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Ensuring equitable accessibility in your remote course

In your rush to get course materials ready and online for this remote teaching term it's possible that accessibility was not at the front of your mind. But for some students, the inability to access campus spaces and resources may actually increase the impact their disability has on their academic performance. It is important that faculty members and instructors consider ways to expand the modalities of course delivery that they are using;

doing so will not only make your courses more accessible and equitable, but will improve the learning experience for ***all*** of your students. This is the basis of what is called **Universal Design for Learning**.

Explore the links below for some simple ways you can check and improve the accessibility of your course materials.



[Canvas - Beginner's Accessibility with the Rich Content Editor](#)

[Canvas - General Accessibility Design Guidelines](#)

[Accessibility Features in Blackboard Learn](#)

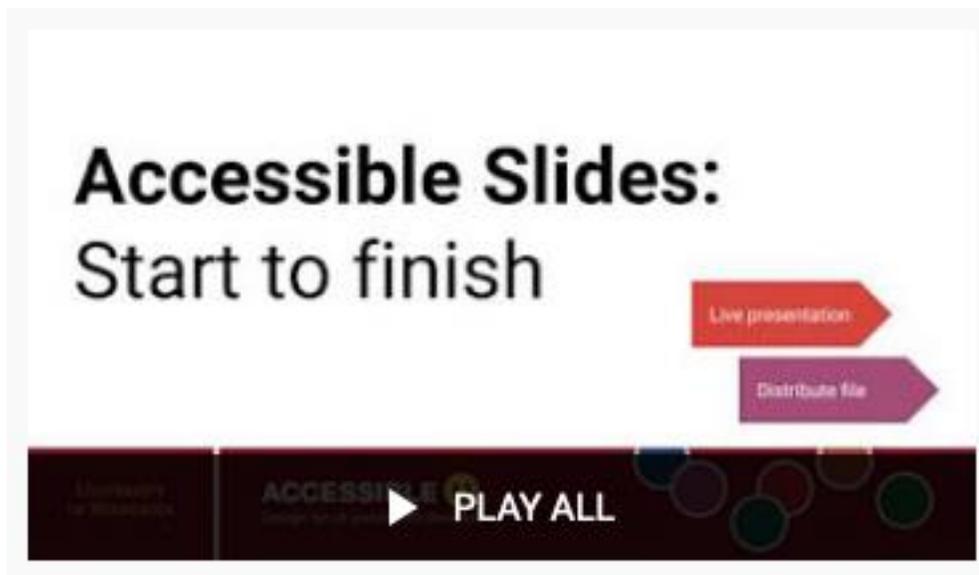
[BCcampus Accessibility Toolkit - Free e-Book](#)

[Ryerson University's Sa11y accessibility quality assurance assistant](#)

[WebAIM Contrast Checker](#)

Creating accessible slide presentations

[Accessible U](#) has a great series of videos on creating and giving accessible slide presentations.



[Visit the video playlist on creating accessible slide presentations.](#)

Video captioning

Many instructors have created short lecture videos for their remote course this fall. Video has its own challenges when it comes to remaining accessible for all students. The Web Content Accessibility Guidelines, also known as the [WCAG standard](#), provides a 3 level approach to accessible online video.



WCAG Compliance Levels for Online Video:

- **Level A:** Captions are provided for all prerecorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labeled as such.
- **Level AA:** In addition to Level A compliance, captions are provided for all live audio content in synchronized media.
- **Level AAA:** In addition to Levels A and AA compliance, sign language interpretation is provided for all prerecorded audio content in synchronized media.

Adding captions to your course videos can improve the learning experience for *all* of your students. [Research shows that roughly 90 percent of all students who use closed captions find them at least moderately helpful for learning.](#)

There are two ways to add captions to your pre-recorded Panopto videos, Machine-generated captions (which may require some minor editing for corrections) and Human-generated captions.

[Find out more about Panopto video captioning](#)

PowerPoint for Microsoft 365 can transcribe your words as you present and display them on-screen as captions in the same language you are speaking, or as subtitles translated to another language. This can help accommodate individuals in the audience who may be deaf or



hard of hearing, or more familiar with another language, respectively.

[Present with real-time, automatic captions or subtitles in PowerPoint](#)

USask AES - Instructor guide for accommodating students with disabilities

Access and Equity Services at the University of Saskatchewan has a great Instructor Guide that can help you understand student accommodations for remote learning. The guide provides valuable tips for designing accessible content and assessments for students, informs you about some of the assistive technologies available and provides additional support opportunities.

[Explore the instructor guide for accommodating students with disabilities](#)

DEU support and contact information

The Instructional Design Team at the Distance Education Unit can help you design online activities, assessments and other online appropriate elements to your remote teaching or fully online offerings. Visit <https://sites.usask.ca/edtech/> for more helpful tips and tutorials as well as information on our support services and contact information.

Our **Instructional Design Team** is always happy to chat with you about learning technologies and strategies for using them effectively in your online or blended classroom. Our staff can help you with questions about,

- Full Online Course Development Projects
- Hybrid, multi-access and blended learning strategies
- Open Textbook and OER developments
- ePortfolios
- Engaging Online Assessments and Learning Activities
- Copyright Clearances, Acquisitions and OER Licensing
- Ensuring Accessibility standards are being addressed
- Ed Tech Support before and during delivery

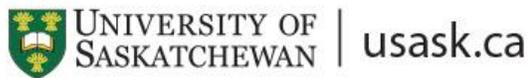
- Course Quality Reviews and Recommendations
- Media resource development
- Resource curation and dissemination
- Non-Credit Learning Design

And much more. Just drop us a line to start a conversation deu.support@usask.ca

If you wish to be added to the DEUD mailing list, please send your **NSID** to deu.support@usask.ca

Visit [DEU Digest Archives](#) to download PDF versions of past digest issues.

This message was sent to those who teach at the University of Saskatchewan. If you think you have received this email in error, please reply to this email.



We acknowledge that the University of Saskatchewan's main campus is situated on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

