Is everyone in your class able to use your digital tool and content?

How to Evaluate Digital Accessibility using POUR

Jennifer Comiskey
Joanne Patalano
Chunyu Liu
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Make Digital Content and Tools Accessible to Everyone

- Perceivable
- Operable
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I’m blind. I use my screen reader to read your website but if your images don’t have alt text, it’s all a blank to me.

I’m deaf. I read the captions in your video. Are they there?

Watch what happens when a screen-reader reads an image with no alt text.
I have a disability. I can’t use a mouse. I operate with my keyboard instead. I use the Tab key to navigate websites. That works if the site has focus indicators and meets other accessibility principles.

Why The Focus Indicator is Important.
Recognize this icon? 🍔

Probably you do. It’s universally understood that it’s the website menu. It’s called a “hamburger icon.” What if the designer chose an image of a real hamburger 🍔 instead? You would wonder what it meant.

**Nine Guidelines for Clear and Intuitive Icons**
“Sometimes we will have clients that will come to us and you have this fancy wiz-bang interface and say, ‘you know, I need to make this accessible’ and we'll look at it. It's not even usable. It's really confusing and difficult to use and frustrating and no amount of web accessibility you lipstick is going to make that usability pig anything other than a pig. Sometimes it's a really good idea just step back and think about friendliness and usability first and once we do that the accessibility becomes much much easier.” J.Smith/WebAim

Webinar: Accessibility and School Websites: Tips from Jared Smith at WebAIM
Why should teachers know about the POUR model?

- You have a legal responsibility to provide learning tools that are accessible to students who have a disability and to neurodiverse students.
- It creates a better experience for ALL students, including English language learners.
- Using an accessible tool from the start prevents you from wasting time and money trying to make something else work.
How to apply the POUR Principles

**Perceivable**

For learners to know your content

1. Add alternative text to images
2. Add accurate closed captions to videos. If you do not own the video, provide a transcript or don't use it.
3. Make sure text is readable. The contrast of text color and background color must pass the test.
4. Make sure the content doesn't just depend on color.

**Operable**

For learners to interact with your content

1. Provide a clear structure and appropriately labeled title
2. Create descriptive links that make sense out of context
3. Provide plenty of time for interaction and response
4. Avoid anything about content that might trigger a seizure
For learners to understand your content

1. Express expectations with clear directions and models
2. Follow conventions to ensure a predictable and consistent experience
3. Use plain language
4. Indicate the language of your content

To make sure your content work well

1. Adding metadata makes content easier to find and use
2. Perform accessibility checks
3. Conduct basic assistive technology testing
What we found when we tested tools on the world’s least-accessible webpage

A web page full of accessibility failures
Web Accessibility Laws and Policies Around the Globe
Keep Learning

Online Tools for Teaching & Learning →
Make it your first stop.

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I Don’t Want to Look Any Different
Beth Poss

Seeing UDL in the Classroom
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