

Accessibility Checklist

The OWL learning management system (Sakai) meets accessibility design principles set out in the W3C Web Content Accessibility Guidelines 2.0. However, much of the **user's experience depends on the presentation of content on the part of the instructor**. There are several factors **listed below that you can control that will make your course content more accessible to students using Assistive Technologies**.

Documents on my course site are available as PDFs. ✓

Upload content in PDF whenever possible as the format is easily read by most screen reader software (not in MS Office formats .doc / .docx / .xls / .ppt).

I have provided my course content in more than one format. ✓

If possible, **provide transcripts or captions** for informative *videos* and *video lecture* content. For instance, YouTube has an automated captioning service, though captioning is not 100% accurate.

I have uploaded clear and audible video content. ✓

Ensure that **audio content is clear and loud and accompanied by corresponding visual content**, such as a PowerPoint or transcription.

I have allowed access to essential content ahead of time. ✓

Provide **copies of PowerPoint** content on your OWL site in advance of a class or synchronous Collaborate session to accommodate students who might need more time to synthesize essential information.

I have thought about my use of fonts and colours. ✓

Be **mindful of font colours, contrast** between text and background, and **font sizes** you choose. The content editor defaults in OWL are always a good choice.

I have used clear Headings to break up text content. ✓

Break up large passages of text and make sure to **use consistent headings** (e.g. using “lessons” and “modules” interchangeably might cause confusion and frustration for a student with a cognitive impairment). Use **nested Headings** (Heading 1 > Heading 2, etc.).

My OWL site has a simple navigation. ✓

Use **simple navigations** and page layouts that only require one or two clicks to access.

I have used charts mindfully or only when necessary. ✓

When possible, **do not rely solely on charts to convey meaning**, instead explain the content of the chart in a couple of sentences. Many charts **are not compatible** with screen readers.

I have given students enough time and advanced warning to complete tasks online. ✓

Provide **sufficient time limits** to complete tasks, which require entering data in online forms (tests, quizzes, polls, forums)

My instructions do not rely on colour to convey meaning. ✓

Do not rely on colour alone to convey meaning (for instance “changes are in red”), but instead also highlight information in bold/ strikethrough/ underline, etc.

I have used alternative text to explain images. ✓

When **adding an image to OWL that conveys meaning (i.e. is not simply decorative)** provide **descriptive Alternative Text** to explain the image.

The AODA requires that content be provided in **multiple formats** and accessible by **multiple senses**.

Assistive Technology Check:

Use a **free screen reader tool** to **preview** how a screen reader will encounter your content. There are **free** screen reader tools available such as **Firefox Accessibility Extension**, **NVDA** (for Windows) or Google **Chrome’s Chromevox** addon.

Check out what your OWL site looks like to a **colour-blind user** at Vischeck.com

Ask about Captioning Software:

Amara

YouTube's automatic Closed Captioning tools

Ask about Transcription Software:

Dragon Dictate

YouTube's Transcript options

Transcribe

For More Information Visit:

<http://accessontario.com/e-learning/>

<http://www.sdc.uwo.ca/ssd/>