

Improving Documents, LibGuides, Tutorials, and More: Digital Accessibility Basics for All Library Content Creators

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These slides can be accessed at:

bit.ly/sunyla-w1

Who are we?



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Both members of the SUNY Libraries Accessibility Cohort (established 2020)

Workshop Overview

- What is digital accessibility & why is it important?
- Accessibility principles *
 - Label content types
 - Two activities
 - Use clear language
 - Provide text equivalents
 - One activity
 - Use color carefully
 - Provide descriptive hyperlinks
- Q & A

* Accessibility principles are adapted from SUNY Oswego Work Group on Accessibility Practices.

What is digital accessibility?

Why is it important?

What is digital accessibility?

"Digital Accessibility is the practice of making digital documents, web and mobile apps accessible to everyone... including people with disabilities."

-- Deque Systems

Why is it important?

- We want to serve all of our users
- Designing accessible experiences benefits everyone
- Designing accessible experiences leads to innovation
- It allows us to be proactive and more efficient - if we design or purchase something accessible, it doesn't need to be fixed later

Label content types

Accessibility principle #1

What are content types?

- Content types include:
 - Headings
 - Lists
 - Links
- Cues help us to identify these content types
 - Visual cues are most commonly used by sighted people:
 - Ex. Headings may be a larger font, and bolded

What are content types?

- Other types of cues are used by people with disabilities - examples:
 - Auditory (screen reader)
 - Tactile (Braille)
- Information creators need to label (or tag) information by type in order for screen readers and other tools to do their job properly
 - Garbage in, garbage out
 - Bonus: Consistent labeling makes universal changes easier

How do you label content properly?

- We're going to demonstrate how to do this in:
 - Google Docs
 - LibGuides

Activity #1

Label content types

In this activity, all attendees will help Laura to organize and label a recipe for [strawberry scones](#).

Activity #2

Label content types

In this activity, we'll split into breakout rooms and each group will revise a document.

Instructions to access your group's document are on the next slide.

Access your group's document by replacing the # in this URL with your breakout room number:

bit.ly/sunyla-room#

Or select your document here:

Room 1: bit.ly/sunyla-room1

Room 2: bit.ly/sunyla-room2

Room 3: bit.ly/sunyla-room3

Room 4: bit.ly/sunyla-room4

Room 5: bit.ly/sunyla-room5

Room 6: bit.ly/sunyla-room6

Room 7: bit.ly/sunyla-room7

Room 8: bit.ly/sunyla-room8

Room 9: bit.ly/sunyla-room9

Room 10: bit.ly/sunyla-room10

Label content types: additional resources

- [Make your Word documents accessible to people with disabilities](#)
- [Make your PowerPoint presentations accessible to people with disabilities](#)
- [Make your document or presentation more accessible - Google Docs Editors Help](#)
- [Word and PowerPoint Accessibility Evaluation Checklist](#) from WebAIM
- [Accessibility: Microsoft Word \(PC\)](#)
- [Accessibility: Microsoft Word \(Mac\)](#)

Use clear language

Accessibility principle #2

Use clear language

- Keep it brief
- Avoid jargon and acronyms
- Aim for a middle school reading level
- Give your content structure!
 - This makes labeling your content types a lot easier

Use clear language

Example:

Current serials can be located on the first floor CRR in the Melville Library. (X passive voice, jargon, abbreviations)

vs.

Journals and magazines are on the 1st floor Central Reading Room in Melville Library. (✓ no abbreviations, no passive voice, no jargon)

vs.

Find it!

- *Journals and magazines*: 1st floor, Central Reading Room, Melville Library (✓ structured text)

Use clear language: additional resources

- [Writing for the Web: Guidelines for MIT Libraries](#)
- [Hemingway Editor](#)

Provide text equivalents

Accessibility principle #3

Provide text equivalents: Alt text

- All images—including graphs, tables, charts, etc.—should include context-appropriate alternative text
- Alt text should be brief, descriptive, and not redundant
- If an image links to a resource, image alt text should describe the link destination
- Avoid using "Image of..." or "Photo of..." in your alt text
- Demo: Google Docs and LibGuides

Provide text equivalents: Alt text

Example:



1. “dog walking on beach”
2. “Winnie on grassy beach”
3. “dog with one front leg raised, looking directly at camera”
4. “About Winnie”

Provide text equivalents: Transcripts and captions

- Accessibility requirements depend on the specific characteristics of your media:
 - *Audio-only vs. audio/video vs. video-only*
 - *Live vs. pre-recorded*

Provide text equivalents: Transcripts and captions

- You may need to:
 - Create captions
 - Provide an audio description of visual information ([example](#))
 - Create a transcript of audio information or descriptive transcript
- Best practices: [Planning Audio and Video Media from W3C WAI](#) (World Wide Web Consortium Web Accessibility Initiative)

Provide text equivalents: Transcripts and captions

- When providing captions or a transcript for recorded media, **don't rely on automatically generated text**
 - It's often easier to edit automatically-generated captions/transcripts than it is to start from scratch
- You can edit auto-captions within YouTube and Zoom (Demo)
- What to think about when transcribing: [Transcribing Audio to Text](#) (from W3C WAI)

Provide text equivalents: additional resources

Alt text:

- [WebAIM Alternative Text Basics](#)
- [Video on Text Equivalents](#) with Kate Percival (SUNY Oswego)
- Alt text in LibApps: [Add default alternate text to an image in the Image Manager](#)

Provide text equivalents: additional resources

Transcripts and captions:

- [Live captions in Google Slides](#)
- [Live captions in PowerPoint](#)
- [Live transcript/captions in Zoom](#)
- [Automatic captioning in YouTube](#)
- [Audio transcription for cloud recordings in Zoom](#)

Activity #3

Writing alt text

In this breakout room activity, you'll help us provide good alt text for the same image in several different contexts.

bit.ly/sunyla-alt-text



Scenario 4:
This image, in an article about different cacti, links to an article called “Golden Barrel Cactus Plant Profile”

Add your answers as a
comment

Copy

⌘C

Comment

⌘+Option+M

Instructions: Right click on the indicated text to answer in a comment.

Use color carefully

Accessibility principle #4

Use color carefully

- Use high color contrast, like **light text on a dark background** or dark text on a light background
- Do not use color as the only way to signify important information



Use color carefully

Example:

About Us vs. About Us



Use color carefully

Example:

This is *very* important information

vs.

This is **very important information**



Use color carefully: additional resources

- [Color Contrast Analyser](#) - apps for PC & Mac (Paciello Group)
- Color [Contrast Checker](#) - web-based (WebAIM)
- [ColorZilla](#) - Chrome & Firefox extensions to identify colors being used



Provide descriptive hyperlinks

Accessibility principle #5

Provide descriptive hyperlinks

- Embed links in text, rather than providing a full URL
- Make link text meaningful
- Screen readers will read out the entirety of link text!

Provide descriptive hyperlinks

Example:

Accessibility resources: <https://ww1.oswego.edu/accessibility/basic-accessibility-principles> (raw URL ✗)

vs.

[Here](#) are more accessibility resources (not meaningful ✗)

vs.

more [accessibility resources](#) (meaningful ✓)

Additional resources

- [Synchronous meeting accessibility](#)
- [SUNY Electronic and Information Technology Accessibility](#)
 - This page includes links to past SUNY-specific webinars and trainings. Requires SUNY login.
- [WAVE Web Accessibility Evaluation Tool](#) - for websites, including LibGuides
- [Create Accessible Content](#), from the University of Minnesota

Questions?

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Thank you!