

Creating accessible content

You may want to create or edit accessible content for a specific student or group of students.

What is accessibility?

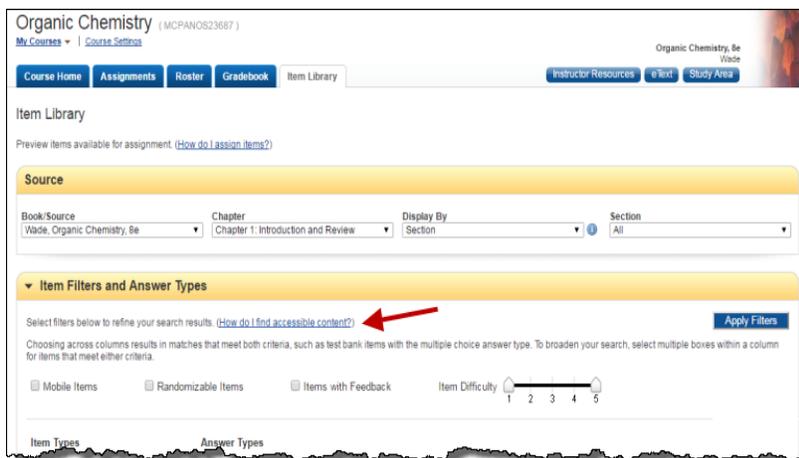
“Accessibility” covers many situations. Most “blind” students, for instance, actually have some vision, so one student may decide to read a graph with a magnifier; another may use a screen reader; others may adjust color or screen brightness. Some students may need extra time on an assignment, or may read captions as they watch a video, or use a stick input device or voice input instead of a keyboard. But they’re just students, learning using different presentations of materials, and you’re their teacher, and that’s the bottom line.

Use your students’ knowledge

Your students are your best resource. At the beginning of the semester, get together with them and ask the questions that help you teach anyone. What are their strengths as a student? What’s their learning process? Figure out with them whether they need extra or adapted content. Asking students how they learn lets them advocate for themselves.

Where to start creating content

A good place to start creating content is by editing accessible Pearson content. Guidelines for what’s accessible are in the article “Finding Accessible Content”, available in the Item Library under the “Item Filters and Answer Types” heading. Check this article whenever you look for content; we’re adding accessible answer types all the time.



Organic Chemistry (MCPANOS23687)

My Courses | Course Settings

Organic Chemistry, 8e Wade

Course Home Assignments Roster Gradebook Item Library Instructor Resources eText Study Area

Item Library

Preview items available for assignment. ([How do I assign items?](#))

Source

Book/Source Wade, Organic Chemistry, 8e Chapter Chapter 1: Introduction and Review Display By Section All

Item Filters and Answer Types

Select filters below to refine your search results. ([How do I find accessible content?](#)) [Apply Filters](#)

Choosing across columns results in matches that meet both criteria, such as test bank items with the multiple choice answer type. To broaden your search, select multiple boxes within a column for items that meet either criteria.

Mobile Items Randomizable Items Items with Feedback Item Difficulty 1 2 3 4 5

Item Types Answer Types

What's already accessible

The following parts of Mastering are already accessible for screen readers and keyboard navigation. Most are contrast-optimized for low-vision users:

- Registration
- The student course home
- Feedback and wrong answer responses
- eText online textbooks
- The Scores page
- Most Dynamic Study Module questions. The developer of Dynamic Study Modules is working to resolve their accessibility issues
- All images with a description field, which is most images
- Most videos. If you find a video with no or insufficient subtitles, please let us know through Contact the Publisher.

Some basics for creating accessible content

As you create or edit questions yourself, here are a few basics:

- In **images**, use alt-text. Fill in the description field with a description of the image that is relevant to what your students need.
 - Currently, screen readers read the Mastering **title** field; this is an issue in the Mastering editor. For the time being, when you're adding images to a Mastering item, please replicate the description of your image in the **title** field. Since both fields are small, create the description in an external program, then copy and paste to the title and description fields.
 - Think about the context in which your students will use this image and the ways in which they learn. Write or edit the image description accordingly.
- If you use **videos**, include subtitles or closed captioning. It's OK to show subtitles to everyone.
 - For best accessibility, include a transcript of the video that describes what's happening on screen, not just what people say.
- In **text**, add emphasis with phrasing rather than bold or italics, which screen readers may not read. The only styles supported by the Mastering editor are the supplied styles such as "Introduction," part titles, and hint titles; we don't have, for instance, internal headings in the Introduction.
 - Use texture and color, not color alone, to differentiate lines and areas.
 - Avoid small fonts.
 - Check the contrast between text and background using a site such as <https://webaim.org/resources/contrastchecker/>
or
<https://developer.paciellogroup.com/resources/contrastanalyser/>
- **Avoid using content created with Flash.** It causes extreme accessibility issues for most students.

- **Give it a try.**
 - The screen reader you use may provide a choice of voices and usually lets you choose to hear text at higher speeds. Students often set their screen reader speed quite high.
([Sina Bahram, a universal design specialist, demonstrates his ordinary reading speed with a reader, nearly 1000 words/minute.](#) He believes the top human reading speed is something around 1500 words/minute. The average *visual* reader reads at around 200 WPM.)
 - If you're working with a student who's deaf, turn off the audio on videos and see how well the video works without it.

Use multiple channels of communication to improve learning for everyone

Wherever you can, use multiple channels of communication. This is a fundamental principle of, not only accessibility, but Universal Design for Learning.

For instance, one student may need 3D printed visualizations of atoms, but most students can learn from them. One student may need the Desmos graphing calculator to read graphs, but its ability to turn graphs into sounds can help other students read graphs better. If you always think about presenting through multiple channels, you'll be far on the road to teaching accessibly.

You can use third-party accessible content in Mastering

You can often get accessible third-party multimedia content through your university accessibility office or through Pearson. You can link resources from these sites to questions in Mastering. If you're doing an entire assignment in one of these sites but want to enter grades in the Mastering gradebook, you can create an "offline assignment" (**Gradebook > Manage > Offline Assignments**).

A list of some accessible third-party sites is attached to this page.

Let us know what you're doing!

We always like to know what you're doing. Please feel free to tell us your accessibility triumphs and needs through your sales representative or Contact the Publisher.