WEBVTT

**[ALL TIMESTAMPS ARE 00:00:02 AHEAD DUE TO VIDEO EDITING]**

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Jim Stachowiak: Well, good afternoon, everybody. My name is Jim Stahoviak. I am the accessible technology. Strategy and operations lead here at Northwestern. My role is mostly in it. But I'm also partially tied to accessible Nu today, in this learning lab, we are going to look at a way to make sure that you are creating accessible.

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Jim Stachowiak: This course sites so that everybody has access. Everybody's able to use it effectively, efficiently, and into the best of their abilities. Here we want to make sure that they meet all accessibility standards as well. We're going to start by showing you kind of the 7 things that we've focused on over the last couple of years that you need to address in canvas. Talk about why you need to address them. I'm going to show you a tool that we use in canvas called Pope Tech. That helps this be taken care of really quickly.

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Jim Stachowiak: And then the last half hour of this time we're going to offer breakout rooms with people from Tlt. I think we'll have 6 or 7 individuals from Tlt. The teaching and learning technologies team in canvas that are going to help you in some one on one sessions actually look at your canvas site and address some of these issues that might arise there. We found this method to be very successful with units over the past.

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Jim Stachowiak: over the past couple of years. In fact, I want to start by just sharing with you.

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Jim Stachowiak: of one slide of data that shows kind of where we've gone in the last couple years in terms of accessibility of our canvas course sites. So

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Jim Stachowiak: when we got when we started this project back in fall of 2023, we were using Pope Tech to measure our data on canvas and across canvas. We were averaging 8.8 accessibility errors per course. As you can see over the course of that that academic year, we dropped our

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00:01:59.380 --> 00:02:16.414

Jim Stachowiak: errors per course down to 4.6 by the end of the year. And then, as we moved into this year, things got even better. We are down now, using the method that we're going to talk about here today. We are down now to about 1 point at the end of

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Jim Stachowiak: at the end of the winter quarter we were down to 1.8 accessibility errors per course, which puts us in in really really good shape for accessibility purposes. But there's always room for improvement, and that's what we're going to show you here today. So let me jump into another

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Jim Stachowiak: window here, and I'm going to show you we're going to talk about 7 core skills for making your canvas sites accessible will share this in the in the chat. But there is a website that we have that we've set up on the 7 core skills. It lists each of the 7 skills here. And if you go into any of them. It talks about the impact of using it correctly, how to do it, using our Pope in canvas.

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00:03:05.020 --> 00:03:14.140

Jim Stachowiak: what to avoid and how to what to think about going forward as well as how to make an impact. Using this skill in 5 min.

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00:03:14.843 --> 00:03:31.520

Jim Stachowiak: The 7 core skills. I'm going to put this in edit mode, just because I think there's some things I'm going to show you within edit mode. But we'll still be able to see all this. Give me one second here. So the 7 core skills we're going to start by talking about using headings.

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00:03:31.520 --> 00:03:51.569

Jim Stachowiak: Why would we use headings on a canvas page. We have a lot of text on a page using headings breaks it up so users anybody can skim through and see what are the areas they want to start reading. What's the most important piece? What get an idea of what this page is going to be about before they go on and read?

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00:03:51.570 --> 00:04:15.980

Jim Stachowiak: Now, if we're going to use headings, the one thing we don't want to do which a lot of people fall in the trap of is just changing the size of the text and bolding it. That looks like a heading for somebody that does not have a visual impairment. But for somebody that uses screen reader technology that is not going to indicate that anything is a heading. If we just change the size and we change the then we bold

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00:04:15.980 --> 00:04:16.839

Jim Stachowiak: something.

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00:04:16.839 --> 00:04:33.259

Jim Stachowiak: If we're going to make a heading. What we actually want to do is highlight our text that we're using to make as a heading. And we want to use this. Drop down, menu, where next to the size to choose heading instead of paragraph, and it gives you 4 heading levels here.

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00:04:33.260 --> 00:04:55.579

Jim Stachowiak: Now, we want to set up our headings like we would an outline. So then you can see here, this just gives heading 2, 3, and 4 heading. One is always the title of your page. You're always going to have a heading one there. So the 1st heading that you use in your rich content editor should be a heading level 2, and you can see if I click on the 7 core accessibility skills.

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00:04:55.580 --> 00:05:08.499

Jim Stachowiak: That's a heading, too. Well, as I move down my list headings is a subsection of the 7 core skills. So this needs to be a heading level 3, just like an outline would be

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00:05:08.500 --> 00:05:30.469

Jim Stachowiak: then important and things to avoid would be subheadings of headings. So those should be heading level fours. You can see if I click on those. Those become heading level fours. Then when we get to link that should pop back out to a heading level 3, because that's a new subsection under 7 core skills. And if I click on that you'll see that's a heading level 3

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00:05:30.700 --> 00:05:44.569

Jim Stachowiak: again, it's really important to not just bold and highlight text, because if we just if we do that, then this just remains as a as a paragraph and a text. Reader, a screen reader cannot pick that up

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00:05:44.570 --> 00:06:05.030

Jim Stachowiak: some screen readers when they get to a page. What they will do is they will hit. Just give me a list of headings. There's a keyboard command that will do that, and if you don't have headings marked. It'll tell them there's nothing on the page, so there's no way for them to skim through and figure out where they want to start reading. They need to actually listen to the entire page. One other thing that I will point out

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00:06:05.290 --> 00:06:18.270

Jim Stachowiak: another thing that people run into is when they add headings often, if you add a higher level heading like a heading 2, and that didn't do it here, but that can increase the size of your font to like a 28 point font.

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00:06:18.430 --> 00:06:45.909

Jim Stachowiak: If you don't want that font to be that big, you can just adjust it with the font size, keeping that highlighted and change it to whatever size you want. What we don't want to do is say, oh, that was a 28 font when I change it to a heading 3 or heading 2. I want it smaller. I'm going to change it to a heading 4. That throws our our like outline style all out of whack. So just put the proper heading

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Jim Stachowiak: style in, then change the size after that, and you'll be in good shape.

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Jim Stachowiak: We find that over the course of the quarter

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00:06:54.080 --> 00:07:04.839

Jim Stachowiak: alerts related to headings go up oftentimes, I think that's related to announcements that are being put out there. So if you use announcements with a lot of text. Be sure to use headings there as well.

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00:07:05.610 --> 00:07:29.580

Jim Stachowiak: Links. What we want to do with links is we want to make sure that when we are putting links into our page, we want to use meaningful text for a hyperlink, so that users know where that link is going to take them. Anybody scrolling through the page can look at that and go. Oh, that's going to take me to wherever based on what the text is. That's hyperlinked. What we want to try and avoid is using full urls

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Jim Stachowiak: and using things like, click here, more read things like that. If we use full urls again, that's going to be that doesn't always give a good description of where things are going, because many Urls have

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00:07:41.790 --> 00:07:45.369

Jim Stachowiak: series of digits and letters. And why haven't booked it make a ton of sense.

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00:07:45.370 --> 00:07:45.980

Emry Sottile: Understand.

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00:07:45.980 --> 00:07:48.508

Jim Stachowiak: So we wanna make sure that

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00:07:49.300 --> 00:08:07.340

Jim Stachowiak: we are not necessarily using full full urls. The other reason is, when we get have a full. URL. A screen reader is going to come to this, and it's going to say, Link Https, Colon backslash, backslash! Www. And that's really difficult for somebody to listen to, to try and remember what what's happening on on the screen.

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00:08:07.660 --> 00:08:11.953

Jim Stachowiak: or where that is going, and try to remember where that link is going.

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00:08:12.840 --> 00:08:23.470

Jim Stachowiak: you can leave links in in or full urls in like citations is that's a requirement there. But we want to try and avoid as much as possible.

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00:08:23.590 --> 00:08:51.330

Jim Stachowiak: The other thing we want to try to avoid is language that we typically use like click here, more read things like that. Another. The reason for that is very similar to the headings piece. Somebody that's using a screen reader might come to a page, and one of the things they may do is ask for a list of links on the page, and if you pull up a list of links and you put click here for a whole bunch of things. What they're going to hear is click here, click here, click here, click! Here, it's not going to tell them where any of those things go.

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00:08:51.370 --> 00:09:15.120

Jim Stachowiak: What we want you to try and do is instead of something like this for more information on the mission. Accessible challenge. Click here with click here, as the hyperlink try doing something like this instead, learn more about the mission accessible challenge with mission accessible challenge as the hyperlink that we know where that's going to take us. It's going to take us to a link about the mission accessible challenge, whether we're listening to that.

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00:09:15.120 --> 00:09:22.920

Jim Stachowiak: whether we're seeing it, we're whatever we're doing there. This is what this is how we want to. We want to set up our hyperlinks.

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00:09:23.510 --> 00:09:47.120

Jim Stachowiak: One other thing I will note in this area, because you may be running into students. You may have students in your course who are colorblind. It's probably better not to use underlines for emphasizing things. Those underlying text can often be seen as potentially links. So if you can bold it or italicize it, or something else to emphasize things that probably works better than underlining

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00:09:48.390 --> 00:10:17.489

Jim Stachowiak: alternative text. So what alternative text is is a description of an image that you have on a page. Whenever you have an image on a page, you want to offer this background description of it as part of the image, so that a screen reader user knows what our visually impaired person knows what that image is that it's trying what that image is trying to portray. It's also not necessarily just for screen reader users. But if you're running into a slow Internet connection, the

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Jim Stachowiak: text will load before the image. This happened to me last summer when I was working on a canvas page with an instructor, they pulled up their page. Their Internet was super slow. The images weren't loading we got. We didn't get any alternative text because they hadn't put any in there. So it gave. It was a good example to say, Hey, this is another reason why you might do that, because somebody would be able to tell what this image was based on the text. That's loading when your image is not

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Jim Stachowiak: what you do for alternative text. When you have an image, you want to provide a short description of what's happening in that image basically based on. And you have to give, based on the context of what you want that image to portray. So if I had an image like this, what I would not do is say, this is a picture of 6

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00:11:05.640 --> 00:11:29.229

Jim Stachowiak: individuals standing around standing around a table. One female is wearing a green shirt and has glasses. One is wearing a white, short sleeve shirt. One is wearing a white, long sleeve shirt with floral patterns that gets way too long. And that's not what people want to know about the image. What we would say for something like this depends on what we're trying to get across.

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Jim Stachowiak: If we're trying to show that this is an image of people working in a group utilizing different technology in their project, we could say.

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00:11:38.140 --> 00:11:47.150

Jim Stachowiak: image of students working with instructor in a group project, some using ipads, some using paper that would get that across. If we're talking about

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00:11:47.150 --> 00:12:12.099

Jim Stachowiak: furniture in the room. We could say, students working in an innovative classroom using a standing table to do their work. It all depends on what you're trying to get across, and you don't want to be too long with it. You also don't need to turn. You don't need to include things like picture of image of graphic of in your alternative text. When you come to it. When a screen reader user comes to

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00:12:12.100 --> 00:12:17.510

Jim Stachowiak: an image, the screen reader will read graphic, and then it'll read your alternative text.

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Jim Stachowiak: So to add alternative text to an image, once you put an image into your page, you click on it, and you see this thing that says image options, you click image options, and it will bring you up the size options, but also gives you alternative text. The biggest thing that we see in canvas is people leaving file names in the alternative text

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00:12:38.760 --> 00:12:43.739

Jim Stachowiak: page or in the alternative text box that does not tell us anything about this image

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00:12:44.080 --> 00:12:47.760

Jim Stachowiak: right now. This alternative text says, image dot Png.

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00:12:48.240 --> 00:12:58.470

Jim Stachowiak: that's not what I want it to be. This is where you would fill in what your alternative text should be, and then you just hit done, and it has the proper alternative text in there.

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00:12:58.950 --> 00:13:25.850

Jim Stachowiak: Now, sometimes you're going to run into things like this that are just icons that you put on a page for decoration. If something is just there for decoration, and it's not portraying anything to the user. We can mark that as a decorative option. I've seen this a lot in like Sps, where it'll be like an icon of a book. And then, right next to it'll be a heading that says readings. We don't need that icon to be explained as readings. Also.

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00:13:26.233 --> 00:13:45.540

Jim Stachowiak: So if we have just an icon. That is, it doesn't provide anything for that page. We can click decorative image and mark it as a decorative image. We don't want to mark everything as a decorative image, because clearly, for most things, we're choosing the image for a reason we want to give it alternative text. But for things like this, we can mark that as decorative

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00:13:48.650 --> 00:14:11.460

Jim Stachowiak: tables is another thing that we we talk a lot about as one of our 7 core skills. And with tables. What you want to do is you do not want to use tables just to lay out what a page looks like. We see this a lot where people will put. They'll want their their picture on one side of the screen and text on the other side of the screen with their their information, and they'll use a table to line those things up.

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00:14:11.460 --> 00:14:25.580

Jim Stachowiak: That's the it's inaccessible. Because tables read a little bit differently for screen reader users. It's also difficult for somebody that may look at that on a mobile device. If you use a table for laying out a page on a mobile device.

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00:14:25.580 --> 00:14:30.749

Jim Stachowiak: it's not going to fit the size of that page, and somebody's going to scroll sideways to see everything on there.

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Jim Stachowiak: What we recommend and where we can help you is, if you do want something to look a certain way that a table might give you that look. But it's not actually giving data. It's just formatting the page at Tlt. We can help you use divs to code your page with HTML, so that it lines up the way you want, but also, then, if somebody's looking on it on a mobile device. It'll reflow. So somebody doesn't have to scroll sideways on things

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00:14:57.580 --> 00:15:26.890

Jim Stachowiak: when we do use tables. What we want to make sure is we're using it for data. So calendars, that's data. If we're putting something out here, like, you know, a weekly assignment type thing that's data, you know we can use it for providing data. But if we're using it to provide data, we do want to make sure that we add a header, row or header column, reason being again, if somebody's navigating with this with a screen, reader, and they come to this box.

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Jim Stachowiak: it's just going to say chapters 4 and 5. They're not going to know anything else about that. They'll know, maybe, what row it is and what column it is by number, but that doesn't help them much if we make our 1st row here a header row, and in this case a header column, because that's giving us information that's helping with information there. Then, when somebody gets to this, it will say.

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00:15:51.740 --> 00:16:03.989

Jim Stachowiak: Wednesday readings, chapter 4 and 5. So the way we make something a header row. If we highlight, the cells in the in the row that should be a header.

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00:16:04.240 --> 00:16:09.680

Jim Stachowiak: and we go up here to table and sell and sell properties.

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00:16:10.800 --> 00:16:13.860

Jim Stachowiak: And we change the cell type to header cell.

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00:16:14.280 --> 00:16:21.740

Jim Stachowiak: and we change the scope to column because these are on the tops of columns and hit save.

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00:16:21.990 --> 00:16:36.910

Jim Stachowiak: you'll see now these are centered and bolded. Those are tagged as header cells. There's an easier way to do this with Pope Tech. I'll show you that in just a minute as well. We do the same thing for the columns. We can highlight those 3 hit table cell

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00:16:37.020 --> 00:16:38.860

Jim Stachowiak: sell properties.

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00:16:38.980 --> 00:16:41.529

Jim Stachowiak: Cell type is a header cell.

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Jim Stachowiak: and the scope is row, because at the beginning of the row, and then we hit save, and you can see again. It's signify it's bold and centered, signifying that these are header header cells. Now. So we have all set. That's how we use a table. Make sure we have those those header cells and also adding table captions is helpful, so that somebody knows what that table is.

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00:17:02.170 --> 00:17:25.070

Jim Stachowiak: Color. Contrast. This is our biggest error that we run into in canvas, and mostly it's because the colors that canvas give you are not necessarily accessible. It's going to be easy to fix with Pope Tech. I'm going to show you how to do that in just a second here. But color contrast. What we want to make sure is the foreground color to the background. Color has a contrast ratio of 4.5 to one.

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00:17:25.089 --> 00:17:50.579

Jim Stachowiak: Not many people can figure that out just right on their own by looking at it, but if you know, if you have light on dark or dark on light. You're in good shape. There is a link here to the web. Aim, contrast checker where, if you have the hex codes to the 2 colors you were using. You can plug those in and get a contrast ratio. I will tell you. The best way to check this is just using the Pope tech tool. They have a really nice system for working with color contrast. And I'm going to show you that in just a minute.

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00:17:50.950 --> 00:17:55.210

Jim Stachowiak: So we'll come back to color. Contrast with Pope Tech in in just a second

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Jim Stachowiak: lists. This is another of these skills that we want to use. When we, when we add a numbered or a non numbered list to our canvas page, we want to make sure that we are using the list feature. When we do something like this in word, it automatically kicks things into a list feature. It does not do that in canvas. If we were to just type one. It would just leave it like regular text, and then let us fill

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Jim Stachowiak: in. Then go down. Type 2, same thing in 3. If we want to put something in a list feature. Those lists are over here under the bullet points we click the dropdown menu. You see a bullet points in different formats. And then we've got a numbered list as well.

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Jim Stachowiak: Again, the reason we want to do this primarily for screen reader users is it? And it provides more organization to your page. The screen reader user is going to come to a page and they're gonna be listening through. And you have a list tagged correctly.

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Jim Stachowiak: It will say to them, list of 3 items, number one, and then go through and start reading from there. If it doesn't, and it gets if you have it set up like this without a list, it'll say one choose. And then you have no idea how long that list is. Gonna go. So it giving it that list feature is is helpful as well.

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00:19:09.241 --> 00:19:33.518

Jim Stachowiak: The last thing here is video and audio. Anytime you have video in your site, it should be captioned. We are to the point now where most things have automatic captioning available. If you're doing captioning in Panopto, you have automatic captioning, or if you're doing videos in Panopto, you have automatic captioning available. It would be helpful to go in and edit those captions to make sure that everything is

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00:19:34.570 --> 00:19:51.685

Jim Stachowiak: everything is accurate in there. Youtube has automatic captioning in it. It used to not be great. It's getting much better, I think, with AI being utilized for a lot of this. It's improving at a really quick rate. And we're getting close to the point where

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Jim Stachowiak: auto captions do really really well, with everything, except maybe names or some scientific terms. But you still want to go in and take a look at those things when you get a chance to make sure that you can update them within the things that you can control. If you don't own a Youtube video, you cannot fix those those captions. But those are the 7 core skills that we're looking at. Video audio lists, color contrast

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Jim Stachowiak: tables, Alt text links

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Jim Stachowiak: and headings. Does anybody have any questions about those? Before I show you some of the tools that we can utilize to to make, to make these fixes and make these fixes quickly. Kareem, I see your hand up.

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00:20:33.370 --> 00:20:42.380

Carine Nemr (she/her): Yeah, thank you for sharing that. I put a question in the chat, but Abby addressed it. Kind of it had to do with alt text on graphs, just thinking a little bit kind of

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Carine Nemr (she/her): in a in a classroom context. Let's say you give someone a quiz.

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Carine Nemr (she/her): In person and like, there's no alt text. And there's none of these options like, what do? How do we make things accessible for students when it's like not online.

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00:20:57.042 --> 00:21:14.657

Jim Stachowiak: That is going to be something that you would probably be alerted to by accessible Nu, and then they would work with you to figure out a alternative to that. Like, you're given a quiz with charts, they would work with you to create a

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00:21:15.200 --> 00:21:16.860

Jim Stachowiak: a a

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Jim Stachowiak: text version of that that they could read through, to have all the data and then utilize that data, to to be able to work with it in class. It may be that we have to provide instead of a chart. Maybe it's an electronic table that somebody could listen to when we're doing that, but that when it's a 1 off more of a 1 off thing because you're not doing it online. It's paper based and whatnot. That would probably be an accommodation that we would be looking at through accessible, and you.

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00:21:45.690 --> 00:21:49.589

Carine Nemr (she/her): Okay, that that makes more. I guess it's not like an expectation on.

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00:21:49.870 --> 00:21:53.939

Carine Nemr (she/her): It's not something we would be as mindful of on paper than when it's something online.

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00:21:53.940 --> 00:22:08.291

Jim Stachowiak: No, I wouldn't think so right? That that's correct. But online, it is something that we want to. And part of this is we want to build it, you know, accessible right out of the gate when it is online or when it's digital. And there are some

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00:22:08.720 --> 00:22:17.500

Jim Stachowiak: federal regulations that have shifted to make sure that anything that we're putting on on online, or that is digital is

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00:22:18.090 --> 00:22:30.370

Jim Stachowiak: accessible. And so we want to start in that realm. But if you have it, I would say like again, if you're creating something on paper, if you've got it in a word document, and you've got like that

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Jim Stachowiak: text available, the accommodation would probably be, hey, this student needs to access this on a computer. We're going to maybe utilize your base document for that. Then.

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00:22:43.210 --> 00:22:48.059

Carine Nemr (she/her): Okay. Great, thank you. Yeah, I've not run into that so far. But I guess this is getting me thinking to other.

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00:22:48.060 --> 00:22:49.000

Jim Stachowiak: That's a great thought.

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Carine Nemr (she/her): Engagements.

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00:22:49.570 --> 00:22:50.130

Jim Stachowiak: Absolutely.

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00:22:50.270 --> 00:22:51.110

Carine Nemr (she/her): Thank you.

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00:22:52.610 --> 00:22:54.879

Jim Stachowiak: Let's see any other questions.

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00:23:00.010 --> 00:23:08.304

Jim Stachowiak: All right. Well, let me show you a really cool way. The tool that we have that can help you address the things that we just talked about in

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Jim Stachowiak: the 7 core skills. So we started utilizing in fall of 23, a tool called Pope tech within canvas. It's got 2 components to it. It's got a dashboard that can give you a rundown of all of your issues, and it's got an accessibility guide that goes within a page and can help you fix those issues. So everybody should have on their left nav bar this thing that, says Pope tech accessibility.

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Jim Stachowiak: If you do not, you would go into settings, and then you would choose navigation, and you'd scroll down to where you see Pope Tech down here, click the 3 dots and hit and say, enable.

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Jim Stachowiak: and then hit, save, and then it'll show up on your sidebar. So I'm going to just click this, and I'm going to show you that what I get from that when I click it. So if you click the Pope tech bar, it'll give you

100

00:23:57.080 --> 00:24:17.020

Jim Stachowiak: a rundown of what's going on on your page, so it'll show you the number of errors you have on your page. The number of alerts you have on your page. Now, what's the difference between errors and alerts? This is an automated tool. It can only say with 100% certainty that a handful of things are actually errors. So anything that you see as an error, you absolutely have to fix

101

00:24:17.080 --> 00:24:41.370

Jim Stachowiak: alerts generally do need to be fixed as well. But and this this type of tool can't say with 100% certainty that it's absolutely an error. So it flags it as an alert is something that you should look at. I will tell you from my experience at looking at these things over and over again. Most of the alerts need to be fixed. There's a small handful of things that don't necessarily need to be, and I'll touch on what some of those are.

102

00:24:41.750 --> 00:24:51.189

Jim Stachowiak: If you scroll down some, it'll show it'll break down the types of errors that you have. So you can see I have very low contrast, empty link and empty heading in here.

103

00:24:51.450 --> 00:25:01.139

Jim Stachowiak: and then if we click this tab it'll show the that we have redundant title tax underlying text, suspicious, alternate text, redundant and whatnot as well.

104

00:25:01.150 --> 00:25:22.080

Jim Stachowiak: If you keep scrolling down. It will list the pages that you have on your course by the number of errors, and you can go and click the pencil here, and it'll take you right to that page ready to fix those errors. I'm going to take you. Let's see. Just give me one second. Here. I'm going to take you to

105

00:25:22.420 --> 00:25:50.999

Jim Stachowiak: different page. Let's see, we'll go back to my dashboard. I'm going to go, and I'm going to show you an inaccessible page, and I'm going to show you how we might fix that. So any page you go to. If as soon as you're in edit mode, if you scroll down to the bottom. What you'll see here is this little logo that's the Pope tech logo. If you click on that Pope tech logo that will open up your accessibility, guide, and as we look at the accessibility guide.

106

00:25:51.080 --> 00:26:04.030

Jim Stachowiak: this is broken down by those 7 things that we just talked about, so it's super helpful in that respect. You may notice this here. This is the canvas accessibility checker. Look at that. Flags. 14 things on my page.

107

00:26:04.570 --> 00:26:17.320

Jim Stachowiak: Pope tech flags 25. So that's why, we're using Pope Tech. It does a better job, and it's a little easier to work with to help you fix things. So just going to walk through some of these to show you some of the common errors, and how to fix them.

108

00:26:17.320 --> 00:26:41.010

Jim Stachowiak: If you want to see what your issues are in images and links. You can see I've got one error and 12 alerts. I'll click on this. It'll expand out to show me the issues when I get empty. Link. The nice thing about empty link is most of the time. It's something in the background in the HTML, and it does not make a change to anything that you see. If you click on this it'll show it's it's giving me the general area where that is.

109

00:26:41.010 --> 00:26:45.710

Jim Stachowiak: I can just hit. Remove, link, and get rid of that. I've got an error cleared out right there.

110

00:26:46.120 --> 00:27:02.150

Jim Stachowiak: Suspicious alternate text is a pretty common error. If we click or alert if we click suspicious alternate text. It's going to flag images that have like file names as their alternative text. So you can see as we click on these, it'll take you to the image.

111

00:27:02.170 --> 00:27:17.740

Jim Stachowiak: It'll show you the image here, and it'll give you a place to fix that alternative text. So if this is decorative, we could market decorative, or if we wanted to add our Alt text in here, we could say, You know, this is the udl logo and hit apply

112

00:27:17.870 --> 00:27:24.040

Jim Stachowiak: when you hit apply it added, that text moves to the next one shows my alternative text here under green.

113

00:27:24.560 --> 00:27:33.100

Jim Stachowiak: I think the same image. This error of the same image, having alternative text, will get the same alternative. Text will get fixed as we fix the alternative text

114

00:27:33.810 --> 00:27:59.650

Jim Stachowiak: for suspicious link text. This is going to flag anything that says, click here, more. Read anything along those lines. So this is showing me this right here. It's saying, you know, I use click here this is, it gives me an option to fix that right here. This is the one area where we may have to jump back into the into the rich, content editor to fix some of these things so I could say

115

00:27:59.780 --> 00:28:11.939

Jim Stachowiak: this says, for more information on operationalizing udl click. Here I could say, read udl in higher. Ed, that's the book that it's going to take us to, and if I hit, apply and then go back up.

116

00:28:12.090 --> 00:28:31.849

Jim Stachowiak: you'll see it has replaced that link text right here, but I may have to go in and fix some of the text around this, so I may have to go in and say, you know I don't need the end of that anymore, and, you know, end the sentence with this. So this doesn't give you full access to the

117

00:28:31.930 --> 00:28:57.149

Jim Stachowiak: to fixing what you need to in the rich content editor. But it gives you the option to fix that link. Text. Let me point out to here that for every error or alert. There is this question, mark here, and if you click on that, it's going to take you to the links for our information on accessibility, but it also tells you what this alert means. Why, it matters how you fix it, and why it's getting flagged in the 1st place for you.

118

00:28:57.680 --> 00:29:00.309

Jim Stachowiak: So that's with every one of these issues.

119

00:29:01.255 --> 00:29:26.159

Jim Stachowiak: As we keep going. As I mentioned before, text and contrast, low contrast is the most common alert that we run into in canvas, and that is because canvas gives us about 3 colors here that meet the color contrast. That's necessary. The contrast ratio that's necessary. But Pope Tech is a great tool for fixing this. So if you look at this, what Pope Tech does is it'll flag

120

00:29:26.160 --> 00:29:42.810

Jim Stachowiak: text that is not in the right contrast ratio. It shows us the ratio. This 3.1 5 to one gives us the foreground hex code. The background hex code then gives us these Slider bars and tells us that it fails down here, but gives us these Slider bars so we can

121

00:29:43.230 --> 00:30:00.860

Jim Stachowiak: fix the color to the point where it's going to meet the right contrast ratio. The way that I typically do this is, I'll say, look, I want this color to be as I want the color to be as close to what I've chosen as possible, but I want it to meet the right contrast. Ratios. I will click on that

122

00:30:01.180 --> 00:30:30.989

Jim Stachowiak: circle. I won't slide it with the mouse, but I'll use my arrow keys to move over to the left, and you can see the color contrast ratio changing until it hits something higher than 4.5 to one, and it goes green. And at that point since I look at this, and I see there's 3 ratio, 3 contrast issues. And I can tell you exactly what those next 2 are going to be, and I want them to all be the same color. I'm going to go and I'm going to copy that hex code. I'll hit, apply.

123

00:30:31.050 --> 00:30:46.089

Jim Stachowiak: And now I can just go back in here and paste the hex code click outside of it. You can see it changes to that same contrast ratio. And I can fix that again there, so real, easy to fix the color contrast issues right here within Pope tech

124

00:30:46.870 --> 00:31:06.380

Jim Stachowiak: headings. So when we use headings, it's going to give us an outline if we use them. And here you can see this does not really follow an outline. Well, heading 3 to heading 2 to 4 to 3. I can fix that all right here by saying, I know what is Udl should be. My heading to

125

00:31:07.200 --> 00:31:18.270

Jim Stachowiak: multiple means. Representation should be a 3 multiple means of action should be a 3 multiple means of engagement should be a 3 once. I do all that. Now I've got all those in the right order.

126

00:31:18.430 --> 00:31:26.760

Jim Stachowiak: One of the things that we run into is it? Won't. Your heading will not show up in your outline if you

127

00:31:27.140 --> 00:31:30.549

Jim Stachowiak: just flag something, if you just change the size of

128

00:31:31.360 --> 00:31:53.480

Jim Stachowiak: something and bold it like coming assignments and udl resources based on how those 2 look. They should be headings. But I didn't flag them as headings originally to do that. I'm going to highlight it, and I'm going to make that a heading 3. And, as you can see, if I hit Rescan. Now that shows up in my heading outline, although that should be a heading, too, so I'll fix it right there.

129

00:31:54.480 --> 00:32:16.490

Jim Stachowiak: so you will have to do some like manual looking through here to make sure everything was caught in that heading outline. But that is really helpful. I think one of the alerts that you saw before. There was also a skipped heading level that showed because things were out of whack. The most common alert that you're going to see on here is no heading structure. If you have something that's just a page

130

00:32:16.490 --> 00:32:27.590

Jim Stachowiak: with like a link, or just a paragraph, and it doesn't need a heading. You can dismiss the no heading structure option if you're putting up an announcement, and it has less than 2 paragraphs.

131

00:32:27.590 --> 00:32:32.370

Jim Stachowiak: Please just go in and dismiss the no heading issue.

132

00:32:32.370 --> 00:32:42.519

Jim Stachowiak: I don't have a no heading. So I'm going to show you how you can delete how you can dismiss something, and we're gonna do it just by dismissing a table. Just pretend this is the heading issue.

133

00:32:42.560 --> 00:32:55.140

Jim Stachowiak: This is no heading structure, and I don't need a heading. I can hit, dismiss, and then I put in a reason for dismissal and say no heading needed and hit, dismiss, result.

134

00:32:55.760 --> 00:33:01.069

Jim Stachowiak: feel free to do that with most of your headings. If you don't. If there's less than 2 paragraphs on a page.

135

00:33:01.650 --> 00:33:30.450

Jim Stachowiak: Now for tables. This is going to flag anything that doesn't have a header, row or column as a layout table. So we have to look at this and say, Is this a layout table, or is it a data table? This is a layout table. I'm probably going to have to fix that with Divs. This, however, is not a layout table, even though it's flagged as a layout table. It gives me data. What I can do with this, though, is, I say, I just need a row, a header column and a header row.

136

00:33:30.460 --> 00:33:38.530

Jim Stachowiak: I can just click these buttons here and hit, and I'll put a caption in this as well. Homework for week one and then hit, apply.

137

00:33:38.550 --> 00:33:49.869

Jim Stachowiak: and it has added Header, row and header column and added a table caption for me there. So those are. It's an easy way to fix the tables. Possible lists.

138

00:33:50.640 --> 00:34:05.439

Jim Stachowiak: If you don't use, put the list format in. If it sees a number or it sees a bullet point, it's going to flag those things as lists here. We can just say, ordered List, and it'll kick everything into an ordered list feature.

139

00:34:05.720 --> 00:34:09.659

Jim Stachowiak: When we have bullet points we can say unordered list

140

00:34:09.909 --> 00:34:15.800

Jim Stachowiak: clicks everything into the bullet point features so that we're in good shape there as well, real, easy to utilize that

141

00:34:16.230 --> 00:34:38.050

Jim Stachowiak: documents and videos. This does not have any. We can't. This does not tell us if a document or a video is accessible or not. It's just telling us we have them on our page. You need to look at that. You don't need to do anything with the document and video alerts. It's just telling you you have documents on that page. In fact, when you have finished doing everything that you might need to do

142

00:34:38.050 --> 00:34:49.029

Jim Stachowiak: on your page, and you've gotten rid of all your errors and the alerts that you can get rid of if you let us know if you can reach out directly to me. And you know, put my email in the chat.

143

00:34:49.120 --> 00:35:00.759

Jim Stachowiak: Let us know. And we have 2 people that are document accessibility specialists that will go through your course and make your documents accessible for you, and then you'll have those accessible documents ready to go.

144

00:35:00.890 --> 00:35:25.610

Jim Stachowiak: One other thing you're going to run into a lot is this redundant title text? If you see redundant title text. That's an HTML tag that gets added in canvas that doesn't need to be there. It is not going to change the look of your page. You can see it's highlighting this link here. You can just hit, remove title, see? Nothing changed. But we got rid of that duplicate duplicative text. So that is.

145

00:35:26.790 --> 00:35:50.240

Jim Stachowiak: that is Pope Tech. It's super easy to use. It's really helpful in fixing things. Does anybody have any questions on that? I realize in 35 min I threw a ton at you. But that Pope tech tool really provides a really nice guide for fixing things within your canvas site, and as we've seen by the numbers, people are using it and having success with it.

146

00:35:59.930 --> 00:36:15.109

Jim Stachowiak: So I see there's a conversation happening about divs in the chat. If you don't know what divs are, you don't know how to use them. We don't expect you to do that. Those are things that we can help you with. If you reach out to our group. If you reach out to canvas at Northwesternedu.

147

00:36:15.110 --> 00:36:34.349

Jim Stachowiak: We can do that. I see another question there that says, should announcements have headings? It depends. If your announcements really long couple paragraphs. Maybe it does have headings. If it's just, Hey, this is what we're doing this week, or here's a link, or remember to do this. No, it doesn't need a heading, and in that case, before you post it

148

00:36:34.390 --> 00:36:44.070

Jim Stachowiak: hit the Pope tech button. It'll say no heading structure. Just hit, dismiss, and type not needed in there and dismiss the result, and then you should be fine.

149

00:36:44.300 --> 00:36:46.660

Abby Rosensweig: Jim, can I add one thing about headings.

150

00:36:46.660 --> 00:36:46.980

Jim Stachowiak: Yeah.

151

00:36:46.980 --> 00:37:14.460

Abby Rosensweig: That took me a little while to think about. But now I really look for them when we think of headings. Sometimes we think of how screen reader users might interact with it. They're also really, really helpful for students who are just reading the page. Because if you think about when you look at a wall of text, how many of us are going to sit and read it all? Often? It's really helpful to have that segmentation of okay, here are the various sections of this. So yeah, more than a paragraph or 2. It really does help

152

00:37:14.530 --> 00:37:19.369

Abby Rosensweig: everyone, all of your students to actually 0 in on the right information.

153

00:37:19.570 --> 00:37:26.770

Jim Stachowiak: Absolutely yeah, does anybody else have any questions?

154

00:37:29.170 --> 00:37:31.119

Jim Stachowiak: So what we're gonna do now

155

00:37:31.430 --> 00:37:55.210

Jim Stachowiak: is we're going to give you an opportunity to work with folks directly on your course. I see Abby's here, Mike, Dice L. Delane. I think Yvette was here as well. All from the team. Dan Hoffler, all here from the Tlt team. These are folks that have done a lot of consultation on accessibility.

156

00:37:55.290 --> 00:38:15.698

Jim Stachowiak: UN. Is going to put you into a breakout room with one of these individuals, and they will be able to help you go through and look at some of these things directly in your course, and this is a great opportunity to ask questions and and have people help. You fix some things right here and get a bunch of things cleared out in the next couple of minutes.

157

00:38:16.250 --> 00:38:36.400

Jim Stachowiak: So I think we're ready for that. Diego. I say, you can ask your question. That's in the chat in the breakout room that you jump into, and somebody should be able to help you there. But don't forget, please, when you're done with in the breakout room. Come back because UN. Is going to have an exit ticket and some exit information for everybody. So

158

00:38:36.400 --> 00:38:47.720

Jim Stachowiak: right now feel free to work with your Tlt. Consultant here and and ask whatever questions you need for the next 20 min to get your your page squared away.