

SCALED Course

Increasing accessibility in language education



Module 4. Universal Design for Learning: Accessible and usable digital learning materials – documents

Wei Qin Chen
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Iceland
Liechtenstein
Norway grants



OSLOMET

SCALED Course – Increasing accessibility in language education

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Introduction to the SCALED Course

Joanna Nijakowska

Aims and rationale

The SCALED course aims to promote equity, anti-discrimination, and inclusion in language education through increasing accessibility and universal design in course planning, design and implementation. It focuses on diverse learners, including learners with special needs.

The course advocates the idea that student diversity is a norm, and it should be celebrated. We believe that designing educational environments and experiences with an average student in mind, following the one-size-fits-all approach is not effective. In contrast, when instructional design is more universal, it targets the broadest possible range of learners and proactively addresses the potential barriers to learning.

The SCALED course supports universal design – an approach where instructors and teachers provide options and choices available to all learners in a class because it helps to avoid stigmatising learners as being different. In many countries multi-tiered systems of learner support, which make use of both universal design and accommodations offered to individual learners, are in place. The course refers to instructional and assessment accommodations as well. Attention is given to meeting special needs that language learners may have, which may require a more

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individualised approach or the use of assistive technology. These needs may stem for instance from sensory and mobility impairments or specific learning difficulties.

Target audience

The course responds to the needs of the academic and school community and has been designed to be part of the initial training and continuing professional development of pre-service and in-service school teachers and academic teachers working in the context of foreign language teaching (FL) and education through language (Content and Language Integrated Learning – CLIL, English Medium Instruction – EMI). The course equips teachers with tools to eliminate barriers and effectively include the maximum number of students in language education.

Methodology and pedagogical strategies

The SCALED course follows recent trends in teacher education in terms of its structure and methodology by implementing task-based instruction and teacher reflection. Its pedagogical strategies are in line with inclusive teaching and universal design. The course integrates self-study, experiential learning, critical thinking, and professional enquiry and reflection. The course has been designed so as to enable implementation in online self-study, hybrid (face-to-face and online – synchronous and asynchronous) and face-to-face modes.

The course uses task-based instruction and teacher reflection in developing teacher knowledge and skills in equitable and accessible language education. The course incorporates the model of the teacher as a reflective practitioner (Wallace, 1991), according to which reflective teachers:

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- experiment with new ideas and methodologies promoting learner-centred teaching, critically evaluate the learning content,
- question and verify assumptions and beliefs about teaching and learning,
- creatively adapt their teaching,
- reflect on the outcomes of the learning and teaching processes.

In this model, the trainer/instructor plays a role of a moderator and facilitator rather than a model and a controller.

Many features of reflective teaching embodied in the course are fundamental to inclusive teaching. The following instances of reflective teacher behaviour are inclusive and encouraged in the course:

- questioning and redefining personal beliefs and values concerning the learning needs of all students (not just those with special needs),
- giving careful consideration and thought to classroom situations and case studies,
- paying attention to what is to be taught and how it is to be taught so that all learners can benefit,
- taking initiative to trigger development and change,
- seeking out and trying new things to support all learners and to solve different dilemmas of the classroom,

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- consulting and discussing new ideas and initiatives with colleagues (Minott, 2019).

Inclusive pedagogy promoted by the course aims to provide appropriate equitable support to all learners and to extend what is available to everybody rather than to offer provision for most with additional or different experiences for some (Florian & Spratt, 2013). It responds to individual differences between learners but attempts to avoid the stigma of treating some learners as different and the marginalisation caused by designing the teaching process only with individual learners in mind (Black-Hawkins & Florian, 2012; Florian, 2014). Options and choices are offered to everybody in the class instead of differentiated supports available only for some students (CAST, 2018; Meyer et al., 2014; Novak, 2022; Torres & Rao, 2019).

Course content

The course modules have as their central goal effectively including diverse learners in language education through active presence, participation, and engagement. It is important to note that inclusion has many faces and is operationalised in different ways in different countries. The modules in the course cover different aspects of increasing accessibility in language education and offer ways of providing appropriate equitable support to diverse learners by overviewing a range of possible supports and accommodations.

Accommodations may be differently defined, categorised, and administered in different countries. Often what is defined as an accommodation (available to an individual learner) in one country or context in other countries or contexts is offered

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as a universal feature (available to all learners). We share the belief that responding to individual differences across learners should be done in an informed, sensitive, and respectful way which prevents the marginalisation that can occur either when some students in a class are treated differently or when some learners are deprived of access to experiences, contents, resources, or settings that other learners have access to.

The course is composed of ten modules that tackle several issues crucial for effective inclusion in language education, all of them linked by the concept of accessibility.

The course comprises ten modules:

- Module 1: Responding to diversity: Inclusion and accessibility – *Astrid Gillespie & Hege Knudsmoen,*
- Module 2: Accessible learning: Universal Design for Learning – *Joanna Nijakowska,*
- Module 3: Accessible learning: Instructional accommodations – *Joanna Nijakowska,*
- Module 4: Universal Design for Learning: Accessible and usable digital learning materials – documents – *Wei qin Chen & Norun Christine Sanderson,*

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- Module 5: Universal Design for Learning: Accessible and usable digital learning materials – multimedia – *Weiqin Chen & Norun Christine Sanderson*,
- Module 6: Universal Design for Learning: Accessible online learning platforms – *Dorota Sidor*,
- Module 7: Making language education accessible to students with ADHD, Autism, and Dyslexia – *Veerle Garrels*,
- Module 8: Making language education accessible to visually impaired and blind students – *Zbigniew Drzazga*,
- Module 9: Inclusive and accessible Language Assessment – *Dina Tsagari*,
- Module 10: Making language education accessible to students with diverse language and cultural background – *Agnieszka Kaldonek-Crnjaković*.

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SCALED course – formats

The SCALED course is available on an open license and can be accessed in different ways, namely in the book/file format and in the online course format for distance learning. The [course in the book/file format is available on the SCALED project website](#) for browsing and reading online as well as for download and print as pdf files. These files include links and QR codes to electronic resources used in the course. Users can choose to browse or download the whole course or individual modules.



[The course](#) is also available as a remote online course for self-study on the e-learning platform of the University of Warsaw – Kampus.



Course duration

The course consists of ten modules and is planned to afford maximum flexibility to instructors and participants, offering a choice of compulsory and optional tasks and steps within tasks as well as additional resources so that it can cover a period of from

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one to two semesters/terms. It should be noted that due to the complexity of the subject matter, the modules vary in length with some of them requiring a more intense and extensive time and effort investment. The course is designed so that the course takers and instructors have an opportunity to choose activities and plan their learning path throughout the course to meet both their individual needs and learning/course objectives.

The self-study version of the course is planned for one semester/term (from 10 to 15 weeks). Each module is planned to cover a minimum of 120-minute direct study time and to provide a minimum of 2-3 hours of outside-the-classroom study and preparation time. The course participants are expected to spend approximately 5-6 hours on completing a module. Completing the whole course requires about 30 hours of classwork and 30 hours of outside classroom study and preparation time. A considerably larger amount of time needs to be allocated if the materials are adapted to be used during interactive online classes (synchronous online classes, involving an instructor/trainer working with a group of online course participants) or during onsite face-to-face classes. In these settings group interaction involving pair and group activities, panels and discussions, role-playing, sharing experiences and reflection, which constitutes a crucial element that can considerably enhance learning outcomes, requires allocating sufficient time. In these settings the course can be taught over a minimum of 10 to 15 weeks (depending on the length of the semester/term) or a maximum of 20 to 30 weeks.

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Notes and suggestions for trainers/instructors

The modules in the course follow a template, with predefined elements and their sequence, including:

- an introduction,
- learning objectives,
- a list of compulsory and optional tasks and steps – which helps to navigate through the module,
- four to six tasks, each including detailed instructions to all steps, materials, resources and notes for the trainer,
- a list of references,
- extra resources and recommended reading,
- a module summary,
- a list of key points/lessons learned from the module and a quiz.

Each module provides notes for the trainers on classroom management offering suggestions on adapting the self-study tasks to group work context. Options for classroom management are greater when trainees have access to different devices (e.g., computers, smartphones, headphones) so that they can have individualised and customised access to digital materials. This allows them to work at their own pace, for instance to watch a video with closed captions and at slower playback

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speed. Course instructors should choose classroom management options most suitable to and feasible in their teaching context and note that the suggested time required to complete a given task is approximate time and it may depend on the group's dynamics.

When you work with a book/file version of the course (online or printed), please instruct the trainees to either click the link (if they browse the text online) or scan the QR code (if they work with printed materials) to access the materials (e.g., a website or a video). A smart phone camera can be used to scan the QR codes.

Trainees should be instructed that they can customise and individualise the experience of watching the YouTube videos by setting the options that will make the video more accessible to them such as the size of the screen, the playback speed and quality of the video, subtitles/closed captions, translation into a selected language, and transcript. Also, the videos are divided into short chapters, which allows trainees to watch selected fragments.

Trainees should be also instructed about how they can use the text-to-speech functions (read out loud and immersive readers) in pdf documents and on websites. If they prefer listening to the text or reading and listening at the same time, they may [activate the "Read out loud function" in the pdf document.](#)



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If they read the text on the website, they may use the “Immersive reader on websites” extension in Chrome. To get started, they select the text on the website they want to read, right-click it, and choose “Help me read this!” function. In the course modules you will find more suggestions on how to use freely available technology, software and apps to increase accessibility of various resources and facilitate the learning process.

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Module 4. Universal Design for Learning: Accessible and usable digital learning materials – documents

Weiqin Chen & Norun Christine Sanderson

Introduction

Most digital learning materials used in teaching are in the form of digital text documents. Considering that students may have a disability and some use assistive technologies to access digital learning materials, it becomes important that we make sure the digital learning materials we use are accessible to all as many students as possible.

This module offers guidance for structuring and formatting text appropriately and creating accessible digital documents using tools such as Microsoft Word and Microsoft PowerPoint, as well as saving documents as PDFs.

Learning objectives

Upon completing this module, you will be able to:

- Understand and explain why digital documents must be accessible
- Assess accessibility of documents by identifying barriers
- Create accessible texts by applying necessary measures to improve the accessibility of the different elements in a text document

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- Communicate the importance of document accessibility and practical tips to others.

Tasks you will do

- Task 1. Understanding barriers in digital text documents
 - Step 1. Human diversity
 - Step 2. Barriers in digital text documents
 - Step 3. Ideas for addressing barriers
 - Step 4. Reflecting on the importance of accessible documents
- Task 2. Making accessible text in a MS Word document
 - Step 1. Titles and headings with built-in styles
 - Step 2. Accessible links
 - Step 3. Accessible text in documents
 - Step 4. Checking documents for accessibility (*optional*)
 - Step 5. Saving documents as PDFs
- Task 3. Making accessible text in a PowerPoint presentation
 - Step 1. Slides using Office theme templates
 - Step 2. Accessible text in PowerPoint slides
 - Step 3. Reading order of slide content
 - Step 4. Checking PowerPoint for accessibility (*optional*)
 - Step 5. Saving presentations as PDFs
- Task 4. What have you learnt?
 - Step 1. Reflecting on experiences
 - Step 2. Recommendations for good practices

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- Step 3. Sharing experiences and good practices

Task 1. Understanding barriers in digital text documents

Task instructions

In this task you will identify and understand the barriers in digital text documents for different people. The text documents can be in .doc(x), ppt(x), or .pdf format.

Task duration

Time required to complete the task: 40 minutes

Step 1. Human diversity

Read about [A day in the life of...](#) Alexander, Carole, and Maria.



Step 2. Barriers in digital text documents

Identify possible barriers for Alexander, Carole, and Maria in digital text documents, considering their conditions. For example, poor contrast between the text and background colour in a document may be experienced as a barrier for Alexander who has difficulties in distinguishing colours. In Table 1 write down 2-3 major barriers for Alexander, Carole and Maria.

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Table 1

Possible barriers in digital text documents that Alexander, Carole and Maria can experience and ideas for addressing these barriers.

	Possible barriers in digital text documents	Ideas for addressing barriers
Alexander		
Carole		
Maria		

Step 3. Ideas for addressing barriers

Think about how text documents can be made accessible for Alexander, Carole and Maria. Come up with 2-3 ideas for each of them. Write down your answers in Table 1 in Step 2.

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Step 4. Reflecting on the importance of accessible documents

Watch [this video about Creating Accessible Documents by The DO-IT Center](#) (11:38).



Make a list of reasons mentioned in the video about why creating accessible documents is important.

Notes for the trainer

This task can be assigned to individual students or student groups. It is also possible to choose other persons in the [A day in the life of...](#) and ask students to identify barriers and think about ideas to address the barriers.



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Task 2. Making accessible text in a MS Word document

Task instructions

In this task you will practise making accessible text documents in MS Word, following **Best practices for making Word documents accessible** in [Make your Word documents accessible to people with disabilities by Microsoft](#).



If you are using MS Word on a Mac computer, you can learn how to make document accessible in [the website Microsoft 365 for Mac Quick Starts](#).



If you are using Pages on a Mac Computer, you can check out [the website Creating accessible documents, spreadsheets, or presentations with Pages, Numbers, or Keynote](#).



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Task duration

Time required to complete the task: 40 minutes

Step 1. Titles and headings with built-in styles

Create a document with a title, two levels of headings and some text. Use the styles defined in MS Word. You can also use one of your existing documents.

You can find [instructions on how to use styles on the webpage Apply Styles by Microsoft](#) (0:46).



Step 2. Accessible links

Add two links into the document and make them accessible. The links should be linked to websites. You can find [instructions on how to create accessible links in Word by Microsoft](#) (2:09).



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Step 3. Accessible text in documents

Format the text, including font type, colour, font size, line space and indentation, according to the best practices for making Word documents accessible [on the website Make your Word documents accessible to people with disabilities by Microsoft](#).



Now you have made your own accessible document. You can download this [example of an accessible document](#) and compare your document with it.



Pay attention to how the title, heading, links and text are formatted.

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Step 4. Checking documents for accessibility (*optional*)

Use the 'Check accessibility' feature in MS Word to test the document for accessibility. You can learn from [the video on how to check document accessibility in Word by Microsoft](#) (1:11).



Fix any issues that are identified and repeat testing until the document is accessible.

Step 5. Saving documents as PDFs

Save the document as a PDF file, following [the guidance of creating accessible PDFs by Microsoft](#). Microsoft.



Notes for the trainer

It is also possible to prepare an inaccessible document beforehand and ask students to fix the accessibility errors. However, this is not recommended because it is important to make a document accessible from the start rather than fixing the accessibility errors afterward.

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Task 3. Making accessible text in a PowerPoint presentation

Task instructions

In this task you will practise making accessible text in a PowerPoint presentation, following [the guidance of making your PowerPoint presentations accessible to people with disabilities by Microsoft](#).



If you are using Keynote on a Mac Computer, you can also learn from [the website Creating accessible documents, spreadsheets, or presentations with Pages, Numbers, or Keynote](#).



Task duration

Time required to complete the task: 60 minutes

Step 1. Slides using Office theme templates

Create 2-3 slides with some text in MS PowerPoint. Choose different Office themes under New Slides for these slides. You can also use an existing PowerPoint

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presentation. Follow the instructions in Create accessible slides on [the webpage Make your PowerPoint presentations accessible to people with disabilities by Microsoft](#).



You can also follow [the video to use more accessible colours and styles in slides by Microsoft \(2:17\)](#).



Step 2. Accessible text in PowerPoint slides

Format the text, including headings, font type, colour, font size, line space and indentation, according to the guidance in Use accessible font format and color on [the webpage Make your PowerPoint presentations accessible to people with disabilities by Microsoft](#).



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Step 3. Reading order of slide content

Check the reading order for each slide following [the guidelines for making slides easier to read by using the Reading Order pane by Microsoft](#).



You can also follow [the video to create slides with an accessible reading order by Microsoft](#) (2:05).



Now you have made your own accessible PowerPoint presentation. You can download this [example of an accessible PowerPoint presentation](#) and compare your presentation with it.



Pay attention to how slides and their content are formatted in an accessible way.

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Step 4. Checking PowerPoint for accessibility (*optional*)

Use the 'Check accessibility' feature in MS PowerPoint to test the presentation for accessibility. Fix any issues that are identified and repeat testing until the presentation is accessible.

Step 5. Saving presentations as PDFs

Save the presentation as a PDF file, following [the guidelines for creating accessible PDFs by Microsoft](#).



Notes for the trainer

It is also possible to prepare an inaccessible presentation beforehand and ask students to fix the accessibility errors. However, this is not recommended because it is important to make a presentation accessible from the start rather than fixing the accessibility errors afterward.

Task 4. What have you learnt?

Task instructions

In this task you will reflect on your experiences in making text documents and presentations accessible.

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Task duration

Time required to complete the task: 45 minutes

Step 1. Reflecting on experiences

Reflect upon the previous tasks you have completed, and the steps taken to improve the accessibility of the text document, presentation and pdf file. Consider the following questions for reflection and take notes of your reflection according to these questions:

- What have you learnt from the tasks that you find most useful in your own teaching context?
- What did you find the most difficult?
- What surprised you the most?
- What are the most important take-aways for you?
- If you were to tell your colleagues or fellow students about this module, what would you tell them?

Step 2. Recommendations for good practices

Make a list of recommendations that might be useful for colleagues in your teaching context to make their documents and presentations accessible in the future. The recommendations can be related to text elements (e.g. heading, font, line space, link, etc.), for example, using a font size of minimum 12 pt in MS Word documents.

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Keep in mind the most common errors and the diversity of people, referring to Alexander, Carole, and Maria in [A day in the life of...](#)



Step 3. Sharing experiences and good practices

Share and discuss your experiences and recommendations with fellow students.

Consider the following questions for discussion:

- Are there differences in your experiences? If so, how do they differ?
- Are there differences in the recommendations you made? If so, what are the differences?
- Can you think of any explanations for the differences and similarities?

Notes for the trainer

Step 3 is optional for those who are in a self-study mode.

The trainer could make Step 3 a classroom activity. This requires students to complete Steps 1 and 2 before the class.

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List of resources

Task 1

MOOCAP project. (n.d.). *A day in the life of...* https://moocap.gpii.de/?page_id=33.

The DO-IT Center. (n.d.). *Creating accessible documents*. [Video]. Youtube.
<https://youtu.be/-W Ayus6eHuM>.

Task 2

Microsoft Support. (n.d.). *Make your Word documents accessible to people with disabilities*. <https://support.microsoft.com/en-us/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d>.

Microsoft Support. (n.d.). *Microsoft 365 for Mac Quick Starts*.
<https://support.microsoft.com/en-us/office/microsoft-365-for-mac-quick-starts-5bccb480-0e5b-4b51-b072-66d3793ccad8>

Apple Support. (n.d.). *Creating accessible documents, spreadsheets, or presentations with Pages, Numbers, or Keynote*. <https://support.apple.com/en-us/HT210563>

Microsoft Support (n.d.). *Apply styles*. <https://support.microsoft.com/en-us/office/apply-styles-f8b96097-4d25-4fac-8200-6139c8093109>

Microsoft Support. (n.d.). *Create accessible links in Word*. [Video]. Microsoft Support.
<https://support.microsoft.com/en-us/office/video-create-accessible-links-in-word-28305cc8-3be2-417c-a313-dc22082d1ee0>

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Microsoft Support. (n.d.). *Check document accessibility in Word*. [Video]. Microsoft Support. <https://support.microsoft.com/en-us/office/video-check-the-accessibility-of-your-document-9d660cba-1fcd-45ad-a9d1-c4f4b5eb5b7d>

Microsoft Support. (n.d.). *Create accessible PDFs*. <https://support.microsoft.com/en-us/office/create-accessible-pdfs-064625e0-56ea-4e16-ad71-3aa33bb4b7ed>

Task 3

Microsoft Support. (n.d.). *Make your PowerPoint presentations accessible to people with disabilities*. <https://support.microsoft.com/en-us/office/make-your-powerpoint-presentations-accessible-to-people-with-disabilities-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25>

Apple Support. (n.d.). *Creating accessible documents, spreadsheets, or presentations with Pages, Numbers, or Keynote*. <https://support.apple.com/en-us/HT210563>

Microsoft Support. (n.d.). *Use accessible colors and styles in slides*. [Video]. Microsoft Support. <https://support.microsoft.com/en-us/office/video-use-more-accessible-colors-and-styles-in-slides-65c8c964-9449-4b5f-88ea-e226abd68337#:~:text=Use%20an%20accessible%20template%201%20Open%20PowerPoint.%20Note%3A,options%2C%20browse%20the%20PowerPoint%20themes.%20...%20See%20More>

Microsoft Support. (n.d.). *Make slides easier to read by using the Reading Order pane*. <https://support.microsoft.com/en-us/office/make-slides-easier-to-read-by-using-the-reading-order-pane-863b5c1c-4f19-45ec-96e6-93a6457f5e1c>

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Microsoft Support. (n.d.). *Create slides with an accessible reading order.*

<https://support.microsoft.com/en-us/office/video-create-slides-with-an-accessible-reading-order-794fc5da-f686-464d-8c29-1c6ab8515465>

Microsoft Support. (n.d.). *Create accessible PDFs.* <https://support.microsoft.com/en-us/office/create-accessible-pdfs-064625e0-56ea-4e16-ad71-3aa33bb4b7ed>

Task 4

MOOCAP project. (n.d.). *A day in the life of...* https://moocap.gpii.de/?page_id=33.

Extra resources and recommended reading

Microsoft 365. (2022, March 18). *Making documents accessible.*

<https://www.youtube.com/watch?v=aF9iHaIR0yE>.

A video showing how the tools built into Office documents can help you make them more accessible documents.

WebAim. (n.d.). *Microsoft Word – Creating accessible documents.*

<https://webaim.org/techniques/word/>.

Best practice and some good advice.

WebAim. (n.d.). *PowerPoint accessibility.* <https://webaim.org/techniques/powerpoint/>.

More on how to create accessible presentations.

WebAim. (n.d.). *Microsoft Excel – Optimizing spreadsheet accessibility.*

<https://webaim.org/techniques/excel/>.

High-level techniques for optimising Excel workbooks.

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WebAim. (n.d.). *Color contrast checker*.

<https://webaim.org/resources/contrastchecker/>.

Useful tool for checking the contrast of foreground and background colors in a document or a webpage.

ETSI. (2021, March). *EN 301 549 – V3.2.1 – Accessibility requirements for ICT products and services*. Chapter 10 – Non-web documents.

https://www.etsi.org/deliver/etsi_en/301500_301599/301549/03.02.01_60/en_301549v030201p.pdf.

European standard with a section on non-web documents that might be useful.

Module summary

Congratulations on completing the module on creating accessible digital documents! In this module you gained awareness about the barriers various people may experience with digital documents and reflected on the importance of creating accessible documents.

You practised making accessible text documents in MS Word, including the use of built-in styles, creating accessible links, formatting text for accessibility, and saving the document as an accessible PDF. You also had the option to test the document for accessibility by using the accessibility checker feature in MS Word.

You also practised making accessible presentations in MS PowerPoint, including creating slides using Office themes, formatting the text for accessibility, checking the reading order for the slides, and saving it as an accessible PDF. You also had the

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option to test the accessibility of the presentation by using the accessibility checker feature in MS PowerPoint.

Finally, you reflected on your experiences in making text documents and presentations accessible, made recommendations for improving accessibility in similar documents, and discussed your experiences and recommendations with other students.

In the next module, we will focus on how to create accessible multimedia, such as images, video, and audio.

Key points/lessons from the Module

To make an accessible document, you must:

- Use built-in styles for structuring and formatting the text elements, such as title, headings, etc.
- It is recommended to use a font size of minimum 12 pt. for MS Word documents, minimum 18 pt. for PowerPoint presentations, and a font type with even thickness of letters, such as Calibri or Arial.
- Ensure there is a good contrast between text and background such as black text on white background.
- Make sure you have enough space between lines (recommended 1.5 line spacing). You should use page break and paragraph spacing instead of a new line to get a new page or a blank / free area between paragraphs.
- Use informative link names, avoid “click here” and similar.

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- For PowerPoint presentations, in addition to the above, you must check the reading order on the slides so that it is read in the correct order by the screen reader.
- To save as a PDF, you must check the options for transferring the document properties and the document structure tags for accessibility, and for a Word document, also the option for creating bookmarks using headings.

Quiz

Choose the correct answer(s). Note that more than one option may be correct.

1. Who depends on text colour with good contrast? (Select all that apply.)
 - A: People who cannot distinguish between certain colours
 - B: People who are deaf or hard of hearing
 - C: People with low contrast sensitivity
 - D: People who need to read the text in different lighting conditions
 - E: People who use screen reading programmes
2. What are the problems with a long document without styled headings? (Select all that apply.)
 - A: There is no problem
 - B: It is difficult to get an overview of the structure of the document
 - C: It is difficult to navigate in the document

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- D: It is difficult to distinguish between text and background
- E: It is difficult for people who use screen reading programmes
3. Which of the following font types are generally recommended for accessible text in digital documents? (Select all that apply.)
- A: Arial
- B: Calibri
- C: Georgia
- D: Times New Roman
4. Why is it important to have logical reading order in a PowerPoint presentation?
- A: It helps people who use screen reading programmes to read the elements of a slides in the intended order
- B: It helps people to read the text in different lighting conditions
- C: It helps mobile phone users to access the content of the presentation
- D: It helps people who are deaf or hard-of-hearing to understand the content of the presentation
- E: It helps sighted people to understand the content of the presentation
5. Is it recommended to include a URL as a hyperlink in a digital document?
- A: Yes
- B: No

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Notes for the trainer

1. A, C, D
2. B, C, E
3. A, B
4. A
5. B

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