1

00:00:00,760 --> 00:00:03,800

[Christine:] Okay well thank you all, for joining us, on this,

2

00:00:03,920 --> 00:00:11,090

if you're in Chicago, rather, uh, cold and miserable, afternoon.

3

00:00:11,990 --> 00:00:14,270

My name is Christine Scherer, pronouns are she/her,

4

00:00:14,270 --> 00:00:21,560

and I am the Senior Instructional Learning and Accessibility Specialist in the Office of Distance Learning in the School of Professional Studies.

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00:00:22,130 --> 00:00:34,030

My business cards are about a foot long. [laughs] And in my role, I work with my colleagues and faculty developers, who are building online courses.

6

00:00:34,040 --> 00:00:39,799

And, my main responsibility is to ensure that our online courses are meeting the

7

00:00:39,800 --> 00:00:46,610

appropriate standards for, digital accessibility, and, implementing UDL principles.

8

00:00:47,390 --> 00:00:49,459

So today, during my part of the presentation,

9

00:00:49,460 --> 00:00:58,550

I'm going to be walking you through, some of the key things that you can do in Canvas, to make sure that the content you put into Canvas is accessible.

10

00:00:59,240 --> 00:01:03,200

And then, Jim, you wanna...? [Jim:] My name's Jim Stachowiak.

11

00:01:04,040 --> 00:01:11,149

My business cards rival Christine's in length, as I'm the Accessible Technology Strategy and Operations Lead,

12

00:01:11,150 --> 00:01:15,469

and that's a split role out of, Northwestern I.T. So I work with the Teaching and Learning

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00:01:15,470 --> 00:01:20,030

Technologies team there on accessibility initiatives, as well as, AccessibleNU,

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00:01:20,030 --> 00:01:27,350

Where, where I've—I work with assistive technology, and making sure things are accessible for students, as well.

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00:01:27,590 --> 00:01:33,080

And I'll show you some tools that everyone at Northwestern has access to, for,

16

00:01:33,920 --> 00:01:40,220

taking in, your course sites in various formats, once they've been made accessible.

17

00:01:41,630 --> 00:01:49,280

[Christine:] Yeah. So, to start off, I want to just kind of talk very briefly about, you know, what do we mean by digital accessibility?

18

00:01:49,400 --> 00:01:52,520

What, do we mean by assistive technology?

19

00:01:52,790 --> 00:01:56,480

To give a little context, for, why you're doing all of this.

20

00:01:57,110 --> 00:02:06,230

So, digital accessibility, basically refers to, can digital content be accessed by disabled users?

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00:02:06,240 --> 00:02:17,000

In our case, generally, disabled students. And, accessible like in a very broad sense, can refer to like, does the student have an Internet connection?

22

00:02:17,240 --> 00:02:19,160

Does—you know, is this affordable?

23

00:02:19,580 --> 00:02:29,300

But, usually when you're talking about digital accessibility, it's very specifically referring to, being accessible for people with disabilities.

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00:02:30,350 --> 00:02:33,110

And, there's a lot of stuff that kind of goes into that.

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00:02:33,110 --> 00:02:45,020

The main thing is, can the digital item—a website, a piece of software—interact with, assistive technology?

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00:02:45,740 --> 00:02:50,209

And assistive technology is basically a big category that encompasses a lot of different

27

00:02:50,210 --> 00:02:55,460

pieces of software and hardware, that allow disabled users to interact with computers.

28

00:02:55,790 --> 00:02:58,430

One of the most common ones, is a screen reader.

29

00:02:58,640 --> 00:03:09,320

Screen readers are, software that will, read the content of a web page or document or whatever is on your screen, out loud to a user.

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00:03:09,860 --> 00:03:17,839

But it's more robust, than like a text-to-speech tool, because it also provides a lot of navigation information.

31

00:03:17,840 --> 00:03:24,620

It has, keyboard shortcuts built into the program, so that users can very quickly move through a page.

32

00:03:25,580 --> 00:03:31,640

There's some really cool videos, like on YouTube, of expert screen reader users demonstrating how they navigate with them,

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00:03:32,180 --> 00:03:38,270

and like, they're listening to stuff at like 300 words per minute, and are navigating really quickly and skillfully.

34

00:03:38,270 --> 00:03:43,880

It's very cool. But, they only work, like, well,

35

00:03:44,450 --> 00:03:51,650

if the website or document is formatted correctly—and we're going to talk about what formatted correctly looks like.

36

00:03:53,000 --> 00:04:00,710

Some other things that kind of fall under the header of assistive technology are things like, keyboard navigation.

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00:04:00,740 --> 00:04:05,960

Can you interact with the website or software entirely using a keyboard?

38

00:04:07,190 --> 00:04:15,290

Somebody who is blind and can't see the cursor on a screen, isn't going to be able to interact with something that requires a mouse.

39

00:04:15,770 --> 00:04:20,600

Some people may have physical disabilities that make it so that they can't use a mouse.

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00:04:21,500 --> 00:04:30,260

Paralysis, types of arthritis, other things that make holding and moving a mouse difficult or impossible. For a lot of folks,

41

00:04:30,260 --> 00:04:33,800

using a keyboard and keyboard shortcuts is, much easier.

42

00:04:34,910 --> 00:04:44,780

Canvas, fortunately, is able to be navigated by keyboards by default, so you don't really have to worry about—you know, if you're just using Canvas,

43

00:04:46,750 --> 00:04:55,720

it'll be, you know, keyboard accessible. But, it's something to kind of, you know, keep an eye out for, if you are using other plug-ins or learning apps.

44

00:04:56,720 --> 00:05:01,510

There's some other, assistive technologies that are a little less common.

45

00:05:02,350 --> 00:05:06,399

Some folks will use, like, head wands, that are kind of basically a headband where

46

00:05:06,400 --> 00:05:12,370

they can move their head to control the screen. Foot pedals are another one.

47

00:05:12,580 --> 00:05:19,410

There's a lot of really cool pieces of assistive technology, but fortunately they all kind of feed into the same framework.

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00:05:19,420 --> 00:05:24,220

So, if something works for a screen reader, it's probably going to work for pretty much everything else.

49

00:05:25,900 --> 00:05:31,570

So, that's kind of our context. So give me a second ,and I will share my screen.

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00:05:31,950 --> 00:05:35,430

I'm going to demonstrate... Here it is.

51

00:05:36,390 --> 00:05:39,528

Too many windows open. [laughs] Okay.

52

00:05:47,111 --> 00:05:53,771

And, I'm going to walk you through, what to look for, in terms of making this page accessible.

53

00:05:54,221 --> 00:05:59,021

So, we'll go into edit mode. And bring up the rich text editor.

54

00:06:00,001 --> 00:06:01,268

So the first thing I want to point out, is, this little icon down here at the bottom,

55

00:06:06,902 --> 00:06:11,042

the little circle, with a person, or a human figure standing in it.

56

00:06:11,762 --> 00:06:15,752

This is the built-in Accessibility Checker in Canvas.

57

00:06:17,252 --> 00:06:22,422

It is a useful tool, but it should not be the last thing—

58

00:06:22,422 --> 00:06:25,622

like, if, if it's—like right now, this is coming up with no errors.

59

00:06:26,102 --> 00:06:30,162

There's no problems here according to it. That's, not accurate.

60

00:06:30,182 --> 00:06:33,932

There's a lot of issues on this page. I built this to have a lot of issues.

61

00:06:34,502 --> 00:06:38,432

So... it's—this is a useful tool,

62

00:06:39,152 --> 00:06:50,402

but, you also should know, what the, accessibility requirements are, so that, you know, if this is not catching things, you can.

63

00:06:52,052 --> 00:06:55,562

So. The first thing I want to talk about on here,

64

00:06:56,632 --> 00:06:59,812

is... headings.

65

00:07:00,532 --> 00:07:05,002

Headings are important to—for, for a few different reasons.

66

00:07:05,242 --> 00:07:12,862

One, if somebody's using a screen reader, they can jump from heading to heading, to kind of very quickly skim through a page.

67

00:07:13,492 --> 00:07:20,102

And two, for students who may have, any kind of, focus or attention disorders.

68

00:07:20,142 --> 00:07:24,592

Oh now it's loaded up some errors. Okay. That was weird. I don't know why it took that long.

69

00:07:26,332 --> 00:07:29,272

Now it's flagging some of my errors. So this is what it'll look like

70

00:07:29,272 --> 00:07:35,962

if you have some accessibility issues on your page. There will be a little, circle with a number in it. Anyway.

71

00:07:36,112 --> 00:07:41,302

So for headings, they're important for screen reader users, because they'll— screen readers can

72

00:07:41,302 --> 00:07:45,262

just very quickly jump between headings, to find the information somebody needs.

73

00:07:46,432 --> 00:07:55,432

And, for students who have, attention or focus disorders, headings can be good sort of navigation points.

74

00:07:55,432 --> 00:08:00,352

If, you know, somebody's reading through your page, and their attention wanders, and they come back,

75

00:08:00,352 --> 00:08:06,682

it's a lot easier to find their place again if they can land on a familiar heading rather than just kind of a big block of text.

76

00:08:07,372 --> 00:08:14,661

Now, the way this page is laid out, there aren't actually any, real headings on here.

77

00:08:14,662 --> 00:08:22,162

I've got this text that's bolded. I could make it bigger and underlined, to have it visually stand out, but it's not actually a heading.

78

00:08:22,762 --> 00:08:29,272

And, you can tell that, because if I highlight this, in this dropdown menu here, it says paragraph.

79

00:08:30,172 --> 00:08:35,812

Paragraph is kind of just your normal standard text. If you're at all familiar with HTML, this is your <p> tags.

80

00:08:36,502 --> 00:08:40,042

So what we actually want to do, is, highlight what we want to have as the intro,

81

00:08:40,342 --> 00:08:45,092

and click here. And you'll see, that we've got, three options for headings: two,

82

00:08:45,112 --> 00:08:52,762

three and four. Now we start with two, because the page title up here, is heading level one.

83

00:08:53,572 --> 00:08:59,032

So, the first heading that you use on a page, should be heading two. The way that

84

00:08:59,212 --> 00:09:04,041

it's helpful to think about headings, is, it should be like a bulleted outline.

85

00:09:04,042 --> 00:09:07,192

If you were to lift your headings out of, of your page,

86

00:09:07,492 --> 00:09:16,822

it should, look like, an outline, with the different heading levels representing different levels of indentation.

87

00:09:17,242 --> 00:09:23,542

So this is—you know, heading level one would be furthest over, heading level two is one more in, and then this one—

88

00:09:23,542 --> 00:09:26,662

this is a heading that falls underneath the Intro—

89

00:09:27,112 --> 00:09:35,292

so this would be heading three. This one here, this important heading, is the same kind of weight as the Intro.

90

00:09:35,322 --> 00:09:39,282

So that becomes heading two. This one we'll make heading three.

91

00:09:40,442 --> 00:09:44,082

And then this one down here, becomes heading four.

92

00:09:45,252 --> 00:09:49,182

And you can see how they, they change, in, in appearance.

93

00:09:50,832 --> 00:09:55,602

So, again, very important, to, make sure that you're using those headings throughout your pages.

94

00:09:57,312 --> 00:10:00,342

Next: we've got this list here.

95

00:10:01,002 --> 00:10:04,422

And, if I want to, you know, format it as a list,

96

00:10:04,812 --> 00:10:15,012

sometimes people will go and just manually type asterisks, like this (\*), or manually type in a number (to herself: that's not a one...).

97

00:10:16,722 --> 00:10:19,962

So, you know—but this, does not actually,

98

00:10:21,112 --> 00:10:24,232

get read as a list. Again, screen readers:

99

00:10:24,442 --> 00:10:33,262

if things are appropriately styled as a list, it will get read out loud in a way that gives a user more information about it.

100

00:10:33,272 --> 00:10:38,662

So. What that looks like is, if we highlight these items; we want this to be a list.

101

00:10:39,532 --> 00:10:47,122

We go over, into our menu, and there's this list button here, and if you click the arrow next to it,

102

00:10:47,372 --> 00:10:52,191

you can see we get several options, for what those bullets end up looking like.

103

00:10:52,192 --> 00:10:58,462

You've got a few different options, for, just bullets, and then, different levels of numbering and letters.

104

00:10:58,702 --> 00:11:03,742

So let's just do a regular bulleted list. You can see it formats it, it indents it a little.

105

00:11:04,372 --> 00:11:09,111

And a screen reader will now, recognize that these three items are connected in a list.

106

00:11:09,112 --> 00:11:16,342

So what a user would hear, if they're using a screen reader is, "List with three items: red, yellow and blue."

107

00:11:17,642 --> 00:11:20,832

Then, they'll know, that those three items are connected.

108

00:11:20,852 --> 00:11:31,232

Whereas before, if I just typed with asterisks, they would hear, "Asterisk red, asterisk yellow, asterisk blue," which, isn't as informative.

109

00:11:32,942 --> 00:11:37,772

So that's how we want that to be formatted. Next, we've got a table.

110

00:11:38,702 --> 00:11:43,412

And, this is one of the things that I know is being flagged, in the accessibility checker.

111

00:11:45,022 --> 00:11:49,372

So. The two things it wants me to do, are: include a caption,

112

00:11:51,072 --> 00:12:01,072

and, a header row. So, you can, correct these things just in the, in the accessibility checker here, which is great.

113

00:12:01,732 --> 00:12:11,482

I'm going to show you how, to, set these things up, just in the rich text editor, so that when you're making a table, you can just do that to start with.

114

00:12:11,992 --> 00:12:17,632

One thing I will also say about tables is, do not use them for page layouts.

115

00:12:17,752 --> 00:12:22,762

Sometimes, you know, if you want to have like, an image, and then text next to it,

116

00:12:23,002 --> 00:12:32,362

you can just create, you know, a two—go to insert a table, just do a 2x1, and just use that.

117

00:12:32,962 --> 00:12:41,572

We really, don't recommend doing that, because, again, screen readers will read tables as containing data.

118

00:12:42,202 --> 00:12:48,652

They assume that that's what they're being used for. And so if you use a table for a layout, it's going to get really confused.

119

00:12:49,732 --> 00:13:01,762

The, project that, Jim mentioned at the beginning, Mission Accessible, is going to include, access to some, accessible Canvas template pages,

120

00:13:02,572 --> 00:13:08,422

which will include some things that will, allow you to do different kinds of layouts, that don't rely on tables.

121

00:13:09,292 --> 00:13:15,732

So. We've got this data table here, and, the first thing I need to do, is indicate my, header rows and columns.

122

00:13:15,742 --> 00:13:21,122

And basically what that means is, you know, what is, kind of labeling things.

123

00:13:21,142 --> 00:13:25,812

So, this first row here. This is a header row.

124

00:13:26,872 --> 00:13:37,162

Everything underneath this is red. So in order to indicate that, we highlight the row, go to table, cell, cell properties,

125

00:13:38,032 --> 00:13:43,132

and then you've got a whole bunch of options. But the only things you need to worry about are "Cell type" and "Scope."

126

00:13:44,062 --> 00:13:47,961

For cell type, you only have two options. It's either a cell or a header cell.

127

00:13:47,962 --> 00:13:55,292

And in this case, we want to make them a header cell. And scope refers to, basically, what does this header cell cover?

128

00:13:56,162 --> 00:14:01,442

Is it, a row, is it a column, or is it grouped? In this case, it's just a column, this one.

129

00:14:01,442 --> 00:14:04,682

So, it controls everything underneath it in the column.

130

00:14:05,312 --> 00:14:12,302

If you had, say, a merged cell, that covered like two or three columns, you would pick "column group."

131

00:14:12,812 --> 00:14:17,612

But in this case, it's a very simple table. It's just a column. Then we had save.

132

00:14:18,212 --> 00:14:22,412

And you can see, that the formatting's changed. It's centered and it's bolded.

133

00:14:23,372 --> 00:14:26,432

And now let's go over here. This is, these are also header cells.

134

00:14:27,242 --> 00:14:34,862

We're gonna do that same thing table, cell properties. And this case the scope is the rows—it's going across.

135

00:14:36,552 --> 00:14:43,571

And they've changed, as well. So now, if a screen reader user is listening to this, they'll go through and hear,

136

00:14:43,572 --> 00:14:48,102

you know, header cell: red, yellow, blue, green; header cell: fruits, vegetables.

137

00:14:49,152 --> 00:14:52,692

Red fruits: two. Yellow fruits: three.

138

00:14:53,322 --> 00:14:57,342

Whereas before, they would have just heard, "red, yellow, blue, green, fruits,

139

00:14:57,342 --> 00:15:08,032

two, three, one, two." Having this header formatting, makes it so that people get, the appropriate information, to understand what the data refers to.

140

00:15:08,962 --> 00:15:14,812

Now, the other thing—and you'll see down here, now that I've added those header rows, one of my accessibility errors has gone away.

141

00:15:15,922 --> 00:15:19,042

The other thing it wants us to do, is add a caption. So we'll do that as well.

142

00:15:19,132 --> 00:15:22,972

We'll go back to our table menu, and this time we're going to go to table properties.

143

00:15:24,292 --> 00:15:26,571

And then, again we've got a few different options.

144

00:15:26,572 --> 00:15:32,232

But the only one we really need to look at is this here, this "Show caption" buttons. So we're gonna click that, and hit save.

145

00:15:33,922 --> 00:15:38,152

Now I don't really love how Canvas does this, because it's not the most obvious change,

146

00:15:38,452 --> 00:15:47,242

but you can kind of see that the, space around the table, where it's highlighted here, it's a little bigger, there's a gap up at the top.

147

00:15:47,662 --> 00:15:56,332

This gap, is where you can put your caption. So, we'll just say, "Colors of Fruits and Vegetables."

148

00:15:59,202 --> 00:16:02,632

And now, my, errors have dropped down, to just one.

149

00:16:04,012 --> 00:16:12,772

There are more errors than just one left on here. But, this is kind of, this is a good, highly accessible table.

150

00:16:13,042 --> 00:16:16,282

We've got a caption. We've got our header cells.

151

00:16:16,822 --> 00:16:20,782

Anybody interacting with this is gonna be able to easily understand the data.

152

00:16:21,892 --> 00:16:26,892

So now we've got this link. I, I want people to learn about the accessible purchasing process.

153

00:16:26,902 --> 00:16:33,442

If you're buying, software, for, you know, a department at Northwestern, this is the process that you need to go through.

154

00:16:34,157 --> 00:16:39,467

And, in an online course it's really easy to just grab a URL and paste it into a course site.

155

00:16:39,887 --> 00:16:48,227

However, again, one: this like, it doesn't look great, just visually, having this huge long URL. And two:

156

00:16:49,707 --> 00:16:54,177

if we think about a screen reader, a screen reader is going to read this whole thing out loud.

157

00:16:54,327 --> 00:17:02,337

So somebody using a screen reader is going to hear, "https://www.northwestern.edu/accessibility/digital-accessibility/

158

00:17:02,337 --> 00:17:05,367

accessible-purchasing/accessible-purchasing-process—

159

00:17:05,457 --> 00:17:06,707

You know, the whole thing.

160

00:17:06,727 --> 00:17:14,007

And, this is a short URL, compared to some of the really long ones, with just a whole bunch of random strings of numbers and letters.

161

00:17:15,027 --> 00:17:23,997

Nobody wants to listen to that. So, what you need to do, if you're embedding a link, is, to embed it in unique and descriptive text.

162

00:17:24,297 --> 00:17:31,357

So what does that mean? The "unique" part means that the text needs to be different from text that any other link is embedded in.

163

00:17:31,407 --> 00:17:42,597

So, that means that you shouldn't do things like, you know, "Click here to read about accessible purchasing."

164

00:17:42,957 --> 00:17:50,426

I don't want to put my link in, "Click here," because, if you have other—like one: that doesn't really say anything,

165

00:17:50,427 --> 00:17:54,566

right? "Click here" doesn't really tell me anything about where you're going, right?

166

00:17:54,567 --> 00:18:00,777

What's the website? And, a lot of times on websites, you'll have, many many links.

167

00:18:01,107 --> 00:18:10,707

And so if they all are embedded in "click here" or "read more," again screen reader users can very quickly skim through a page, jumping from link to link.

168

00:18:11,367 --> 00:18:17,757

So, if someone's doing that, they'll just here, "Link, read more. Link, read more. Link, read more."

169

00:18:17,967 --> 00:18:29,036

That doesn't tell you anything. So what we actually want to do is, something like this: "Learn about the accessible purchasing... Northwestern."

170

00:18:29,037 --> 00:18:34,617

Okay. So then we're gonna take this big URL, and I'm going to cut it.

171

00:18:35,707 --> 00:18:40,537

And then I want, "accessible purchasing process," to be my link.

172

00:18:40,837 --> 00:18:44,917

So I'm gonna highlight the text, and then go up here, to my link button.

173

00:18:45,577 --> 00:18:50,467

And then I've got, two options. This is an external link. If it's something that you're linking from within the course,

174

00:18:50,467 --> 00:18:56,047

you can click this, and it'll bring up a big panel of, everything you've created in the course, and you can just add a link that way.

175

00:18:56,917 --> 00:19:02,977

But this is an external link. So we're gonna click this. And then we're gonna paste our link here, and say "Done."

176

00:19:04,447 --> 00:19:07,717

And then we've got this. Now, I will add a caveat.

177

00:19:09,157 --> 00:19:13,567

This is a university. A lot of times citation styles are very important.

178

00:19:14,437 --> 00:19:23,257

And, by default, a lot of style guides include—you know, they require you to have the full URL, in the citation.

179

00:19:24,307 --> 00:19:30,217

The way that I tend to approach that, is, that, if you are, citing your sources for thoroughness,

180

00:19:31,837 --> 00:19:41,647

it is okay, to, just embed the link, in the title of the work, and you do not need to put in the full URL.

181

00:19:42,577 --> 00:19:49,297

If you are using your citations though, because you are teaching students how to do appropriate,

182

00:19:49,297 --> 00:19:56,197

you know, APA or MLA or Chicago-style citations, and you want to model the appropriate way of doing it,

183

00:19:56,827 --> 00:20:05,297

you can put in the full URL. It's, you know, not going to be the best experience, for some assistive technology users,

184

00:20:05,567 --> 00:20:10,127

but, it's also something that, they'll need to get used to, because, that's how,

185

00:20:10,127 --> 00:20:15,857

you know, if they're, listening through a full bibliography, of a paper, that's what it's gonna be like.

186

00:20:16,307 --> 00:20:20,627

So, that's kind of my, my note on, on links and citations.

187

00:20:22,217 --> 00:20:30,887

If you, you know don't need students to like, look to your citations as a perfect model, of being exactly on style,

188

00:20:31,277 --> 00:20:42,137

just embed the link, in the title. But it is okay to include the URLs if you are modeling the exact style guide that you want.

189

00:20:43,917 --> 00:20:48,027

So. The last thing that I have on here, is, a picture.

190

00:20:48,837 --> 00:20:53,747

These are some tomatoes that I grew last summer. They were the first ones I picked, and I was very proud of them.

191

00:20:53,757 --> 00:21:01,986

So I took a picture. And this, I know, is our last error, that the Accessibility Checker is flagging. "Image filenames should not be used

192

00:21:01,987 --> 00:21:09,957

as the alt attribute describing the image content." That's not... this is not the most descriptive, of error messages.

193

00:21:10,377 --> 00:21:12,447

So, let's get into what this actually means.

194

00:21:13,137 --> 00:21:19,467

Whenever you put in an image, you can click on the image, and then click this "Image Options" button, and it brings up this panel.

195

00:21:20,307 --> 00:21:26,257

So, the first thing up at the top, is this "Alt Text" field. And, it's got this little hover thing.

196

00:21:26,557 --> 00:21:35,677

It explains, what is alt text? And basically, as it says, it's used by screenwriters to describe the content of an image. Which is true,

197

00:21:36,007 --> 00:21:41,377

but, alt text is, surprisingly complex,

198

00:21:41,377 --> 00:21:44,527

because, what, what do I need to say about this image?

199

00:21:44,557 --> 00:21:50,796

What is important? What can I leave out? What is definitely wrong is this file name: tomato.jpeg

200

00:21:50,797 --> 00:21:55,267

doesn't tell anybody anything about this picture.

201

00:21:55,747 --> 00:22:04,867

So, let's say... "Hand holding three small tomatoes."

202

00:22:05,467 --> 00:22:11,677

That's pretty good. I think that that gets across, the important piece of the picture.

203

00:22:12,827 --> 00:22:18,066

Depending on the context, you might need to add more information,

204

00:22:18,067 --> 00:22:23,257

right? Is it relevant that, this is, a photograph?

205

00:22:23,887 --> 00:22:30,727

Probably not right now. But maybe if everything else on the page had been like, paintings, you might want to say that this is a photograph.

206

00:22:32,767 --> 00:22:38,827

You might need to specify that—you know, my skin color, that I'm white.

207

00:22:38,837 --> 00:22:43,627

You might need to talk about, some of the clutter, on the counter, behind me.

208

00:22:43,897 --> 00:22:47,257

It depends on the context in which you're placing the image.

209

00:22:47,917 --> 00:22:58,957

So, you know, when you are putting an image into a course, think about: what information is this conveying, what information is provided around it,

210

00:22:59,317 --> 00:23:03,637

and, what do students need to know? That's kind of the core with alt text.

211

00:23:04,177 --> 00:23:07,297

Now sometimes you're gonna have images, that don't convey any information.

212

00:23:07,327 --> 00:23:14,587

They're just decorative. Maybe you've got like, you know, a graphic that's just like a line break, to add some visual interest to the page.

213

00:23:14,977 --> 00:23:19,237

But, it's really not conveying any information.

214

00:23:20,147 --> 00:23:23,267

In that case, you can click this box that says "Decorative Image."

215

00:23:23,627 --> 00:23:30,047

And, what that will do is it'll tell a screen reader to just, skip, that, because it doesn't have any information.

216

00:23:30,437 --> 00:23:34,067

So if I click that, you can see it grays this out, so I can't edit this anymore.

217

00:23:36,867 --> 00:23:42,297

I would generally advise, if you're not sure if something is a decorative image or not,

218

00:23:42,297 --> 00:23:48,807

add alt text. It's better to provide more information, than, less.

219

00:23:51,077 --> 00:23:57,297

So. I'm going to say, "Done." And now all of my accessibility errors have been cleared.

220

00:24:06,132 --> 00:24:13,362

flow charts—you know, anything where it's, it's a lot of data and information packed into an image.

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00:24:13,812 --> 00:24:28,511

Those can be, really really tough to figure out how to, write good alt text for. And especially if, interpreting those graphs is part of,

222

00:24:28,512 --> 00:24:33,852

you know, a quiz question. That also makes it quite difficult.

223

00:24:35,292 --> 00:24:43,872

So. The general advice that I give, for, complex images, is to—similar approach:

224

00:24:44,562 --> 00:24:47,682

what is the context? How much information do students need?

225

00:24:48,162 --> 00:24:58,482

Sometimes, if students just need to understand kind of overall trends, you can just say, you know, "A graph showing trends in traffic

226

00:24:58,482 --> 00:25:05,802

for the last 50 years; passenger car traffic has declined; commercial traffic has increased."

227

00:25:06,132 --> 00:25:12,612

You know, maybe provide a little more info. Sometimes students need to know every single data point.

228

00:25:12,912 --> 00:25:19,002

And in that case, what I would actually recommend, is, rather than using like this alt text field,

229

00:25:21,202 --> 00:25:32,452

I usually would put in, you know, a, you know, "Alt text description for graph." Something like this, underneath the image.

230

00:25:33,082 --> 00:25:37,492

And then I would actually create—we do this in some of our classes, in distance learning.

231

00:25:37,702 --> 00:25:42,591

We create a separate Canvas page, that has, the really detailed breakdown.

232

00:25:42,592 --> 00:25:45,772

And sometimes you format that as a table, sometimes it's a bulleted list,

233

00:25:46,102 --> 00:25:49,822

but basically you just have a whole separate page, with a text version of the data.

234

00:25:55,939 --> 00:26:00,599

There's not ever a single, like, do this one thing, and it will work every time.

235

00:26:00,619 --> 00:26:03,234

It's very contextual and situational.

236

00:26:10,528 --> 00:26:17,338

we've got a really detailed breakdown on, writing good alt text, and there's a whole page about like these complex images.

237

00:26:18,928 --> 00:26:27,537

But ultimately, that's something where, you know, you may want to, like, talk with a Digital Accessibility Liaison or,

238

00:26:27,538 --> 00:26:31,618

you know, maybe reach out to AccessibleNU for some input, because,

239

00:26:32,608 --> 00:26:37,108

yeah, like, depending on what the question is asking,

240

00:26:38,408 --> 00:26:45,428

it can be really hard to, figure out how to describe the image in such a way that doesn't provide the answer to the student.

241

00:26:54,353 --> 00:26:58,943

And, so I—the way that you add this, it's a learning app.

242

00:26:59,123 --> 00:27:06,803

So, when you have a course site, you can go to your menu, the side menu here, click on learning apps—I'll pull this up real quick.

243

00:27:11,323 --> 00:27:18,733

Give it a second to load. And then... UDOIT is, down here at the bottom.

244

00:27:19,003 --> 00:27:25,933

You can just click install. It'll give you a few different options. And it'll just automatically install itself in your course.

245

00:27:25,963 --> 00:27:32,323

It's great. So, what this does, is, it is a, full course accessibility checker.

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00:27:32,753 --> 00:27:37,123

So there's a single page checker that's built into Canvas.

247

00:27:37,963 --> 00:27:41,393

UDOIT is, a full course.

248

00:27:41,413 --> 00:27:45,253

The one thing it doesn't track is like documents or anything you have attached.

249

00:27:46,423 --> 00:27:53,473

So it's, it's not able to scan those. But, anything else that's in your course, it can track.

250

00:27:54,493 --> 00:28:05,173

And, as it says here, it was developed by a team at the University of Central Florida, and it has been, freely shared, for other Canvas users.

251

00:28:06,883 --> 00:28:13,573

So, you'll see here, you can choose, you know what content you want it to look at.

252

00:28:14,703 --> 00:28:19,983

And then, what types of, error—you know, issues to look for.

253

00:28:20,313 --> 00:28:25,263

So we're just gonna have it check everything. So we're gonna click this "Scan This Course," and we're gonna wait.

254

00:28:26,583 --> 00:28:31,553

This is a pretty small course. This is a workshop that we offer for our faculty who are developing courses with us.

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00:28:31,563 --> 00:28:40,533

It's only a few modules. If you've got a full ten week course, you know, that, that's full of content, it's going to have,

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00:28:40,593 --> 00:28:44,493

you know—it'll take a little longer. But, it tends to work pretty quickly.

257

00:28:44,913 --> 00:28:48,063

Usually it only takes a few minutes at most. Yep. Here we go.

258

00:28:48,573 --> 00:28:52,203

Okay, so. It gives me this big report.

259

00:28:53,613 --> 00:29:00,963

Only a few errors, which is great. [laughs] A lot of suggestions, and then a few things it couldn't scan.

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00:29:01,623 --> 00:29:09,273

So... And then it tells me kind of the specifics of, you know, where, where it's finding problems.

261

00:29:10,143 --> 00:29:14,703

And then, it breaks things down, by,

262

00:29:16,173 --> 00:29:21,993

kind of content area, you know. No issues in the Announcements, because there aren't any announcements.

263

00:29:24,673 --> 00:29:28,843

So, if we go here, it's flagging...

264

00:29:29,323 --> 00:29:34,693

There's an image on this page, that, it, thinks should have an alt attribute.

265

00:29:35,173 --> 00:29:39,823

Now this is the thing where again, automated checkers are great resources to start with,

266

00:29:40,453 --> 00:29:47,383

but you need to have, kind of your own background knowledge on accessibility, to sort of verify what the checker is telling you.

267

00:29:47,923 --> 00:29:53,803

So if I click view of the source of this issue, it shows me this, you know, nice stock photo of some people talking.

268

00:29:54,223 --> 00:30:00,823

Now, I know, from having built this course page—and it also shows the html for it—

269

00:30:01,183 --> 00:30:06,103

that this is just a decorative image. This is just a stock photo, to kind of make the page look prettier.

270

00:30:06,643 --> 00:30:10,153

So it's been marked as decorative. It doesn't need alt text.

271

00:30:11,773 --> 00:30:18,253

So, this one, it's a suggestion. I'm going to skip it, because I know that that's not actually a problem.

272

00:30:19,053 --> 00:30:22,063

Let's, let's scroll down a little further. Let's see what we've got here.

273

00:30:22,813 --> 00:30:25,993

Okay. So this, is an actual error.

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00:30:26,323 --> 00:30:29,413

Should not be—the alternative text should not be the image filename.

275

00:30:29,803 --> 00:30:33,253

So let's click "View the source of this issue" again. Okay.

276

00:30:33,703 --> 00:30:41,223

So in this case, this is a little, decorative icon. And this actually doesn't need alt text.

277

00:30:41,313 --> 00:30:46,683

This just needs to be marked as decorative. I'm guessing that it just got missed, when it was, uploaded.

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00:30:47,283 --> 00:30:50,913

So let's, let's see if we can fix it from here. So we click this "U FIX IT!" button.

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00:30:52,223 --> 00:30:59,153

And then, I can either type in the alt text, or, I'll mark the image as decorative, and hit submit.

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00:31:03,873 --> 00:31:09,553

And now... if I....

281

00:31:11,773 --> 00:31:14,833

go over to this page, where that image was...

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00:31:16,563 --> 00:31:24,273

So here, here's where that icon was. If I go into "Edit"—and hopefully not break any of my colleagues' beautiful formatting—

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00:31:27,133 --> 00:31:30,613

here, we go into image. You can see it's been marked as decorative.

284

00:31:31,363 --> 00:31:39,883

And I'm assuming that this just got missed, because, all the rest of the images on this page, have been, you know appropriately marked as decorative.

285

00:31:40,573 --> 00:31:44,993

So. That's kind of how UDOIT works.

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00:31:45,133 --> 00:31:51,263

I'll give you a—it'll scan your whole course. It'll give you alerts about any issues that it finds.

287

00:31:51,443 --> 00:31:54,623

You can fix it right from this interface.

288

00:31:55,163 --> 00:32:03,142

But, you do need to kind of have your own, knowledge about, how accessibility works, so

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00:32:03,143 --> 00:32:07,643

that you can make your own judgment calls of, if something is actually an error or not.

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00:32:09,456 --> 00:32:14,406

I will, I will stop sharing my screen... and pass it over to Jim.

291

00:32:16,336 --> 00:32:20,286

[Jim:] Thanks, Christine. And as we're talking about those, automated checkers as well,

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00:32:20,316 --> 00:32:28,726

the one thing I'll reiterate, the big difference between those two, is the accessibility checker that's in Canvas, only works one page at a time.

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00:32:28,736 --> 00:32:34,486

Right? And it's only that page that you're in edit mode on. UDOIT runs that scan on the entire course.

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00:32:34,486 --> 00:32:40,186

So it's kind of, which way do you want to approach this, is how you, how you want to maybe use those things.

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00:32:40,616 --> 00:32:47,925

[Christine:] Yeah. I—just to chime in, I will, the, the one-at-a-time thing, in the rich text editor, is best for like when

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00:32:47,926 --> 00:32:55,276

you're building a Canvas site. UDOIT is really good if you are, like revising a site that already exists.

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00:32:55,276 --> 00:32:59,566

If you've got a fully built core site and you want to just give it a full scan, UDOIT

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00:32:59,566 --> 00:33:05,745

is great for that. [Jim:] So what I want to talk to you about today is some tools that we have at the

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00:33:05,746 --> 00:33:11,506

university that are available to everybody, that can really be used, for UDL purposes,

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00:33:11,896 --> 00:33:19,486

by students, by faculty, staff, whoever. We've talked about—you've gone through core sessions about multiple means of representation of material.

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00:33:19,756 --> 00:33:23,806

And if you are designing your course, in the way that Christine talked about here,

302

00:33:24,046 --> 00:33:29,085

you can use some of these tools, or students can use some of these tools, to have this read

303

00:33:29,086 --> 00:33:32,866

back out loud, or to manipulate this text in different ways as opposed to just reading it.

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00:33:32,866 --> 00:33:40,636

If it's a group of students that, you know, they spend a lot of time on the computer all day, and, just looking at more text is going to be difficult.

305

00:33:40,636 --> 00:33:49,035

Or, somebody that's, in transit, and wants to use that time to listen to, to the text, or—there's lots of different reasons why folks might use this.

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00:33:49,036 --> 00:33:53,745

But, the university has a site license to a tool called Read&Write, and there's

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00:33:53,746 --> 00:33:59,356

different ways that you can use Read&Write, to, to access your, your, your materials,

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00:33:59,356 --> 00:34:06,106

your digital materials. The way that you can use it in Canvas, is you can download, or you can download a Chrome extension,

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00:34:06,826 --> 00:34:12,976

and it shows up here. And when you click that, you will see this toolbar, pop up, within your Chrome browser.

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00:34:13,456 --> 00:34:20,326

So if we wanted to—there's a lot of tools on here, but if we wanted to use some of the main tools to read Canvas,

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00:34:20,326 --> 00:34:24,136

one thing that we could do is click on this "Hover Speech" button.

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00:34:24,466 --> 00:34:29,205

And if I click on that, basically what that means is if I hover over any text where I want it to read,

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00:34:29,206 --> 00:34:34,366

it's going to start reading that out loud, and highlighting it for me, as well. So I'll click on that, and I'll hover right here.

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00:34:35,456 --> 00:34:41,816

[Read&Write:] Whether you're teaching in-person, hybrid, or remote, there are digital tools you can use to make your course—

315

00:34:42,296 --> 00:34:47,396

[Jim:] And then I can pause, play, or stop from there as well. And if I left that cursor there, it would just keep going.

316

00:34:47,396 --> 00:34:54,146

But you see it's got that nice, reading component, while also highlighting as it reads so that people can follow along

317

00:34:54,146 --> 00:35:00,115

that way. You can see it's grayed out everything else, while I'm on that "Hover to Speak."

318

00:35:00,116 --> 00:35:04,406

So I'm gonna, click that off, to go back into, some of my other options.

319

00:35:04,976 --> 00:35:12,656

If I wanted to take and turn this page into an MP3, I could click—or I could hover over the text or highlight the text I want to use to

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00:35:12,656 --> 00:35:16,376

turn into an MP3, and click on this "Audio Maker" button here,

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00:35:17,006 --> 00:35:22,466

and... I clicked on my audio maker and my zoom bar was in the way,

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00:35:22,466 --> 00:35:27,476

but you can see now it's taken and there's an MP3 that it's created and downloaded over here, for,

323

00:35:28,736 --> 00:35:31,886

for that, for that MP3 that was created here.

324

00:35:32,666 --> 00:35:37,586

Other things that could be helpful with this, is you may have students that want, that don't want to listen, but want to read,

325

00:35:37,586 --> 00:35:39,806

but have a hard time focusing on certain areas.

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00:35:39,806 --> 00:35:51,205

There is this, "Screen Masking" option within this, where you can, darken the rest of the screen, and leave a gap here, leave a lightened gap

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00:35:51,206 --> 00:35:58,105

where you can use to focus in on certain sentences or certain areas that you want to read. And you can adjust the size of that as well.

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00:35:58,106 --> 00:36:03,716

So if I look over here, I can click on "Settings," and I can change, the height of that reading line.

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00:36:03,716 --> 00:36:09,956

So it just gives me, like one line that I'm, I'm able to, I'm able to uncover there. Maybe we go a little bit more,

330

00:36:10,856 --> 00:36:15,866

make that a little bigger, and then, turn off the settings, and you can see that...

331

00:36:17,336 --> 00:36:25,526

Let's see, we go back into this—oop. I'm going to turn off my settings, and, I'll save it, and I'll go back into it.

332

00:36:25,526 --> 00:36:32,186

And now you can see that's smaller. So maybe just, allowing for one line, to be uncovered, and then help students focus that way.

333

00:36:32,996 --> 00:36:37,406

I can turn that off, and some other options that I have here that are cool include:

334

00:36:39,426 --> 00:36:45,396

highlighting options. So a lot of students like to annotate, you know, text and whatnot, highlight things and turn it into notes.

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00:36:45,936 --> 00:36:52,656

What—you can do that here by selecting your text, that you want to highlight, and choosing a highlight, a highlighter color.

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00:36:53,076 --> 00:36:55,506

There's four different highlighter colors you can use.

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00:36:55,956 --> 00:37:02,826

The really neat part of this is that when you're done, there's this "Collect Highlights" button, which allows you to, say,

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00:37:02,826 --> 00:37:05,435

"Yep, I want all of these highlights." And I can click on it,

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00:37:05,436 --> 00:37:10,686

and it's gonna go, and it's going to pull those out, and it's going to create a new document for me. This—in this case

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00:37:10,686 --> 00:37:15,356

it'll be a Google doc, and it will have just those highlighters in it, along with, the—

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00:37:15,646 --> 00:37:19,616

the things that we highlighted along with a citation for where we grabbed that from.

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00:37:19,626 --> 00:37:23,406

So, a lot of students really like that aspect of this as well.

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00:37:24,066 --> 00:37:26,976

Really helpful technology for students in the class.

344

00:37:27,876 --> 00:37:34,175

The other thing that can be really helpful again UDL-wise for various folks for whatever reason—this is not, this,

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00:37:34,176 --> 00:37:37,206

this course is pretty well set up. It's pretty basic.

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00:37:37,206 --> 00:37:41,826

But if it was, if it was a little bit more difficult to read it, if there was a lot of distractive things in it,

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00:37:42,216 --> 00:37:46,416

they could hit this button, which is going to simplify the look. And it's gonna take you to a new page.

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00:37:46,866 --> 00:37:54,486

And, what you'll see on this page in just a second is it's gonna bring up, that Canvas page without any of the stuff from the side.

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00:37:55,146 --> 00:38:01,466

It should have limited... It should have limited images in it. We'll come back.

350

00:38:01,496 --> 00:38:05,216

It's being really slow right now. It usually is not that slow.

351

00:38:05,216 --> 00:38:09,866

But we will come back to that, in just a second, and make sure—and take a look at that as well.

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00:38:10,106 --> 00:38:13,736

But that's essentially the, this toolbar. This can be really helpful.

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00:38:13,736 --> 00:38:16,528

The way that you can get this, is, there's a,

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00:38:16,927 --> 00:38:25,566

I think it's on the bottom of this page as well. But if you go to, Accessible NU's site, there's a way to, to access Read&Write there.

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00:38:25,567 --> 00:38:33,546

Essentially what you'll do is you'll go from there to Text Help's site, access a 30-day trial of it and sign in with your Northwestern credentials,

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00:38:33,547 --> 00:38:37,837

and then that becomes free for you to use, due to Northwestern's site license.

357

00:38:38,227 --> 00:38:44,286

So here's what that page looks like, simplified. You can see it's taken out the whole thing on the left side.

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00:38:44,287 --> 00:38:52,116

It's got these images kind of large here, but, it's simplified the text. But we can manipulate that text more here, as well.

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00:38:52,117 --> 00:38:57,157

So, one of the things that we can do, is we can change the contrast of this.

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00:38:57,397 --> 00:39:01,657

If this is easier for someone to see, we can easily make that yellow on blue.

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00:39:01,927 --> 00:39:06,067

We can change the font size, if we wanted to, or the font itself.

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00:39:06,457 --> 00:39:12,637

In this case, there's a font called Open Dyslexic that you could use, that I'll switch it to here.

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00:39:12,907 --> 00:39:17,497

Open Dyslexic is a font designed with folks with dyslexia in mind.

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00:39:17,737 --> 00:39:26,407

It weights the bottom of letters a little bit heavier, so that those letters don't float on the page, which tends to happen for folks with dyslexia.

365

00:39:26,647 --> 00:39:35,466

It highlights certain aspects of certain letters like D or B or G or P, so that, it's easier for somebody to decipher what those letters are, as well.

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00:39:35,467 --> 00:39:39,877

So there's, different options there. We can change the size of the text really easily.

367

00:39:40,087 --> 00:39:44,887

We can change the spacing, between the text, as well, really easily for folks.

368

00:39:45,277 --> 00:39:51,157

And then there's an option here, also to simplify. I'm gonna go back to our standard black and white.

369

00:39:51,157 --> 00:39:58,297

I'm gonna take this back to, our, let's see, sans serif font, we'll make it a little bit larger.

370

00:39:58,747 --> 00:40:05,376

And... this simplify option here, what this can do is this almost gives like a summary, of what is on the page.

371

00:40:05,377 --> 00:40:11,977

So it can—and I'm not sure what the algorithm is that it uses, but it will start to take out, pieces of this, if it's too,

372

00:40:12,427 --> 00:40:17,347

too long for folks to read, and they can get, kind of a snippet of what's on this page.

373

00:40:17,347 --> 00:40:21,486

So it's not necessarily completely recommended when you're trying to get all the information down,

374

00:40:21,487 --> 00:40:26,647

but it gives people an idea of what's there if they're looking for some help with what's, what they should skim.

375

00:40:27,067 --> 00:40:33,876

And then there's an option too here called "Discover." If we turn that on, it's going to find text—and it's still working,

376

00:40:33,877 --> 00:40:38,827

but it's gonna find text that people might have trouble with, with words they might struggle with.

377

00:40:39,427 --> 00:40:46,236

I don't know why "tools" would be, but if you hover over that, or click on it, what it should give you is an image of what that is, and a definition.

378

00:40:46,237 --> 00:40:49,146

So you can, understand some of those words a little bit better.

379

00:40:49,147 --> 00:40:54,036

I'm interested in what they have for Northwestern University. Oh they have our logo, and where we are.

380

00:40:54,037 --> 00:41:00,697

So. That is all, stuff that students can do, within, Canvas with Read&Write.

381

00:41:01,267 --> 00:41:07,146

The other really helpful component of Read&Write is for, PDFs.

382

00:41:07,147 --> 00:41:15,757

And the way that it's used with PDFs is through something called OrbitNote— also part of the Text Help suite.

383

00:41:15,757 --> 00:41:20,226

So we get this with our text help Read&Write, access.

384

00:41:20,227 --> 00:41:26,886

Students would go to, orbit.texthelp.com, and then they can, again, log in with

385

00:41:26,887 --> 00:41:31,536

their northwestern NetID and password, and they will have access to using OrbitNote.

386

00:41:31,537 --> 00:41:35,767

From the faculty/staff side, since we're on the Microsoft domain,

387

00:41:35,767 --> 00:41:40,956

this is what OrbitNote looks like for us, and we would, pull every, anything in that we want to read,

388

00:41:40,957 --> 00:41:44,287

any PDF that we want to read, through here. For students,

389

00:41:44,527 --> 00:41:48,637

since they're on the Google platform, they'd sign in through Google. They could use this as well.

390

00:41:48,667 --> 00:41:53,856

Or, if they've got a Google Drive, where they're saving things, they can just go into Google Drive,

391

00:41:53,857 --> 00:42:00,427

right click on a PDF, say "Open with OrbitNote," and it will, open that up in OrbitNote for that individual.

392

00:42:00,427 --> 00:42:04,656

So here, I'm gonna go choose a file, and, I'm gonna go to my desktop, and I'm gonna

393

00:42:04,657 --> 00:42:10,386

find, an example, of a PDF that we use. And I'm going to open that up in OrbitNote.

394

00:42:10,387 --> 00:42:12,036

And if you look up top here,

395

00:42:12,037 --> 00:42:19,837

what you're going to see is that this is very, this toolbar is very similar, to what we had over in Read&Write, in Canvas.

396

00:42:19,837 --> 00:42:26,347

Very similar tools, very similar approach here. Here, if we want to read something, we click on our "Click to Speak."

397

00:42:27,097 --> 00:42:35,676

We click where we want to read. [OrbitNote:] How Not to UDL. In 2016, Tom Tobin visited [Jim:] and it starts to read, from there. [OrbitNote:] a university to facilitate a faculty develop—

398

00:42:35,677 --> 00:42:41,467

[Jim:] Then we can play, pause, stop, or we can jump around in that and read things, further if we want to.

399

00:42:42,847 --> 00:42:48,576

I think we—I didn't mention this before, but there are ways to change the the reading speed.

400

00:42:48,577 --> 00:42:52,896

We can change the voice. There's different languages. So if we had text in foreign languages,

401

00:42:52,897 --> 00:42:56,137

we could open up that language, and have it read in there as well.

402

00:42:56,947 --> 00:43:02,497

The real helpful piece within the PDF Reader, this OrbitNote piece, is these—

403

00:43:03,307 --> 00:43:10,027

all of these annotation pieces that are in there. So just like before, we've got the highlighter options, where we can go through and highlight text,

404

00:43:10,387 --> 00:43:14,377

pull that out into a, into a Google doc, or a Word document here.

405

00:43:15,187 --> 00:43:22,057

We've also got the ability to, draw on here if we wanted to. We can put a shape on, if we wanted to do that.

406

00:43:22,057 --> 00:43:25,267

I'm not sure. I don't think we do, right now.

407

00:43:25,267 --> 00:43:27,989

We'll uh, we'll get rid of that one.

408

00:43:29,057 --> 00:43:35,957

We can, like draw circles or underlines, thing, things, if we wanted to do that for annotation purposes.

409

00:43:36,287 --> 00:43:39,707

You can change line color, thicknesses, all that stuff as well.

410

00:43:40,007 --> 00:43:45,437

We'll take that out of there. Those things aren't necessarily super helpful, but these things could very well be very helpful.

411

00:43:45,437 --> 00:43:51,016

We've got annotation options for, adding text to our document, which you can see.

412

00:43:51,017 --> 00:43:54,977

I think I've done an example here before and added this "Remember..." text right in there.

413

00:43:55,247 --> 00:44:05,036

But if I click on "T," I can add... I can click anywhere on my, on my PDF, and add a note, and it becomes just part of the text here.

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00:44:05,037 --> 00:44:07,287

You can see that that's added as part of the text.

415

00:44:07,647 --> 00:44:15,357

If I don't want it to be part of the text, and maybe if I did, one of the things I might do is change, change the color of that,

416

00:44:15,357 --> 00:44:21,807

so it stands out a little bit more. We can change that to red, so it sends out a little bit more, and I remember that that's there.

417

00:44:22,047 --> 00:44:28,137

The other thing we can do is we can drop these pushpin notes in here. So if, like something's being said, that's really important—

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00:44:28,137 --> 00:44:33,867

I'm reading something that I think is really important for the test. I can click on this, and type....

419

00:44:36,947 --> 00:44:44,357

that note in here. You can see there's other options for changing the font size, changing the color.

420

00:44:44,507 --> 00:44:49,447

And then, when I click on this, it will. Or when I click back on my screen, it's just gonna be this pushpin here.

421

00:44:49,457 --> 00:44:55,767

So whenever I have one of these pushpins, that, tells me that I can go click on that, and it'll show me that there's a note underneath that.

422

00:44:55,787 --> 00:45:04,307

So, some really neat opportunities for, annotating, for students, within PDFs, and for reading those PDFs out loud, as well.

423

00:45:05,657 --> 00:45:10,456

It—Read&Write's a great tool. Again, we have a site license to this.

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00:45:10,457 --> 00:45:11,597

Anybody can use it.

425

00:45:12,077 --> 00:45:21,747

I'd almost recommend, just pointing this out to students within your Canvas site, directing them to, where they can access this, and begin to use it.

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00:45:21,767 --> 00:45:27,557

There's, there's, tutorials within the ANU site as well, as to how to use this tool.

427

00:45:28,847 --> 00:45:35,537

But also, if it's something that you're interested in using, by all means, as, as a faculty/staff member, you have access to it as well.

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00:45:35,837 --> 00:45:40,307

And, it's something that you could, that you could could utilize for, for your own needs also.

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00:45:46,538 --> 00:45:50,378

And... that's called SensusAccess. This is more of a service,

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00:45:50,378 --> 00:45:57,308

I suppose. One of the things that we didn't touch on much, in this Canvas accessibility piece is, what do we do,

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00:45:57,578 --> 00:46:04,208

how do we make sure our PDFs that we're adding to our Canvas site, our readings that we're adding to our Canvas site, are accessible?

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00:46:04,208 --> 00:46:13,568

And, one of the biggest issues folks run into is, hey, I have this scanned PDF that's up on a site. That is not necessarily helpful at all.

433

00:46:14,558 --> 00:46:17,677

Students with disabilities aren't going to be able to use that. Students that,

434

00:46:17,678 --> 00:46:20,648

students that use Read&Write aren't going to be able to do that.

435

00:46:20,648 --> 00:46:27,248

If we upload, that document that's been scanned in, and it looks like an image file into OrbitNote,

436

00:46:27,458 --> 00:46:30,187

it's not going to, it's not gonna read it.

437

00:46:30,188 --> 00:46:36,488

It's gonna—in fact I think I can show you here real quick, how we might go about doing that. Let's see.

438

00:46:39,898 --> 00:46:46,198

I'm gonna sign back in OrbitNote, and I'm gonna show you what happens if we pull in a, an inaccessible PDF.

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00:46:46,208 --> 00:46:49,468

So something that's based, that's image-based that's been scanned in.

440

00:46:50,278 --> 00:46:54,718

I can go here and I can say, all right, we're gonna pull in this inaccessible PDF.

441

00:46:55,528 --> 00:46:58,648

Basically what happens here is, I'm pulling in a scanned image.

442

00:46:58,648 --> 00:47:01,558

The text—the tool is gonna see this as an image.

443

00:47:01,858 --> 00:47:10,348

So if I click on, "Click the Speak," and go click anywhere on here, it's not reading anything, because it doesn't recognize that there's text in here.

444

00:47:10,378 --> 00:47:17,878

It sees this as an image. And so this tool is, is useless at this point, on this PDF, because it can't access any of that text.

445

00:47:18,358 --> 00:47:20,668

If we're gonna put up scanned PDFs,

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00:47:20,968 --> 00:47:27,478

one of the ways that we—one thing we should do first is utilize this service that we have access to called SensusAccess,

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00:47:27,748 --> 00:47:35,758

because that will run a conversion, on that PDF, and make it look the same way but give you text that, that can be read back out loud.

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00:47:36,178 --> 00:47:43,618

So the way you use this is you click on "SensusAccess Conversion Form," and then you get to this page where you can click, how you want,

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00:47:43,648 --> 00:47:47,188

what you want to do, what you want to convert, into what format.

450

00:47:47,308 --> 00:47:49,828

Since what I have there is a file, I'm gonna use file.

451

00:47:50,458 --> 00:47:57,268

I'm gonna go here to "Choose My Files." and I'm going to add that file, to CensusAccess, and upload it.

452

00:47:58,458 --> 00:48:04,848

When I upload it, I'm gonna get more options here, and it's gonna allow me to do a few different things.

453

00:48:05,718 --> 00:48:07,847

What I want to do with this, because I know it's inaccessible,

454

00:48:07,848 --> 00:48:14,087

is running an accessibility conversion on it, and I can choose my format that I want it to come back in.

455

00:48:14,088 --> 00:48:22,907

If I want it to look the same, but be able to be read, I'm going to choose "pdf -Tagged PDF (image over text).

456

00:48:22,908 --> 00:48:24,198

So it's gonna keep that image.

457

00:48:24,198 --> 00:48:29,808

It's gonna have an underlying layer of text, that then those tools will be able to read, and people will be able to access that.

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00:48:29,958 --> 00:48:34,668

From there I would go and plug in my, Northwestern email address, hit submit,

459

00:48:34,968 --> 00:48:41,148

and it will send me back the converted file in about 10 minutes, and you can pop that file into your Canvas page and be in good shape.

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00:48:41,868 --> 00:48:46,278

The other options here that could be helpful—we've talked about multiple means of representation, right?

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00:48:46,668 --> 00:48:51,468

One of the things that you could do is you could take any document, and turn it into an MP3, as well.

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00:48:51,468 --> 00:48:57,648

So you could post an MP3 of that, of that document to your site. Or, you can point students to this.

463

00:48:57,738 --> 00:49:04,668

Students have access too, if they want to take your documents, or if they want to copy your text out of Canvas,

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00:49:05,568 --> 00:49:09,798

they could turn those into MP3s and read those as well—or, listen to those.

465

00:49:09,798 --> 00:49:13,548

And again, that takes about 10 minutes, and you'd get that MP3 sent directly to you.

466

00:49:14,748 --> 00:49:19,668

We don't have any students that use Braille, but if we needed to convert something to Braille, we could do that here as well.

467

00:49:20,598 --> 00:49:24,827

That's, that's an option there, because you never know when you may have a student that, that needs Braille.

468

00:49:24,828 --> 00:49:30,468

And if we need to start converting text, that way, into Braille-ready formats, this would be a great tool for that, as well.

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00:49:30,978 --> 00:49:37,977

So those are just a couple of tools that we have access to that can make the experience better for students, when you make things accessible.

470

00:49:46,049 --> 00:49:47,009

a little more usable.