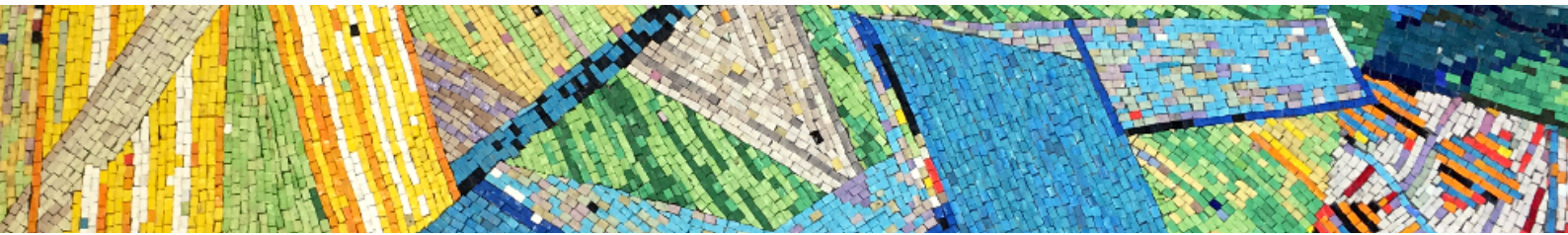


# Success Strategies

## For Your Accessibility Journey



### Introduction

At Cidi Labs, we believe that accessibility is a journey, not a destination. We know that there are an endless number of ways that you can continue to improve the methods and outcomes for enhancing the level of accessibility in your online courses.

That's why we recently held a panel discussion, featuring three accessibility champions who shared the strategies, tips, and the most helpful lessons learned in their institutions' accessibility journey. We're pleased to present a summary of the wealth of knowledge and experience that was shared in this lively discussion, which covered three major topics.

#### KEY TOPICS



Faculty Buy-in



Effective Tool Adoption



How Cidi Labs Can Help



## Faculty Buy-In

The panel shared their ideas around how best to convince faculty that it is important to make their courses accessible and to foster a sense of ownership around accessibility.

**Perspective Matters:** Give faculty the experience of participating in a course that is not accessible. Some examples included:

- Begin training by dividing participants into two groups, one of which is asked to review some content that is nicely formatted and well-structured, with headers, images, etc., while the other group gets the same content in plain text. Both groups are then given a timed set of questions on the content, to demonstrate how much greater the comprehension was in the group that received more accessible content, and to help internalize the importance of giving people material in a format in which they can understand.
- Read out a URL without a description to help them understand what it would feel like to come across this link as a screen reader user.
- Play a video of a deaf person signing a joke to experience how it feels to not understand the joke, and then play it again with captions.
- Install the free screen reader extension in Chrome and have faculty use it to read a few of their course pages to help them understand the importance of header structure.

**Prioritize It:** Make accessibility part of every faculty training to underscore that it is not an afterthought, but rather foundational in everything you do to develop and teach online courses.

**Distribute Ownership:** Undo the mindset that the disability office is responsible for making things accessible and instead build it into the DNA of your course design process.

**Share Stories:** Work to include accessibility in other conversations across campus, such as DEI. Also find opportunities to make it part of existing initiatives in which faculty are sharing success stories and strategies.

**Give a Jumpstart:** Provide templates that are already accessible to serve as the building blocks of their online courses, so all they have to do is add their content into an already accessible page or framework.

**Incentivize It:** Provide incentives, recognition, and/or rewards for faculty who prioritize accessibility in their courses.



## Effective Adoption of Accessibility Tools

The panel also discussed the various ways they have successfully trained faculty to use the accessibility tools they've adopted, including UDOIT - a course accessibility assistant for Canvas from Cidi Labs.

**Context Matters:** Start with training on the “what and why” of accessibility before getting into the “how” with the accessibility tools. Introducing the tools after faculty understand what is involved in working on course accessibility can help position the tool as a way to help, not as yet another thing they have to learn and do.

**Knowledge Building:** Position the tools as something that is reinforcing everything they have already learned about accessibility, not adding to what they need to learn.

**Make It Easy:** Embed tips and reminders in the templates and other aids that are used to help them build courses, to make it easier to build accessible courses from the start.

**Make it Fun:** Market the training and tools in a way that makes it fun and easy. For example, “Five Fast Fixes” - a training that focuses on 5 simple things you can do to get you 80% of the way to an accessible course.

**Offer Variety:** Offer training on a continuous basis, in a variety of formats. For example, offer an in-person training followed by a self-paced version.

**Model Best Practices:** In all faculty training, include demonstrations of improving accessibility so as to model the desired behaviors. Show some real courses with examples of how it looks to build accessible content from the start, and why that makes it easier.

**Find Champions:** Invest in the success of a few faculty at first and then allow that to trickle out to others.

**Address Unique Challenges:** Acknowledge the differences across disciplines - for example, accessibility in Canvas for Science courses, to provide extra resources to help with alt text for scientific images that are conveying a lot of information.



## How Tools from Cidi Labs Can Help

Finally, our panelists spoke to the specific ways that they are using tools from Cidi Labs to further improve their accessibility efforts.

**Focus on What Matters:** Encourage faculty to run a scan using TidyUP - a course file cleanup tool - so that content and files that are not in use can be eliminated prior to running an accessibility check. This reduces clutter, especially in courses that have been copied over and over, ensuring that faculty are only focused on improving accessibility in the content that actually matters.

**Start Small:** Give faculty specific ways to get started with UDOIT - the course accessibility assistant - to reduce the overwhelming feeling that can happen when they see how many errors are in their course after running a scan. For example, use these 3 filters to narrow down the errors and focus on the most impactful things to fix.

**Empower Faculty:** Remind faculty that UDOIT is helping them learn about accessibility as they go - every time they encounter an error, they are able to learn how it happened and therefore how to avoid it in the future. Also remind them that all of the fixes they make will remain in their course, so that when it is reused in future terms, the fixes will continue forward as well. All of this can be empowering.

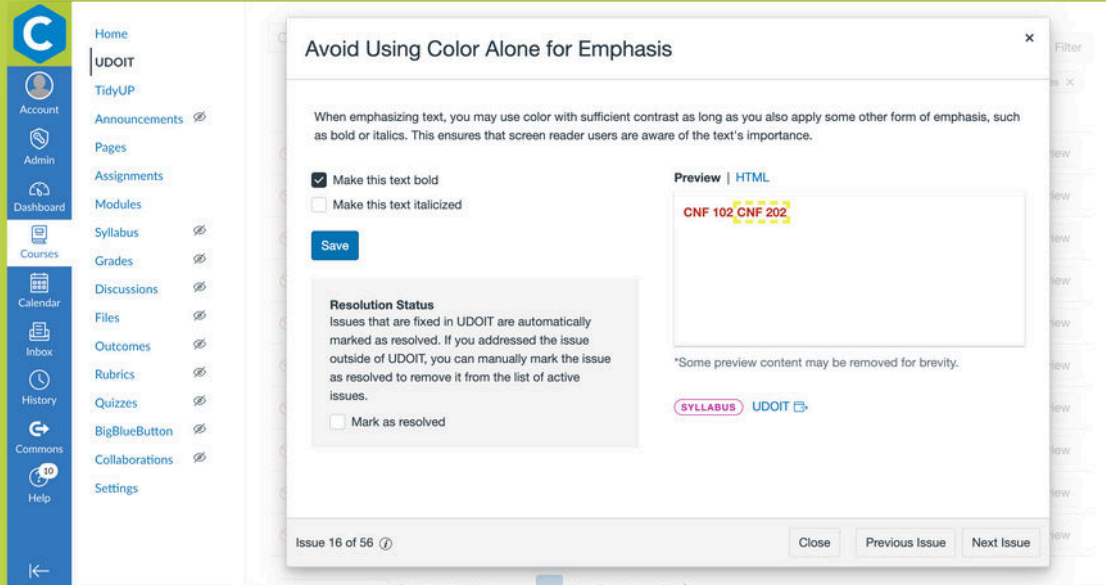
**Embed Accessibility in Your Process:** Use UDOIT as part of the course review process, to model for faculty how you run the scan and work to easily fix the issues.

**Be Data-Driven:** Use the statistics that can be gathered from the UDOIT Admin tool to broadly communicate what errors are happening most often and then follow up with training to help with that error - for example, missing headings. Then watch and celebrate with faculty as the number of errors for that issue decrease. Then pick another common error type and repeat.

## Discover Tools from Cidi Labs for Your Accessibility Journey

To learn how our tools can help empower your accessibility journey, visit [cidilabs.com](https://cidilabs.com).

### UDOIT Canvas Course Accessibility Assistant



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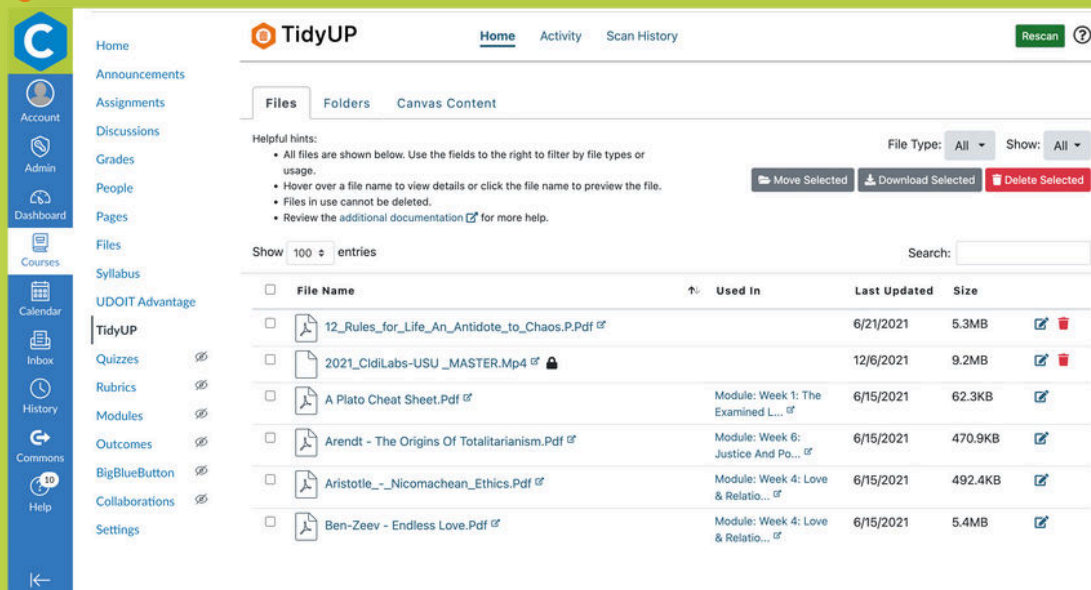
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### TidyUP Canvas Course File Cleanup Utility



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Helpful hints:

- All files are shown below. Use the fields to the right to filter by file types or usage.
- Hover over a file name to view details or click the file name to preview the file.
- Files in use cannot be deleted.
- Review the additional documentation for more help.

File Type: All

Show: All

Move Selected

Download Selected

Delete Selected

Show 100 entries

Search:

File Name	Used in	Last Updated	Size
12_Rules_for_Life_An_Antidote_to_Chaos.Pdf		6/21/2021	5.3MB
2021_CidiLabs-USU_MASTER.Mp4		12/6/2021	9.2MB
A Plato Cheat Sheet.Pdf	Module: Week 1: The Examined L...	6/15/2021	62.3KB
Arendt - The Origins Of Totalitarianism.Pdf	Module: Week 6: Justice And Po...	6/15/2021	470.9KB
Aristotle_-_Nicomachean_Ethics.Pdf	Module: Week 4: Love & Relatio...	6/15/2021	492.4KB
Ben-Zeev - Endless Love.Pdf	Module: Week 4: Love & Relatio...	6/15/2021	5.4MB