

Instructor Content

A Digital Accessibility Guide for Instructors

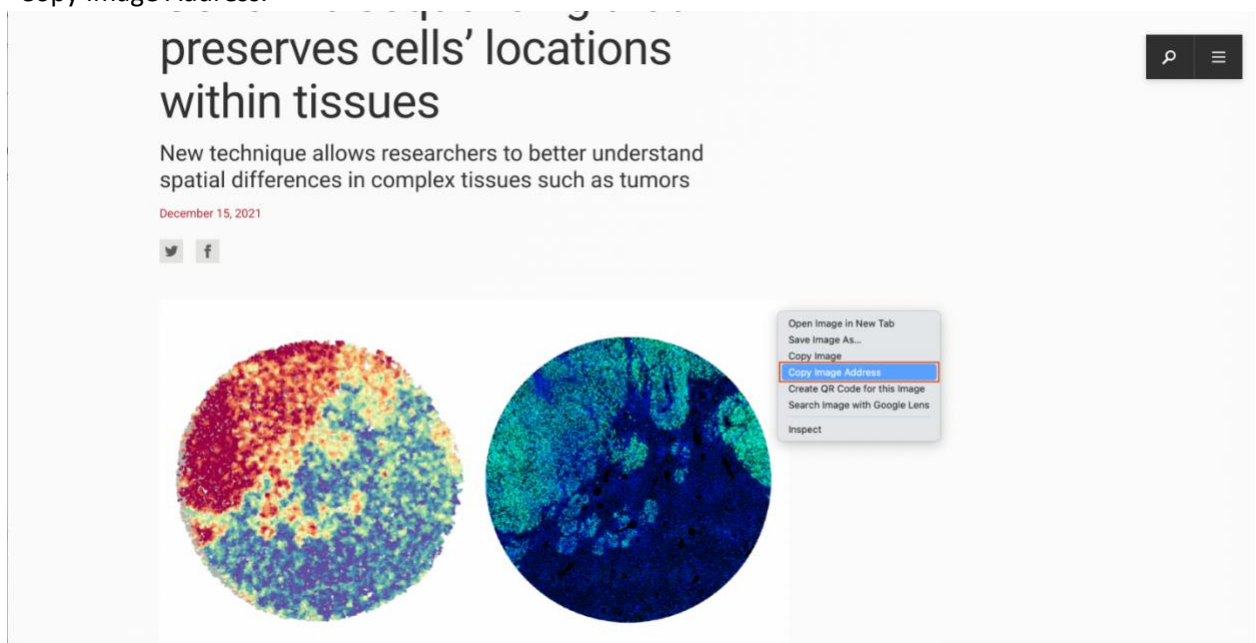
Introduction

This guide is designed to help you ensure that content you share is accessible to all students. A commitment to digital accessibility is a commitment to equity in the classroom, and a few simple steps on your part can help reduce barriers for all. This documentation, though informed by the [Web Content Accessibility Guidelines](#) (WCAG) 2.1, does not serve as a replacement for them, or your institution's digital accessibility policy.

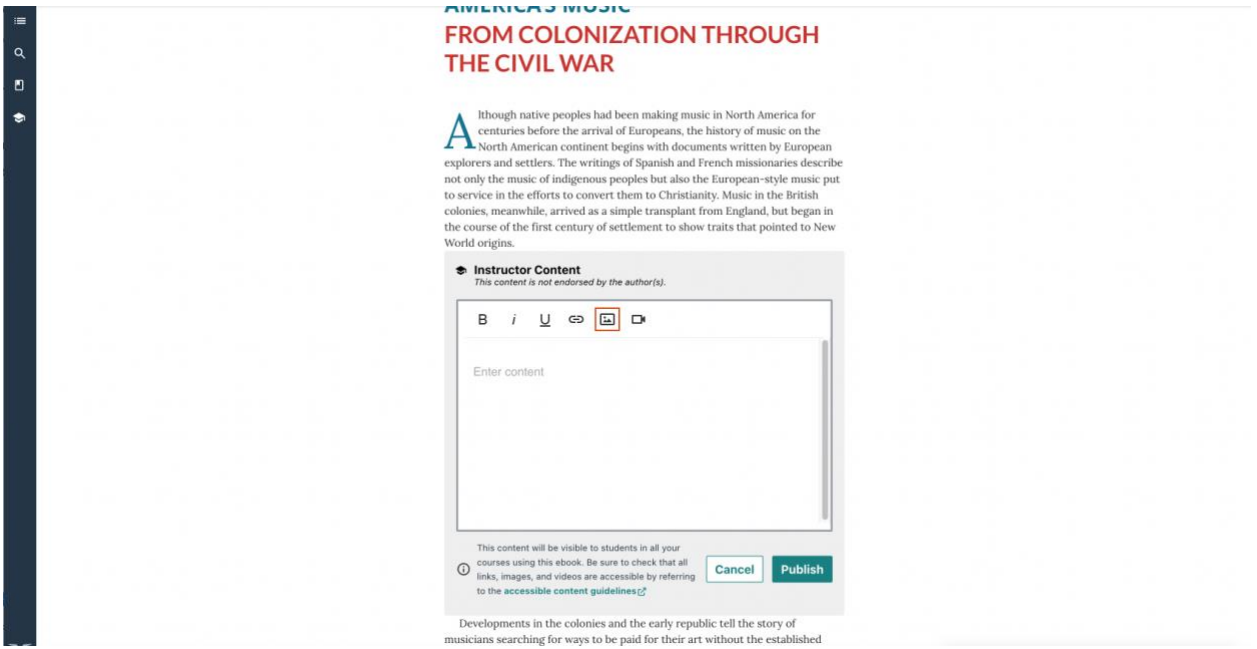
Images

To add images to Instructor content, the image must be a link.

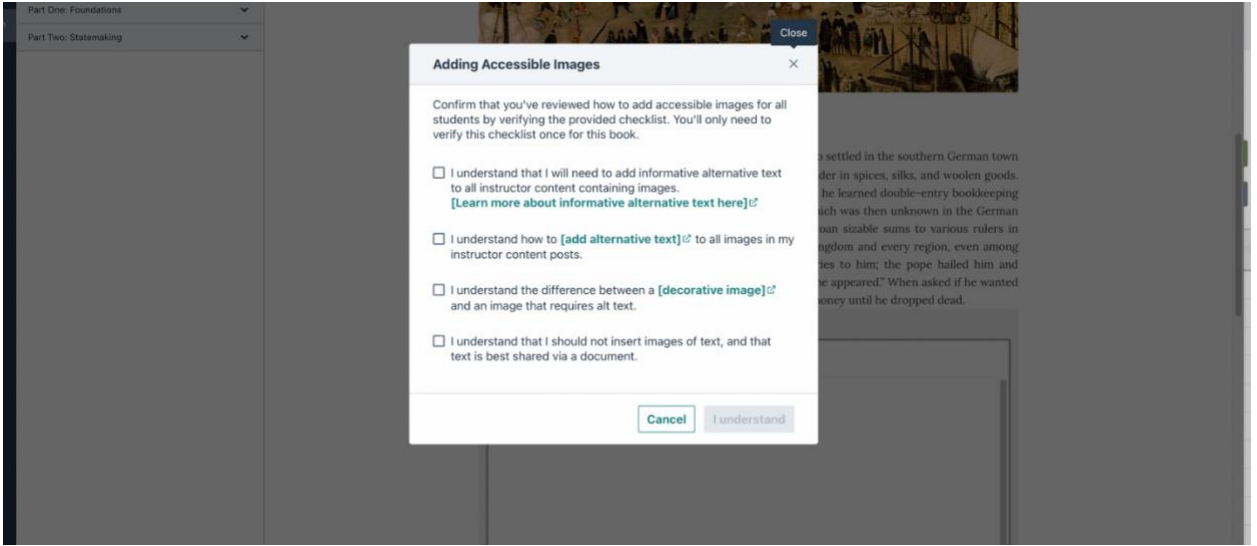
- Find an image to add to your Instructor Content and right click on the image. Select the option, "Copy Image Address."



- Navigate back to your Instructor Content and select the *Insert Image* Icon.

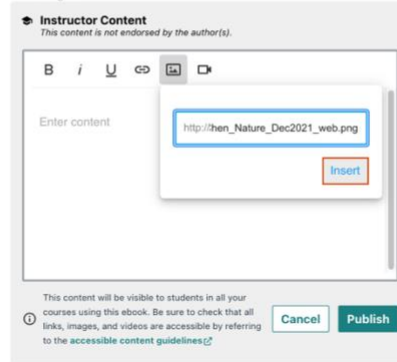


- If this is your first time inserting an image, you must verify Norton’s Accessible Guidelines for inserting accessible images.



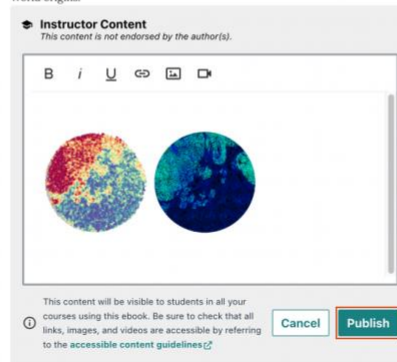
- Paste the link you copied (Ctrl + V on a Windows Machine / Cmd + V on a Macintosh Machine) in the empty text field and select the Insert to add the image to your Instructor Content post.

Although native peoples had been making music in North America for centuries before the arrival of Europeans, the history of music on the North American continent begins with documents written by European explorers and settlers. The writings of Spanish and French missionaries describe not only the music of indigenous peoples but also the European-style music put to service in the efforts to convert them to Christianity. Music in the British colonies, meanwhile, arrived as a simple transplant from England, but began in the course of the first century of settlement to show traits that pointed to New World origins.

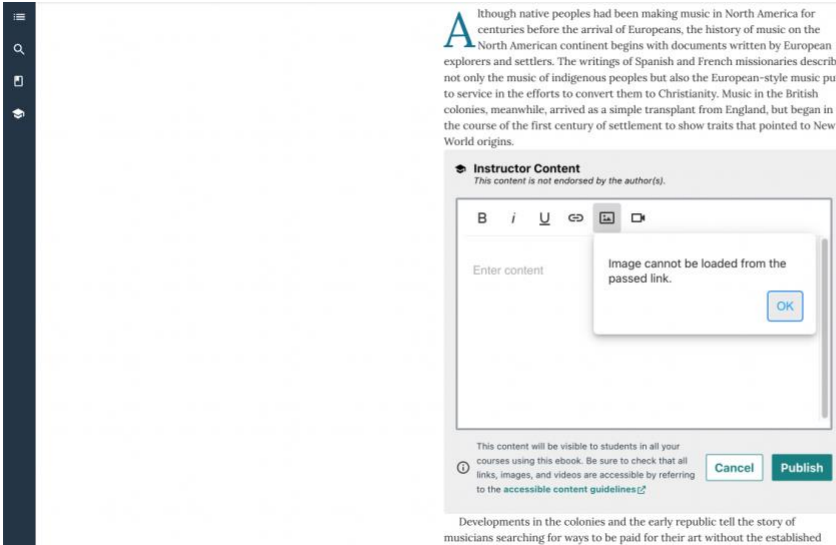


- When you are finished with your Instructor Content post, select Publish to share your Instructor Content with your students.

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- If the link that is copied is invalid, then you will see the error message below. Make sure to double check that it is the link to the "Image Address."



Alternative Text

Alternative text (alt text) describes the content of images, graphs, and charts to blind and low-vision people who use a screen reader to access digital content. It should be added to every image that conveys meaning in instructional and communications materials including documents, slide presentations, and web pages.

How to Add Alt Text

When adding images from external sources using our Instructor Content Editor within our eBooks, please follow the following steps to add alt text: [Screen shots coming soon]

- Select the “insert image” button in the instructor content editor.
- If this is the first time you are adding images, confirm that you understand all of the digital accessibility requirements before continuing.
- Copy and paste the URL of the image into the provided field.
- Insert the image into your instructor content.
- Once the image appears, you can access the alt text editor through the context menu (or right click) on the image.
- Add your alt text in the field provided.
- Remember, once alt text is added, it will not be visible to you unless you are using a screen reader.

Writing Informative Alt Text

Writing good alt text gets easier with time. Here are questions to ask yourself as you write alt text for images you share:

- What is the context? For example, the alt text for a plate of chocolate chip cookies could be very different if the context is inspiration for a creative writing prompt rather than the introduction to a health food blog.
- What is the purpose? Are you using this image to communicate information or as an assessment tool? It still needs alt text either way, but the details you choose to highlight may be different depending on the answer. Using the example of chocolate chip cookies from above, if you're wanting to assess image recognition, alt text may be something like, "a white plate containing a messy pile of golden-brown circles with black dots on them."
- What is the setting? Not every image will have a setting, but if it does, describe it, particularly if the details are important to understand the image.
- Why did you choose this image? Having your "why" will help you write concise, informative alt text every time.

Alt Text Dos and Don'ts

Writing informative alt text is an art, not a science, but there are a few tips to keep in mind to create content that is as useful and inclusive as possible.

- When an image includes people, describe race. If information is available to sighted users, providing that information in your alt text is creating an equivalent experience.
- Do not post images that contain a significant amount of text. If there are more than two lines of text on an image, provide the information using a different format.
- More is more: A screen reader user can always arrow past a description that is longer than they may want, but they cannot make more alt text appear that has not been written.

Videos

Videos can be a great way to share information with students but can also be one of the most inaccessible formats. By taking the time to check these few items, you are ensuring access for all of your students.

Caption Availability and Accuracy

Captions are on-screen text that provide access to various elements of video content such as spoken dialogue, soundtracks, or background noise like a ringing phone. They benefit those who are deaf or hard of hearing, those who may be accessing your content in a noisy environment, or can simply compensate for poor audio quality in an otherwise helpful video. Here are some ways you can help to ensure captions are available and accessible for all users:

- When posting a video from an external site such as YouTube or Vimeo, watch the video yourself with the captions on and check for accuracy. Most videos look like they have captions available which is deceptive. Those are often autogenerated captions which are frequently inaccurate and unusable.

On YouTube, the pre-selected caption can be turned on with the Closed Caption icon. If captions are unavailable, the icon will be disabled. To select captions, select the gear icon and navigate to Subtitles/CC. Auto-generated and auto-translated captions will be labeled.

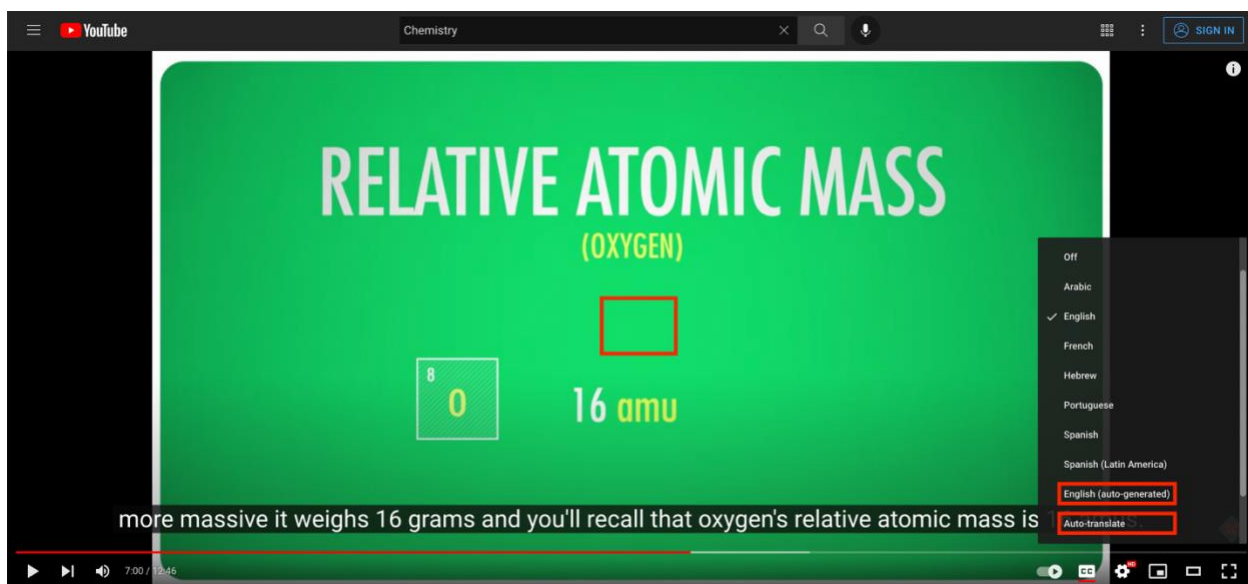
The image displays two screenshots of a YouTube video player interface. The top screenshot shows a video frame with a yellow background and the title "SUCROSE". Below the title, the following calculations are shown:

- CARBON → 12 mol x 12.01g/mol = 144.12 g
- HYDROGEN → 22 mol x 1.008g/mol = 22.176 g
- OXYGEN → 11 mol x 16.00g/mol = 171 g

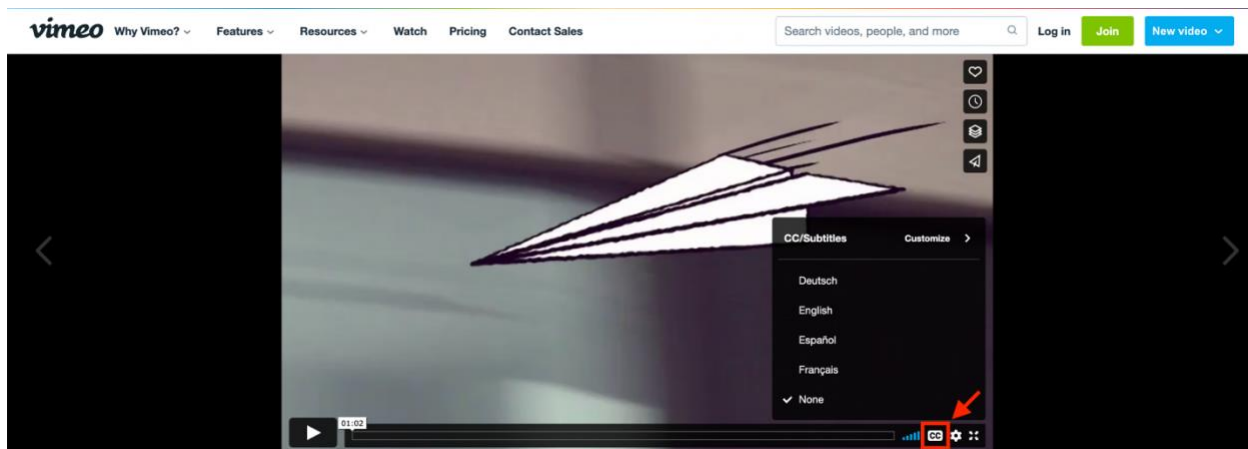
A horizontal line is drawn under the oxygen calculation, and the total mass is given as: MASS OF 1 mol SUCROSE = 342.296 g. The video player controls at the bottom show the Closed Caption icon (CC) highlighted with a red box and a red arrow pointing to it.

The bottom screenshot shows the same video player with a green background and the title "RELATIVE ATOMIC MASS (OXYGEN)". Below the title, a periodic table element box for Oxygen is shown with the atomic number 8 and the symbol O, next to the value "16 amu". The video player controls at the bottom show the gear icon (Settings) highlighted with a red box. A settings menu is open, showing the following options:

- Annotations: On
- Playback speed: Normal
- Subtitles/CC (8): Off
- Quality: Auto 1080p



On Vimeo, captions can be turned on with the Closed Caption icon.



- If captions are inaccurate or unavailable for a video, do not use the video. Take the time to find a video with accurate and informative captions.
- If you are sharing a video of yourself or a colleague sharing information, do not rely on the auto captions that services like Zoom or Teams generate. While these can be helpful tools during a meeting for people to obtain access to real time information, they are not a replacement for accurate captions. It is best to engage with a third-party service who can provide this for you, so you know it is both compliant and equitable.

Audio Description

Audio description allows blind and low-vision individuals to hear a spoken narration of a video's key visual elements including on-screen text, facial expressions, costuming, important physical actions, and other visual details that are not available through the narration or dialogue. Here are some [examples of audio description](#) to understand what you should be looking for when selecting materials. Here are some considerations when selecting video content:

- YouTube does not currently have the ability in their native player to turn audio description on and off, so you will have to check if the video you want has a separate version with audio description. Then, you can either choose to post only the version with audio description, or post two versions that have clear labels.
- Audio description is always a nice-to-have for blind or low-vision students, but if you choose a video that has all of the key information available through the narration or a media alternative (such as a descriptive transcript) you do not need to find a version that has audio description.

Transcripts or Media Alternatives

It can be challenging to find videos with audio description on free services such as YouTube or Vimeo. Additionally, audio description can leave out students who are both blind and deaf or hard of hearing. Descriptive transcripts, sometimes referred to as media alternatives, can be a solution that provides access in instances where audio description and captions are not available. Here are some tips for checking the accuracy of descriptive transcripts (if the video you have chosen has one available) or tips for how to create one:

- You can use the caption file for the video as the basis for creating your descriptive transcript.
- If you used YouTube.com to generate the caption file, you'll need to download it from the site.
- When writing the descriptive text to accompany the dialogue in the video, imagine you're writing a screenplay for a film. Make sure you include text descriptions of any and all meaningful visual information communicated in the video.
- In addition to the spoken words and important sounds in the video, a descriptive transcript includes meaningful visual elements like:
 1. words that appear on the screen without being spoken — for example, the written words on a sign, like "No-trespassing!"
 2. where the scene is taking place — for example, on open farmland.
 3. who is in the scene and what's happening — for example, Lucy and Ella are climbing a chain-link fence side-by-side.
- Check that the descriptive transcript accurately describes all meaningful sounds and spoken words, as well as all visually communicated information in the video. The idea is that someone could understand all the information in the video without having to watch it.

Links

When posting content that is outside of Norton's eBooks, it is important to verify that any activities you ask students to complete are compliant with your institution's digital accessibility policy. Many websites do not meet basic accessibility standards and it would be difficult for many students to access these activities. Here are some things to consider before posting links to external content:

- Are there activities that rely solely on the use of a mouse? If you're not sure, unplug your mouse and use the tab key on your keyboard to navigate the site. Do you know where you are? This is not analogous to the experience of a person with a disability who may require the use of a

keyboard only, but it can give you information about what content you should not choose for your class.

- Does the site have video or audio content that autoplays? This can be difficult for screen reader users because it can be hard to find the stop button over the noise of the audio or video.
- Are there captions or transcripts available for video or audio content?
- Is important information conveyed through the use of color alone? i.e., is information on a chart or graph only communicated by using green or red? Information must be communicated in more than one way for all users to be able to understand it.

Documents and Presentations

When sharing documents or slide presentations, there are a few steps you can take to ensure they meet accessibility guidelines. This is important to do if you create the document or presentation, or if you are sharing one created by someone else. Never assume that someone else has ensured their documents are accessible.

- Microsoft Office products have a built-in accessibility checker that can help you assess and revise your documents and presentations. Here is a [step-by-step guide](#) created by Microsoft on how to use their accessibility checker.
- Regardless of what tool you use to create your document or presentation, remember that document accessibility best practices apply.
- Ensure any images in your document have informative alt text. If you are sharing a document or presentation from another source and you are unable to edit the document, consider adding image descriptions as a supplement to the document.
- Do not use visual formatting alone (such as color, bolding, etc.) to communicate meaning. Using built-in tools to create headers, lists, and tables creates structure that can be accessed by all users.
- If you have links within your document or presentation, use descriptive language that makes it clear to the user where the link is going. Avoid generic language such as “read more” or “click here”.

There is a lot more involved with true digital accessibility than what is presented in this help guide. However, if you start with these tips, you will be a part of helping create a more equitable and accessible classroom for all students.