

Digital Accessibility 101

Practice Document

Directions

Welcome to the home page for the digital accessibility practice document!

Please make a personal copy of this document by going to File → Make a Copy.

You will complete a series of practice activities that will help you learn how to use the C.H.I.L.L. principles to create more accessible documents. In these practice activities, you will help a mock teacher educator named Marcella revise different portions of her course syllabus and assignment handouts. We will pause throughout the workshop to complete each practice activity, so please do not look or work ahead. Thank you!

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Pause & Practice #1: Color

Step 1: Review

- ☐ Examine the course description and schedule from Marcella's syllabus below.

Course Description

This course provides an overview of the teaching profession, focusing on the art and science of teaching at the K-12 level. Topics addressed include curriculum, pedagogical practices, classroom management, and assessment. The service-learning lab requires 45 hours in a K-12 school.

- **Course Prerequisite: Sophomore Standing**

Course Schedule

We will meet on-campus on the days noted in black, and you will go to your K-12 school site on the days noted in red.

- September 3
- **September 5**
- September 10
- **September 12**

Step 2: Revise

- ☐ Fix the color-related issues in Marcella's syllabus. (Need help? Review [how to change the color of text or highlight text](#).)
- ☐ BONUS: Open the [WebAIM Contrast Checker](#) in a **separate window**. Use the color pickers to check if the foreground and background colors you selected for the "Course Prerequisite" pass the color contrast test.

Step 3: Return

- ☐ When you're done, [return to the home page](#) of this document, minimize this window, and type "Ready!" in the Zoom chat.

Pause & Practice #2: Headings

Step 1: Review

- ☐ Examine Marcella's assignment handout below.

Lesson Plan Assignment

Purpose

Effective teachers plan meaningful student learning experiences. Through this assignment, you will learn...

Tasks

You will create a lesson plan that addresses a specific grade level, subject, and standard of your choice. To complete this assignment, you will need to...

Criteria for Success

Please see the rubric on the next page for details about how your lesson plan will be evaluated.

Step 2: Revise

- ☐ Apply heading styles to the title and sections of Marcella's handout. (Need help? Review [how to change the text style.](#))

Step 3: Return

- ☐ When you're done, [return to the home page](#) of this document, minimize this window, and type "Ready!" in the Zoom chat.

Pause & Practice #3: Images

Step 1: Review

- ☐ Examine the image in Marcella's syllabus below.



Image: [Karla Hernandez via Unsplash](#)

Step 2: Revise

- ☐ Add alt text to the image using Chen's (2020) "Object-Action-Context" format. (Need help? Review [how to include alt text](#).)
- ☐ BONUS: Click on the link below the image, and download a copy of the image. Then, use the [Ahrefs AI Image Alt Text Generator](#) to create alt text. How does your alt text compare to what the tool generated?

Step 3: Return

- ☐ When you're done, [return to the home page](#) of this document, minimize this window, and type "Ready!" in the Zoom chat.

Pause & Practice #4: Links

Step 1: Review

- ☐ Examine the excerpt from Marcella's course assignments page below.

Course Assignments

Week 3: August 26-30

Assignments:

- Watch this video:
https://youtu.be/XwLUhS_hxBY?si=6kPPomsDG7vfnB41
- [Click here](#) to learn more.

Step 2: Revise

- ☐ Fix the links and the text formatting issue in the course schedule. (Need help? Review [how to create, change, or remove links](#).)

Step 3: Return

- ☐ When you're done, [return to the home page](#) of this document, minimize this window, and type "Ready!" in the Zoom chat.

Pause & Practice #5: Lists

Step 1: Review

- ☐ Examine Marcella's course learning outcomes below.

Course Learning Outcomes

-  Plan learning experiences that engage learners and meet their diverse needs.
 -  Design multiple forms of assessment to measure students' progress towards the learning goals.
 -  Develop appropriate classroom management techniques to foster a safe and welcoming classroom environment.
 -  Explain the legal and ethical responsibilities of teachers.
 -  Recognize and minimize bias in the classroom in order to create an equitable learning climate that fosters the physical, emotional, and intellectual safety of all students.
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Step 2: Revise

- ☐ Correct the format of the course learning outcomes by applying the appropriate list style. (Need help? Review [how to add a list.](#))

Step 3: Return

- ☐ When you're done, [return to the home page](#) of this document, minimize this window, and type "Ready!" in the Zoom chat.