

# Accessibility in the Classroom

A deep dive into accessibility, and how to be an #a11y.

## Discover

**"If learning materials are not accessible to learners, then learners' abilities won't be accessible to educators"**

Use the comment feature to share what this means to you, and how it connects with our class and the objectives for this unit. You might like this blog post from Learnosity. I was surprised by some of the statistics presented: [Accessibility in Education Helps to Create Better Learning Opportunities](#)

## Learn

1. In her article [Technology Accessibility: The "Best Kept Secret" of Inclusive 21st Century Classrooms](#), Dr. Shaheen explains that just like public spaces must be made accessible to people with disabilities, digital environments also are required to be accessible. Read Dr. Shaheen's article and reflect on how you have use accessibility features in your day to day life. What disability features have you integrated in your teaching?
2. Watch this video to hear students explain digital accessibility and why it is important.: [Students Explain Digital Accessibility: Meet the Students](#)
3. So, what is digital accessibility? Watch this video for a short overview. Notice that accessibility is not limited to the classroom. Issues of accessibility are global.




Original template created by [Sarah Landis](#) modified by [Karly Moura](#).

📺 Designing for Accessibility: Overview

4. Watch [Technology Accessibility: How to be an Ally](#) (Dr. Shaheen)
5. Listen or read: [Online learning tools aren't as accessible for students with disabilities - Marketplace](#)

## Wonder & Wow


Fill out this chart based on the learning you did above.

<p>3 things you discovered</p> 	<ol style="list-style-type: none"><li>1. The first thing I discovered is POUR idea, which is provided by Web Content Accessibility Guidelines as to how to make technology accessible.</li><li>2. I didn't know that there are online resources to check the accessibility of websites we use. This will be a very good resource to have in the future!</li><li>3. I didn't know Section 508 of the Rehabilitation Act of 1973 requires that all technology owned, used, created, or purchased by the federal government (or entities that receive federal funding, like public schools) be accessible to people with disabilities.</li></ol>
<p>2 interesting facts or details</p> 	<ol style="list-style-type: none"><li>1. One thing I thought was really interesting is how in the last article, the author talks about Zoom specifically, and how the person who gets highlighted is based on the sound. I never thought about how users who communicate with sign language are impacted by this.</li><li>2. I like that Dr. Shaheen in the first article, talks about how we, as teachers, can send information to the developer to fight for our students and make that information accessible.</li></ol>
<p>1 question you still have</p> 	<ol style="list-style-type: none"><li>1. One question I still have is how we can make our content accessible to all sorts of accommodations? For example, for students who have a screen reader, how can we easily create our content that will be accessible</li></ol>

for the screen reader? If we are creating a hyperdoc, for example, how can I ensure that all of their needs will be met? (The first article by Dr. Shaheen talked about checking websites, but how do I know about the content I create by myself?)

## Explore

The National Center on Accessible Educational Materials has come up with four qualities of accessible experiences. These four principals are represented by the acronym POUR: Perceivable, Operable, Understandable, and Robust. Spend some time exploring the site: [Designing for Accessibility with POUR \(link\)](#). Watch the video below for an overview.

 [Designing for Accessibility with POUR](#)

While on the site be sure to open up the sub-pages to get a full picture of what designing for accessibility means. I also found this book chapter [Evaluating Accessibility](#) to be really useful. This is not a required read, but something you might want to take a look at or bookmark for your future.

## Show What You Know!

Find a piece of instructional material (i.e Content Slidedeck, Worksheet, Packet, Handout) from the internet, or something you have created and used for teaching. Evaluate it using the POUR guidelines. What is working well? How would you change it?

## Share

Find your name on the class slide deck:  [Accessibility in the Classroom](#) . Include your comments from Show What you Know!

# Connect & Extend

Now that you know what designing for accessibility entails, how do you do it? Check out [Create More Accessible Word Docs](#), [Create More Accessible Slides](#), and [Image Description Guidelines](#) for a start on creating more accessible content.

1. Find a meme of your choice. (That is appropriate for sharing with the class).
2. Share your meme on this Padlet: [Memes](#) and include what you would use as "alt text" for this meme.
3. Read your peers and leave any suggestions or feedback that you have for them.