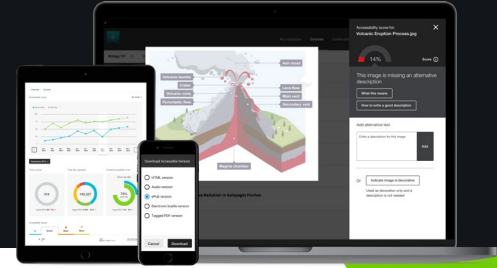


Instructor Package: Resources and Support



This instructor package contains:

Overview Documents

Become familiar with the mission, key features, and getting started.

[Basics](#)

[Instructor Feedback](#)

[Course Accessibility Report](#)

[Accessibility Checklist](#)

[Four Learning Benefits of Alternative Formats](#)

[Download an Alternative Format](#)

Micro-Learning

Walk through accessibility scenarios, and see how the WAI tool feedback helps you improve inclusive learning in your unit.

[Web Accessibility Indicators](#)

[In-Browser Document Preview](#)

[Add Alternative Descriptions to Image Files](#)

[Remove Potentially Harmful Content](#)

[Scanned PDFs: An Enemy to Accessibility](#)

[Add a Library Reference](#)

[View All File Accessibility Issues](#)

[Add Alt Description to Power Point Images](#)

[Add Headings to a Word Document](#)

[Add Headers to your Data Tables in Word](#)

[Export a Word Doc as a Tagged PDF](#)

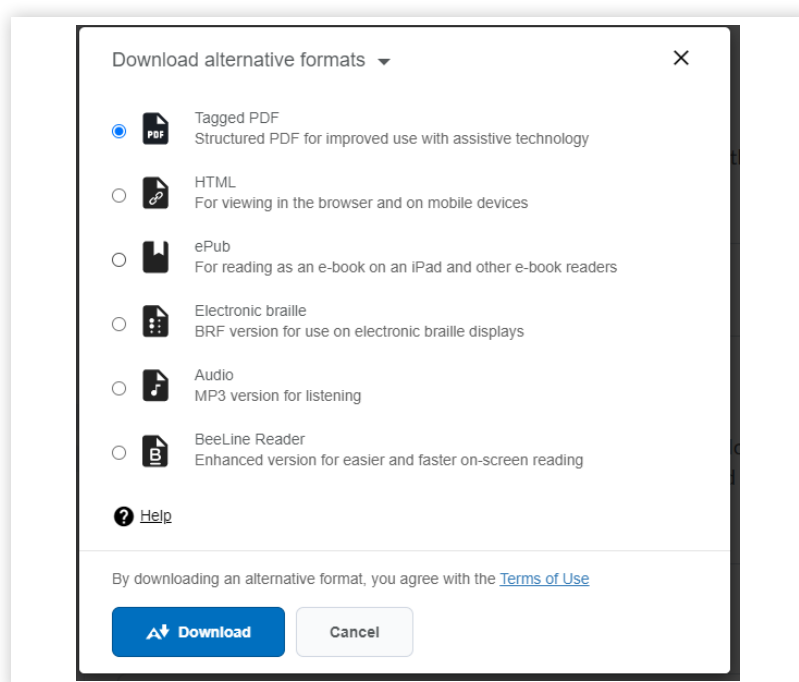
Basics

Accessible content is better content

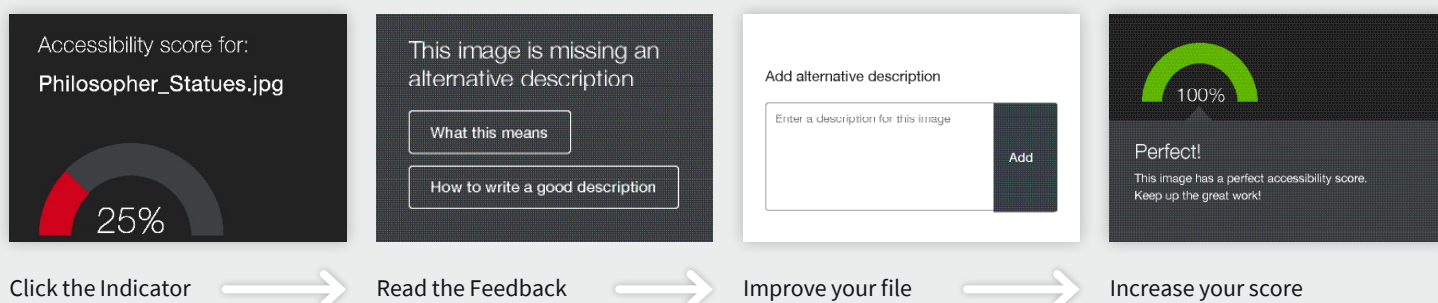
Your class is full of diverse students with unique learning abilities. Providing them with more accessible original content means they can choose formats that work best for them: HTML for improved reading on mobile phones, Electronic Braille for the visually impaired, and Audio for learning on the go. The Alternative Formats tool automatically scans your original content, and performs a series of steps to make them more accessible.

Alternative Formats

“Alternative Formats” are automatically generated for all your VU Collaborate files, and makes them available for download to you and your students. Your original file will not be affected by the alternative formats.



The Alternative Formats tool integrates with VU Collaborate, and provides feedback as you build your unit. Log-in to the Master space, and you will find the WAI indicators next to files or content. If you have no files yet, upload one, and an indicator will appear next to the file name. Click the indicator to view your accessibility feedback. Follow along step-by-step to improve your original file.



Instructor Feedback

Learn how to fix accessibility issues with your unit content

Not sure about how to identify and correct accessibility issues with your course content? Not to worry. The WAI tool provides detailed feedback and support to help you become an accessibility pro. Learn about accessibility issues, why they matter, and how to fix them. Green is the goal! 🟢

Find the WAI Indicators

Your files and content will now have color “dials” next to them. They indicate the file’s level of accessibility, and are there to help you prioritize which files you want to fix first. Don’t worry, your students can’t see them. If you hover over the indicators, you’ll see if the accessibility score is “low,” “medium,” or “high.” Click the indicator to see the percentage score, specific issues affecting the file, and instructions for improving the file.



Navigating WAI Instructor Feedback

What's the issue? → How can I fix it? → Success

1 Score shows level of accessibility

2 View all the file's accessibility issues

3 Description of the most important accessibility issue

4 Explains how the issue affects inclusive learning

5 Detailed steps how to fix the issue

6 Add your changes in the dialogue box or upload new files

Accessibility score for: My Image.jpg

100%

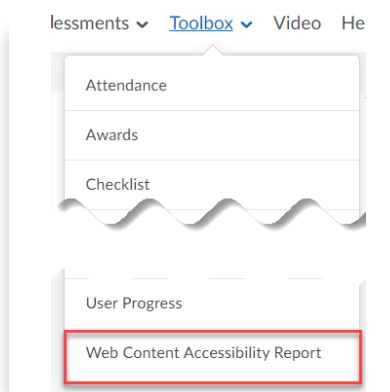
Perfect!

You have successfully added a description.

100% means the file has no more issues for you to fix, and your students will have a more accessible version to download alternative formats. Congratulations! You're on your way to a more inclusive learning environment for your students.

Course Accessibility Report

Strategize and prioritize how you fix your course content



Getting Started

Looking through your files, you notice the WAI accessibility indicators and want to start fixing your content, but where to start? The instructor-facing accessibility report helps you determine a pathway to more inclusive education that works for you. Use the report to tackle accessibility issues file by file, prioritize specific issues based on severity, or focus on the easiest issues first. Find the “**Web Content Accessibility Report**” in the Toolbox menu in your space.



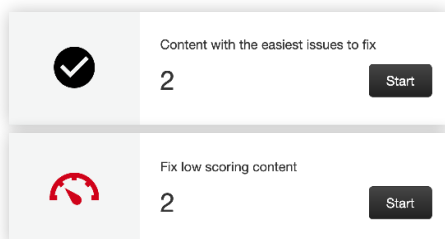
Accessibility Score and Content Breakdown

In the top-left, find your Overall Accessibility Score, which represents the average accessibility score across all your files and content. Each content item is checked against the WCAG 2.1 AA standards and scored based on the severity of issue or issues.

View a breakdown of the types of content and files in your space to analyse the diversity of your learning materials.

3 Pathways to Inclusion

Ease or impact?



If you're just getting started or trying to make some quick fixes, choose the easiest issues to fix. Or focus on your lowest scoring content and aim for impact.

Issue Severity

Severity	Issue	
	The document is malformed	2
	The document is missing a title	25
	The document is scanned and OCR'd	7

Focus on specific issues or tackle the most severe issues first. Use this table to address the most severe, major, and minor issues affecting your content and files.

File Score

	Plato'sRepublic.pdf PDF document	6		43%
	AncientGreece.pdf PDF document	6		80%
	Plato_Introduction.pdf PDF document	4		3%

View a list of your files by accessibility score and number of issues. Launch the feedback directly from your Accessibility Report to turn your learning content green.

Accessibility Checklist

A quick-start reference to creating more accessible course content

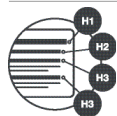
Accessible content makes it easier for everyone to read and access your materials and can help improve overall quality and usability. There are many low-effort adjustments you can make to start creating more accessible content.



Use a font size of at least 12px.



Ensure that there is sufficient contrast between text and background. The [Paciello Group Contrast Analyzer](#) is a great tool.



Ensure that proper heading styles are used.



Ensure that a logical heading structure is used.



Ensure that images have an alternative description that can convey the full meaning of the image.



Ensure that tables are used for tabular data only.



Ensure that all tables have column headings.



Ensure that all lists use built-in list functionality.



Ensure that all links have text that describes the target.



Ensure that built-in PowerPoint slide templates are used.



Don't use scanned PDFs.



Ensure that all PDFs are tagged.

Four Learning Benefits of Alternative Formats

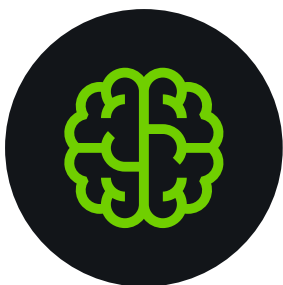
Learning Content that Works for You

Looking for course content that fits your learning needs, your busy schedule, and your multiple devices? **Alternative Formats** transform your course files into different formats to help you learn better. Next to your course files, click on the down arrow and select “**alternative formats**” to see your options. The file may take a few minutes to download. Remember, the quality of the alternative formats can depend on the original, so check the original file if something doesn’t look right.



Find a Higher Quality Alternative

The readability of your unit materials can affect your comprehension and study practices. If you notice the original course file is a scanned PDF that you can’t highlight, copy-paste, or keyword search, try the **OCRed PDF** for an editable, easier to read document. Or if the font of the original is hard to read, try the **ePub** format to customize the font and contrast.



Enhance your Understanding

Did you know when you engage different senses- like reading a text and listening to a text- that you activate different parts of the brain, which can enhance your understanding? Try reading the **Tagged PDF** first and then listening to the **Audio MP3** for review. Or, if you are struggling to understand the text, you might try listening and reading at the same time.



Improve your Time Management

With your busy schedule, maximizing your time on task and study opportunities can help you reach your learning goals. If you’re reading on your mobile, try the **HTML** format for a file that’s responsive to your screen size so that you can read faster and with less distractions. Or listen to the **Audio MP3** when you’re on the go for extra time reviewing your materials.



Become a Better Learner

Think about the best format for your learning context and objective, and include multiple formats in your study process. Keep a journal of the formats you use leading up to an assessment to discover how you learn best. For more information on the alternative formats, check out:

<https://tinyurl.com/AltFormatsStudents>

Download an Alternative Format

Find file formats that support your learning

How do you prefer to engage with digital learning content? Do you read on your phone or tablet, use a screen reader, like to annotate and highlight, or listen to an audio version? The Alternative Formats tool automatically generates “Alternative formats” from your original unit files, and makes them available for download so that you can engage with content in a way that works best for you.

Find Alternative formats under “Learning Space” and “Table of Contents.”

Select the “A” icon next to your course content to select your preferred format.

UDL_Classroom



PowerPoint Presentation



UDL_Strategies



Word Document



Know your options. Choose a format that's right for you.

Format

Format Advantages



OCRed PDF

Automatically extracted text

Improved scanned documents

Better reading and text search



Tagged PDF

Structured PDF for assistive technology

Improved structure for navigation

Essential for screen readers



HTML

For browser and mobile

Customize your text

Adapts text to mobile screen sizes



ePub

Reading on tablets and e-book readers

eBooks on tablets

Annotating and highlighting



Electronic braille

BRF version for electronic braille displays

Read more quickly

Essential for visual impairments



Audio

MP3 recording of text

Listen and learn on the go

Engage different modalities



Beeline Reader

For easier and faster on-screen reading

Click “Download.” Your file may take a few minutes to generate

For more info on alternative formats, visit: <https://tinyurl.com/AllyAlternativeFormats>

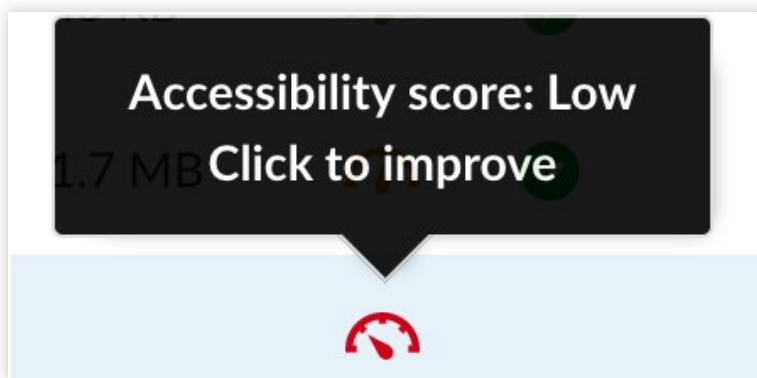
Web Accessibility Indicators

Feedback on the accessibility level of your course files

The WAI tool provides feedback on the accessibility of your files with the colored dials that appear next to the file names (Red, Orange, Light Green, and Dark Green). These indicators are only visible to you and other instructors with access to your unit space. The tool checks most file formats, but there may be some files in your unit that don't have an WAI indicator next to them. Remember, Green is the Goal!

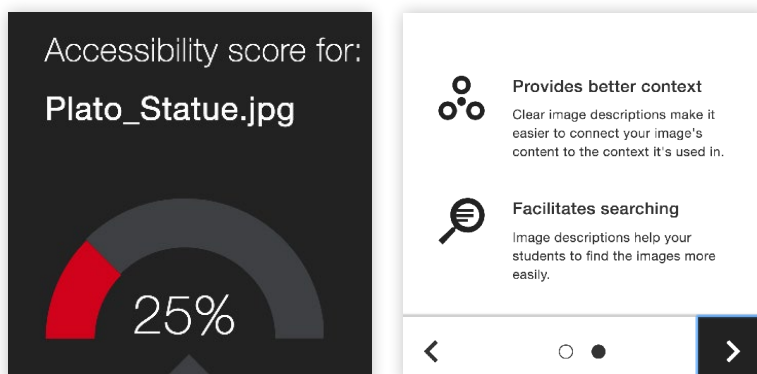
Scenario: You see a red indicator “dial” next to a file

1



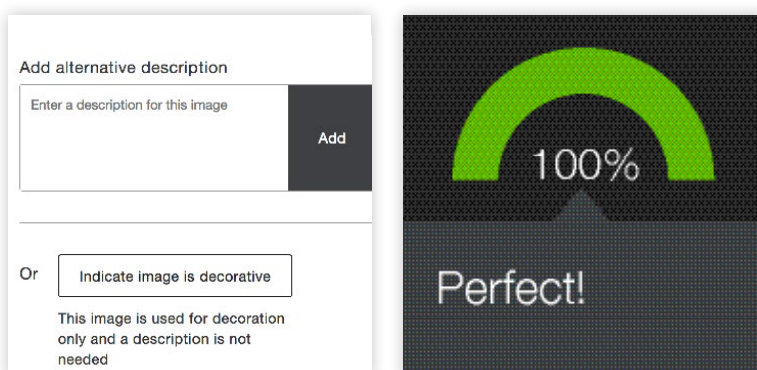
You notice the red indicator appear after adding a new file to your course. Or, after the tool has been added, you notice a red indicator next to your file. You mouse over to the red dial and see the “accessibility score” when you hover over the indicator.

2



When you click the indicator, you will be walked through a series of steps to make the file more accessible. This feedback is organized in a decision tree, so all you need to do is read the directions and respond to the prompts. Learn what the issue is, why it matters, and how to correct it appropriately.

3



In some cases, you will be able to make the fix directly, such as adding an alternative description to an image file. In other cases, you will be linked to resources to help solve the problem in the tools you're using to create content. Then upload the new file, and watch your score improve.

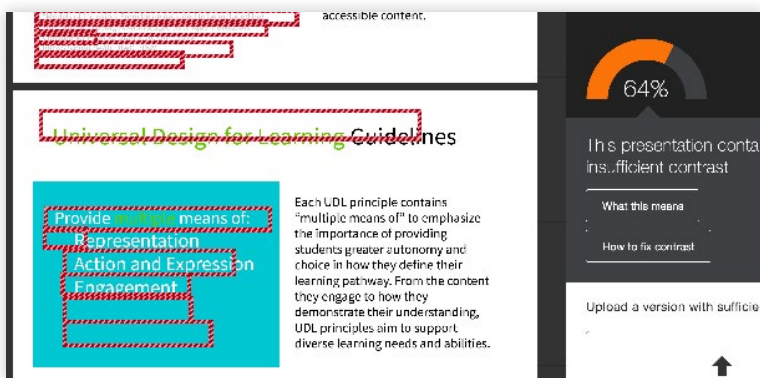
In-Browser Document Preview

Identify where the accessibility issues appear in your files

When attempting to fix accessibility issues, it can help to know exactly where certain issues appear in the document. When you launch the instructor feedback by clicking a WAI indicator next to your file, a preview of your document will appear next to the feedback panel. For contrast issues, images missing a description, and tables missing headers, the tool will highlight where those issues appear in the document with a red box outline to help you make your fixes when returning to your authoring tool.

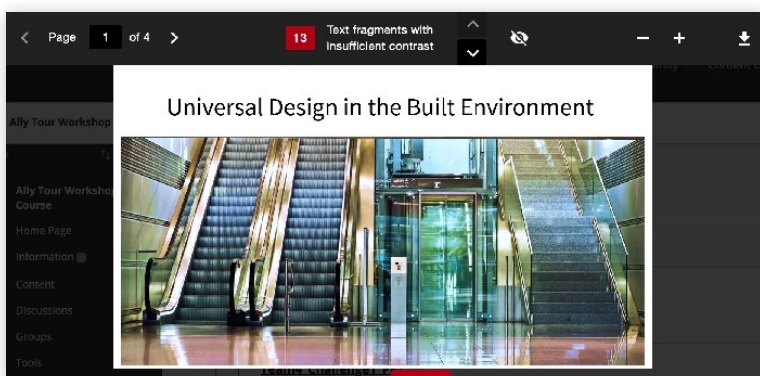
Scenario: You have a Power Point file with contrast issues

1



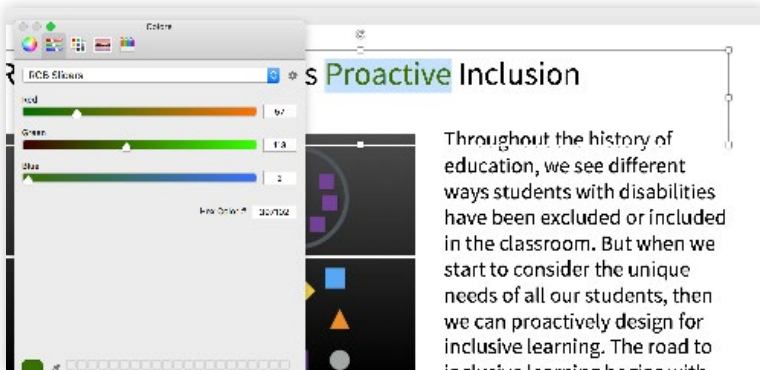
You click the orange indicator next to your PowerPoint presentation. You notice the file has multiple issues, so you click “All issues” and notice the file has “contrast issues.” You click “Fix.” In the document preview to the left of the feedback, you see a red box appear around part of your slide.

2



You can scroll through your document in the preview or use the navigation bar at the top of the preview. The solid red square reports the total number of times contrast issues appear in the document. You can use the up/down arrows to navigate issue by issue, or the page arrows to move page by page. You can toggle the red box outlines on/off by clicking the ‘eye’ icon.

3



Select the down arrow in the top-right corner of the navigation bar to download the file if you don’t have access to it. Use a contrast checker like the “Colour Contrast Analyzer” from the Paciello group to ensure your color combinations meet accessibility standards. In Power Point, highlight the text and set the RGB values or hex code to select the desired color. Then upload your fixed file.

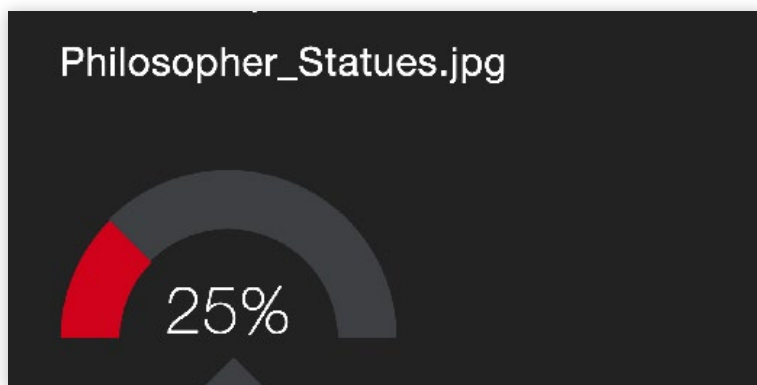
Add Alternative Description for Image Files

Add a rich description to images and graphs to improve comprehension

Images can be a great way to engage your learners with different modes of learning, and can help communicate complex ideas to students. For students with visual impairments, “alternative descriptions” that explain the content of an image are crucial for their learning. For all students, text descriptions can provide deeper context to aid their comprehension.

Scenario: You add an image file to your course for students

1



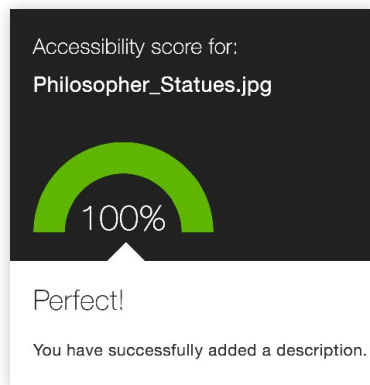
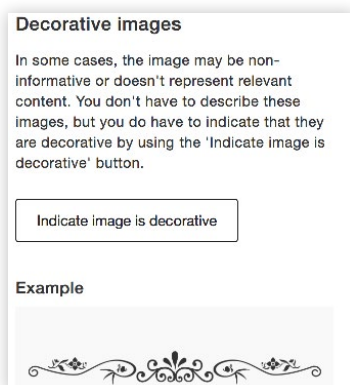
If your image lacks a text description, the WAI indicator will appear “red.” Clicking the indicator will reveal that the file is only 25% accessible because it lacks an alternative description. Click the “What this means” button for an explanation, and “How to write a good description” for some quick tips.

2

A screenshot of a form titled 'Add alternative description'. It features a text input field with the placeholder text 'Enter a description for this image'. To the right of the input field is a dark grey button with the word 'Add' in white. Below the input field is a horizontal line.

When you’re ready, simply add your alternative description to the text field in the feedback window. When you’re done, click “Add.” Make sure your description is more than just the title of the file, or the tool will report an accessibility error. Describe the image and what’s important, and mention any text in the image to improve your score.

3



If your image is only for visual effects, and does not contain info relevant to the learning content, you can also mark the image as “decorative.” This means no alternative description is necessary, and your accessibility score will improve. This helps assure students of the purpose of those files.

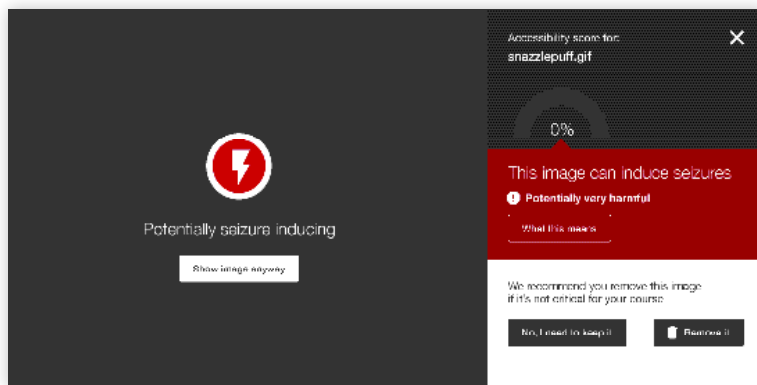
Remove Potentially Harmful Content

Digital media can trigger unexpected responses from students

The Internet is full of fun content, and adding creative media elements to your unit can boost student engagement. However, GIFs and other rapid-movement or flickering media- even overly complex still images- have the potential to trigger seizures or other harmful responses in students. The WAI tool identifies these files, and scores them as “Red, 0% accessible.” Follow the instructions to help ensure all students can safely interact with your course content.

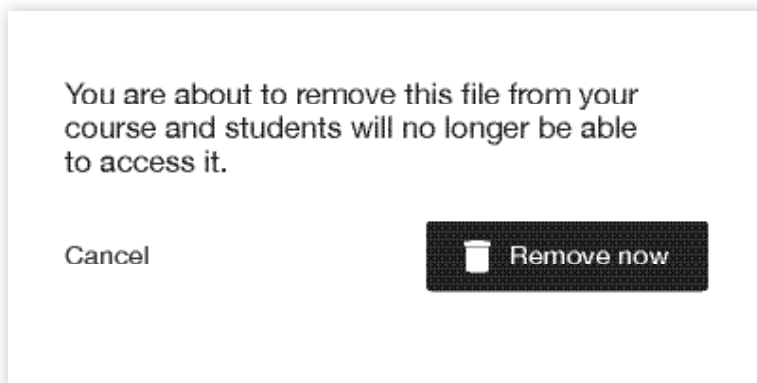
Scenario: **You click a red indicator, its “potentially harmful”**

1



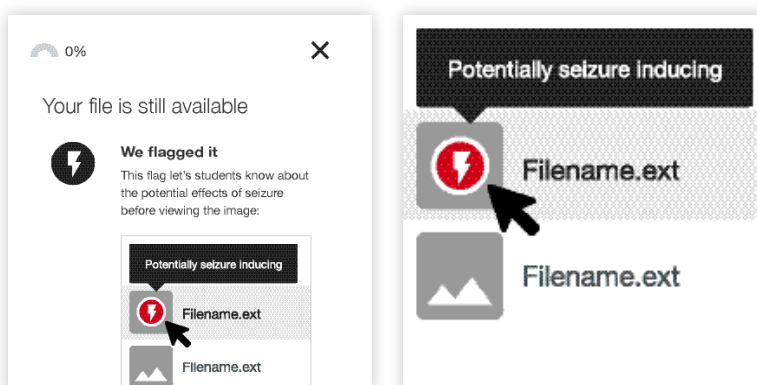
You're adding some visual media to your course to embed later in a discussion, and you notice a red WAI indicator next to the file. You click the indicator, and see that the file has been marked as “potentially harmful.” You have two choices:

2



The recommended choice from an inclusion perspective is to remove the file, and replace it with something similar and less harmful. This will ensure that all your students can engage with the content safely.

3



If the content is essential to your course, the WAI tool will flag the content and alert students before opening the file. In case the students are susceptible to seizure from flashing or visually complex images, they will receive a warning before opening.

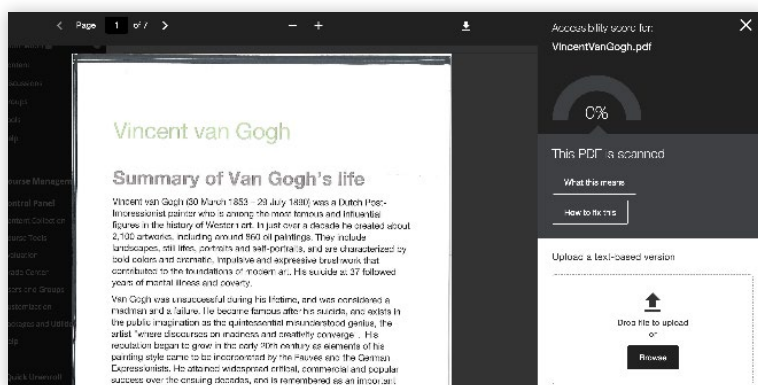
Scanned PDFs: An Enemy to Accessibility

Scanning pages from old text books results in inaccessible documents

Preparing to teach a unit is a lot of work, and sometimes you might be left with a scanned copy from a book in your files. Unfortunately, scanned texts are very inaccessible, and create lots of challenges for all students to read and study effectively. When you come across a scanned PDF, do your best to replace it with a proper digital text document.

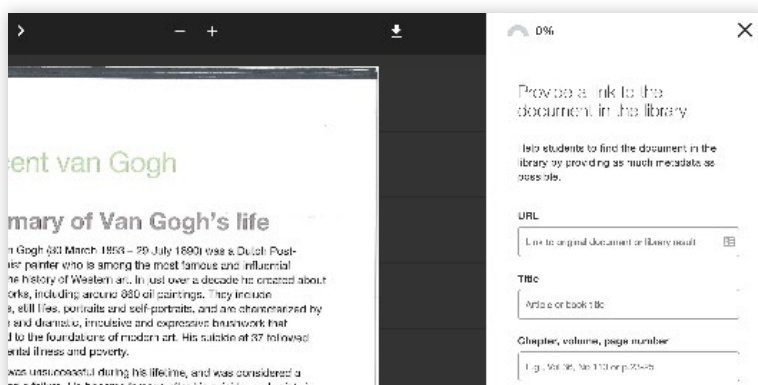
Scenario: A red indicator informs you of a scan. What now?

1



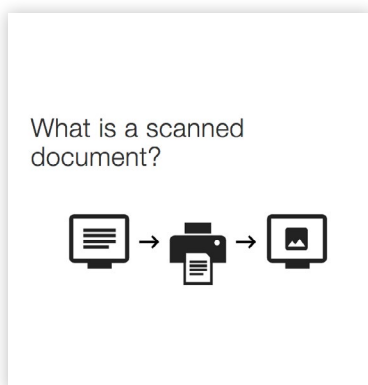
Uh oh. You see a red indicator and its a poor score. You click the indicator for the feedback, and realize it is a scan with 0% accessibility. Yikes! First thing: Can you find a text version online through search? Upload a digital text to the WAI tool to improve your score.

2



It might still be difficult for you to find a digital text version. Reaching out to your library or accessibility services can help make sure students who need those formats don't fall behind. You can also add a "Library Reference" to the tool to help your students.

3



This document needs further attention



We OCR'd it

OCR (Optical Character Recognition) is used to extract text from images. This OCR'd version is now available to students under the "Accessible versions" option. However, this method can be very inaccurate and should not be considered a final solution.

As a last result, the WAI tool will perform "Optical Character Recognition" (OCR) to try to better identify text elements. Unfortunately, this is not a final solution so it won't improve the score, and you will still want to replace the scanned version when possible. Hint: You might try downloading the OCR'd PDF or HTML from the alternative formats as a way to add a more accessible version.

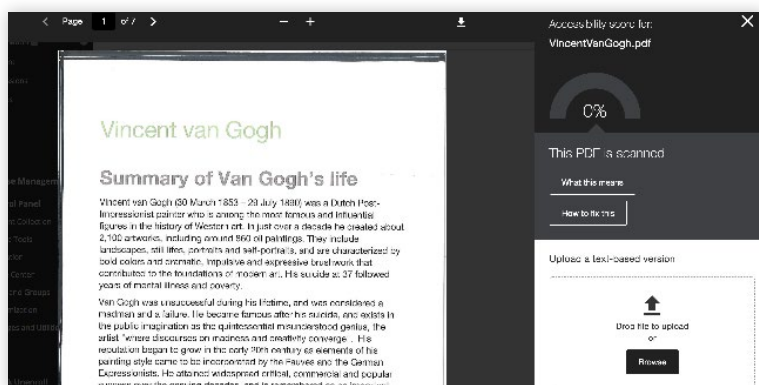
Add a Library Reference

When all else fails, add bibliographic info to help students

There may be times when you simply cannot find a fully accessible version of your course file. As a last best effort, the WAI tool will allow you to add some more bibliographic information to the file. Adding this info will help students work with Accessibility Services to find or create an accessible version of the file.

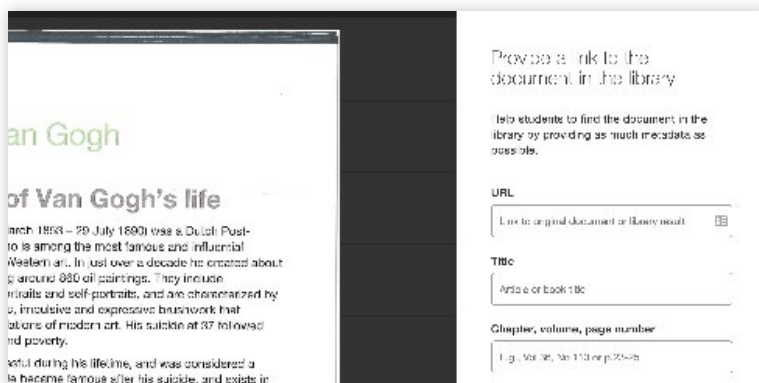
Scenario: **About to launch your unit and the WAI tool flags a file**

1



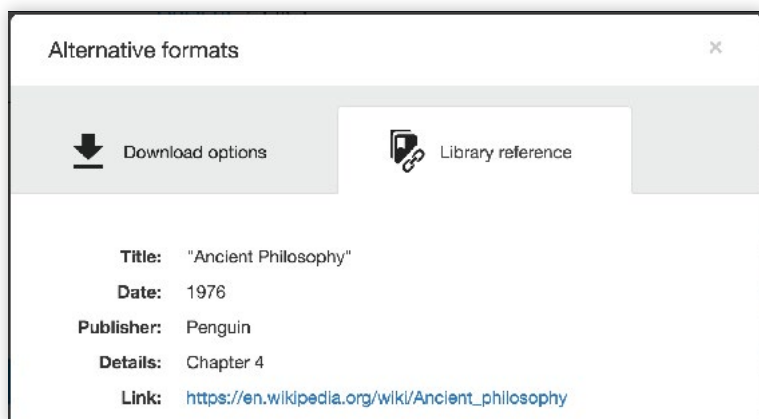
While embedding a PDF link in your Discussion, a red WAI indicator appears. You click the indicator, and realize the PDF is scanned. You see the option to upload a digital text version, but you do not know where to access a digital text version.

2



The WAI tool will ask you if the document can be found in the library. If you think it can be, click "Yes" and add whatever info you have about the document in the form, including a link to the document in your library catalogue. This will help students work with Accessibility Services to find a suitable version.

3



Once you add the Library Reference, students can access the document info by going to the file, and selecting "alternative formats" from the drop-down next to the file name. This will open the alternative formats window, where students can access the library reference info from the "Library Reference" tab.

View All File Accessibility Issues

Choose which issues to address first with “All Issues” tab

Creating accessible digital learning content can be a challenge, and a single course file may contain multiple issues impacting its accessibility for students. The WAI tool gives you options for fixing those issues, allowing you to craft an accessibility strategy suitable to your unit's needs. Prioritize high-impact issues, or focus on quick fixes first with “All Issues.”

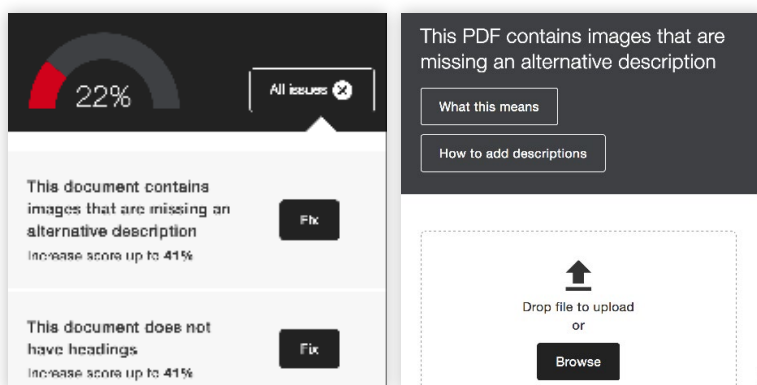
Scenario: A course file has multiple issues to address

1



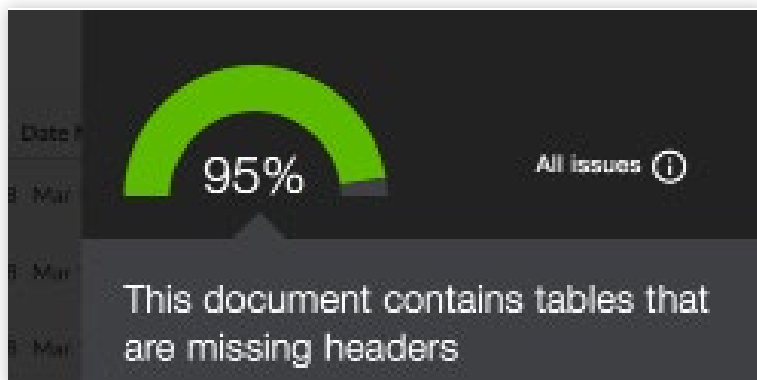
When you click a WAI indicator, the instructor feedback window will let you know the most pressing accessibility issue to correct. It also provides an option to view “All Issues” when the file has multiple accessibility issues to address.

2



From the “All Issues” tab, you can see a list of all the accessibility issues that have been identified in the file. The tool lets you know how much each issue fix will improve your accessibility score.

3



Choose how you want to proceed in addressing each issue. Click “Fix” to view step-by-step details on how to correct each issue. Upload or add your changes with each issue, or address them all at once. The closer to 100% means a more inclusive learning environment for your students.

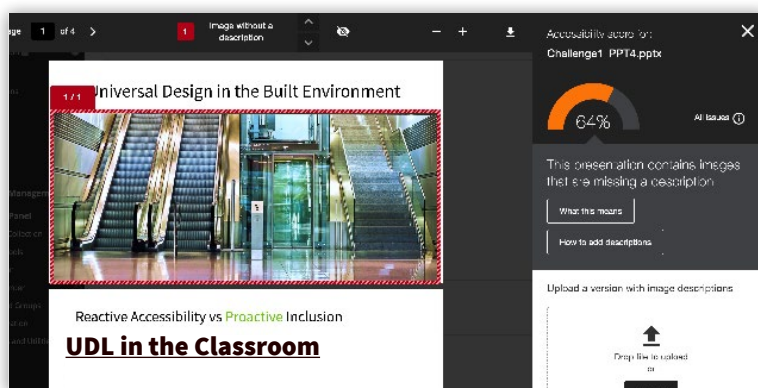
Add Descriptions to Power Point Images

Images in presentation documents need alt text

Sharing presentation slides with students can provide them useful review and study materials. Since many presentations include images, it is important that the images contain an alternative description, to help both in labeling document images as well as for students with visual impairments.

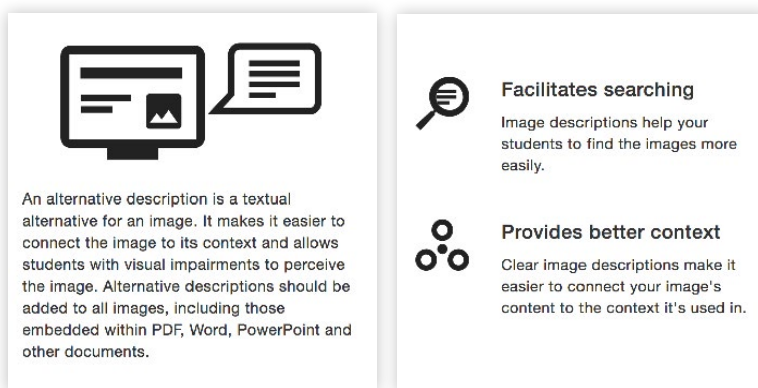
Scenario: **Your favorite presentation has an orange indicator**

1



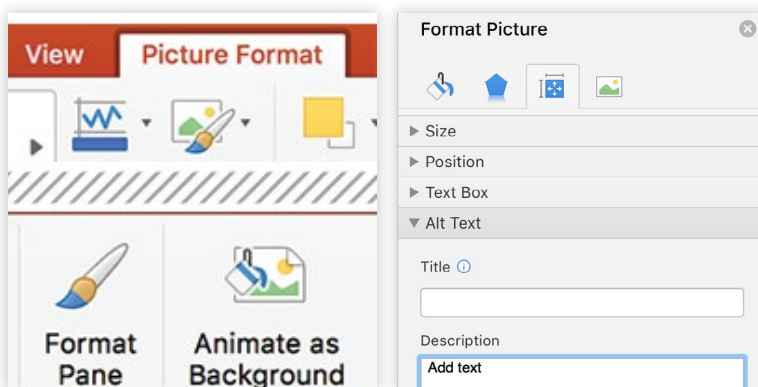
When you click the orange indicator next to your Power Point file, the instructor feedback informs you that the presentation has images missing descriptions. You'll need to fix this issue in Power Point, and upload a new file when you're ready. Use the in-browser document preview to the left of the feedback to see which images are missing descriptions.

2



The WAI tool will describe how to write effective alternative descriptions if you are unfamiliar. You can download the file from your space to work on it if you don't already have it on your computer. Open the file in Power Point to add your alt descriptions.

3



In Power Point , you can add alternative descriptions to an image by:

1. Select the Image
2. Choose the "Picture Format" tab and locate the "Format Pane" button
3. Select "Size and Properties" tab, and then alt text from the drop-down.
4. Add your text in the description field, don't worry about title. Save your file.

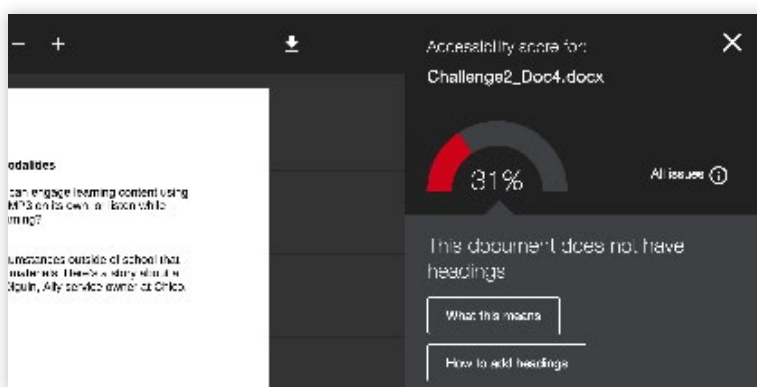
Add Headings to a Word Document

Headings make navigating documents easier for all

Reading long, dense text documents can be a daunting task for learners. Well-structured documents help students organize and process texts. By using headings in your Word document styles, you can design sections and sub-sections for your documents. Headers can help students navigate and comprehend texts, and are essential for screen readers.

Scenario: The tool tells you your Word Doc is missing headings

1



You add a MS Word document to your site, and notice a red WAI indicator, so you click it. The tool tells you that your document is missing headings. You'll need to edit the document offline to make the changes, and upload a new version to improve the score.

2

A 'heading' isn't always a heading

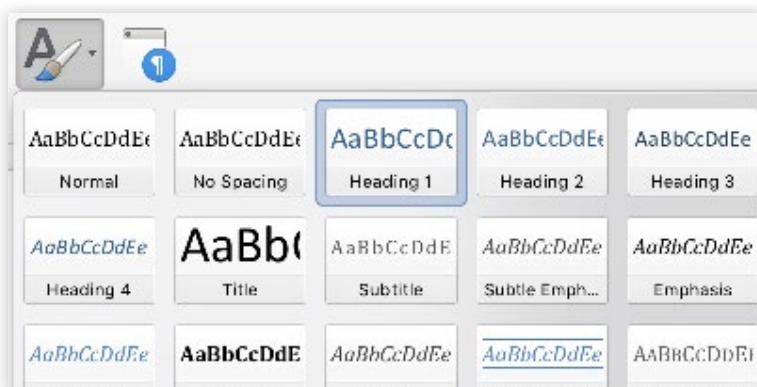
Do not only use visual appearance such as text size, bold or underline to mimic a heading. Always use the program's native heading styles to ensure headings are properly marked as headings.

Why use headings

- Facilitates searching**
Headings can provide structure and clarity. This can help students better understand the content and facilitate reading.
- Essential for students with visual impairments**
Headings help people using a screen reader navigate a document. Imagine reading a book without any chapters or

Check out the feedback to learn more about why headings are important, how to use headings effectively, and where to find tutorials to help you add headings to the document. Remember, headings should provide a clear, consistent structure for students to follow throughout the doc.

3



If you're using MS Word, first highlight the text you want to change into a heading. Then, find "Styles" and select the appropriate heading type. Use headings consistently, and try not to exceed 6 levels. Once you've corrected the heading structure, save the Word file and upload the file. Add headings to all your text documents for a more inclusive learning environment!

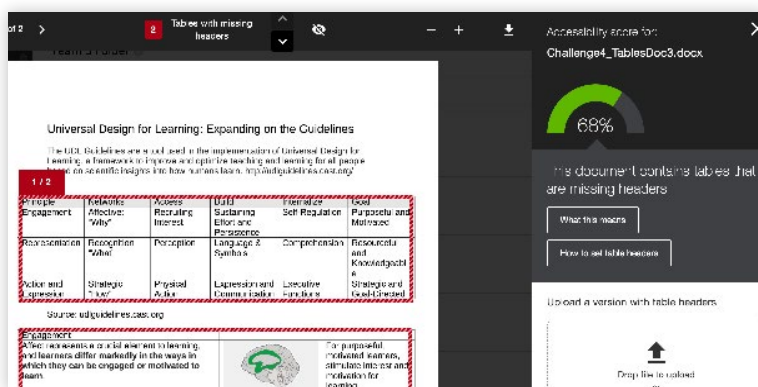
Add Headers to your Data Tables in Word

Headers make navigating tables easier

Using tables in your documents can be a great way to help organize complex information for students. To make sure your tables are effective and accessible, however, you should only use them for data, and not for visual layouts. By adding headers to your tables, you will improve how your students navigate tables, especially if they use a screen reader.

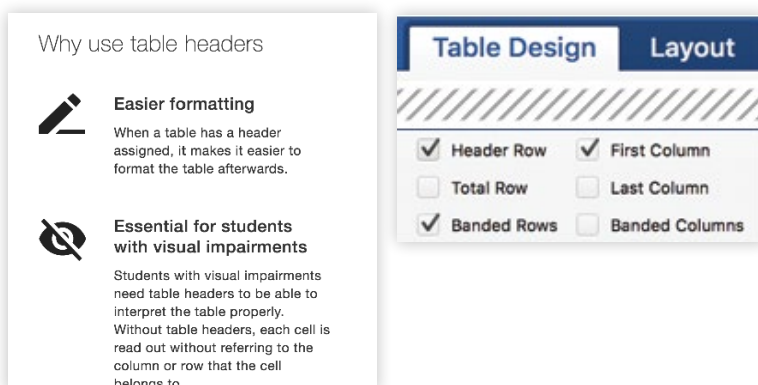
Scenario: You upload a Word Doc with tables

1



When uploading a Word document to your course, you notice a light green indicator. You click the indicator and discover that the WAI tool reports tables in your document are missing headers. In the preview to the right, you see red outlines around your tables indicating where the errors appear. You will need to add the headers to the original Word document if you can access it.

2



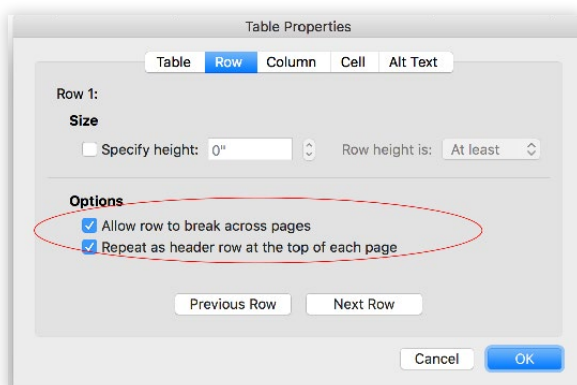
Before you go to Word or another authoring tool to make your corrections, check out the tips and tutorials.

Add headers in Word by:

Highlight the first row in your table that explains what's in each column

From the “Table Design” tab at the top, check the box for “Header Row”.

3



Next, right click your highlighted row, select “Table Properties”, and check “Repeat as header row”

Save your file, and upload it to Ally for more accessible and easier to navigate tables.

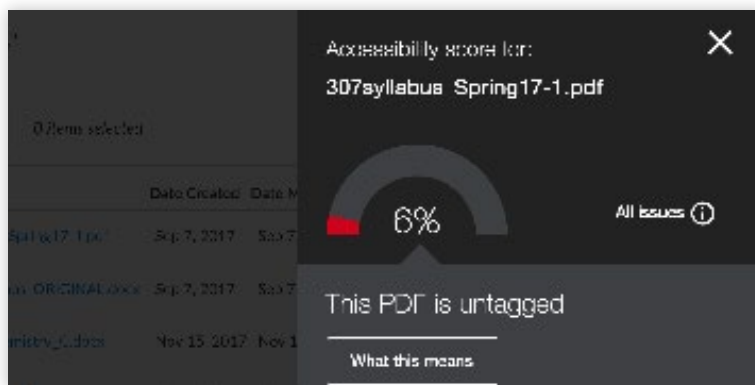
Export a Word Doc as a Tagged PDF

Ensure that your Word Doc stays accessible when converting to PDF

Although keeping your documents as a .doc or .docx file is the best way to ensure the document remains accessible, many instructors prefer to export their Word docs as PDF. When exporting as PDF, it is important that you check your export settings to make sure that the PDF will be tagged, as this will make sure the document is easy to navigate.

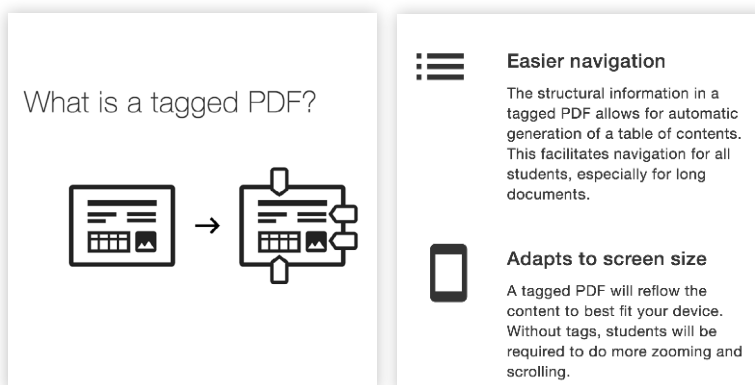
Scenario: **You upload an untagged PDF of your file**

1



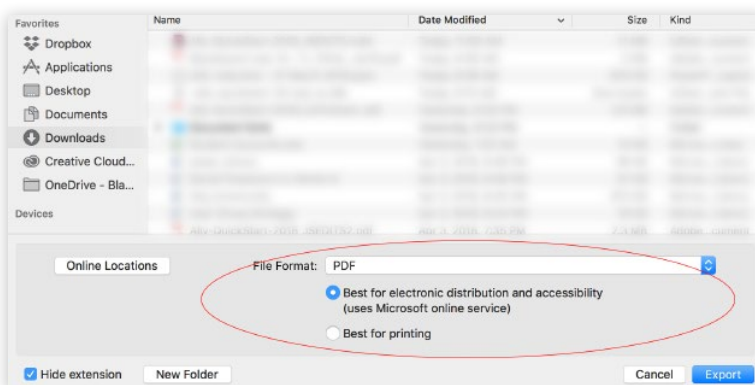
You created your file in a Word doc, exported it as PDF, and added it to your space. A red WAI indicator appears next to your file, and informs you that your PDF is untagged.

2



A tagged document provides readers with improved navigation, helps keep texts organized, and is essential for students who use a screen reader. You can upload the Word file to maintain accessibility, or your Word doc as a PDF with the correct settings.

3



To export a Word document as a tagged PDF, go to "File," select "Save As" then select PDF from the drop-down. You will notice a dialogue box, check "Best for electronic distribution and accessibility." Then upload your newly tagged PDF.