



Accessibility Bites

Accessibility Bites

BCCAMPUS



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Introduction

This book contains a collection of recordings and resources from the BCcampus Accessibility Bites series.

The first series was facilitated in Fall 2023 by Josie Gray, the manager of the Open Education team at BCcampus. Josie designed each session to include a presentation of key concepts and practices, while also building in time for attendees to try things out for themselves. The series generated interest and excitement from folks in and beyond BC, which led to a second series in Fall 2024. Six facilitators from across Canada presented on topics of interest identified through survey feedback from the first series.

Whatever brought you to this book, we hope that by compiling these openly licensed resources, you'll continue your learning path and perhaps adapt and share the content with your own audience.

ACCESSIBILITY BITES SERIES 1.0

The first iteration of the Accessibility Bites series focused on hands-on learning exploring tools and practices that are key to creating digital content that is accessible for students with disabilities. The five sessions explored:

- [Assistive technologies](#)
- [Image descriptions](#)
- [PowerPoint slides](#)
- [Social media](#)
- [Word documents](#)

Scheduled for 30 minutes during the lunch hour once a month, the hope was to give busy educators bite-sized learning that they could put into practice right away. Each session followed a similar structure: a presentation of key concepts and practices, time to attendees to try it out for themselves, and a group discussion and questions.

The materials from this series have been compiled in this Pressbooks so it's easy for people to continue to learn from and come back to this content. In addition, the session slides are openly licensed to allow others to adapt and offer the series for their own audiences.

About the Facilitator

Josie Gray (she/her) is a manager on the Open Education team at BCcampus, where she has worked to support and grow open educational practices in British Columbia, with a specific focus on critical and equitable practices. Josie leads BCcampus's open publishing work and has expertise in open licenses, accessibility, Universal Design for Learning, and Pressbooks. Josie has been learning about and teaching accessibility best practices in OER since 2016 and has a Masters of Design in Inclusive Design.

Session 1: Assistive Technologies

JOSIE GRAY

Our first drop-in session is designed to explore the assistive technologies and customization options available in the digital tools educators and staff often use. The goal is to explore these tools and identify what might make your work easier.

Schedule

- 10 minutes: Demonstration of some of the assistive technologies and customization options available in some of the popular digital tools we use. These include:
 - Text to speech (your device reading aloud text on the screen)
 - Speech to text (your device writing down what you say aloud)
 - Customizing visual displays (dark mode, high contrast, enlarging text size, readability tools)
 - Automatic captioning
- 10 minutes: Everyone can try out different tools on their device. Your host and facilitator will be available for questions.
- 10 minutes: Everyone will come together to reflect on how it went, share their own experiences and tips, and ask additional questions.

Resources and Recordings



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://opentextbc.ca/accessibilitybites/?p=5#oembed-1>

- [Recording – Accessibility Bites 1: Assistive Technologies](#)

- [Accessibility Bites Playlist](#)
- [Slides – Accessibility Bites: Assistive Technologies \(PDF\)](#)
- [Slides – Accessibility Bites: Assistive Technologies \(PPTX\)](#)
- [Transcript – Accessibility Bites: Assistive Technologies \(PDF\)](#)
- [Transcript – Accessibility Bites: Assistive Technologies \(Word\)](#)

Session 2: Image Descriptions

JOSIE GRAY

This is a short drop-in session that will allow you to practice describing images. If you share images through documents and publications, social media, digital interfaces, or presentations, this session is for you.

What to bring: Any images you want to make accessible – preferably ones you use in your work. We will also have images to practice with if you don't have any.

Schedule

- 15 minutes: Presentation on key things to keep in mind when you describe images. This includes:
 - Who image descriptions are for
 - When and when not to describe an image
 - What to describe and how to describe it
 - How context factors into image descriptions
 - Examples of good and not-so-good image descriptions
- 10 minutes: Everyone works individually to describe their images. Your host and facilitator will be available for questions.
- 5 minutes: Everyone will come together to reflect on how it went and ask additional questions.

Resources and Recordings



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://opentextbc.ca/accessibilitybites/?p=24#oembed-1>

- [Recording – Accessibility Bites 2: Image Descriptions](#)

- [Accessibility Bites Playlist](#)
- [Slides – Accessibility Bites: Image Descriptions \[PDF\]](#)
- [Slides – Accessibility Bites: Image Descriptions \[PPTX\]](#)
- [Transcript – Accessibility Bites: Image Descriptions \[PDF\]](#)
- [Transcript – Accessibility Bites: Image Descriptions \[Word doc\]](#)

Session 3: PowerPoint Slides

JOSIE GRAY

This is a short drop-in session where we will explore how to design and remediate presentation slides so they are accessible. We will talk about design considerations unique to slides for teaching both online and in-person and how you can create accessible content in PowerPoint.

What to bring: A slide deck you want to make accessible – preferably one you use in your work. We will focus on Microsoft PowerPoint, but you can bring in Google Slides too. We will also have a PowerPoint presentation to practice with.

Schedule

- 5 minutes: Presentation to highlight some key things to keep in mind when you review your slides.
- 20 minutes: Everyone works individually on their own slides to identify and fix accessibility errors. Your host and facilitator will be available for questions.
- 5 minutes: Everyone will come together to reflect on how it went and ask additional questions.

Resources and Recordings



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://opentextbc.ca/accessibilitybites/?p=33#oembed-1>

- [Recording – Accessibility Bites 3: PowerPoint Slides](#)
- [Accessibility Bites Playlist](#)
- [Slides – Accessibility Bites: PowerPoint Slides \[PDF\]](#)
- [Slides – Accessibility Bites: PowerPoint Slides \[PPTX\]](#)
- [Transcript – Accessibility Bites: PowerPoint Slides \[PDF\]](#)

- [Transcript – Accessibility Bites: PowerPoint Slides \[Word doc\]](#)
- [Handout – Presentation Slide Accessibility \[PDF\]](#)

Session 4: Social Media

JOSIE GRAY

This is a short drop-in session where we will talk about accessibility considerations across social media platforms. If you use Instagram, Twitter, LinkedIn, Facebook, or TikTok, these considerations will apply.

What to bring: A device you can use to access your social media accounts (mobile or computer is fine). These can be your personal or professional accounts.

Schedule

- 10 minutes: Presentation to highlight some key things to keep in mind when you create and share social media posts. This includes:
 - Hashtags
 - Emojis and special characters
 - Images and GIFs
 - Videos
- 10 minutes: Everyone works individually to explore accessibility on the social media platforms they use most. Your host and facilitator will be available for questions.
- 10 minutes: Everyone will come together to reflect on how it went and ask additional questions.

Resources and Recordings



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://opentextbc.ca/accessibilitybites/?p=35#oembed-1>

- [Recording – Accessibility Bites 4: Social Media](#)
- [Accessibility Bites Playlist](#)

- [Slides – Accessibility Bites: Social Media \[PDF\]](#)
- [Slides – Accessibility Bites: Social Media \[PPTX\]](#)
- [Transcript – Accessibility Bites: Social Media \[Word doc\]](#)
- [Transcript – Accessibility Bites: Social Media \[PDF\]](#)

Session 5: Word Documents

JOSIE GRAY

This is a short drop-in session where we will explore how to create accessible content in Microsoft Word.

What to bring: A document you want to make accessible – preferably one you use in your work. We will focus on Microsoft Word, but you can bring a Google Doc or webpage too. We will also have a Word document to practice with if you don't have anything.

Schedule

- 10 minutes: Presentation to highlight some key things to keep in mind when you review your documents.
- 15 minutes: Everyone works individually on their own document to identify and fix accessibility errors. Your host and facilitator will be available for questions.
- 5 minutes: Everyone will come together to reflect on how it went and ask additional questions.

Resources and Recordings



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://opentextbc.ca/accessibilitybites/?p=43#oembed-1>

- [Recording – Accessibility Bites 5: Word Documents](#)
- [Accessibility Bites Playlist](#)
- [Slides – Accessibility Bites: Word Documents \[PDF\]](#)
- [Slides – Accessibility Bites: Word Documents \[PPTX\]](#)
- [Transcript – Accessibility Bites: Word Documents \[Word\]](#)
- [Transcript – Accessibility Bites: Word Documents \[PDF\]](#)

ACCESSIBILITY BITES SERIES 2.0

The second iteration of the Accessibility Bites series built upon the success and interest of the first series, also offering hands-on learning while exploring tools and practices that are key to creating digital content that is accessible for students with disabilities. While the first series was facilitated by Josie Gray, six facilitators from across Canada facilitated the following topics for Accessibility Bites 2.0:

- Alternative Format Creation
- Plain Language
- Supporting Students who are Blind or with Low Vision
- Supporting Students who are Deaf or Hard of Hearing
- PDF Documents
- Video Accessibility

Scheduled for 30 minutes during the lunch hour once a month, the hope was to give busy educators bite-sized learning that they could put into practice right away. Recognizing the short duration of these sessions, the hope has always been that these resources would be used as a starting point, prompting attendees to dive deeper into the work and have conversations with their peers about how we can create more accessible learning experiences for our students.

Session slides are openly licensed to allow others to adapt and offer the series for their own audiences.

Session 1: Alternative Format Creation

JENNIFER WELDON

Join us for a short drop-in session to explore how alternative format textbooks and course materials are provided to students. You will also gain valuable tips on how to improve the accessibility of your classroom materials.

Agenda

1. Introduction to the Accessible British Columbia Act and how course materials are addressed in the education standards from other jurisdictions
2. Presentation on the accessibility features of alternative format course materials
3. Examples of common accessibility issues in course materials and how they cause problems for assistive technologies
4. Question and answer period.

Recording and Resources



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://opentextbc.ca/accessibilitybites/?p=79#oembed-1>

- [Recording – Accessibility Bites: Alternative Format Creation](#)
- [Accessibility Bites Playlist](#)
- [Slides – Accessibility Bites: Alternative Format Creation \[PDF\]](#)
- [Transcript – Accessibility Bites: Alternative Format Creation \[PDF\]](#)
- [Transcript – Accessibility Bites: Alternative Format Creation \[Word\]](#)

About the Facilitator

Your Facilitator for this session will be Jennifer Weldon.

Jennifer (she/her) is the accessibility librarian at the Centre for Accessible Post-secondary Education Resources BC (CAPER-BC). CAPER-BC provides accessible learning and teaching materials to students and instructors at post-secondary institutions in B.C. who cannot use conventional print because of disabilities. Jennifer is responsible for outreach activities, providing accessibility training to faculty at post-secondary institutions, and for overseeing special projects.

Session 2: Plain Language

KAITLYN VECCHIO

Using plain language means communicating so your audience can understand your message the first time they read or hear it. Plain language makes your message accessible, ensuring people can quickly and easily find and use the information they need. This session will be a brief introduction to the principles of plain language writing and design. It will give an overview of what plain language is, why it is important, and suggest some tools and resources to help participants develop their skills.

Recordings and Resources



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://opentextbc.ca/accessibilitybites/?p=76#oembed-1>

- [Recording – Accessibility Bites: Plain Language](#)
- [Accessibility Bites Playlist](#)
- [Transcript – Accessibility Bites: Plain Language \[PDF\]](#)
- [Transcript – Accessibility Bites: Plain Language \[Word\]](#)
- [Slides – Accessibility Bites: Plain Language \[PDF\]](#)

About the Facilitator

Your facilitator for this session will be Kaitlyn Vecchio.

Kaitlyn Vecchio (she/her) is grateful to live, work, and play on the traditional and unceded territory of the Lheidli T'enneh. Kaitlyn is a dedicated librarian with a passion for information accessibility and has led numerous workshops and conference presentations focused on plain language, helping diverse audiences enhance their ability to convey information clearly and

effectively. Kaitlyn currently works as a librarian at the Prince George campus of the College of New Caledonia.

Session 3: Supporting Students who are Blind or with Low Vision

KA LI

This session will provide an overview of alternative techniques, tools, and strategies blind and low vision (B/LV) students use to succeed in their courses. Drawing from his experience as a blind student and the collective knowledge of the B/LV community, the facilitator, Ka Li, will offer practical insights to help make courses more inclusive for B/LV students, with an emphasis on science, technology, engineering, art, and math (STEAM).

By the end of the session, you will:

- Understand the types of tools, strategies, and alternative techniques B/LV students may use in the classroom
- Understand the importance of a collaborative approach.
- Come away with resources to learn more about the topics discussed in this session

Recording and Resources



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://opentextbc.ca/accessibilitybites/?p=85#oembed-1>

- [Recording – Accessibility Bites: Supporting Students who are Blind or with Low Vision](#)
- [Accessibility Bites Series Playlist](#)
- [Ka Li's Resource List – Accessibility Bites: Supporting Students who are Blind or with Low Vision \[PDF\]](#)
- [Transcript – Accessibility Bites: Supporting Students who are Blind or with Low Vision \[PDF\]](#)
- [Transcript – Accessibility Bites: Supporting Students who are Blind or with Low Vision \[Word\]](#)

About the Facilitator

Your facilitator for this session will be Ka Li.

Ka (he/him/his) is an accessibility consultant focusing on digital access and tactile graphics. He is dedicated to empowering blind and low vision people to use tactile graphics and advocates for their inclusion in novels and leisure activities. Ka strongly believes in universal accessibility, emphasizing STEAM fields where persons with disabilities are underrepresented. Ka recently graduated with a Bachelor of Arts in the Kinesiology and Health Sciences Honours program at York University. In his free time, he enjoys practicing Krav Maga and reading good books.

Session 4: Supporting Students who are Deaf or Hard of Hearing

JAMIE DROZDA

This short drop-in session will help you understand the importance of designing an inclusive and accessible classroom, whether your classroom is face-to-face, online, or a combination. You will gain helpful tips for delivering content in person and for creating accessible videos and audio files.

By the end of the session, you will:

- Express the importance of inclusive and accessible classrooms and materials
- Describe how to include and edit captions in Kaltura and YouTube videos
- Describe how to create transcripts from Kaltura, YouTube, and Microsoft Word (Office 365)

Recording and Resources



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://opentextbc.ca/accessibilitybites/?p=88#oembed-1>

- [Recording – Accessibility Bites: Supporting Students who are Deaf or Hard of Hearing](#)
- [Accessibility Bites Series Playlist](#)
- [Slides – Accessibility Bites: Supporting Students who are Deaf or Hard of Hearing \[PDF\]](#)
- [Transcript – Accessibility Bites: Supporting Students who are Deaf or Hard of Hearing \[PDF\]](#)
- [Transcript – Accessibility Bites: Supporting Students who are Deaf or Hard of Hearing \[Word\]](#)

About the Facilitator

Your facilitator for this session will be Jamie Drozda.

Jamie (she/her) is a coordinator, educational technologies at Thompson Rivers University. She enjoys researching and analyzing the effectiveness of current learning technologies and assessing the challenges in adapting new technologies. Jamie strives to address accessibility, interaction, and assessment issues along with integrating technology with classroom pedagogy.

Session 5: PDF Documents

ANN GAGNÉ

In this session, we will explore how to create and review PDFs for accessibility. The session will reinforce the importance of ensuring documents are accessible before converting them to PDFs and will cover the remediation process. We will also discuss tools that can review PDFs for accessibility and how PDFs can be a barrier to learners.

Learning Outcomes

- Explain elements of Word or PowerPoint documents that can become accessibility barriers
- Use Adobe to review PDFs for accessibility

What to Bring

- A Word or PowerPoint document you wish to make into a PDF, or a PDF file you have already created

Agenda

1. Outlining how to create and review PDFs for accessibility
2. Use Word, PowerPoint, or Adobe Acrobat to review the accessibility of files
3. Participant questions and next steps

Recording and Resources



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://opentextbc.ca/accessibilitybites/?p=90#oembed-1>

- [Recording – Accessibility Bites: PDF Documents](#)
- [Accessibility Bites Series Playlist](#)
- [Slides – Accessibility Bites: PDF Documents \[PDF\]](#)
- [Transcript – Accessibility Bites: PDF Documents \[PDF\]](#)
- [Transcript – Accessibility Bites: PDF Documents \[Word\]](#)

About the Facilitator

Your facilitator for this session will be Ann Gagné.

Ann (she/her) is a queer settler with invisible and dynamic disabilities, passionate about increasing awareness of accessible pedagogy and resources to include disabled learners. She has been working in higher education for almost 20 years. With an interdisciplinary educational background, Ann has used her training and experience in her roles as an instructional designer, curriculum developer, and educational developer.

Session 6: Video Accessibility

LUKE MCKNIGHT

This is a short session to familiarize you with accessible video content. If you record lectures, make instructional videos or demonstrations, produce social media content, or create any other video content, this session is for you!

Learning Outcomes

- Evaluate video examples to identify accessibility issues
- Create a plan for creating accessible video content
- Apply the principles of integrated description to the video creation process

Agenda

1. Watch an example video and discuss areas for improvement
2. Presentation on accessibility best practices when creating video content
3. Presentation on tips and advice for incorporating audio descriptions into your video content
4. Questions and answers

Recording and Resources



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://opentextbc.ca/accessibilitybites/?p=92#oembed-1>

- [Recording – Accessibility Bites: Video Accessibility](#)
- [Accessibility Bites Series Playlist](#)

- [Transcript – Accessibility Bites: Video Accessibility \[PDF\]](#)
- [Transcript – Accessibility Bites: Video Accessibility \[Word\]](#)
- [Video Accessibility and Audio Description](#)

About the Facilitator

Your facilitator for this session will be Luke McKnight.

Luke McKnight (he/his) is a digital accessibility specialist, an IAAP certified [Accessible Document Specialist](#), and a [Certified Professional in Accessibility Core Competencies](#). Luke works at Langara College snəwəyəɬ leləm in Vancouver and is in the Inclusive Design graduate program at OCAD University. Find more [information about Luke at Digital A11y](#).

Versioning History

This page provides a record of edits and changes made to this resource since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here. If the change is minor, the version number increases by 0.01. If the edits involve substantial updates, the version number increases to the next full number.

The files posted by this resource always reflect the most recent version. If you find an error in this resource, please fill out the [Report an Error](#) form.

Version	Date	Change	Details
1.00	Mar 31, 2025	Resource published.	