



Ulster Inclusive Pedagogic Practice Series: AY 20-21





Enhancing Inclusive Learning and Teaching Practice at Ulster

Consistent with our university values of Integrity, Inclusion, Collaboration and Enhancing Potential, at Ulster we want to ensure that our learning, teaching and assessment practices are inclusive, accessible, relevant and engaging for all our students.

This academic year, CHERP and Student Wellbeing in partnership with UUSU and ODL have co-created a series of monthly webinars from November to March to promote Inclusive Learning & Teaching as a central educational design process and to share and learn about tried and tested practices.

Seminar Schedule

Date	Seminar Titles
18 November 2020	Setting the Scene
9 December 2020	Supporting Staff and Students Wellbeing for Success
27 January 2021	Designing Inclusive Curriculum - Decolonising the Curriculum
10 February 2021	Developing Accessible Content and Practice
10 March 2021	Delivering an Inclusive Curriculum
21 April 2021	Designing Inclusive Curriculum - Universal Design

<https://www.ulster.ac.uk/cherp/programmes-and-projects/inclusive-learning/cpd>



Developing Accessible Content and Practices



Who we are: Clare Thomson

- Digital Education Consultant in the Office for Digital Learning
- Been involved with digital accessibility for nearly twenty years
- Officially disabled



Running order

- Digital Accessibility from Staff Perspective
- Digital Accessibility from Student Support Perspective
- **Break 10 mins**
- Practical how-to demonstrations:
 - Presentations/documents
 - Blackboard
 - Multimedia

We are sharing our PowerPoint with live captions. These are machine generated and will contain some errors. This is the how-to video: <https://ulster.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=6199e9c6-f73a-4b49-84b1-ac5a0100e394>

Digital Accessibility: The Staff Perspective

Section

Legislation

The full name of the accessibility regulations is the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.

The accessibility regulations build on your existing obligations to people who have a disability under the Equality Act 2010 (or the Disability Discrimination Act 1995 in Northern Ireland). These say that all UK service providers must consider 'reasonable adjustments' for disabled people.

... need to make sure your service meets level AA of the Web Content Accessibility Guidelines 2.1 (WCAG 2.1) as a minimum.

Source:

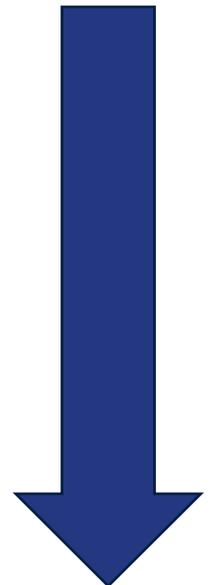
<https://www.gov.uk/guidance/accessibility-requirements-for-public-sector-websites-and-apps>

Web Content Accessibility Guidelines (WCAG)

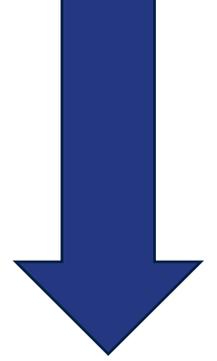
- 1999: Version 1.0
 - 14 principles and overall each item had levels of requirement:
 - must, should or may
- 2008: Version 2.0
 - websites must be perceivable, operable, understandable, and robust
- 2018: Version 2.1
 - Amended to better include- users with cognitive or learning disabilities, users with low vision, and users with disabilities on mobile devices
- 2020: Version 2.2 is a working draft
- 2021: Version 3.0 under development

1999 Guidelines

- **Guideline 1: Provide equivalent alternatives to auditory and visual content**
- Guideline 2: Don't rely on colour alone
- Guideline 3: Use markup and style sheets, and do so properly
- **Guideline 4: Clarify natural language usage**
- Guideline 5: Create tables that transform gracefully
- Guideline 6: Ensure that pages featuring new technologies transform gracefully
- **Guideline 7: Ensure user control of time sensitive content changes**
- Guideline 8: Ensure direct accessibility of embedded user interfaces
- Guideline 9: Design for device independence
- Guideline 10: User interim solutions
- Guideline 11: Use [W3C](#) technologies and guidelines
- **Guideline 12: Provide context and orientation information**
- **Guideline 13: Provide clear navigation mechanisms**
- **Guideline 14: Ensure that documents are clear and simple**



Digital Experience Insights

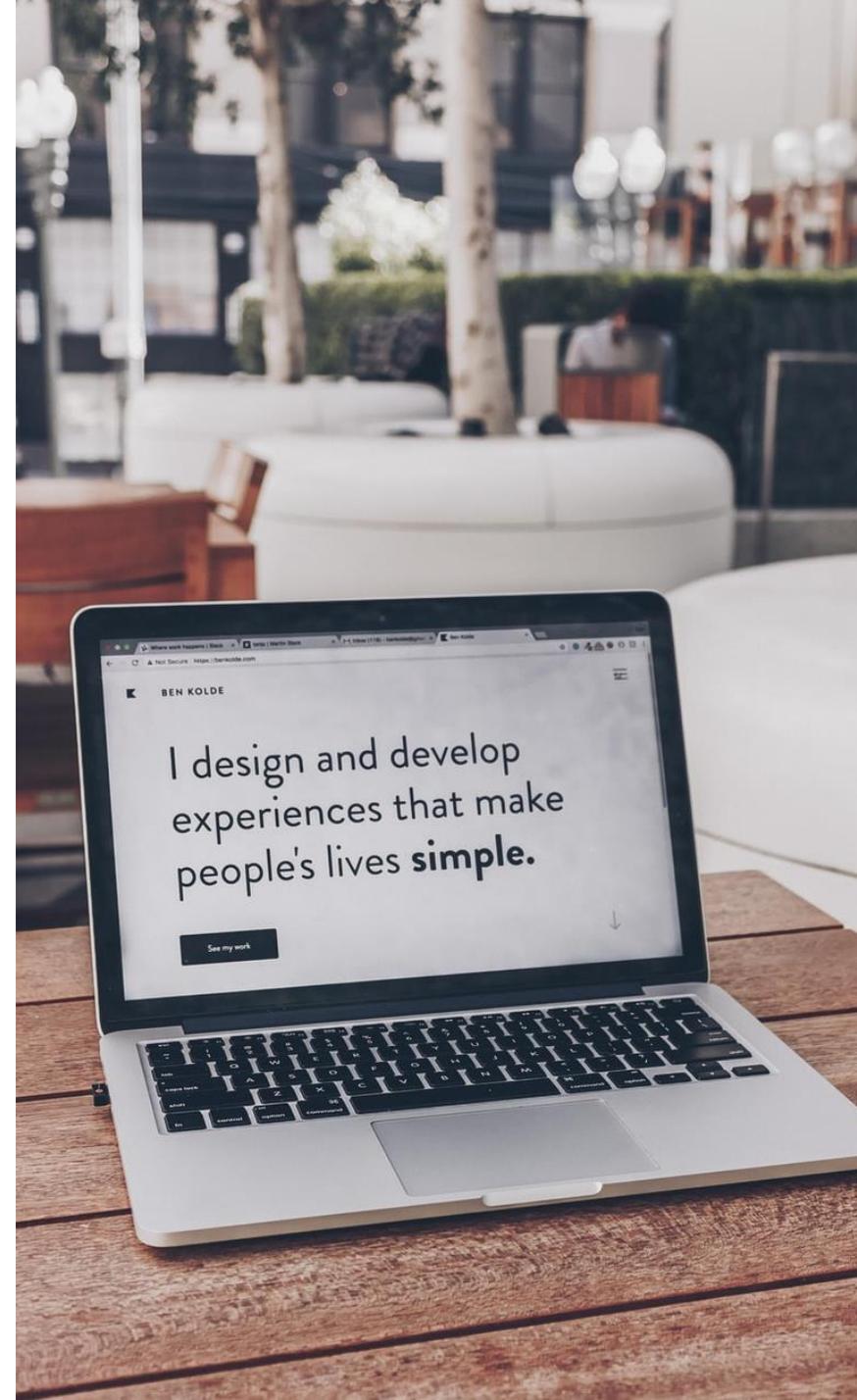


- Live lectures/teaching events - more of them, shorter, more interactivity, more breaks, **recorded lectures**
- More interaction, collaboration and regular checks on learning with feedback - dedicated time for interaction.
- Live module-level support – **regular live Q&A session**.
- **Clear communication** channels - quicker response times, guidance and clarity of expectations (e.g. assessment) – careful about communication (email, notifications, alerts, posts, etc.) not becoming overwhelming at course level.
- **Consistent course-level approach** to the use of Blackboard –layout, naming, etc.
- Challenges in current circumstances - increased workload – understanding, **provide flexibility**

Full report available: <https://ulster.sharepoint.com/sites/ODL/SitePages/Digital-Experience-Insights.aspx>

What has changed in 20 years?

- Then the guidelines were targeted at professional web developers
- Now **we are all web developers:**
 - Virtual Learning Environments
 - Document production
 - Presentations
 - Multimedia
 - Social Media
 - Blogging



Accessible? Equitable?

Link to tweet (read all the replies):

<https://twitter.com/SarahMarieDS/status/1226879470717546496?s=20>

[Read the Guardian article recounting her fight from September 2019 through to this episode in February 2020.](#)



Sarah-Marie Da Silva
@SarahMarieDS

@DBetterAcademia @UniOfHull



2:43 PM · Feb 10, 2020 · Twitter for Android

641 Retweets 183 Quote Tweets 1,348 Likes

Barriers: Come on mic or add to chat pane

Buying back time

Save time by rethinking what you normally do:

- Don't change text colour
- Don't change templates
- Don't rename, rearrange navigation
- Don't make your own layouts in PowerPoint
- Don't change fonts – use a sans serif one



Designing for diverse learners

Always...

Always use a combination of colour, shapes and text to convey meaning.

Start

Always use left-aligned text, 1.5 line spacing and a suitable font size - usually 12pt for Microsoft Word, web, and print.



Always break up information with meaningful headings, sub-headings and one-level bullet lists.



Always write headings in sentence case and use heading styles in online text boxes and Microsoft Word docs.

`<h1>`
AaBbCc
Heading 1

Always add meaningful alternative (alt) text to all images and transcripts for videos.

`<alt>`

Avoid...

Avoid the use of colour as the only way to convey meaning.



Avoid centre and right alignment of text or full justification.



Avoid complex or cluttered layouts, multi-layered menus or lists.



Avoid the use of text size, all capital letters and layout as the only way to convey structure.

20pt, bold
Header

Avoid the use of rich media content without providing a text alternative.



Always use a readable font with sufficient colour contrast from the background.



Always make important information clear and easy to find.



Always write descriptive and meaningful hyperlinks and use a URL shortener if required.

[Contact us](http://tinyurl.com/y4zelrlo)
tinyurl.com/y4zelrlo

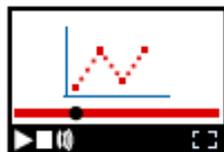
Always ensure all content can be navigated with a keyboard.



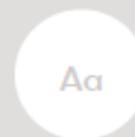
Always use a textbox to increase contrast between images and text.



Always allow user control and navigation of all video and audio content.



Avoid low colour contrasts, small font sizes and cursive or script fonts.



Avoid underlined words, italics and all capital letters for emphasis, headings or body text.

DON'T DO THIS

Avoid using uninformative links and never use 'click here'.

[click here](#)

Avoid forcing control by use of a mouse or touch screen alone.



Avoid text over images or patterned backgrounds.



Avoid the automatic start of any audio or video content.



Make one small change at a time



Break

10 minutes – stretch, stand, get away from the screen

Creating Accessible Documents and Presentations

Section 3



Live Demonstration

Microsoft and PowerPoint

Creating Accessible Items in Blackboard

Section 4



Live Demonstration

Blackboard Learn Items

Creating Accessible Multimedia

Section

5

Images

- Must have an alternative provided
- Require an 'alt' text
- More complex images require a long description or an alternative
- Infographics – provide a document that is readable such as Word, PowerPoint or pdf NOT image files such as jpeg or png

Video

- Must have an alternative provided
- Closed vs Open captions
 - Open are 'burned in' and can't be edited, users have no control over their presence
 - Closed captions are added to the video file, they can be edited and the user can control their presence

Captions are for everyone

- Deaf and hard of hearing
- Those unable to focus on audio
- Anyone in a noisy environment
- Learners who want both information both visually and aurally for reinforcement



HeX Productions @HeX_Productions · Jan 8



Subtitles and transcripts benefit almost everyone.

One study by 3PlayMedia found that 80% of students in a **university** have benefitted from using **captions** on a **video** at least once.

When was the last time you used subtitles or **captions**? I bet it wasn't that long ago



GeekGirl
@shinygeekgirl



I am one of them. I have epically good hearing. But my brain can't follow the conversation and follow the pictures at the same time. I need the CC. But there are so many reasons to use it. [twitter.com/adrparkers/sta...](https://twitter.com/adrparkers/status/1212121212)



grey @grey_gooses · Nov 12, 2020



Replying to @GinnyAndT

I normally use **captions** because of auditory processing issues, but when I was in **university**, it was always nice to be able to read **video captions** with the sound off while in class.



1





Live Demonstration

Panopto Autocaptions

Disability Awareness Month: March 2021

Student Union: call for case studies

M A R C H

Support

- [Book a drop in session with the Office for Digital Learning](#)
- [CHERP Inclusive Practice Website](#)
- [Dos and don'ts on designing for accessibility: Government Posters](#)
- [AbilityNet webinars and recordings](#)
- [Ally link for students to create alternative formats](#)
- [Ableism in Academia book](#)