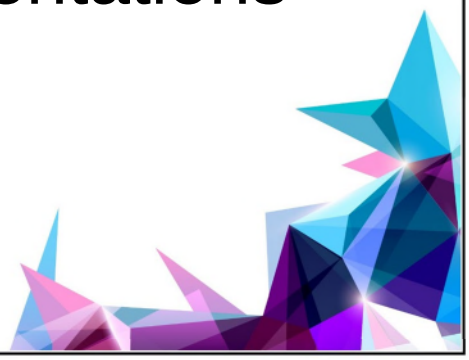
Presentations:

Integrating accessibility into your presentations



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The small print

Prerequisites

Time in the workshop is precious – it is an opportunity for you to interact with the workshop leader and other participants through questions and discussions and to share your experiences and concerns. To make the most of this time we sometimes ask you to carry out learning activities ahead of the workshop so that everyone comes into the class with the same basic knowledge. We keep this prior learning to a minimum and often make use of online videos. Online videos provided through LinkedIn Learning can be accessed free of charge by University members anytime, anywhere, through a browser or app.

Your course booking will tell you if any prior learning activity is required. If you don't have an environment where you can do this learning, you can come along to one of our LinkedIn Learning sessions. These are a quiet space where you can work through videos or other workshop resources.

If you arrive for a workshop without having done the prior learning, the workshop leader may suggest that you come back on another session.

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About the workshop designer

Kieran Suchet has more than twenty years' experience teaching across the UK and Europe. His effective use of communicating ideas through text and digital media has benefitted clients ranging from university students to top level government officials and industrialists. In tandem with his work in bespoke tutoring, Kieran works as an actor and writer and has his own production company Fruit Bat Films.

Revision history

Version	Date	Author	Comments
1.1	June 2024	Kieran Suchet	Course book updated
1.0	August 2023	Kieran Suchet	Created

About this workshop

This workshop will help you to understand what we mean by accessibility and why it is important to give it appropriate consideration when designing a presentation.

What you will learn

We will discuss the many factors that can prevent people from accessing a presentation sufficiently and look at current strategies for overcoming them. Participants will be encouraged to think differently about how they design their presentations and will be shown practical digital skills to implement good practice.

In this session we will cover the following topics:

- Understand the concept of accessibility
- Learn how to create accessible slides
- Use in-built tools within PowerPoint to make you presentation more accessible
- Learn how to check and correct accessibility issues
- Practise inclusive and accessible presentation delivery

What you need to know

You do not need to have any prior experience in presentation design, although a basic level of Microsoft PowerPoint is desirable.

If you need to review these activities, LinkedIn Learning is a great place to get guidance. There is an activity with relevant videos in the IT Learning Portfolio: visit IT Learning Portfolio | IT Learning Centre (ox.ac.uk) and search for “Presentations”.

The resources you need

Exercise instruction and equipment will be provided in class. The given exercises are easy and effective and have a step-by-step approach that many will find useful.

Factors which can affect someone's accessibility.

- *Temporarily disabled*. It may mean someone has a broken wrist or is cognitively impaired due to medication.
- *Situationally disabled*. For example, someone experiencing glare on a device screen or being unable to play the audio on a video in a public setting.
- *Mildly disabled*. A person needing eyeglasses to see a screen or captions to understand audio.
- *Non-native speakers*. If a person is not fluent in the language on the screen, they may need more time to read content on a slide on a carousel/slideshow.
- *Older people with age-related diminishing senses*. It could be a person needing reading glasses or bifocals to read small print or requiring a larger target size for buttons on their touch device due to an age-related hand tremor.

Further guides to understanding and integrating accessibility.

- Make your PowerPoint presentations accessible to people with disabilities - Microsoft Support
- General accessibility guidance | Communications Hub (ox.ac.uk)
- Creating accessible PowerPoint presentations | Centre for Teaching and Learning (ox.ac.uk)

Learning Objectives

This workshop has the following learning objectives:

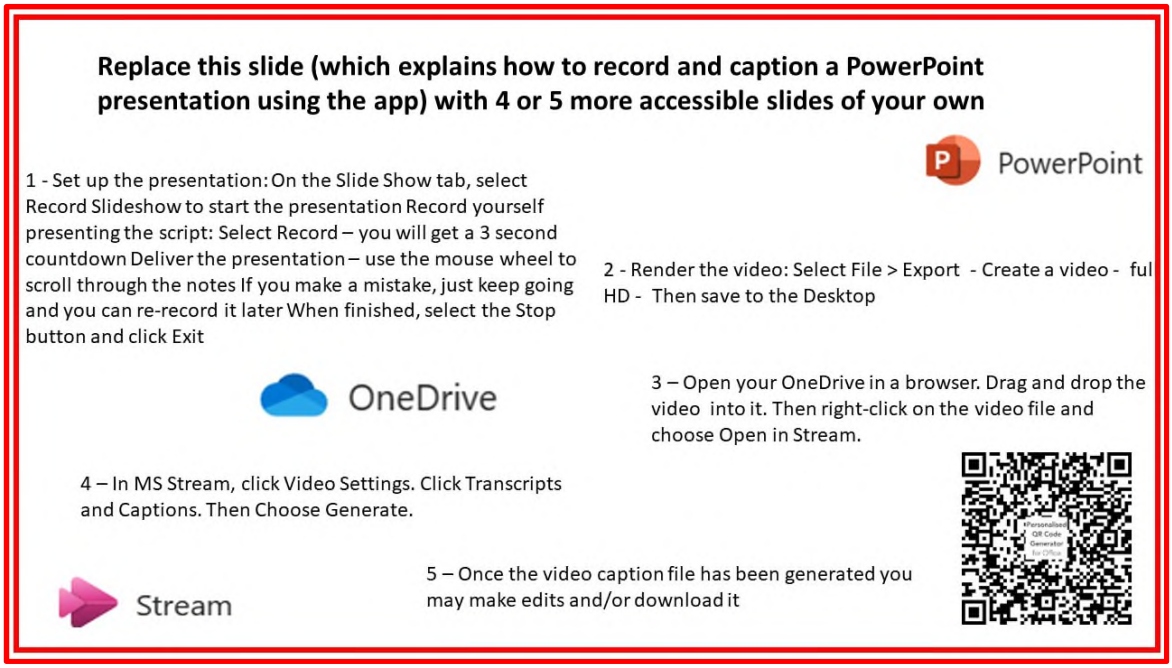
- Learning Objective One : Learn to integrate accessibility into presentations from the start
- Learning Objective Two : Aim to use good design practice to create accessible slides
- Learning Objective Three: Practise using in-built functionality to check for and correct accessiblity issues
- Learning Objective Four: Use 'Rehearse with Coach' in PowerPoint to enhance accessible and inclusive delivery

Learning Objective One : Learn to integrate accessibility into presentations from the start

- Would any participants benefit from receiving a PDF copy of your slides beforehand?
- If it is a hybrid meeting do the people attending in-person have access to the Microsoft Teams meeting link so they can also participate online (E.g. in the Meeting Chat)?
- Does your first slide have your contact details so you are accessible afterwards?
- Does it have your photo so participants can identify you?
- Is there a handout? Can people scan a QR code to get a digital copy if needed?
- Would an anonymous online survey help to make participants feel included?
- Is there a CamelCase hashtag for social media participation

Learning Objective Two : Aim to use good design practice to create accessible slides

- Use bullet points to separate your text
- Show images/infographics/SmartArt as alternatives to text
- Use Alt text to describe images in context
- Make your hyperlinks descriptive
- Add the QR4office add-in to create QR codes
- Display CamelCase hashtags for easier social media interaction
- Think about font style and size
- Format your background to create colour contrast
- Use Slide Layout to select slides with Headings for Screen Readers
- Let Designer (PowerPoint 365 only) help with your slide design
- Make sure any videos used contain captions



Learning Objective Three : Use in-built Microsoft functionality to check, convert and share presentations

- Use the Reading Order pane so Screen Readers read content in the correct order
- Use the Accessibility Checker to identify and correct accessibility issues in your slides
- Use PDF converter to share copies of your slides
- Use Microsoft Narrator **(Windows logo key + Ctrl + Enter)** or NVDA to check the readability of shared material

Learning Objective four : Practice using 'Rehearse with Coach' to improve levels of accessibility and inclusion in your delivery

- Rehearse with coach only available in PowerPoint 365
- Log into Office.com with your SSO to access
- You will need microphone and webcam for full experience
- Use the live feedback to make your delivery more inclusive
- Read the full report to explore areas for further improvement

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Follow these instructions to get started

Use *Edge* to go to Office.com and sign in using your Oxford single sign-on

On the *Nexus365* homepage, start *PowerPoint*

Upload and open the **Rehearse with coach** slide deck:

Scroll down and select Upload in the right of the window

Navigate to the *Desktop* and double-click on the **Rehearse with coach** PowerPoint file

(If the upload is blocked, this will appear as in the right of the web address bar.
Select the icon and choose *Always allow redirects from Office.com* and retry the upload)

Set up the presentation:

Select the *Slide Show* tab

Select Rehearse with Coach and tick Body language

Select *Rehearse with Coach* to start the presentation

Run the presentation:

If asked, *allow* your microphone and camera to be used

A dialog box will appear in the bottom right corner

Select *Start Rehearsing*

Present the slides (you'll need to ad-lib some spoken explanation)

Live feedback will begin after 10-20 seconds

Press the *Esc* key to finish presenting

Receive feedback

After you've finished, a full report will appear

Read the feedback (click *Learn more)* to explore some topics further

Repeat the rehearsal

Select *Rehearse again* to improve your delivery

LEARN TO enABLE DIGITAL FOR EVERYONE

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THINK DIGITAL
THINK **EVERYONE**

Baseline awareness and skills to promote digital accessibility

Did you know?

Some very basic adjustments when creating digital material or documents can make a big difference to many people.

Colour and contrast

Using strong colour contrast between text and background colours helps people with sight impairments. Using only colours to identify content may impair colourblind people.

Alt text on images

Alt stands for alternative. Alternative text on an image helps describe it when people can't see visual content or when an image doesn't load.

Headings and titles

Adding headings like Heading 1, Heading 2 and Heading 3 creates a useful navigation pane. This also helps you to create a table of contents and a vital navigation menu for screen reader users.

Link titles

Name links how you would say them so they would make sense on their own. You wouldn't call a link 'click here' you would call it 'Learn to Enable website'

Tables

Tables are best created without merged or split cells and benefit from a header row. People using keyboards or screen readers can more easily and logically tab through simple tables.

Captions for videos

Adding captions to a video means you offer an alternative if people are unable to hear or if they are in an environment where they cannot use sound.

Transcripts for sound

If sound files or videos can't be heard or don't play then a written transcript offers an alternative so nobody misses out.

Social media hashtags

Camel case hashtags use a capital letter at the beginning of every word. This means they are clearer to read for everyone including those on assistive technology #CamelCase

Logical reading order

The right reading order means your content reads logically on assistive technology. In-built accessibility checkers can help you make sure your reading order is correct and not confusing.

Using clear language

Avoid using jargon or long complex language so everyone understands what you are saying or writing. Some people may not understand or process some of the complex words you use.

Using accessibility checkers

Microsoft tools have a built-in accessibility checker that tells you what to fix to make a document accessible for everyone.

Discover more and learn to **enable digital for everyone** with some bite-sized beginner tips.

www.learntoenable.co.uk

@LearnToEnable

Further information

Getting extra help

The IT Learning Centre offers bookable clinics where you can get pre- or post-course advice. Contact us using courses@it.ox.ac.uk.

Study Videos from LinkedIn Learning

On our website, you will find our collection of self-service courses and resources. This includes providing LinkedIn Learning video-based courses free to all members of the University. Visit skills.it.ox.ac.uk/linkedin-learning and sign in with your Single Sign-On (SSO) credentials.

Some courses recommend pre- and/or post-course activities to support your learning. You can watch the online videos anywhere, anytime, and even download them onto a tablet or smartphone for off-line viewing.

About the IT Learning Portfolio online

Many of the resources used in the IT Learning Centre courses and workshops are made available as Open Educational Resources (OER) via our Portfolio website at skills.it.ox.ac.uk/it-learning-portfolio.

Find the pre-course activity for this course in the IT Learning Portfolio: visit skills.it.ox.ac.uk/it-learning-portfolio and search for “Presentations activity”.

About the IT Learning Centre

The IT Learning Centre delivers over 100 IT-related teacher-led courses, which are provided in our teaching rooms and online, and we give you access to thousands of on-line self-service courses through LinkedIn Learning.

Our team of teachers have backgrounds in academia, research, business and education and are supported by other experts from around the University and beyond.

Our courses are open to all members of the University at a small charge. Where resources allow, we can deliver private courses to departments and colleges, which can be more cost-effective than signing up individually. We can also customize courses to suit your needs.

Our fully equipped suite of seven teaching and training rooms are usually available for hire for your own events and courses.

For more information, contact us at courses@it.ox.ac.uk.

About IT Customer Services

The IT Learning Centre is part of the Customer Services Group. The group provides the main user support services for the department, assisting all staff and students within the University as well as retired staff and other users of University IT services. It supports all the services offered by IT Services plus general IT support queries from any user, working in collaboration with local IT support units.

The Customer Services Group also offers a data back-up service; an online shop; and a computer maintenance scheme. Customer Services is further responsible for desktop computing services – for staff and in public/shared areas – throughout UAS and the Bodleian Libraries.

Presentations: Integrating accessibility into your presentations

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Kieran Suchet

#AccessiblePresentations

Resources for your learning

Activities for you to practice today
- In the coursebook
- Work at your own pace!
- Be selective

Videos with today's topics LinkedIn Learning

Follow-up work
- Continue with exercises after the session
- Bookable Course Clinics later

Your safety and comfort are important

Where is the fire exit?

Please tell us if anything doesn't work

The welcome area has vending machines and a water cooler

The toilets are along the corridor outside the teaching rooms

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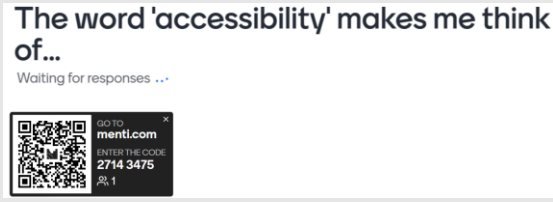
What we are doing today (3 hrs)

- Understand what accessibility is and why it is important
- Make your presentations accessible both in-person and online
- Use built-in accessibility design functionality in PowerPoint 365
- Practise inclusive and accessible presentation delivery using PowerPoint 365

#AccessiblePresentations

Ice-breaker



What do we mean by Digital Accessibility?

Online experiences can vary hugely, and be impacted by visual conditions, conditions affecting motor skills, auditory difficulties and cognitive function.

#AccessiblePresentations

What do we mean by Digital Inclusivity?

An inclusive experience goes further from accessibility as it doesn't just question whether someone *can* use something, but whether they in fact *want* to.

Activity 1 - How are my opening slides made more accessible to viewers?

- What did I do/include in my first **6 slides**? (Look in coursebook to review slides)
- In pairs activity – discuss and feedback

#AccessiblePresentations

Actionable tips for better accessibility

- **Bullet points**
- **Images/ infographics rather than text**
- **Alt text for image description**
- **Descriptive hyperlinks for context**
- **QR4office add-in plugin**
- **CamelCase** hashtags
- **Clear font size/style**
- **Background format (pastel)**
- **Slide Layout to include headings for screen readers**
- **Videos with Captions (MS Stream)**

Designer in PowerPoint 365

Designer

Activity 2 - How can main slides be made more accessible?

Go to a computer and replace **Kieran's poor slide** with 4 or 5 slides incorporating accessibility design tips from previous slide(s)

#AccessiblePresentations

How to check levels of accessibility

- **Accessibility checker**
- **Reading Order Pane**
- **PDF converter**
- **Screen reader (MS Narrator or NVDA)**

Activity 3 - Check, convert and hear your presentation

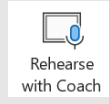
Return to your computer and use Accessibility Checker, etc. to correct, convert and listen to your slides

#AccessiblePresentations

Activity 4 - How can digital delivery be more accessible and inclusive

Accessible slides and inclusive delivery go hand-in-hand

Goto a computer and use **Research with Coach** to practise your delivery.



Find the resources for this workshop in our IT Learning Portfolio

Download the files (and more) from the IT Learning Portfolio at

[Navigate to the IT Learning Centre portfolio]

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