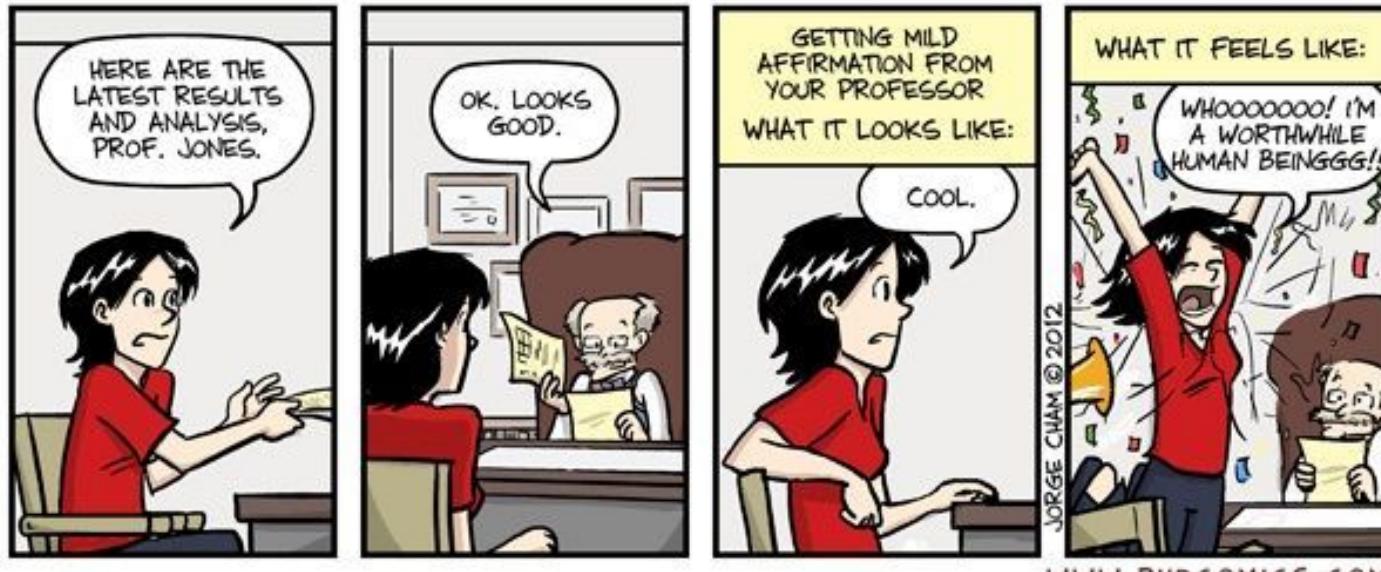


Being Invited to Dance at the Party: Accessibility and O.E.Rs



Comic by [Jorge Cham](#)

By Wendy Torres
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Senior Instructional Technologist
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[Text version of the presentation](#)

Mp3 of book plus transcript

Verna Myers stated that "Diversity is being invited to the party. Inclusion is being asked to dance."



"Just got a @joinClubhouse invite. My welcome didn't last too long. The app has buttons that could be labeled for screen readers, but aren't, and Voiceover users seem to have no way to edit our profiles. Inaccessible code is digital redlining that keeps us out of communal spaces. "

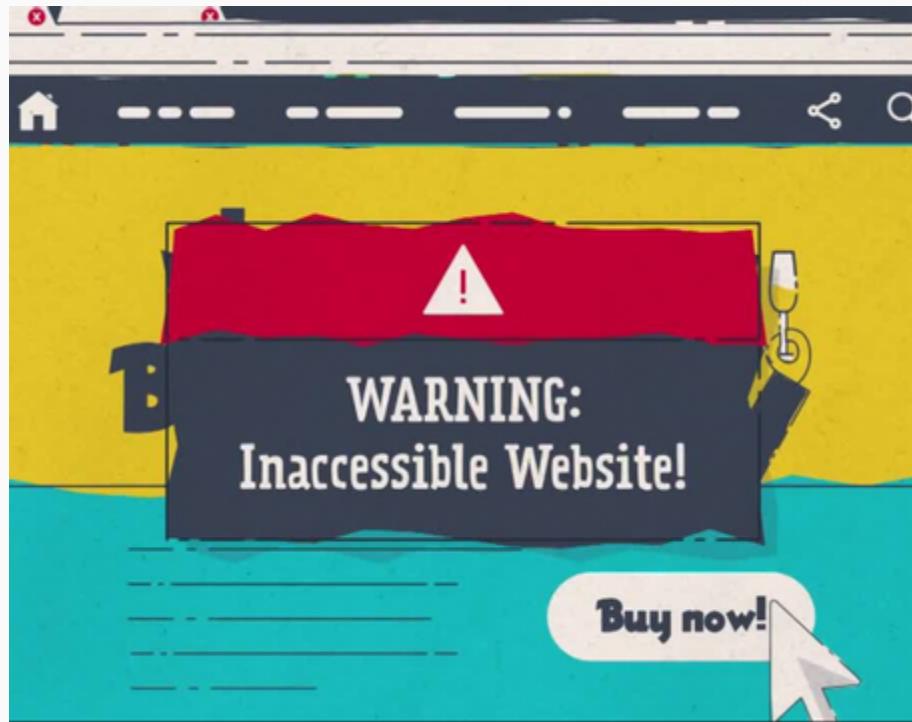
-Chancey Fleet [@ChanceyFleet](https://joinclubhouse.com/@ChanceyFleet)



Access and Accessibility get used interchangeably when we discuss O.E.R.

They are not the same thing. Having access means the content is available.

Accessibility means that students can engage fully with the content.



Students with disabilities are a vulnerable population in higher education.



19% of students in North America have a disability.



60% to 80% of North American undergrads choose not to disclose a disability.



*References

1. [Accessibility in Education](#)
2. [ECAR Study of the Technology Needs of Students with Disabilities, 2020](#)

"Not all students with disabilities choose to disclose," says Kwong. "But for some students [their disability] is not apparent. Students may not want to disclose a disability due to the stigma attached. **And either way, I expect that if they give me homework, that I can actually do it.**"

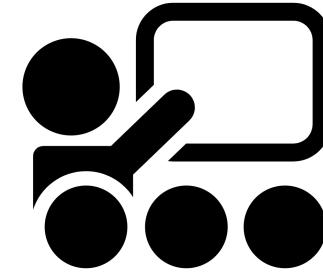
[Improving Accessibility Often Falls to Faculty. Here's What They Can Do.](#)

When you have inaccessible websites and content, you send a very clear message of exclusion.



"We don't teach to teach the privileged and the few, we teach to teach all, and if we don't become accessible, we are not teaching everyone."

- [Lucy Greco](#)



According to a [2020 Educause Study](#):

"Among students with disabilities, about a third (32%) said they require accessible content, accessible technologies, and/or technology accommodations for their coursework.

Many students with disabilities do not have positive responses to how their institution supported their need for accessible content and/or technology accommodations."

"Assistive/accessible technology such as captioning and text-to-speech software is important to their academic success, and students with disabilities would like instructors to account for this when developing their courses." - [Source](#)

When it comes to content, students need to be able to...



PERCEIVE



UNDERSTAND



NAVIGATE



INTERACT

...with the content fully to make the information make sense. If they are unable to do so, the content is not digitally accessible.

Barrier:Printed text/paper



Supplement with audio,
provide an electronic
version of the text



Be careful with PDFs! Try
providing information in
Word or Google docs when
possible. HTML files are the
best.



Barrier: Audio files



Deaf or hard of hearing
students may not hear it,
students with learning
disabilities (auditory
processing) may have
difficulty understanding it.



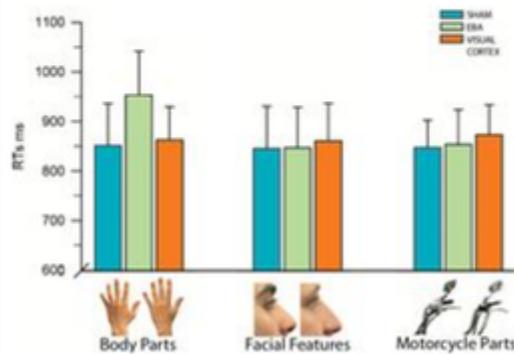
Supplement with
printed/electronic text



Barrier: Video



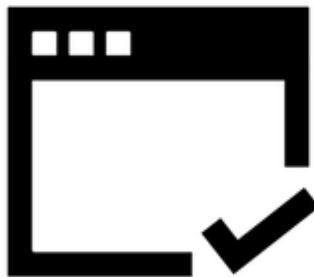
Barrier: Images, or graphs



Provide captions or transcriptions.
Provide descriptions.



Barrier: Inaccessible Web Tools



There are many Web tools that are designed to engage students. However, many have accessibility flaws.



Make sure the tool meets the needs of your audience.

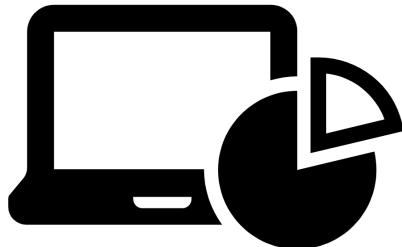


Accessibility of Databases

Z-courses(Zero cost to the student): Material in the course contains both Openly licensed material as well as paid subscription services.

Paid subscription services like databases or video repositories are paid for by the institution and are not open to the public. However, the students do not have to pay to use the services.

If you have this kind of course, you need to make sure you attribute the materials and abide by the licensing regulations of the subscription services.



[Accessibility Review of Library databases](#)

Three free Text to Speech tools. Convert any text to an audio file.



[For Windows Ten devices](#)

[For iPads/iPhones](#)



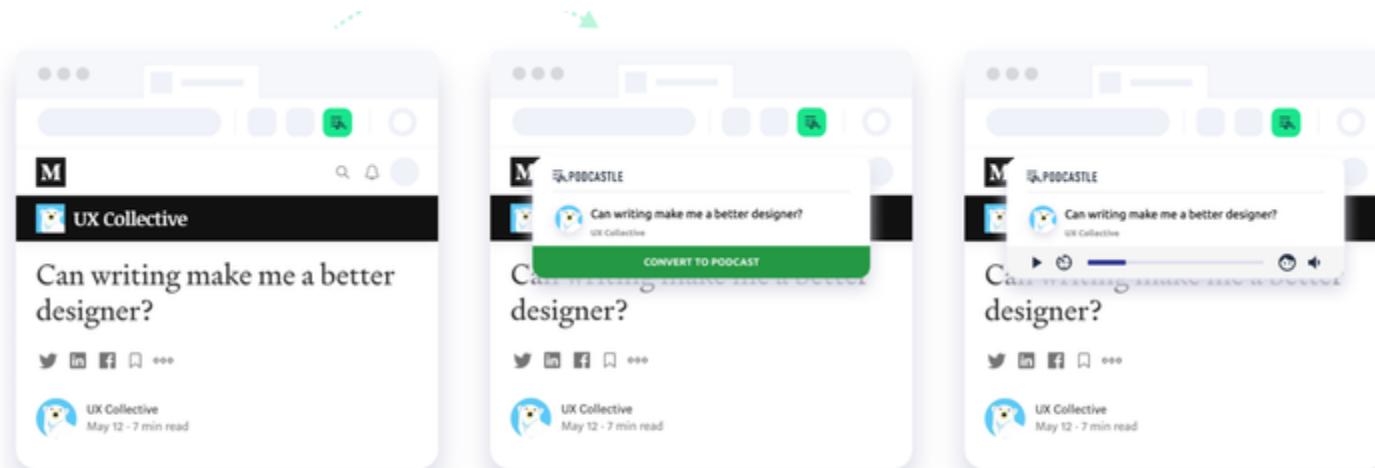
[For any Browser](#)



Create mp3/ audio files of online websites

[Podcastle](#) is a chrome extension. Once you [install the extension](#), it converts online articles to audio files. The audio files can be shared via download, web embed, or as a URL link.

Podcastle is free to use. Only works on Google Chrome.



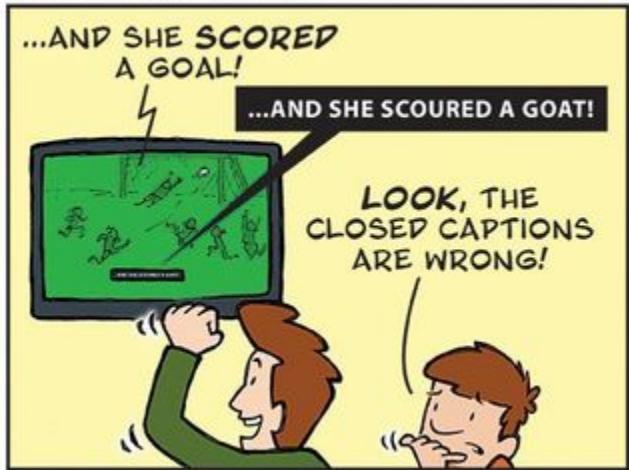
Step 1: Open any article and find podcastle in your extensions

Step 2: Click on Convert to podcast

Step 3: Enjoy listening to the podcast 🎉

Accurate captions matter

THAT DEAF GUY



Comic by **Matt and Kay Daigle** Twitter handle: [@DeafCartoonist](https://twitter.com/DeafCartoonist)

- Video captions are useful for all students and essential for some students. Research has shown that using captions with videos can make students better readers, however, for students who are deaf or hard of hearing, captioning is essential for understanding content.

Benefits of Captions



A recent study* also found that 42% of students use Closed Captions(CC) to maintain focus.



The same study also found test scores increased by 3% with CC.



Test scores increased by 8% with interactive transcripts.

*Source: [The Impact of Captions and Transcripts on Student Learning](#)



Caption online videos with the [Kapwing App.](#)

If you use an online video you have to rely on the captions that come with the video. Sometimes, these video captions from online videos are good and other times they are awful. The problem with online videos is that, unless you were the person who uploaded the video to the online platform (like Youtube), you cannot edit the captions.

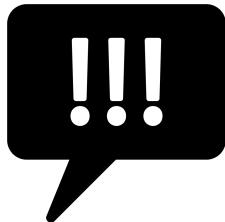


With Kapwing's Subtitle feature, you can take any video(even if you're not the one who created it) and add/edit any of the captions.

[Kapwing demo](#)

Caption videos with [Typestudio](#)

[Type Studio](#) is a web-based video editing tool. What makes this tool different, is that you can edit a video using only text.

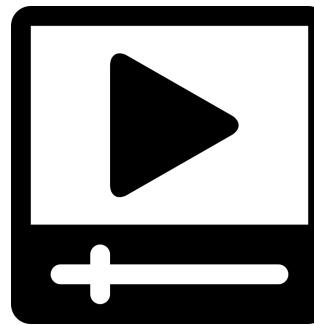


- 1) You create a free account using an email account and password.
- 2) You upload your video from your device.
- 3) Type Studio grabs the audio from the video.

4) On the interface you will see the audio transcribed as a text document. Simply correct any errors you see in the text. Delete any items you do not want. That content is then deleted from the video.

5) After you make your corrections click on the captions button to enable captions.
6) Then click on the export button.

Once you export your video, you are taken to a page that has your video and the transcription. ([Example](#))



Accessibility Tip: Use [YouDescribe](#) to create audio descriptions to YouTube videos.

What is Audio Description?

" Audio Description is the verbal depiction of key visual elements in media and live productions. Also known as "audio description" or "video description," the description of media involves the interspersion of these depictions with the program's original audio." - quote from [Description Key website](#).

An audio description is a form of narration used to provide information about visual images for the benefit of blind and visually impaired people.



[Video trailer without audio description](#)



[Video trailer with audio description](#)

How does YouDescribe work?

- 1) If you have a Google account, sign in with your Google credentials.
- 2) In the search box, type in the keywords or the title of your video.
- 3) Videos will come up that match those keywords. First, you will see videos that have audio descriptions. You can keep those descriptions or add your own.
- 4) For videos that show up that don't have audio descriptions, you can add the audio description.
- 5) Save and publish your video
- 6) Share the link to the audio-described video.



Use the dictation tool in Microsoft Office 365 Suite , or the Voice tool in Google Docs

Both [Microsoft Word](#) and [Google docs](#) have a dictation tool. The dictation tool allows you to speak aloud and your words will be automatically transcribed on your document. You may have to change a few words on the final product, but both are fairly accurate.

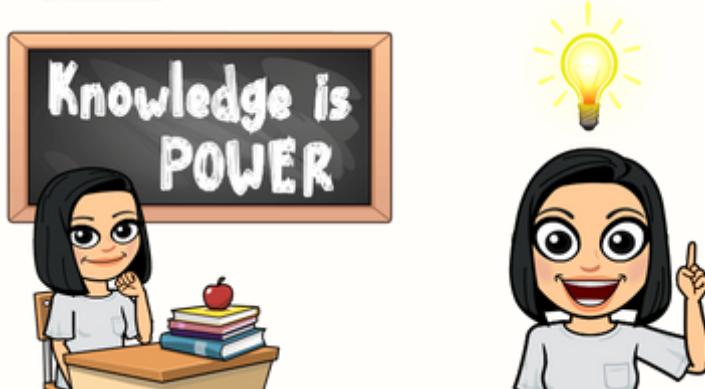


Two tools you can use for creating transcripts.

[Web Captioner](#): Web Captioner is a web-based tool that allows you to create instant captions/transcripts by simply using a mic. Nothing to install. You can choose the language you want the transcript to be in and you can save any transcript as a text file or word file.

You can even have another tab opened in your browser and the captioning will still be going on!

You could also use a tool called [Dictate.io](#) to create your descriptive transcript.



What should instructors look for when assessing the accessibility of Web 2.0 tools?

- Navigation ease
- ScreenReader Compatibility
- Audio/Visual Components
- Mobile/Touch/Size Capabilities
- Sensory settings
- Color settings
- Access
- Personalization
- Accessibility Policy



When you evaluate Web 2.0 tools, remember it is all about content.

When interacting with the tool, can all students:

- Perceive
- Understand
- Navigate and
- Interact

...With the information they are being given?



You have to know your audience. If you use a tool that is not fully accessible, you can still use it with your students if all the students are able to get the content fully. However, if any member of your audience cannot fully interact with the tool/content, then you must consider using a different tool.

Download the Score Cards

- Download the [Web 2.0 Tools Score Card](#).
 - Download the [Web 2.0 Tool Score Card for Student View](#)
 - Download the [APP Score Card](#)
- Tweak and use as desired.



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