

## Slide 1 - Course Introduction

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# Course Introduction



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Hello and welcome to the Course Introduction video. We'll discuss what the course is about, what it's not about, and how the course is structured.

## Slide 2 - What you'll learn in the course

### What you'll learn in the course

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- Assessing cross-media product accessibility
  - Print design
  - Digital design
- Proposing solutions to improve accessibility (and user experience)

accessibility  
for one  
equals  
**accessibility**  
for all

Given the title of the course, we're covering how and why we need to design for accessibility. All products should be designed with accessibility in mind; however, this course focuses on cross-media products. You'll learn about assessing print and digital design products for accessibility using industry-standard guidelines, tools and techniques. Print products include documents, publications (even textbooks), posters, brochures, letterhead, business cards, and so on. It also includes major marketing materials such as banners, trade show displays, clothing, and more.

You'll also learn about designing or redesigning a product to enhance the user experience for individuals with disabilities, which in turn, enhances the accessibility for everyone. Designing for equal access benefits the entire audience. You'll hear me say this several times: Accessibility for one equals accessibility for all.

## Slide 3 - What this course is NOT about

### What we won't cover in this course

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- Advanced assistive technologies
  - Screen reader software
  - Braille software
- Web coding or mobile app development
  - No HTML, CSS, JavaScript
  - No programming languages
- Usability testing with actual users

What this course is NOT about is working with assistive technologies such as screen readers, other than those built in to your computer's operating system. You will view people using these technologies but won't have access to the "biggies" in screen readers such as JAWS or Braille software and readers. However, you'll be using some built-in technology with the Mac and Windows operating systems. In addition, several free online resources can help you assess products for accessibility.

You do not need experience writing HTML, CSS, JavaScript or any other web markup or programming languages. The same is true for mobile application development. You will be learning about WCAG, the Web Content Accessibility Guidelines, though. This is one of many ways to increase accessibility in the web world, as well as other digital products.

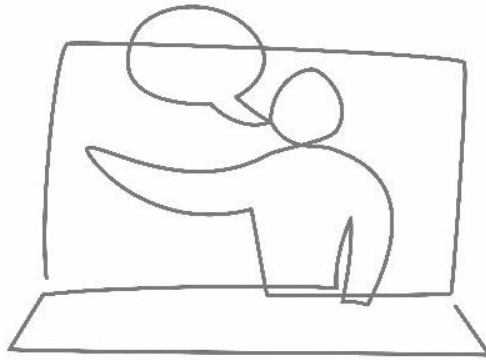
Testing with actual users is one of the main goals of usability testing. However, you won't be required to do this. Why? Time is one big reason, but there's another: Think of this course as the preliminary research you would do for a project. For example, you've found accessibility issues, or you've received feedback from users with disabilities, but you need to test with actual users. This requires resources, so for most companies, the only way to do this is to convince the C-suite – or the business owner, CEO, CTO, etc. – that it's worth the money to do a full-blown usability test and redesign. What you're doing in this class is conducting evaluations and preparing to present to the bosses that the resources needed to conduct the test are well worth the money.

## Slide 4 - What you can expect from your instructor

### What you can expect from your instructor

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- Response to emails within 24 hours, except for weekends
- Grade your assignments as soon as humanly possible
- Answer questions as often as humanly possible



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GIT 598 Designing for Accessibility

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There are a few things you can expect from your instructor in this course, other than lecturing you, which is depicted in the line drawing in the lower right corner of a laptop with a rough drawing of a person talking.

Your instructor will respond to your emails within 24 hours, except for weekends. If you sent an email and didn't receive an answer within 24 hours, go ahead and email again.

Your instructor will grade your assignments as quickly as humanly possible.

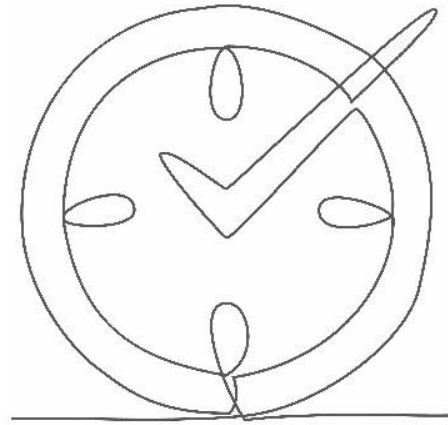
And your instructor will also be available to answer questions as often as humanly possible. Please see the syllabus for additional ways to contact your instructor.

## Slide 5 - What your instructor expects from you

### What your instructor expects from you

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- Read the Course Syllabus
- Follow deadlines for quizzes, assignments, activities
- Thoughtfully participate in discussion activities
- Ask questions if anything is unclear



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There are some things your instructor expects from you as well.

You will read through the course syllabus. It's long, I know, but there's a lot of useful information not just about the course, but how you can succeed in this course and in the program in general.

You will follow the deadlines for the discussions and the assignments. Dates can vary as far as the day of the week, so pay attention to deadlines. And since this is a 7-week class, there are some assignments due 3-4 days after the last one. In the lower right-hand of the screen is a line drawing of a clock face with a checkmark instead

of an hour and second hand. You'll see more sketches and other graphics considered to be decorative in many lectures. I'll explain more in a future lecture.

You will thoughtfully participate in the discussion activities. and thoughtful is more than "this was good" or "I agree". There's not a lot of thought behind that. I want you to think about what you're posting before you post it.

And finally, you will ask questions if anything is unclear. We enjoy answering questions, I know that sounds weird, but if you're asking questions, that means you want to learn. And we love hearing that.



## Slide 6 - Modules

### Modules

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#### Overview

module description, module learning outcomes



#### Lectures

video lectures (instructor and outside sources)



#### Reading

chapters in textbooks, articles, case studies



#### Assignments

Canvas-submitted assignment, quiz, discussion

This course is divided into modules, and the modules are posted before the module start date.

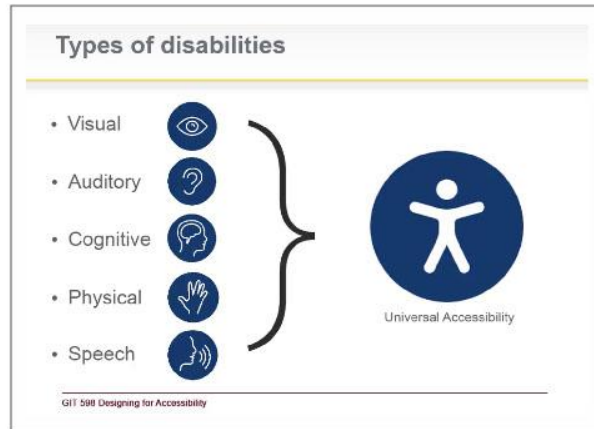
The “home” page of each module is called Overview, which contains a brief description of the topic or topics, and the learning objectives. Other pages include the course Lectures, the required Reading from the textbooks and any additional reading materials, and then the Assignments. You can navigate through the modules by using the Back and Next buttons at the bottom of the page. In addition, many modules have a quiz.

Note that assignments can be something you submit to Canvas, a quiz, a Slack activity, or a discussion activity. Pay attention to format and due dates.

## Slide 7 - Lectures

### Lectures

- Instructor-led lectures
  - Closed captioning
  - Auto-scroll transcripts
- Zoom check-ins
  - Closed captioning
  - Highlight new information
  - Assignment tips and tricks, walkthroughs



Screenshot of course lecture describing the types of disabilities

For the most part, instructor lectures will follow a consistent layout. On the left side of the slide will be the main points of the topic in bullet-point format. On the right side of the slide will be examples showcasing the bullet points, as represented on the screenshot: bullet points on left, example of the UX Honeycomb on right. Some examples require more room or even their own slide. This will be clear in each lecture. Also, each example or screenshot is explained thoroughly for those who have low vision or blindness.

Each instructor-led lecture starting with Module 1 will have closed captioning and an image of the slide. The slide image has minimal alternate text. That's because it's all discussed and explained in a way to mimic alternate text, which we'll discuss in a future lecture. In addition, each instructor-led lecture has a link to the video with auto-scroll transcripts. In other words, the video plays and the transcript automatically follows along, highlighting the

text being discussed. In addition, some images that are used as decorative images do not have alt text. As you'll learn, decorative images are just that: decorations. If they were not on the slide, no information would be lost and the message for the slide stays intact. A good example are the line drawings slides 2 through 4.

We use Wistia as the video host, and a new feature (at least new to us) for the videos is Chapters. I discuss this in the Zoom check-in video for Module 1. Speaking of check-in videos... I'll hop on Zoom and create short videos to reinforce topics, demonstrate assignments or address any new topic that comes up in the accessibility world.

## Slide 8 - Lectures

### Lectures (continued)

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- “Guest” lectures
  - Closed captioning
  - Many have transcripts
- Optional lectures
  - Closed captioning
  - Some have transcripts
  - Not required to complete assignments but good resource



Screenshot of sample guest lecturer video

“Guest” lectures are from experts in the accessibility field providing unique perspectives on a specific topic or group of topics relating to the module, as depicted in the screenshot on the right slide of the slide. The caption reads “Screenshot o sample guest lecturer video”. Lectures also can be from people with disabilities and how they navigate the digital world, including cross-media products. Each guest lecture will have closed captioning, and almost all will have a transcript available.

## Slide 9 - Required reading

### Required reading

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#### **Mismatch: How Inclusion Shapes Design**

Author: Kat Holmes

ISBN-13: 978-0262038881



#### **Inclusive Design for a Digital World**

Author: Regine M. Gilbert

Available for free online (ASU Library)



#### **Additional Materials in Module**

Access free additional reading and videos in  
Canvas course shell

Two books are required for this course: 1) *Mismatch: How Inclusion Shapes Design* by Kat Holmes, and 2) *Inclusive Design for a Digital World* by Regine Gilbert. The first book is more about getting in the mindset of being an inclusive designer. The second book is a “how-to” for designing for accessibility. And a special bonus with the second book: It’s available to read for free through the ASU Library. Log on to the ASU Library site and type in the book’s title. It will bring up links; be sure to choose one that states “Full text available”.

In addition to the books, each module will have additional reading materials and/or videos pertaining to the module’s main topics. Again, you will have access to these for free.

## Slide 10 - Assignments

# Assignments

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- Assignments correspond with modules
- Assignments may require you to:
  - Submit file(s) to Canvas
  - Post to Discussion Board and/or Slack
- Assignments due by 11:59pm AZ time
- Pay attention to dates and formats!

Assignments in this course correspond with the modules or the topics covered in modules.

Assignments will have you submit or post. Many assignments will be submitted through Canvas; these are the individual assignments. Other assignments will require you to post to the discussion board or Slack. These assignments mostly will be team assignments and peer reviews.

Assignments are due by 11:59 PM Arizona time on the date listed on the module.

Pay attention to those dates. Some modules are going to have assignments due every few days, or every few weeks, so be aware of when everything is due. If you look on the syllabus, there is a part of the very bottom called Course Summary, and that has all of the due dates listed.

## Slide 11 - Assignments

### Assignments (continued)

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- Assignments in three (3) formats:



Individual (post to Canvas link)



Team/Slack (work together on Slack to accomplish assignment)



Discussion Board (discussions; post team's Slack work to share; reflections)

Assignments are in one of three formats: Individual, which requires you to submit through Canvas; Team/Slack, which is when you work together as a team; and Discussion Board, which can include discussions but also posting the Slack teams work to share with your classmates. Each will be clearly marked at the top of the page, along with icons associated with Canvas and Slack. For individual assignments, the icon will be a black-and-white drawing of a page with a pencil. For the team assignments on Slack, the Slack icon will accompany them. For Discussion Board activities, the two talk bubbles icon will be shown.

There's an assignment breakdown page under Module 0 that shows which assignments are in which format.



## Slide 12 - Deadlines

### Deadlines

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- Grade based on
  - Assignments
  - Slack (team) activities
  - Discussion board activities
  - Quizzes
- Deadlines are strict
  - Every 24 hours missed = 10% removed from assignment grade
  - Quizzes have no grace period!

Have a valid  
reason for  
missing a  
deadline?

**Contact me!**

Grades are based on the assignments, and activities on Slack and the Discussion Board. As mentioned before, some modules have quizzes as well, which will figure into your grade.

The deadlines are strict - for every 24 hours missed, 10% is removed from your grade. This means that even if it's a one minute late or 23 hours and 59 minutes late, that's 10% removed. The next 24 hour period is another 10% removed, and so on. Once you get to 4 days, it's a zero. However, the quizzes do not have this grace period. The quiz must be taken by the deadline. If it's not, the grade will revert to zero.

If you do have a valid reason for missing a deadline, let me know at least 24 hours in advance and we'll work something out.

## Slide 13 - Watch additional lectures in module

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# Get started on Module 1!



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Thanks for watching the course introduction lecture. Module 1 is open, so started reviewing the material and check out the first assignment.