvetica, Arial, Verdana, and Times New Roman.**
- Use *decorative* fonts sparingly

Colors and Contrast

- Avoid using colors to highlight important information. Opt for **bold** text or icons
 -  Remember this is **time sensitive!**
 - Ensure there is enough contrast between **text and background**

How to: use tables accessibly

Tables

- Use tables only for data, not for formatting
- Determine if the data can be presented in text rather than a table

How to: use tables accessibly

Tables

Reference: National Center for Accessible Media (NCAM) at WGBH [Accessible Data Tables](#)

Substance	Density
Oil	.8 g/mL
Water	1.0 g/mL
Plastic	.9 g/cm ³
Rock	4.2 g/cm ³
Aluminum	2.3 g/cm ³



A table listing five substances and the density of each one.

Oil .8g/mL

Water 1.0g/mL

Plastic .9g/cm³

Rock 4.2g/cm³

Aluminum 2.3g/cm³

How to: use tables accessibly

Tables

Reference: National Center for Accessible Media (NCAM) at WGBH [Accessible Data Tables](#)

Plastic	Acetone	Flame Test	Heat	Crease Color
1	No effect	Green color	Softens	None
2	Softened	No change	No change	White
3	No effect	Red color	Softens	None
4	No effect	Green color	Softens	None

How to: use a table of contents

Table of Contents

- Reveal your heading structure and allow for skimming of your document and jumping to points of interest.

[Example of TOC and Sidebar Navigation](#)

How to: double-check accessibility

Look at the "UO Remote Syllabus Starter" in the chat or as we screenshare.

What—just from skimming this doc—would you need to check? What do you suspect might *not* be accessible?

How to: double-check accessibility

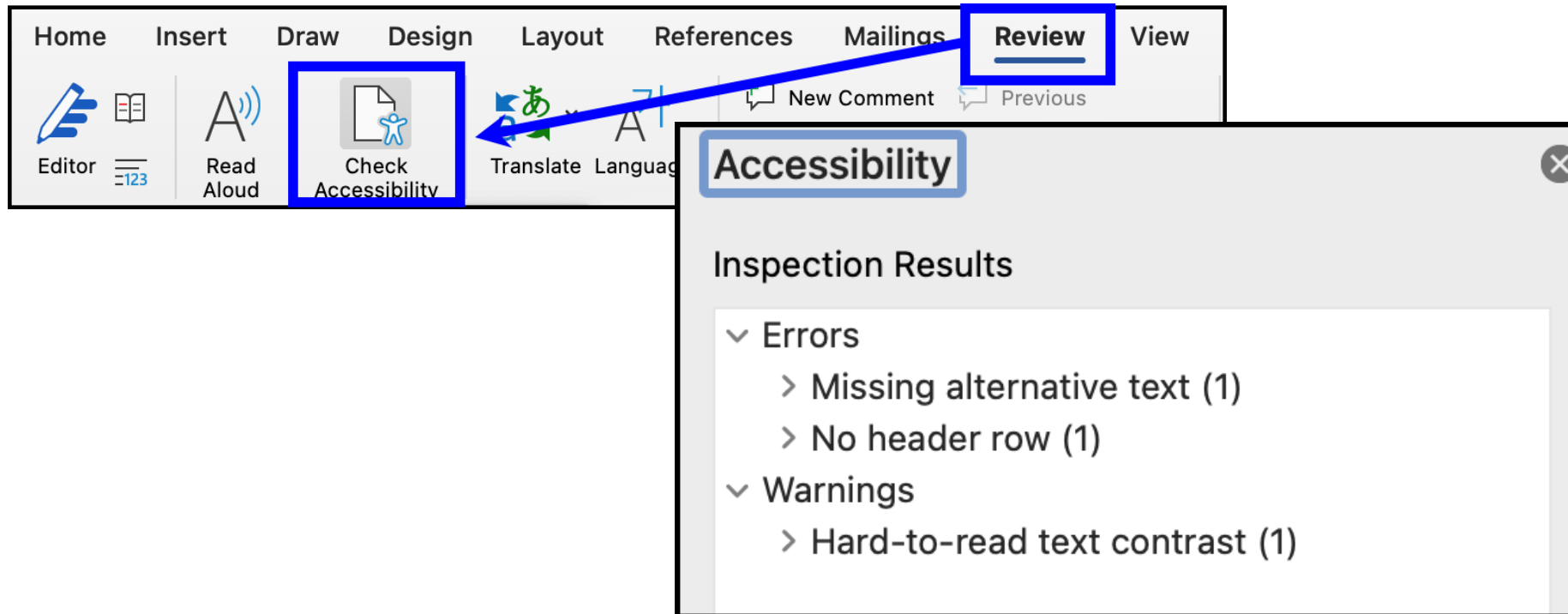
For this document to be accessible, someone had to:

- add alt-text to the letterhead image
- apply headings
- make all links descriptive (describing what they are rather than pasting the url on its own)
- change the green text to a WCAG suggested color for green on white background
- add quotation marks around the start and end of all example text, rather than relying on the green alone to indicate meaning

Explanation from Dr. Veronica Vold's email, describing what she changed

How to: double-check accessibility

Run the accessibility checker



The image shows a screenshot of the Microsoft Word ribbon interface. The 'Review' tab is selected and highlighted with a blue box. Within the 'Review' tab, the 'Check Accessibility' button is also highlighted with a blue box. A blue arrow points from the 'Check Accessibility' button to the 'Review' tab. Below the ribbon, the 'Accessibility' task pane is open, displaying the following inspection results:

Accessibility

Inspection Results

- Errors
 - Missing alternative text (1)
 - No header row (1)
- Warnings
 - Hard-to-read text contrast (1)

Your turn: running the accessibility checker

Run the Accessibility Checker on either one of your documents or the document from the chat. What did it flag?

Your turn: identify where you can apply

What 1-2 changes will you increase the accessibility of your documents this week (using headings, alt text, hyperlinks, etc.)? What types of documents (meeting minutes in Word, Excel, Google Slides, or even Canvas) will you use them on?

Resources for questions and support

Find the resources for this session on our [Accessible and Inclusive Design webpage](#). Contact TEP or UO Online on for any pedagogy-related support around accessible documents with [our "Contact" form](#).

If you have questions about accessible documents within the context of providing student accommodations, contact the Accessible Education Center at uoaec@uoregon.edu.

Canvas Support is available Monday – Friday, 8am – 5pm

- In person @ PLC 68
- By phone @ (541) 346-1942
- By email @ uonline@uoregon.edu
- By live chat @ livehelp.uoregon.edu

Upcoming faculty opportunities

The Accessible Education Center invites nominations for the annual University of Oregon Faculty Excellence in Universal Design Award!

Excellence in Universal Design involves the development of flexible curriculum and instruction to ensure equity and access for all learners. The award recipient will receive \$1,000.

Faculty, students, staff, and officers of administration are welcome to nominate instructors of record who exemplify excellence in the execution of universal design principles in the classroom.

[See their website for more information!](#)

Feedback for us

We consider this series to be a "beta version" of programming we would like to continue our own learning around and offer to others. We'd value your feedback as we continue this work.

Please take a few minutes to [share your feedback on this survey in Forms.](#)

Thank you!



Accessible Documents

Part 2

13 April 2022

Sheen Hua (AEC) & Marla Wirrick (UOO)



Learning Objectives

- Know questions to ask when encountering inaccessible documents
- Understand how to use Adobe Acrobat to remediate inaccessible documents
- Know how to make a higher-quality image to remediate when necessary

Why do faculty frequently use PDFs?

What role do PDFs have when you create or share content with students? Why do you use them, if you do?

Definitions

Remediate:

- To make right or to correct
- Sheen notes that generally, the 3 most important, high-priority steps needed to make inaccessible documents accessible are to:
 - Ensure the document has searchable (and editable) text
 - Ensure the document is navigable via structural elements (headers, tags, anchors, etc.)
 - Check screen-reader compatibility (alt text, tables have headings and are 1:1 ratio, links)

Questions to ask before remediating

- *What is the purpose of using a particular document?* If remediation will take considerable time, can another document serve the same purpose?
- *Can we find a better version of a particular document in less time than it might take to remediate?* Librarians are resources!

How to remediate with Acrobat--demo

Remediation complications and strategies

- What strategies can we use to make a cleaner document before converting it with Acrobat?
- What common challenges do you see at AEC that just applying Acrobat might not address?
- What resources might you recommend faculty or staff access?

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