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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Click on the links below to access the practice activities.

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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

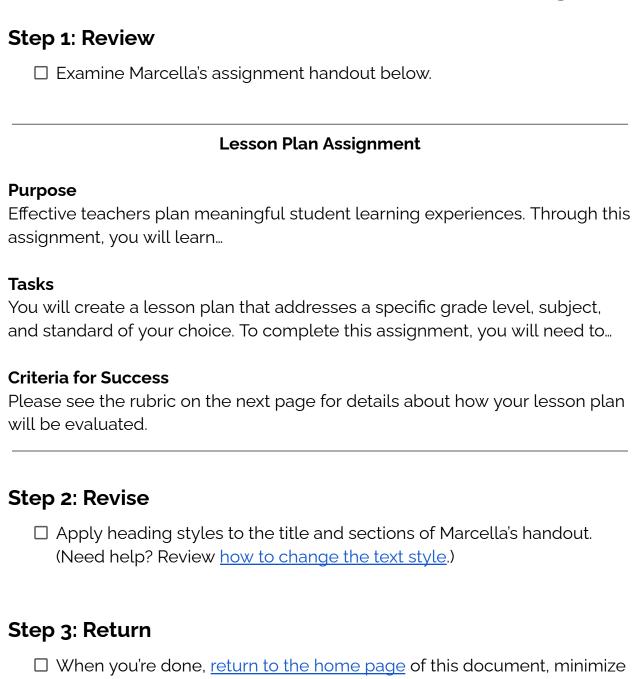
Step 2: Revise

☐ 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 <u>WebAIM Contrast Checker</u> 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

Pause & Practice #2: Headings



this window, and type "Ready!' in the Zoom chat.

Pause & Practice #3: Images

Step 1: Review

☐ Examine the image in Marcella's syllabus below.

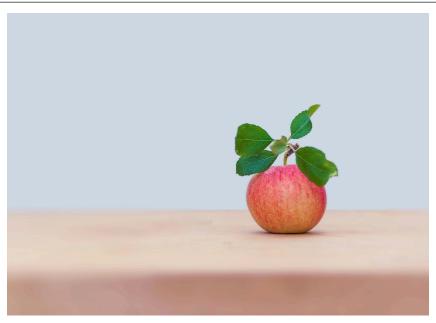


Image: Karla Hernandez via Unsplash

Step 2: Revise

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

Step 3: Return

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

Step 2: Revise

• <u>Click here</u> to learn more.

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

Step 3: Return

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.

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