

# CREATING AN ACCESS FRIENDLY ENVIRONMENT



Disability Resource Centre | UBCO

EARLLENE ROBERTS, MANAGER

MEGHAN CURRIE, ACCESSIBILITY ADVISOR & INCLUSIVE TECHNOLOGY COORDINATOR (UBCO LIBRARY)

We acknowledge the UBC Okanagan campus is situated on the unceded territory of the Syilx Okanagan Nation.

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# AGENDA

1. Rules of Engagement
2. Expectations and Objectives
3. Accommodations based on functional challenges
4. Technology
5. Sharing about the Disability Resource Centre
6. General Discussion



# RULES OF ENGAGEMENT



1. Turn off your microphone and camera, if you have a question or comment raise your hand. 

2. We will leave time for questions and discussion at the end.

3. We would like to welcome our remote captionist, Elizabeth to this workshop. A question should appear asking you if you would like to display captions (use Spacebar or select *Yes* or *No* to enable closed captions).

# OBJECTIVES & EXPECTATIONS

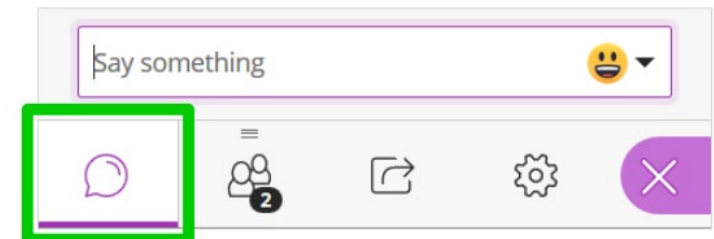
## Objectives

- Provide information about how to incorporate key accommodations and general accessibility features in your course.
- Frame accessibility recommendations from the perspective of possible functional challenges and the subsequent student experience of online and classroom education: How this experience shapes and informs accommodation/accessibility.
- Create space for shared discussion about access, inclusion, and disability and the changing dynamics in the current context.



## Expectations: What do you hope to get from our time together?

- write it in the chat
- or, 'raise your hand' to speak



# SETTING THE STAGE



## **Before the class begins**

- Share the agenda or objectives in advance
- Be cognizant of the cognitive load of online setting
- Be prepared to be flexible - not all student have the same needs and being fair does not necessarily mean treating everyone the same
- Plan for balanced synchronous and asynchronous teaching /learning activities

## **During the class (managing expectations)**

- Set and discuss online etiquette and expectations (eg. raise hand before speaking, speaker identify self, mute when not speaking)
- Layout what the session or lesson will look like - order, duration, tasks
- Pause regularly and don't move too quickly through the content
- Be aware that cold calling in class (synchronous) can lead to greater anxiety and unnecessary stress

A black and white photograph of a man in the foreground, wearing large over-ear headphones and looking down at a smartphone held in his hands. He is wearing a dark jacket over a striped t-shirt. In the background, another man wearing a cap and glasses is seated, looking away. The setting appears to be a public space like a cafe or airport lounge with large windows and overhead lights.

**Ways to hear**

# THE AUDITORY EXPERIENCE & ACCESSIBILITY

- Live captioning or closed captioning / subtitles for recorded materials
- Make the transcript available after you presentation
- Leave the recordings available for the duration of the course
- Use your headset microphone when speaking
- Limit background noise when you record/transmit
- Face the room/camera at all times
- Nothing in front of your face (e.g., hands, fingers, mug, paper)
- Good lighting (eg. lip reading facial/body language)
- ASL interpreters or Captioner
- Paraphrasing questions/comments
- Visual description of all materials
- Provide some form of the materials in advance
- Have speakers identify themselves every time they speak







# THE VISUAL EXPERIENCE & ACCESSIBILITY

- Caption images
- Create alt tag/text
- Create recorded audio descriptions (for images) or described video (narrative of visual elements of video)
- Alternate format of materials (e.g. braille, raised line drawing, inverted background, magnification of text)
- Describe and explain the relevance of any image during your presentation
- Share materials / images in advance (digitally) so that the recipient can manipulate the images and text to accessible to them.





**Ways to Read**

# TEXT BASED EXPERIENCE & ACCESSIBILITY



- Use readable font in sans serif (ex. Arial, Calibri, Comic) (not Times New Roman, Georgia, and Courier New)
- Use HTML so the content can be manipulated (re-formatted)
- Use accessible PDF so that screen readers can read the content out loud
- Use simple colours with good contrasts
- Use a large font size (12x or above)
- Use headings
- Describe your hyperlinks - Only underline hyperlinks
- Use plain language where possible
- Use simple sentences and bullets
- Read the content of your slides out loud - or if you ask the class to silently read something in the moment, consider reading it out loud yourself (try not to ask a student to read out loud)

# Ways to Think

# DIFFERENT WAYS OF THINKING & ACCESSIBILITY

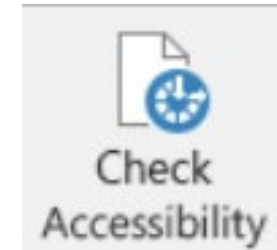
- Explain the process from start to end, including next steps or timeframes (provide a road map!)
- Make important information clear and share it in multiple ways/places (wall of information overwhelming)
- Consider cognitive overload in online learning environments - chunking information is important
- Don't judge behaviour that looks like inattention or lack of focus during class
- Use different means of assessment that allow students to demonstrate their knowledge in a variety of ways
- Linear vs non-linear exams



# TECHNOLOGY TOOLS

## Accessibility checkers

- MS Office (Word and Powerpoint) – add to ribbon with custom command



- Adobe Acrobat Pro DC – Accessible tool option



- Canvas – this is locate in the Text Rich Editor



# TECHNOLOGY TOOLS



## Canvas tools for Instructors to consider:

- Kaltura (to make videos) has an AI captioning - review after and make changes as necessary/ Camtasia captioning
- Ally (alternate forms of text based material) – must request through CTL
  - Electronic braille, audio, accessible PDF, tagged PDF, HTML, ePub, BeeLine reader
- LOCR (Library course reserves)
- Collaborate Ultra (virtual classroom)



Needs help!



A little better



Almost there



Perfect!



# TECHNOLOGY TOOLS

## Assistive technology your students may be using:



- Dictation software (Dragon)
- Reading software (Read and Write, Natural Reader, Kurzweil)\*
- Screen readers (JAWS, NVDA)
- Magnification software (ZoomText)
- Smart pens or using a voice recorder
- Reader pens

\*Consider if the online textbook is really accessible

# SHARING ABOUT THE DRC

Adapting to new environments:

- challenges
- opportunities



# THOUGHTS TO LEAVE YOU WITH

## Showing respect means:

- Ask before you act
- Respect boundaries – personal space, personal equipment or aides
- Be aware of stigma and different understandings of disability
- Be patient
- Have an open mind and an open heart



**Being inclusive and accessible takes time and thoughtfulness**

# EXAMPLES THAT SEND A MESSAGE OF INCLUSION



- In order to best answer your question, I want to provide you with a response in a format that works for you. Please let me know if you would prefer a short video, handout, screenshot, or written out in an email.
- If there is something I can do to make this email and its content more accessible for you, please let me know and I will resend in a format that works for you.

# RESOURCES



- DRC Accessibility Advisors and Manager
- DRC Information for faculty page on the [DRC website](#)
- DRC - How to design for accessibility handout (soon to be posted on DRC website, currently posted on the CTL website for this event)
- BC Campus - [Accessibility toolkit](#)
- Open UBC - [Accessibility toolkit](#)
- CTLT - [Accessibility Handout](#)

# QUESTIONS OR REQUEST A TRANSCRIPT



Earllene.roberts@ubc.ca

Meghan.currie@ubc.ca

**THANK YOU**

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