


<b>Module:</b> <i>Five Components of an Accessible Document</i>
<b>Audience:</b> Teachers who teach adult students <b>Platform:</b> Articulate Storyline 360 All learning activities and assessments are based on the capabilities and limitations of this program. <b>Module Summary</b> Documents for online courses need to be accessible for students of all abilities, especially now that more courses are transitioning online. In my work, I have found that many online instructors are unaware that they need to make all online documents accessible and if they are aware that they have to make documents accessible, they have no idea what components help to make a document accessible. This module is program agnostic and applies to Word, PowerPoint, Adobe Acrobat, etc.  The participants will learn about five components for making an accessible document which are: <ul style="list-style-type: none"><li>• proper color contrast</li><li>• headings</li><li>• accessible tables</li><li>• alt text for images</li><li>• meaningful hyperlinks</li></ul> To keep the module in the cognitive domain rather than the psychomotor domain, the focus will be on the components and not the steps the users will have to perform to make these items accessible in a specific program.
<b>Objectives:</b> By the end of this module, participants will understand five components that make a Word document accessible. <ul style="list-style-type: none"><li>• When given two colors (text and background) participants will accurately determine if the contrast between them is accessible. (Analyze)</li><li>• When given a list of heading types, participants will successfully build an accessible heading structure. (Apply)</li><li>• When given examples of tables, students will accurately classify the tables as normal, containing split cells, or containing merged cells. (Analyze)</li><li>• When given an image, participants will successfully generate alt text for that image. (Create)</li><li>• When given examples of hyperlinks, participants will accurately select the meaningful hyperlink. (Apply)</li></ul>
<b>Assessments</b> <i>(Evidence of Learning)</i> <b>Aligned objective:</b> <ul style="list-style-type: none"><li>• When given two colors (text and background) participants will accurately determine if the contrast between them is accessible. (Analyze)</li></ul>

Which of these text background examples provides high color contrast that is free from color vibration?

A.  SAMPLE TEXT

B.  SAMPLE TEXT

C.  SAMPLE TEXT

D.  SAMPLE TEXT

Cite 3 guidelines you used from Haladyna or Vanderbilt articles to help write the above Q:

1. Format vertically, not horizontally.
2. Use positives, not negatives in the stem.
3. Write as many plausible distractors as you can.

(Haladyna et al., 2002)

### Learning Plan

#### Color Contrast:

The section starts with a presentation that explains color contrast and why it is important. The presentation will show examples of compliant and non-compliant colors and reasons why those colors are compliant and non-compliant.

The participants will then use the slider to take a sample text color from non-compliant to compliant.

Participants will then complete three practice problems that require them to analyze the colors to determine if the color of the text provides proper contrast with the background.

A job aid on identifying color contrast will be included in the resources section of Articulate. The participants can print this document and use it for future reference.

These activities help the learners analyze text and background colors as they would when creating their own documents. Providing samples of proper and improper color contrast in the presentation will help participants to distinguish between the two. The practice problems provide a low-stakes place to practice these skills that may be new to some participants.

**Headings:**

This section contains a presentation that explains headings and why they are important. The presentation will show compliant and non-compliant heading orders.

A job aid with the heading order rules will be included in the resources section of Articulate. The participants can print this document and use it for future reference.

One practice problem where the learners are given a list of heading levels that they drag and drop to put in order.

The presentation will help participants understanding why heading levels are important for those with low or no vision. Building a document structure through the drag and drop will help participants much like they would do when they apply this knowledge when they create their own documents.

**Tables:**

This section begins with a presentation that explains which types of tables (normal, split cells, merged cells) will pass a compliance check without remediation.

Participants will complete one practice problem which is a drag and drop where they classify the types of tables.

A job aid on identifying the three types of tables will be included in the resources section of Articulate. The participants can print this document and use it for future reference.

**The presentation helps the learners to understand the different types of tables that may not pass an accessibility check. The drag and drop helps them to classify tables much as they would when they create their own in a document.**

**Alt Text:**

This section starts with a presentation that explains the need for alt text and will show examples of properly created alt text.

The participants will complete three practice problems where they use the text entry box to make their alt text for the image.

A job aid on alt text it will be included in the resources section of Articulate. The participants can print this document and use it for future reference.

The presentation explains the need for alt text and the types of images where they are used. The text entry boxes allow the users to generate the alt text like they would do in any of the programs where they would need to enter alt text.

## Participants

### **Hyperlinks:**

This section starts with a presentation that explains acceptable hyperlinks. The section will contain audio of a screen reader reading a full link and a descriptive link.

Participants will complete a practice problem where they drag and drop the meaningful hyperlinks.

A job aid on accessible hyperlinks will be included in the resources section of Articulate. The participants can print this document and use it for future reference.

The presentation will help participants understand why a descriptive link is better for those with screen readers. The drag and drop will help participants learn how to accurately select the descriptive link. Although they aren't actually creating the link, they are getting ideas of what makes a meaningful link.

### **Evaluation** (*How will we know if our learning/training module is successful?*)

Completing the evaluation of your module will not be required in this project. But provide some thoughts as to how you could evaluate the first 3 of Kirkpatrick's levels.

**Level 1:** Include an end-of-module questionnaire for participants to complete. This questionnaire will ask about the presentation and organization of the content as well as how engaging the content is to participants. The participants can also suggest ways they can apply this knowledge to their everyday lives.

**Level 2:** Participants would be given a pre-course assessment to gauge what they already know about these components of accessibility. Once the post-assessment is finish, the course creators can compare scores to see if they improved. It's also important to test attitudes too. For example, participants can be asked about their attitudes toward making documents accessible before and after the training. This will help the course creators understand if the training had any sort of impact on their attitude toward making a document accessible.

**Level 3:** Participants could be given a follow-up survey 30-60 days after their training. This survey would ask participants if they have had a chance to use their new skills and, if so, how they have used their skills. The survey will also ask if they've shared their knowledge with others at work or if they have encouraged others to take the training.

	<b>Learning Objective</b>	<b>Learning Activities</b>	<b>Assessment</b>
	When given two colors (text and background) participants will accurately determine if the contrast between them is accessible.	<ol style="list-style-type: none"> <li>1. Participants will view a presentation about color contrast. This video contains examples of compliant and non-compliant colors.</li> <li>2. Participants will use the slider to change a text color from non-compliant to compliant.</li> <li>3. Participants will complete three practice problems where they analyze whether the text colors are compliant or not.</li> </ol>	Participants will be given examples of text and background color combinations to determine if they are compliant or not.
<b>Remember</b>			
<b>Understand</b>		X (Activity 1)	
<b>Apply</b>		X (Activity 2)	
<b>Analyze</b>	X	X (Activity 3)	X
<b>Evaluate</b>			
<b>Create</b>			

	<b>Learning Objective</b>	<b>Learning Activities</b>	<b>Assessment</b>
	When given a list of heading types, participants will successfully build an accessible heading structure.	<ol style="list-style-type: none"> <li>1. Participants will view a presentation on headings. This video will have examples of compliant and non-compliant headings.</li> <li>2. Participants be given a drag-and-drop practice problem where they are required to build</li> </ol>	Participants will be given multiple choice questions where they select the correct heading order.
<b>Remember</b>			
<b>Understand</b>		X (Activity 1)	
<b>Apply</b>	X	X (Activity 2)	X
<b>Analyze</b>			
<b>Evaluate</b>			
<b>Create</b>			

	<b>Learning Objective</b>	<b>Learning Activities</b>	<b>Assessment</b>
	When given examples of tables, students will accurately classify the tables as normal, containing split cells, or containing merged cells.	<ol style="list-style-type: none"> <li>1. Presentation that explains which types of tables (normal, split cells, merged cells) will pass a compliance check without remediation.</li> <li>2. Participants will complete one practice problem which is a drag and drop where they classify the types of tables.</li> </ol>	Multiple choice questions that require participants to classify the types of tables.
<b>Remember</b>			
<b>Understand</b>		X(Activity 1)	
<b>Apply</b>			
<b>Analyze</b>	X	X(Activity 2)	X
<b>Evaluate</b>			
<b>Create</b>			

	<b>Learning Objective</b>	<b>Learning Activities</b>	<b>Assessment</b>
	When given an image, participants will successfully generate alt text for that image.	<ol style="list-style-type: none"> <li>1. Presentation that explains the need for alt text and will show examples of properly created alt text.</li> <li>2. Practice problems where they use the text entry box to make their alt text for the image.</li> </ol>	Fill in the blank questions where users create alt text for images.
<b>Remember</b>			
<b>Understand</b>		X( Activity 1)	
<b>Apply</b>			
<b>Analyze</b>			
<b>Evaluate</b>			
<b>Create</b>	X	X(Activity 2)	X



	<b>Learning Objective</b>	<b>Learning Activities</b>	<b>Assessment</b>
	When given examples of hyperlinks, participants will accurately select the meaningful hyperlink.	<ol style="list-style-type: none"> <li>1. Presentation that explains acceptable hyperlinks. The section will contain audio of a screen reader reading a full link and a descriptive link</li> <li>2. Practice problem where they drag and drop the meaningful hyperlinks</li> </ol>	Drag and drop question on descriptive and non-descriptive hyperlink.
<b>Remember</b>			
<b>Understand</b>		X (Activity 1)	
<b>Apply</b>	X	X (Activity 2)	X
<b>Analyze</b>			
<b>Evaluate</b>			
<b>Create</b>			