



University of Houston-Downtown

Center for Teaching  
and Learning Excellence



DIGITAL LEARNING WORKSHOP SERIES

# Canvas Accessibility Makeover: Leveraging Ally

Facilitated By: Fabiola Vacatoledo, MS and Yolany Lagos-Banks, Ph.D.

WORKSHOP TWO

# Session Outline

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Introductions and Orientation

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Importance of Accessibility

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Universal Design for Learning (UDL)

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**Discussion:** Identifying Accessible Content

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How Accessibility Improves Instruction

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**Activity:** Canvas Clean-Up with Ally

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Additional Resources and Takeaways

# Introductions and Orientation

## Our Team

**Dr. Gregory Dement**  
Executive Director, CTLE

**Fabiola Vacatoledo**  
Instructional Designer, CTLE

**Dr. Yolany Lagos-Banks**  
Instructional Designer, CTLE

**Courtney Banks**  
Graphic Designer, CTLE

## This is a Hands-On Workshop:



**Pull out your devices (laptop preferred)**



**Login to a working Canvas course**



**Resource Page | [bit.ly/ctle\\_llw](https://bit.ly/ctle_llw)**

## At Your Tables:

- UDL framework
- Canvas Accessibility Tips from the CTLE
- Not Accessible Syllabus Example

# Why is Accessibility Important?

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## Inclusivity and Equal Opportunity

Equal access to all students regardless of their ability.



## Enhanced Learning Experience

Improve overall educational experience.

More organized and consistent content.



## Compliance

As an Institution we want to comply with the law.

# Universal Design for Learning

## Design Multiple Means of Engagement



## Design Multiple Means of Representation



## Design Multiple Means of Action & Expression



Access

### Design Options for Welcoming Interests & Identities (7)

- Optimize choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Nurture joy and play (7.3)
- Address biases, threats, and distractions (7.4)

### Design Options for Perception (1)

- Support opportunities to customize the display of information (1.1)
- Support multiple ways to perceive information (1.2)
- Represent a diversity of perspectives and identities in authentic ways (1.3)

### Design Options for Interaction (4)

- Vary and honor the methods for response, navigation, and movement (4.1)
- Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)

Support

### Design Options for Sustaining Effort & Persistence (8)

- Clarify the meaning and purpose of goals (8.1)
- Optimize challenge and support (8.2)
- Foster collaboration, interdependence, and collective learning (8.3)
- Foster belonging and community (8.4)
- Offer action-oriented feedback (8.5)

### Design Options for Language & Symbols (2)

- Clarify vocabulary, symbols, and language structures (2.1)
- Support decoding of text, mathematical notation, and symbols (2.2)
- Cultivate understanding and respect across languages and dialects (2.3)
- Address biases in the use of language and symbols (2.4)
- Illustrate through multiple media (2.5)

### Design Options for Expression & Communication (5)

- Use multiple media for communication (5.1)
- Use multiple tools for construction, composition, and creativity (5.2)
- Build fluencies with graduated support for practice and performance (5.3)
- Address biases related to modes of expression and communication (5.4)

Executive Function

### Design Options for Emotional Capacity (9)

- Recognize expectations, beliefs, and motivations (9.1)
- Develop awareness of self and others (9.2)
- Promote individual and collective reflection (9.3)
- Cultivate empathy and restorative practices (9.4)

### Design Options for Building Knowledge (3)

- Connect prior knowledge to new learning (3.1)
- Highlight and explore patterns, critical features, big ideas, and relationships (3.2)
- Cultivate multiple ways of knowing and making meaning (3.3)
- Maximize transfer and generalization (3.4)

### Design Options for Strategy Development (6)

- Set meaningful goals (6.1)
- Anticipate and plan for challenges (6.2)
- Organize information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)
- Challenge exclusionary practices (6.5)



# Document Accessibility Issues

## 1 American History I

HIS 131 401  
Spring 2024

2

**Instructor:** Jane Doe  
**Email:** janedoe@uhd.edu  
**Class Time:** Virtual  
**Class Location:** Virtual  
**Office Location:** Main Building #2  
**Student Hours:** (Face to Face or Online): M-F 10:00-11 a.m. and M-TH 2:30-3:30 p.m. and by appointment

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. This course is a Universal General Education Transfer Course and is guaranteed to transfer for general education equivalency credit under the CAA.

### PRE-REQUISITES:

There are no pre-requisites or co-requisites for this course.

## 3 REQUIRED COURSE MATERIALS

4

### Textbook –

The textbook for this class is Open Educational Resources; meaning it is online and it is free. Here is the link to the textbook: <https://openstax.org/details/books/us-history> link will also be in the course.

5

6

**MAKE SURE YOU CAN ACCESS THE TEXTBOOK;** the reading assignments are required for successful completion of quizzes and other assignments.

### Supplies –

Textbook and access to internet

### Technology –

Students will need to be able to demonstrate the following computer and digital literacy skills:



Error #	Error Type
1	There aren't headings in the document
2	Color Contrast
3	All caps and color contrast
4	Different fonts all over document
5	Non-descriptive link
6	Bolded and underlined text can be confused as a link







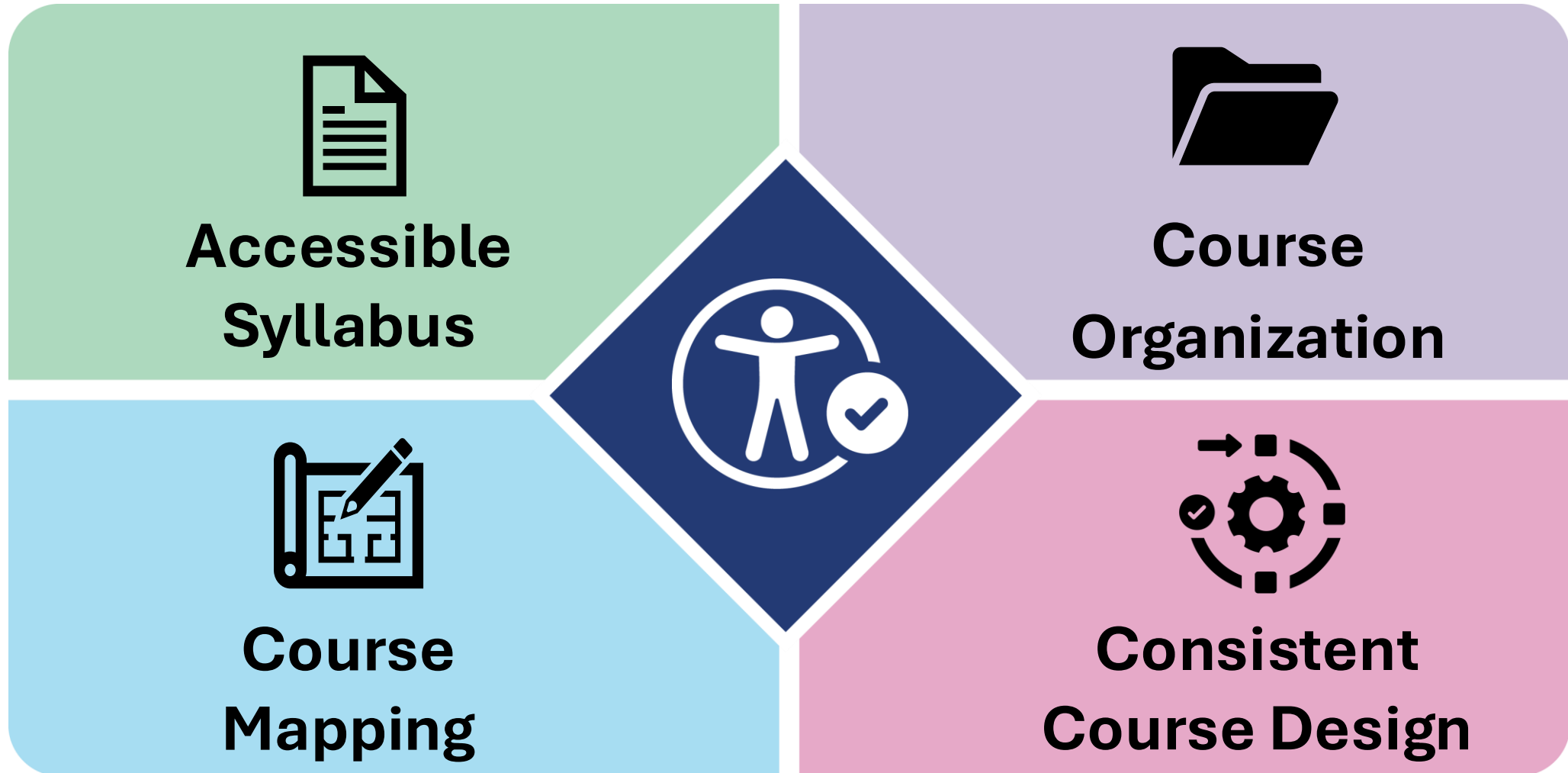
# Common Accessibility Errors

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- ✘ Headings in Documents.
- ✘ Alt text for images.
- ✘ Tables missing headings.
- ✘ Color Contrast - Color used to convey meaning.
- ✘ Textbook scans.

# Accessibility in Course Planning and Design

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# Accessibility in Course Materials

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Create materials following accessible practices.



Use the LMS built-in accessibility features.



Use a variety of course materials.



Use materials that are accessible.

# Inaccessible Course Design

1. Homepage isn't setup.

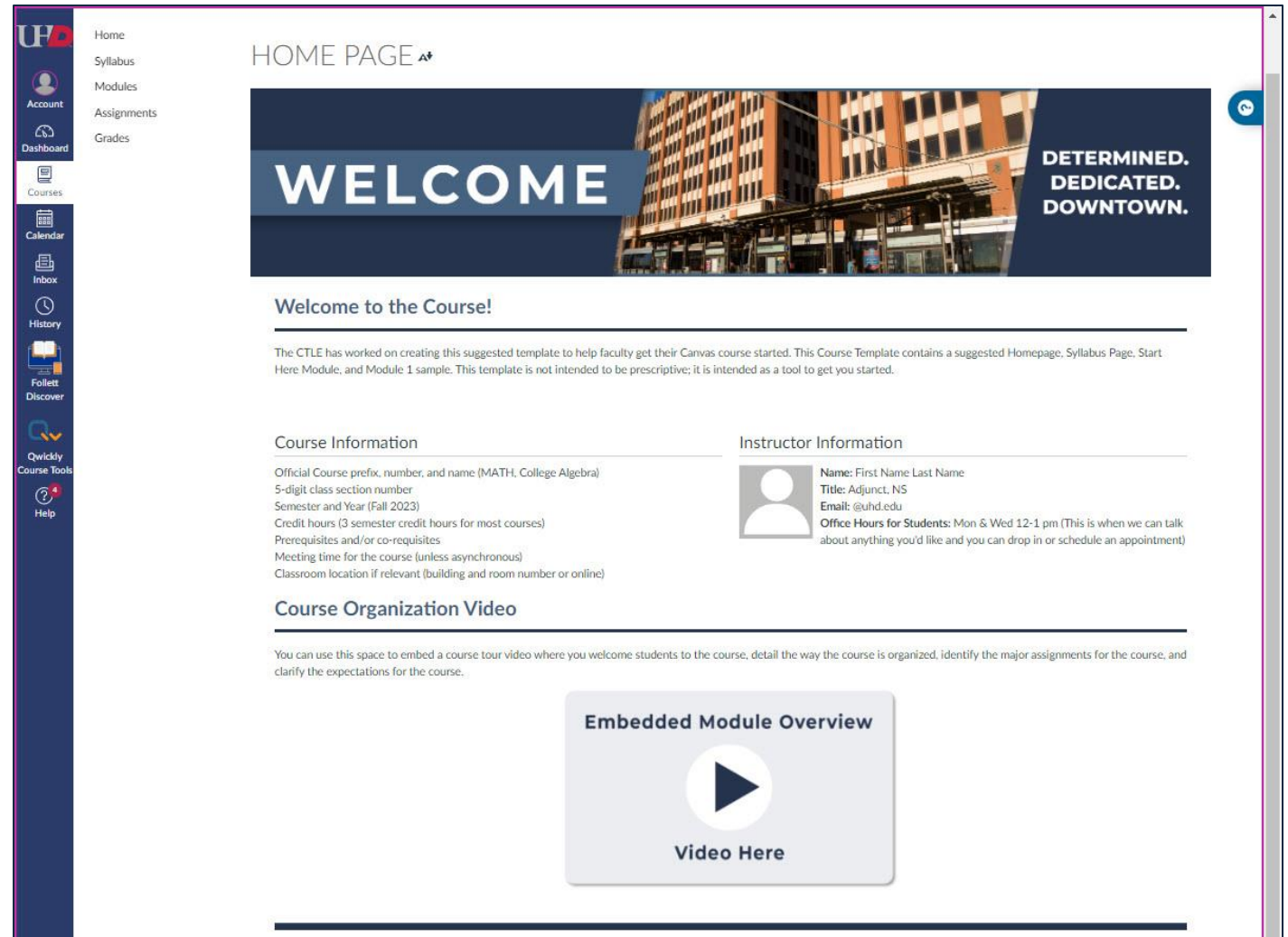
2. Long Navigation Panel.

3. Modules used as a file repository.

The screenshot shows a course management interface with a dark blue navigation sidebar on the left and a main content area on the right. The sidebar contains icons and labels for various functions: Home (1), Account, Dashboard, Courses, Calendar, Inbox, History, Follett Discover, Qwickly Course Tools, and Help (4). The main content area has a 'Collapse All' button in the top right. Below it, there are two expandable sections: 'Syllabus' and 'Course Module' (3). The 'Syllabus' section contains a file named 'HI 131 Syllabus.docx'. The 'Course Module' section contains several items: 'Rethinking the Course Syllabus Considerations for Promoting Equity Diversity and Inclusion', 'Course Design Considerations for Inclusion and Representation', 'Looks Do Really Matter in Course Design', 'Giving effective Feedback', 'Lecture Follow Along', 'APA Style Basics\_Accessible.pptx', 'Assignment One' (10 pts), 'Discussion One', and 'Quiz One' (10 pts). Red circles with numbers 1, 2, 3, and 4 highlight specific elements: 1 points to the 'Home' link, 2 points to the 'Quizzes' link, 3 points to the 'Course Module' header, and 4 points to the 'Help' link.

# Accessible Course Design

**Setup a Homepage**  
with information to  
guide students  
where to start.



The screenshot shows a Canvas LMS course homepage template. On the left is a dark blue sidebar with navigation icons for Home, Account, Dashboard, Courses, Calendar, Inbox, History, Follett Discover, Quickly Course Tools, and Help. The main content area is titled "HOME PAGE" and features a large banner image of a city building with the text "WELCOME" and "DETERMINED. DEDICATED. DOWNTOWN." Below the banner is a section titled "Welcome to the Course!" with a paragraph of introductory text. This is followed by two columns: "Course Information" and "Instructor Information". The "Course Information" column lists fields for course prefix, section number, semester/year, credit hours, prerequisites, meeting time, and location. The "Instructor Information" column includes a profile picture placeholder and fields for name, title, email, and office hours. Below these is a section titled "Course Organization Video" with a paragraph of text and a large button labeled "Embedded Module Overview" containing a play icon and the text "Video Here".

HOME PAGE

**WELCOME**

**DETERMINED. DEDICATED. DOWNTOWN.**

### Welcome to the Course!

The CTLE has worked on creating this suggested template to help faculty get their Canvas course started. This Course Template contains a suggested Homepage, Syllabus Page, Start Here Module, and Module 1 sample. This template is not intended to be prescriptive; it is intended as a tool to get you started.

#### Course Information

Official Course prefix, number, and name (MATH, College Algebra)  
5-digit class section number  
Semester and Year (Fall 2023)  
Credit hours (3 semester credit hours for most courses)  
Prerequisites and/or co-requisites  
Meeting time for the course (unless asynchronous)  
Classroom location if relevant (building and room number or online)

#### Instructor Information

**Name:** First Name Last Name  
**Title:** Adjunct, NS  
**Email:** @uhd.edu  
**Office Hours for Students:** Mon & Wed 12-1 pm (This is when we can talk about anything you'd like and you can drop in or schedule an appointment)

### Course Organization Video

You can use this space to embed a course tour video where you welcome students to the course, detail the way the course is organized, identify the major assignments for the course, and clarify the expectations for the course.

**Embedded Module Overview**

**Video Here**

# Accessible Course Design

**1. Short navigation menu to guide learners' access.**

**2. Smaller module with instructions per each section.**

The screenshot displays a course management interface for 'CTLE\_Workshops > Modules'. On the left is a vertical navigation menu with icons and labels for Account, Dashboard, Courses, Calendar, Inbox, History, Follett Discover, Qwickly Course Tools, and Help. The main content area shows a breadcrumb trail 'CTLE\_Workshops > Modules' and a list of navigation options: Home (marked with a red circle '1'), Syllabus, Modules, Assignments, and Grades. A 'Collapse All' button is located in the top right. The main content area is titled 'Accessible Module' (marked with a red circle '2') and contains a list of items: Module Overview, Module Materials, Module Assignments, Discussion One Accessible, Assignment One Accessible (10 pts), Quiz One Accessible (10 pts), and Module Wrap-Up.

# Accessible Course Design

1. Provide with a content overview.

2. Embed videos in the content pages to reduce clicks.

3. Provide instructions and embed the module readings.

Home  
Syllabus  
Modules  
Assignments  
Grades

Account  
Dashboard  
Courses  
Calendar  
Inbox  
History  
Follett Discover  
Quickly Course Tools  
Help

## Module Materials

### MODULE 1

1 Overview

Backward design is a widely used approach to curriculum planning and instructional design in education. It places the end goals and desired outcomes at the forefront of the planning process, ensuring that learners achieve a deep understanding of the content and skills being taught. We will explore the key principles of backward design, and its benefits.

Overview Video

Watch the Lecture video below, and use the document [Lecture Follow Along](#) to take notes on the most important concepts discussed in the video.

2

3 Module Readings

This section is dedicated to exploring Backward Design. This approach suggests that the instructor should start the design process from the learning objectives, as they represent the skills and knowledge students will learn as they leave the course.

Each of the readings this week will help us discuss and complete the first paper in the module.

- [Course Design Considerations for Inclusion and Representation](#)
- [Course Syllabus: Considerations for promoting Diversity Equity and Inclusion](#)
- [Looks Do Matter in Course Design](#)

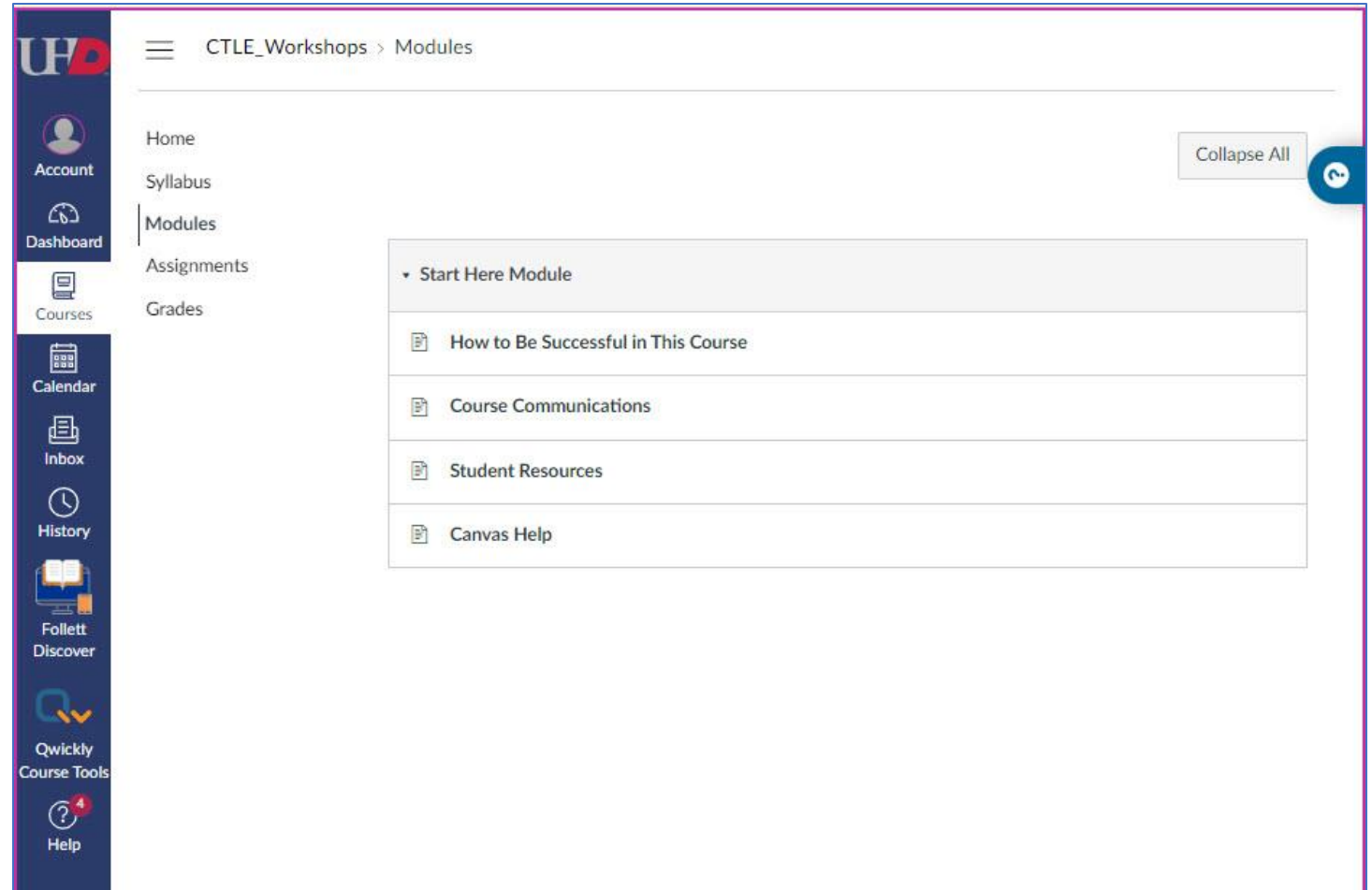
Previous Next

# Accessible Course Design

**1. Provide a Start Here Module.**

**2. Provide Student Resources.**

**3. State early course expectations.**



The screenshot displays a Canvas LMS interface for a course titled 'CTLE\_Workshops > Modules'. The left sidebar contains navigation links: Account, Dashboard, Courses, Calendar, Inbox, History, Follett Discover, Qwickly Course Tools, and Help. The main content area shows a 'Start Here Module' with the following items:

- How to Be Successful in This Course
- Course Communications
- Student Resources
- Canvas Help

A 'Collapse All' button is visible in the top right corner of the main content area.



# Ally in Canvas

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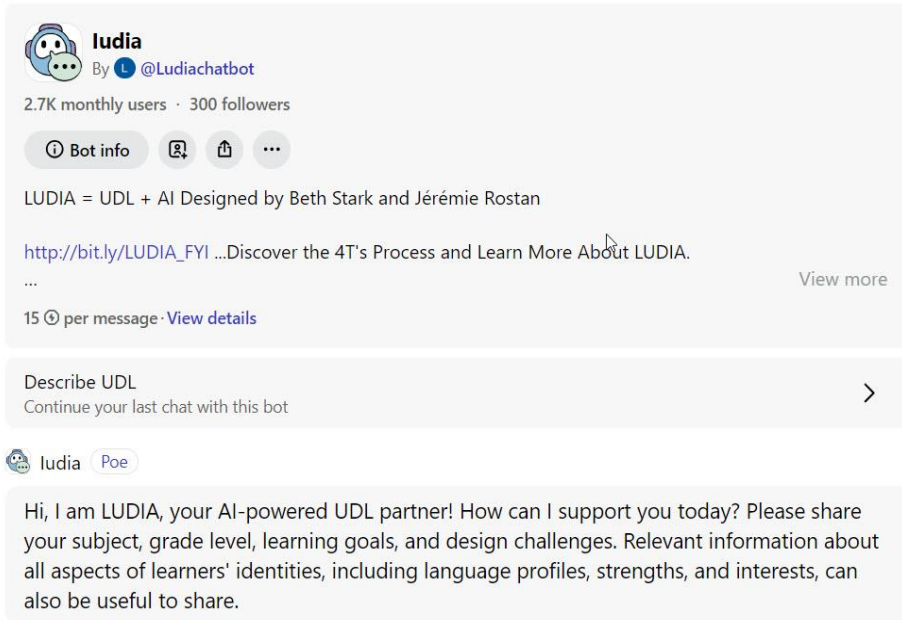


- Ally scans files in your course.
- Ally identifies accessibility issues in the files.
- Ally can help you solve some accessibility issues.
- After working on Ally, we need to wait for an updated score.
- Ally **cannot resolve** all accessibility issues.



# AI & Universal Design for Learning

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The screenshot shows the profile of the LUDIA chatbot. At the top left is the LUDIA logo, a blue speech bubble with a white face. To its right is the name "ludia" in bold, followed by "By @Ludiachatbot". Below this, it says "2.7K monthly users · 300 followers". There are three icons: a person with an "i" (Bot info), a link, and a share icon. The bio reads "LUDIA = UDL + AI Designed by Beth Stark and Jérémie Rostan". Below the bio is a link "http://bit.ly/LUDIA\_FYI ...Discover the 4T's Process and Learn More About LUDIA." with a "View more" link to the right. At the bottom left, it says "15 per message · View details". Below the bio is a button "Describe UDL" with a right arrow and the text "Continue your last chat with this bot". At the bottom, there is a chat bubble from "ludia" with the text: "Hi, I am LUDIA, your AI-powered UDL partner! How can I support you today? Please share your subject, grade level, learning goals, and design challenges. Relevant information about all aspects of learners' identities, including language profiles, strengths, and interests, can also be useful to share."

LUDIA (Stark & Rostan, 2024) is a chatbot created as a UDL partner.

LUDIA chatbot has been trained to be a SME in UDL.

Can help suggesting activities linked to the UDL guidelines.

# Resources

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LinkedIn Learning

## Creating Accessible PDFs

- Importance of Accessibility
- Document Set Up in Word/ PPT/ Adobe CC
- Creating Accessible PDFs
- Testing Accessibility
- WCAG Guidance



## Checking & Fixing PDFs for Accessibility

Checking & Fixing PDFs for Accessibility using  
Adobe Acrobat DC