

Content Remediation Guide for Faculty

Rhodes College

Contents

Guide Description	2
Section 1: Overview of Ally	2
Ally Fast Facts.....	2
Section 2: Instructor Feedback	3
Accessibility Indicators.....	3
Instructor Feedback Breakdown.....	4
WYSIWYG Content	4
Section 3: Course Accessibility Report	5
Course Accessibility Score & Content Breakdown.....	6
Three Guided Remediation Approaches.....	6
Section 4: Suggestions & Best Practices for Instructors	7
Assess Your Knowledge.....	7
Choose Your Own Accessibility Adventure!.....	7
Accessibility Best Practices	8
Section 5: Additional Resources & Support	8
Anthology Ally-Specific	8
Alternative Text.....	9
Color Contrast Checkers.....	9
Headings.....	9
Font Selection	9
PDFs.....	9
Universal Design for Learning	9
Web-Based Content Accessibility Guidelines	9

Guide Description

This guide is intended to support Rhodes College faculty in their content remediation efforts.

The guide is organized into the following sections: 1) overview of Ally, 2) Instructor Feedback, 3) Course Accessibility Report, 4) Remediation Suggestions & Best Practices Instructors, and 5) Support & Resources.

Section 1: Overview of Ally

Anthology Ally is an accessibility tool embedded directly in Canvas that helps build inclusive environments by making digital learning content more accessible for *all* students. Ally emphasizes autonomy, empowerment, inclusivity, and personal choice through each of its features. The meaning of the name Ally is twofold. For starters, one of the frequently used abbreviations for “accessibility” is a11y. “Ally” is a play on that (hence why the logo looks like “A11Y”). Additionally, Ally is also trying to be an ally for the institution, instructor, and student in providing a more equitable learning experience for all.

Ally is rooted in the principles of Universal Design and Universal Design for Learning so that it can benefit all students. The alternative formats, while designed with disabled students in mind, also benefit those without disabilities (universal design). Having a wide range of alternative format options reinforces multiple options for engagement, which serves as one of the core principles of Universal Design for Learning.

Ally Fast Facts

- Alternative formats are available to ALL students. Official accommodations are NOT necessary, nor is it required for a student to have a diagnosed disability in order to access them.
- Ally is enabled for all courses and Ally features are made available to users per their user role. No further permission or access is required.
- Students do not see the accessibility indicators or course accessibility report, these are instructor features only.
- Ally is embedded directly into Canvas, so there is no need to log in to yet another program or tool in a separate window.

Below you will find a chart outlining the features available based on the role of the user.

User Role	Available Features
Student	Alternative Formats: automatically generated alternative formats of learning content (i.e.,

User Role	Available Features
	audio versions, translated versions, OCR'd PDFs, Braille Ready File formats).
Instructors & Staff	<p>Alternative Formats: automatically generated alternative formats of learning content (i.e. audio versions, translated versions, OCR'd PDFs, Braille Ready File formats).</p> <p>Instructor Feedback: dynamic report that detects accessibility issues in individual content items (e.g. Word doc or PPT), and then provides the context and guidance needed to remediate them.</p> <p>Course Accessibility Report: dynamic report that provides the overall accessibility score for an entire course in Blackboard, a content breakdown (# of PPTs or Word docs), and three guided remediation approaches.</p>
Administrators	Institutional Report: Provides detailed usage data at the overall institutional level, with the intention of helping improve course content accessibility overall.

Since this guide is designed for instructors in their content remediation efforts, it will focus on the two instructor features that complement these efforts: Instructor Feedback and the Course Accessibility Report.

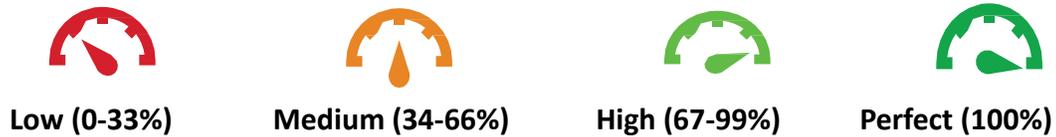
Section 2: Instructor Feedback

Instructor Feedback evaluates the accessibility of an individual content item, such as a Word document or a page built directly in Canvas. Ally will identify all accessibility issues found within the document and provide a corresponding accessibility score, ranging from 0-100%. Within the instructor feedback panel, instructors will find a list of all identified accessibility issues, a definition of the issue (the what), the significance of the issue and whom it will impact if it is not fixed (the why), and step by step instructions on how to fix them (the how).

Accessibility Indicators

To access Instructor Feedback for an individual content item, look for the Accessibility Indicators

(pictured below) next to files. If you have no course files yet, upload one, and an indicator will appear next to the file name after a few minutes. Select the indicator to view the Instructor Feedback. Follow along step-by-step to address the issues identified.



Instructor Feedback Breakdown

The screenshot displays the Ally accessibility tool interface. On the left, an 'In-browser preview' shows a document page with a red box highlighting an image of a philosopher. A red '1/1' indicator is next to the image. On the right, the 'Accessibility score for: Ancient Greek Philosophy Syllabus (Revised).docx' is shown as a 46% gauge. Below the gauge, a panel titled 'This document contains images that are missing a description' lists the issue. It includes sections for 'What this means', 'How to add descriptions', and 'Upload a version with image descriptions'. A 'Browse' button is visible. Labels with arrows point to various elements: 'Issue highlight' points to the red box on the image; 'File accessibility score' points to the 46% gauge; 'View all identified issues' points to the 'All issues' link; 'Identifying 1 issue' points to the issue title; 'Answers "What does this mean?" and "Why should I care?"' points to the 'What this means' section; 'Step-by-step guidance' points to the 'How to add descriptions' section; and 'Upload improved version' points to the 'Browse' button.

Depending on the type of content item, a preview of the document will appear, in addition to highlighting specific issues. On the right-side panel, you will find the overall accessibility score for that particular file and a list of all identified issues. Instructors will then select a specific issue to address and are provided with the what (definition of the issue), the why (whom it will impact if not remediated), and the how-to (step-by-step instructions).

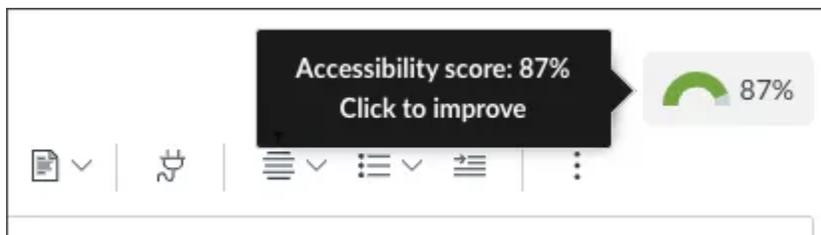
Currently, Ally checks the following file types: PDF files, Microsoft® Word files, Microsoft® PowerPoint® files, OpenOffice/LibreOffice files, uploaded HTML files, Image files (JPG, JPEG, GIF, PNG, BMP, TIFF), WYSIWYG, YouTube™ videos embedded in WYSIWYG/VTBE content, and Vimeo or embedded HTML5 videos that do not have captions or may have automated captions (must configure Vimeo account).

WYSIWYG Content

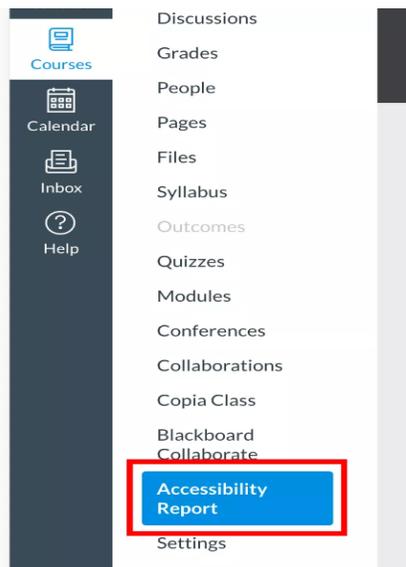
In addition to checking individual files (i.e. Word documents or PowerPoints), Ally will also check the accessibility of instructor-added WYSIWYG content. WYSIWYG stands for "what you see is

what you get" and refers to content built directly in Canvas, such as a page or announcement. Ally's accessibility indicators are only visible when you create or edit content. You need to be in edit mode to see the score on your WYSIWYG content. Once you know the accessibility score, you can begin to explore the accessibility issues and improve your content to raise the score. Just as it does with individual files, the instructor feedback panel for WYSIWYG content provides the what (definition of the issue), the why (whom it will impact if not remediated), and the how-to (step-by-step instructions).

Select the Accessibility score to open the instructor feedback panel. You can make quick fixes directly in the panel and preview window. Select All issues to see every issue in the file and decide what issues to fix first. The Ally score will be on the right side above the editor toolbar. After you are done, close the Ally feedback panel and save the updated content in the WYSIWYG editor to save your changes.



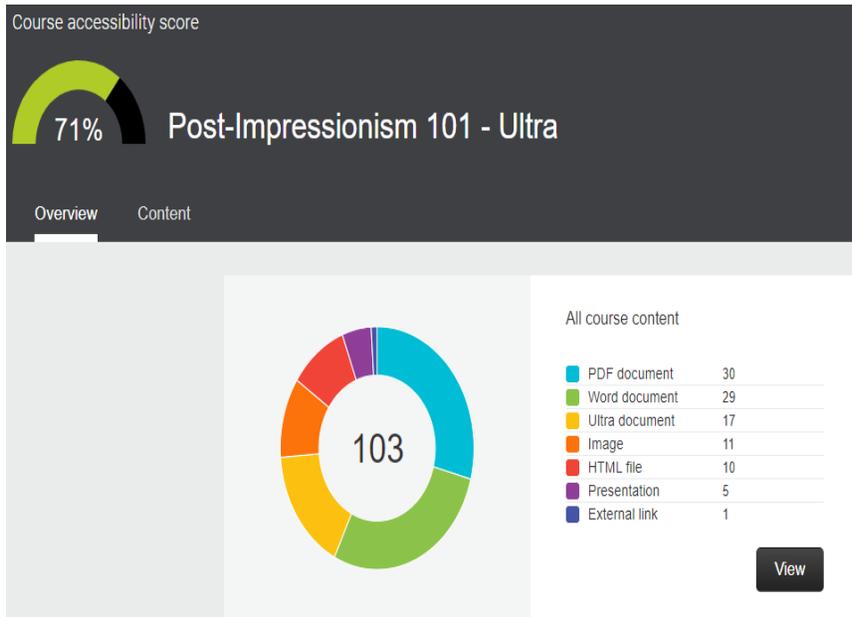
Section 3: Course Accessibility Report



The Course Accessibility Report helps instructors determine a pathway to a more inclusive and equitable educational experience for their students. Use the report to tackle accessibility issues file by file, prioritize specific issues based on severity, or focus on the easiest issues first. Find your **"Accessibility Report"** under "Books and Course Tools". The report is comprised of the following:

- 1) overall accessibility score for the entire course
- 2) content breakdown by type (e.g. PDFs, Word docs, pages)
- 3) 3 guided remediation approaches

Course Accessibility Score & Content Breakdown



In the top left-hand corner, you will find your overall course accessibility score across all files and content for this particular course. Each content item is checked against the WCAG 2.2 AA standards and scored based on the severity of issue or issues.

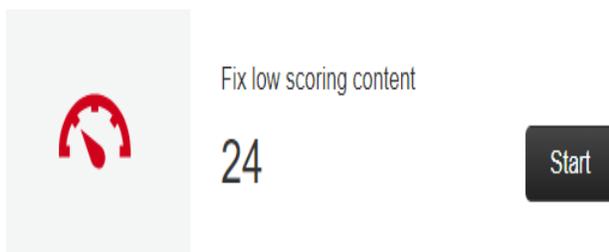
View a breakdown of the types of content and files in your course to analyze the diversity of your learning materials.

Three Guided Remediation Approaches

In the Course Accessibility Report, Ally will provide three guided remediation approaches for instructors to choose from, helping them prioritize and simplify their remediation approach. Instructor Feedback can be accessed from directly within the Course Accessibility Report to allow instructors to begin remediating right away.



Guided Remediation Approach #1: Content with easiest issues to fix (also referred to as the “easy” button). Ally compiles a list of all issues that are the easiest to fix (e.g. missing alt, insufficient color contrast, missing headings).



Guided Remediation Approach #2: Low Scoring Content, also called “make the most impact on the overall score button”). Ally compiles a list of the lowest scoring content items. The Intention is to see a larger increase on the overall course accessibility score.

Guided Remediation Approach #3: Remaining Issues. Ally compiles a list of all remaining content items with issues and organizes them by specific issue. Can also filter the view to look at which issue impacted the highest number of content items, or list of remaining issues in order of severity.

Remaining issues

↓ Severity	Issue	Content affected
	The document is scanned but not OCR'd	 6 >
	The document has contrast issues	 22 >
	The document has tables that don't have any headers	 15 >

Section 4: Suggestions & Best Practices for Instructors

This section focuses on suggestions and best practices for instructors and their content remediation efforts.

Assess Your Knowledge

Before you choose your remediation approach, conduct a personal assessment of your current understanding of content remediation and digital accessibility. This assessment should be informal in that it doesn't need to be shared with anyone, but it does need to be realistic. Ask yourself the following questions: how would you rate your level of knowledge in digital accessibility (or Ally) on a scale of 1-10? What is your feeling toward digital accessibility? Are you confident in your knowledge and skill levels? What are your weaknesses? Strengths? The ultimate goal is to be realistic and honest with yourself about where you stand in your knowledge, confidence, and skill levels of digital accessibility and Ally. Use the results of your personal assessment to craft your path forward.

Choose Your Own Accessibility Adventure!

Everyone's digital accessibility origin story will likely look a little different. So, depending on the results of your personal assessment, choose one or a combination of the following suggestions:

- Increase knowledge of digital accessibility/Ally by way of help.blackboard.com.
- Identify explicit areas of concern (e.g. alternative text, PDF remediation, adding headings to documents) to start with.
- Strive to reach a certain overall accessibility score for a course(s).

- Use one of the three guided remediation approaches in your Course Accessibility Report.
- Spend some time exploring the three key Ally features for instructors to familiarize yourself with them.
- Ask a colleague known for their passion and/or expertise in digital accessibility for help.
- Factor in additional time for addressing accessibility issues identified in Instructor Feedback during course setup for next semester.
- Set a goal for your overall course accessibility score for each individual course you teach next semester, keep track of your progress and consider sharing it with colleagues or even including it in your teaching portfolio or tenure and promotion portfolio.
- Use the content breakdown in the Course Accessibility Report to determine the removal of outdated content, or decide if you have too many PDFs .
- If using Microsoft products to create new content (e.g. Word document or PowerPoint Presentation), utilize the accessibility checkers available prior to uploading content in Ally.

Accessibility Best Practices

- Add alternative text to images
- Use headings in Word documents
- Color contrast
- Use clear link text
- Avoid jargon and use plain, accessible language
- Do not rely on color alone to convey meaning
- Make sure tables have headers
- Provide accurate captions and transcripts for videos, as well as transcripts for audio content.

Section 5: Additional Resources & Support

Below, you will find a comprehensive list of additional support and resources, organized by topic.

Anthology Ally-Specific

- **Ally Instructional Support**: Your go-to for all things Ally. Select your user role (student, instructor, administrator), which Learning Management System your institution uses (Blackboard Learn Ultra), and browse through a plethora of instructional materials, best practices, case studies, and more.
- **Ally Adoption & Communication Toolkit**
- **Ally Office Hours**: Ally office hours are Anthology-led and hosted by Anthology Ally management. The office hours are held on the second Monday of the month. Anthology

staff will discuss in detail the latest Ally feature releases and product developments, and attendees have the opportunity to ask questions ahead of time to be addressed during the meeting. [Use this form](#) to ask questions ahead of time.

- **Ally User Group**: Our Ally user group is an international group of Ally users from across the globe, all coming together to share resources, ask for suggestions or tips, and engage with the Ally product and development team. Anyone can register and participate in the online forum and/or attend monthly user group meetings. This is entirely user-led, though the Ally team is very active in the forum. Use the following link to register for the monthly meetings: [Ally User Group Monthly Meetings](#).
- **Anthology Community**: The community is an Anthology-led space that includes thought leadership pieces, such as blogs and white papers, a platform to ask and answer questions with other users and Anthologists, join community programs, and also submit product feedback (IDEA Exchange).

Alternative Text

- <http://diagramcenter.org/table-of-contents-2.html>
- <https://poet.diagramcenter.org/>
- <https://webaim.org/techniques/alttext/>

Color Contrast Checkers

- <https://www.tpgi.com/color-contrast-checker/>
- <http://colorsafe.co/>

Headings

- [WebAIM Headings](#)

Font Selection

- [WebAIM Fonts](#)
- [Siteimprove Accessible Fonts](#)

PDFs

- [Inclusive Instructional Design PDF Remediation Resources](#)
- [University of Washington High-quality Scans](#)

Universal Design for Learning

- <https://udlguidelines.cast.org/>

Web-Based Content Accessibility Guidelines

- <https://www.w3.org/WAI/WCAG2AA-Conformance>