**ONLINE LEARNING**
# INCREASING ACCESSIBILITY

The University of Waterloo is committed to creating an accessible campus environment for students with disabilities. While the needs of students with disabilities are unique, and a solution for one may not be a solution for others, we hopoe this resource provides guidance on ways to enhance accessibility in your courses.

| | DESCRIPTION | SOLUTION |
|---|---|---|
| **WHAT'S ACCESSIBLE VS INACCESSIBLE** | • **What IS Accessible?**<br><br>○ Taking into consideration a variety of student characteristics, including ethnicity, race, abilities, disabilities, age, gender, language abilities and preferred learning style (students often have intersecting identities).<br>○ Removing barriers to your course content before they negatively affect anyone.<br>○ Enabling all students to access your regardless of a disability or condition<br><br>• **What is NOT Accessible?**<br><br>○ Course content that poses barriers to an individual or minority of students<br>○ Learning discrepancies in course content such as:<br>  ☒ **Unreadable documents** such as scanned textbooks & articles<br>  ☒ Images & Photos **without descriptions**<br>  ☒ **Small Font sizes, light colours** and **symbols** | ✓ Post readable Documents such as typed **Word Documents** or **Tagged PDF's**<br><br>✓ **Caption** your **lectures** and any audio<br><br>✓ Use **Accessibility Checkers** when creating course content or referencing websites<br><br>✓ Develop course content that permits the use of **Adaptive Technologies**<br><br>✓ **Maximize methods** of course delivery such as<br>  ✓ Audio recordings<br>  ✓ Captioned videos<br>  ✓ Visuals with descriptions<br><br>✓ **Ask For Help & Investigate**<br>  ✓ Communicate with AccessAbility Services |

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| **LIVE LECTURES** | **Virtual Classrooms (Bongo)**<br>• Create a virtual meeting space allowing you to engage with one student, a small group of students, or up to 150 students with livestream video. Record for later viewing on demand.<br><br>**WebEx**<br>• Create a virtual meeting space with up to 1000 students to share your video, audio, live presentation, and collaboration tools. Recordings can be made of sessions to review later. | For specific information:<br><br>**Virtual Classrooms (Bongo)**<br>https://uwaterloo.ca/keep-learning/bongo<br><br>**Send Virtual Classrooms (Bongo)**<br>**technical help requests to:**<br>learnhelp@uwaterloo.ca<br><br>**WebEx**<br>https://uwaterloo.ca/keep-learning/webex<br><br>**WebEx Training**<br>http://juno.uwaterloo.ca/itms-docs/webextrainingbasic.html<br><br>**Send WebEx**<br>**technical help requests to:**<br>rt-ist-itms-collab@rt.uwaterloo.ca |

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| **PRE-RECORDED LECTURES** | **PowerPoint**<br>• PowerPoint is an accessible platform for Online Learning as it permits:<br>    o Individual Slide notes for text descriptions<br>    o Audio recording for lecture development<br>    o Text extraction for students who require adaptive technologies<br><br>**Screen Casting**<br>• Screen Casts are not typically accessible. A transcript, speaker notes or other accessible alternative may be required.<br><br>**Permit Captioning**<br>• Permit captioning when posting a video.<br>• Use **otter.ai** to develop **voice translation** to text<br>• Lecture Text can now be uploaded to LEARN or other platforms<br><br>**Develop A Lecture Script**<br>• If a script is developed this can be easily uploaded for student access along with the lecture video. This permits students with disabilities to obtain an **alternative lecture** as well as the use of **Accessible technologies** (screen readers, text to audio) | For specific information & Accessibility Instructions:<br><br>**CEL guide to creating narrated PowerPoint presentations**<br>https://bit.ly/3e6o2ob<br><br>**CTE Accessibility Checklist for PowerPoint**<br>https://bit.ly/2yqKTL7<br><br><br>**Captioning Technologies:**<br>https://bit.ly/2WZ1TSS<br><br><br>**Transcribing Audio To Text Using Otter.ai**<br>http://y2u.be/Ve9RwGPPxHs |

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| **DEVELOPING COURSE CONTENT** | **Styles & Format**<br>• Use **accessible font** styles (Calibri) and **sizes** (nothing less than 12-point font).<br>• Use **your software's built-in styles** and automatic features (e.g., headers, table of contents, bullet points/numbering, format painter, margins, and tables).<br>• **Avoid** the **tab key and space bar**; they do not create an accessible structure.<br>• Do **NOT** use **colour** so signify meaning<br><br>**Provide Alternative Format & Content**<br>• **Describe non-text content** with alt text (e.g., pictures, graphs, charts).<br>• Include **text alternatives** of multimedia content, such as audio or video files.<br>• **HTML code** is more accessible for assistive technologies to interpret than application-based files such as Microsoft Word.<br>   o If using PDF files, use **optical character recognition (OCR)** if you are scanning documents so screen readers can read the text.<br>   o Consider **adding tags** to your documents to **enable screen reader** users to navigate them more easily. | For specific information & Accessibility Instructions:<br><br>**PDF Accessibility**<br>https://bit.ly/2wQvMdj<br><br>**Microsoft Accessibility**<br>https://bit.ly/2WZwiQS<br><br>**PowerPoint Accessibility**<br>https://bit.ly/2yqKTL7<br><br>**Accessibility In Teaching**<br>https://bit.ly/343KauP<br><br>**Design an Accessible Course**<br>https://bit.ly/2xGddbD |

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