

The TINEL Accessible Documents Hub

Helen Petrie, Sanjit Samaddar and
Burak Merdenyan
University of York

The problem

- Teaching staff are now required to follow the EU Directive on Accessibility (Directive (EU) 2016/2102) and make all teaching materials accessible, even in post Brexit UK
- Teaching staff are already very overworked and usually re-use teaching materials from one year to another
- Teaching staff are often experienced and expert users of the software they use to create their teaching materials

The problem (cont)

- Teaching staff use of mixture of slides, text documents and often more specialized formats for their teaching materials
- They are directed to the Web Content Accessibility Guidelines (WCAG), but
 - WCAG is heavily skewed to the needs of people with visual disabilities, but the most common issues for students are dyslexia and attention issues
 - WCAG does not clearly cover all formats clearly (e.g. PPT, Keynote, PDF)

My departmental situation

I discovered they use:

- Numerous platforms/programs (Windows, Apple, Linux, PowerPoint, KeyNote, LaTeX)
- Numerous different versions of different software
- Slides that appear to have been made in 1995
- we did an audit of 35 slide packs and handouts
- And they do the most unbelievable strange and weird things with their materials



The solution: Accessible Documents Hub

A set of resources that can easily be extended:

- “Just in time” website of information
- Organized by format (slides/text docs/spreadsheets) and then by topic relevant to the document
- Seven topics :
 - General (templates, styles, accessibility checking)
 - Text - Layout
 - Headings and structure - Movement
 - Colour
 - Images and Video

Accessible Documents Hub

- Each topic has 3 – 7 specific points
- Drawing together relevant guidelines from WCAG, British Dyslexia Association, Microsoft, Apple, Adobe
- Basic information immediately
- Then links to
 - “how to” (external links to software websites)
 - “more detail”
 - Examples
- Short introductions to general principles
- Glossary of concepts and terms

Additional components

We have also developed

- An accessibility audit checklist (linked to our guide)
 - Someone with expertise in accessibility issues can check materials and provide guidance to staff about how to improve their materials
(I have just been doing this with surprising success)
- Accessible templates for PowerPoint and Keynote (the university's "accessible" templates violate obvious accessibility principles), so we cloned them

Additional components

- Weekly tips – each week at our staff meeting I have been illustrating one guideline with a humorous example, often of bad and good practice
 - Actually based on what I know are the common problems, but without naming and shaming

Design approach

- In my research area, Human-Computer Interaction, we emphasise
 - Speaking the users' language
 - Understanding the users' task

- This is what we are trying to do with this material

I will end with ...

My tip slide pack on not using movement in slide transitions

**If I have a boring lecture I am
trying to soup up ...**

Professor H. L. Doolittle
University of NeverNeverLand

When I was a psychology undergraduate

I had a lecturer who
tried to keep us
engaged

But interspersing his
slides on a very boring
topic

Classic learning theory
With pictures of ancient
sculpture



He had a particular theory he was pursuing

But it may not be appropriate to describe for a family friendly staff meeting



And had nothing to do with

His area of expertise

Which was the auditory
system of wombats

I do remember the
theory and his
expertise, 30 years later

But not much about
classical learning theory



Just don't

Use strange transitions or animations (and blinking, which fortunately I couldn't make work)

They may give people with epilepsy severe problems

People with dyslexia and low vision may find them confusing

JUST DON'T!



Thank you!

Any quick questions?