5-2018

Meeting the Accessiblity Standards for Digital Content at CSU

Marsha Miles
Cleveland State University, m.a.miles24@csuohio.edu

Barbara Loomis
Cleveland State University, b.i.loomis@csuohio.edu

Meeting the Accessibility Standards for Digital Content at CSU

Marsha Miles and Barb Loomis, Cleveland State University

OhioDIG Meeting, May 10, 2018

DC+ Great Lakes User Group Meeting 2016

- Acrobat Pro = 15-20 minutes/page

- Outsourced Services = $8/page

- Accessibility on demand?

We're Open Access... But Are We Accessible?

Matt Ruen, Scholarly Communications Outreach Coordinator
Jackie Rander, Publishing Services Manager
Grand Valley State University Libraries

Jeff Sykes, Assistive Technology Coordinator
GVSU Disability Support Resources

https://digitalcommons.brockport.edu/dcglug/2016/program/4/

Article Referenced in DC+GLUG Presentation

Wendy Walker & Teressa Keenan (2015) **Do You Hear What I See? Assessing Accessibility of Digital Commons and CONTENTdm**, *Journal of Electronic Resources Librarianship*, 27:2, 69-87

Download the article: http://scholarworks.umt.edu/ml_pubs/20/

Suggestions for Digital Commons

☐ Include conference schedule in an accessible document for download

☐ Describe type of content the user can download and update the button label accordingly

☑ Include descriptive metadata, especially for non-textual items

Walker & Keenan, 2015

Suggestions for CONTENTdm

☑ Include descriptive metadata

☐ Keep in mind that the Title field is the alternative text for images

☑ Include the name of the digital collection as one of the fields

☑ Order metadata fields so that the record begins with fields that help identify the item

☑ Disable hyperlinked metadata in Title and Description fields

☑ Use the controlled vocabulary at the field level (Subjects, Geo Locations, etc.)

☑ Avoid the compound-object structure (difficult to navigate)

Walker & Keenan, 2015

Accessibility Standards

The Accessibility Standards for Cleveland State University are developed to inform our staff and faculty on what constitutes an accessible product for people with disabilities participating in services and activities at our university. These standards are developed to give direction for how to evaluate mandates in the Accessible EIT Policy. These standards are to be used when developing web pages, documents, video, purchasing software, and development of other media. This is work that is not only being done at Cleveland State but is part of a nationwide trend in institutions of higher education.

These standards were not developed specifically by Cleveland State. Most of the standards listed were adopted from federal standards like the Section 508 guidelines and the W3C Web Content Accessibility Guidelines. Many of the resources that will be found in these standards is also gathered from the efforts of other universities and groups like WebAIM.

Minimally Accessible Documents

1. All documents have underlying text that a screen reader or text-to-speech engine can access and is correctly recognized

2. All images have alt tags that describe the purpose of the image

3. Forms can be filled out independently by the user using assistive technology

4. Videos have closed captions and audio files have transcripts

5. If a foreign language is used it has proper language attributes and not just embedded images or set to English

June 2017 Message to OhioDIG Listserv

We have new accessibility standards on campus following a nationwide trend in higher ed. OCRing PDFs is not enough. We now have to use ABBYY FineReader to mark-up our PDFs for screen readers. We are in the process of getting the software and will develop workflows for this time-consuming process. Anyone else doing this? Any advice?

This was the first we've heard of it, and we'd like to know more. Would you be willing to answer a few questions?

Your email actually prompted some internal discussion here, and we're going to meet in a few weeks with Student Accessibility Services. I'll keep you posted with what we find out!

https://ohiodig.org/listserv
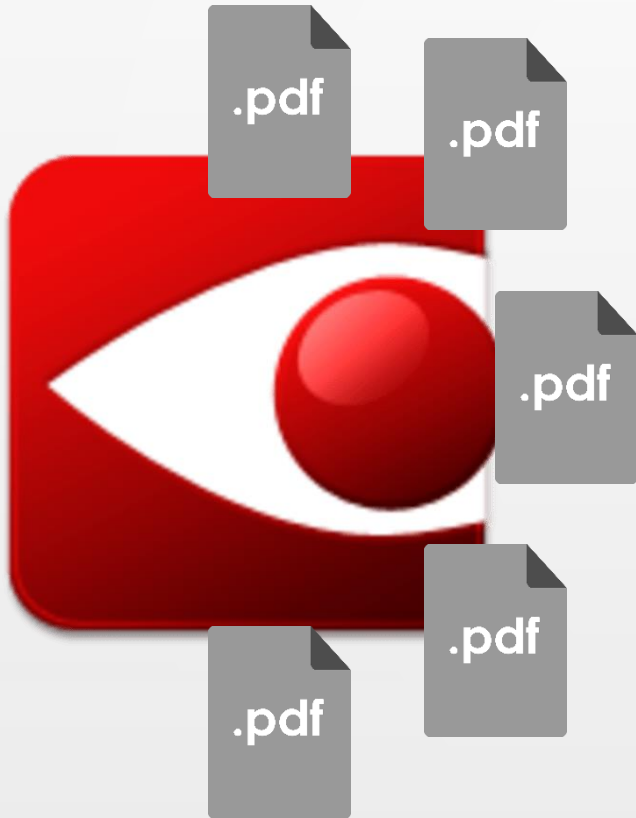
Planning

- ABBYY FineReader software installed in Digital Production Unit
- Documentation/Training

July 2017

Upload
to
Digital
Commons

Planning Continued

ABBYY FineReader

Good News

Upload
to
Digital
Commons

Accessible Books and Journals

Imprint of Michael Schwartz Library

EngagedScholarship @ Cleveland State University

Home > BOOKS > Cleveland Memory

CLEVELAND MEMORY

From the Libraries at Cleveland State University
the Cleveland Memory Project
engaging our students & community to improve the civic life of Northeast Ohio

The Cleveland Memory Project is a searchable collection of digital resources focusing on the history of greater Cleveland and Northeast Ohio, created in collaboration with many regional partners.

The eBooks listed here are also available via Cleveland Memory's "virtual reading room." Many of the original texts for these eBooks may be found in Special Collections at the Michael Schwartz Library, Cleveland State University, while a few exist only in digital format.

Follow

Switch View | View Slideshow
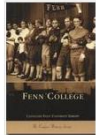
Fenn College

William Becker

Fenn College was founded in 1923 as part of the Cleveland YMCA's education program, which for 50 years had helped students finish their high school educations and learn additional business and technical skills. Throughout its history, the fortunes of Fenn College were linked to those of Cleveland.

The Van Sweringen Developments in Cleveland: A Senior Thesis on the Van Sweringens

---

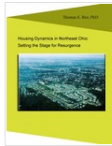Home > BOOKS > MSL Academic Endeavors eBooks

MSL ACADEMIC ENDEAVORS EBOOKS

MSL Academic Endeavors is the publishing imprint of the Michael Schwartz Library at Cleveland State University.

Follow

Switch View | View Slideshow

Housing Dynamics in Northeast Ohio: Setting the Stage for Resurgence

Thomas E. Bier

The book presents an overview of regional housing dynamics and consequent impacts in Northeast Ohio since the 1940s. Focus is on the city of Cleveland and its host county. Dynamics are examined in terms of supply and demand, population movement, lifespan of buildings, and the influence of government on the choices people have when considering where to live. Impacts include housing decline and abandonment, change in property value, and urban sprawl. Recommendations, centered on tax-base growth sharing, are presented for altering existing dynamics to support Northeast Ohio's resurgence.

The Van Sweringen Developments in Cleveland: A Senior Thesis on the Van Sweringens

Joseph G. Blake

The Van Sweringen Developments in Cleveland: A Senior Thesis was submitted by Joseph

---

Home > Open Educational Resources

OPEN EDUCATIONAL RESOURCES

Open Educational Resources (OER) are high-quality, openly licensed, online educational materials that offer an extraordinary opportunity for people everywhere to share, use, and reuse knowledge (Hewlett Foundation).

Open Educational Resources created by Cleveland State University faculty are posted here in EngagedScholarship@CSU. You can find more OERs by visiting the sites below.

- OpenStax College
  OpenStax College is an initiative of Rice University and hosts a collection high-quality, peer-reviewed textbooks.

- Open Textbook Library
  Cleveland State University is a member of the Open Textbook Network which sponsors the Open Textbook Library. These books have been reviewed by faculty from a variety of colleges and universities to assess their quality. They can be downloaded for no cost, or printed at low cost.

- Teaching Commons
  The Teaching Commons brings together high-quality OER from leading colleges and universities. Curated by librarians and their institutions, the Teaching Commons includes open access textbooks, course materials, lesson plans, multimedia, and more.

Follow

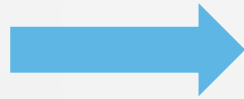Browse the *Open Educational Resources* Collections:

OER Course Materials

OER Lectures

Formatting

PDF not in an
accessible format

Accessible PDF

Formatting
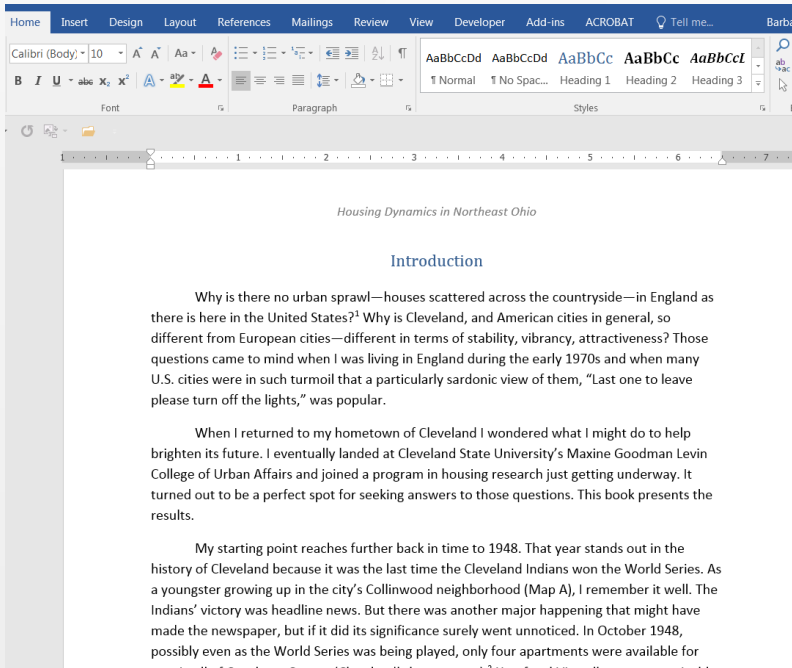
MS Word Document

Formatting
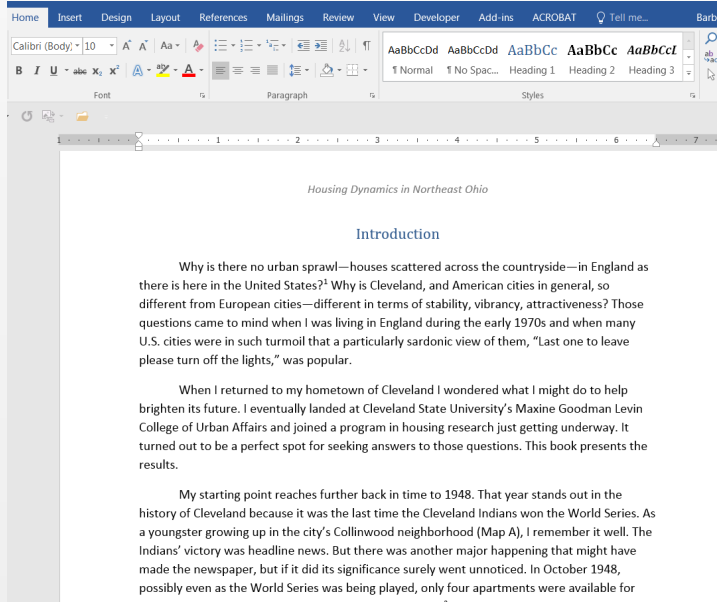
Word Document
OR
Nothing but the Title and
the author's name

Pressbooks Pricing Schedule

EBOOK Pro
$19.99
(one-time fee, per book)

remove watermarks in EPUB

remove watermarks in MOBI

25MB of storage

PDF+EBOOK Pro
$99
(one-time fee, per book)

remove watermarks in EPUB

remove watermarks in MOBI

remove watermarks in PDF

cover generator (turns your high-res ebook cover into a print cover)

250MB of storage

Pressbooks Enterprise
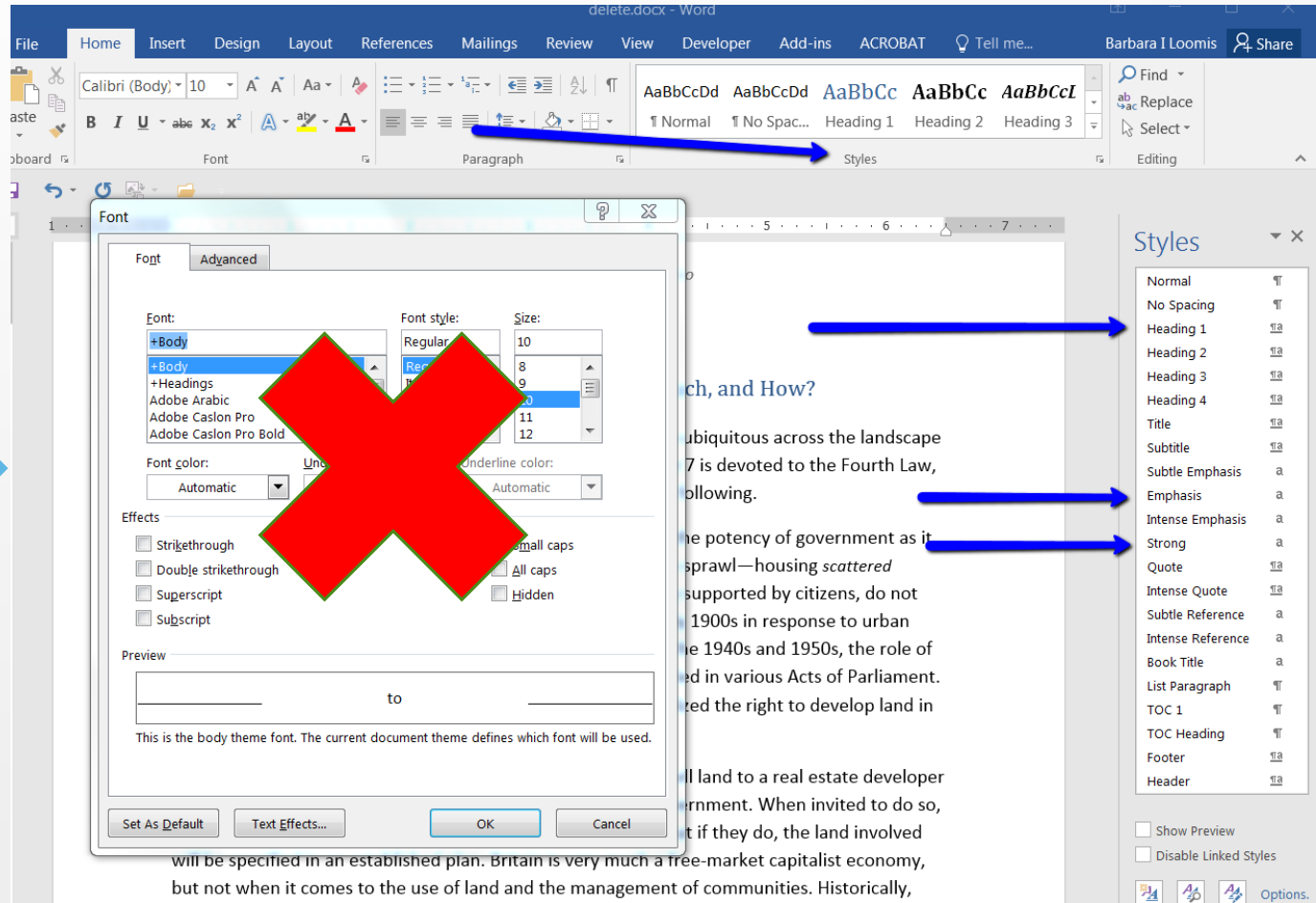### Contact us!

your own standalone Pressbooks network

optimized for educational use

can be branded to your university or institution

premium support

learn about Pressbooks EDU plans

Pressbooks@MSL

Pressbooks@MSL

Open Textbooks and other works at the Michael Schwartz Library

Pressbooks output can include an accessible PDF and/or portable formats:

- MOBI format (for Kindle ebooks)

- EPUB format (for all other ebookstores)

- other XML formats

Students in the Classroom

Publishing Online Journals

Chinese Language Teaching Methodology and Technology

Home > CI > cltmt

Chinese Language Teaching Methodology and Technology

Journal Home
About This Journal
Aims & Scope
Editorial Board
Submission Guidelines & Policies
Contact Us

Submit Article

Most Popular Papers

Receive Email Notices or RSS

Follow

Select an issue:
All Issues ▼ Browse

Enter search terms:
[   ] Search
in this journal ▼

Advanced Search

ISSN: 2572-1739

Chinese Language Teaching Methodology and Technology is an international, referred journal dedicated to the advancement of teaching and learning of Chinese as a second or foreign language.

Submissions for the second issue of the journal are being accepted.

For more information about the journal and paper submission, please visit Submission Guidelines & Policies.

JOURNAL OF CHINESE LANGUAGE TEACHING METHODOLOGY AND TECHNOLOGY

汉语教学方法与技术

ISSN: 2572-1739   ISSUE 2 | VOLUME 1, 2017

CLTMT

Current Issue: Volume 1, Issue 2 (2017)

Table of Contents

PDF   Table of Contents

Articles

PDF   Motivation, Learning Strategies, and Language Competency in a Technology Facilitated Chinese as a Second Language Classroom
Xiongyi Liu and Lih-Ching Chen Wang

PDF   A Brief Analysis on the Common Mistakes Made by American Students in Learning Chinese as A Second Language
Alex Yuan

PDF   A Study of the Nature and Impact of Shona and Chinese Rhyming Words/Phrases
Herbert Mushangwe and Muchinei Musona

PDF   Haiyun TCI Practice Series (1): From Input to Output: Introduction

---

Chinese Language Teaching Methodology and Technology

Motivation, Learning Strategies, and Language Competency in a Technology Facilitated Chinese as a Second Language Classroom

Chinese Title (Optional)
科技手段对中文二语学习者的学习动机、策略及语言能力的影响

Xiongyi Liu, *Cleveland State University*   Follow
Lih-Ching Chen Wang, *Cleveland State University*   Follow

📥 Dow

📊 122 Down
Since December 1

🔴 Included in
Chinese Studies Co
Educational Psychol
Commons, Instructic
Media Design Comr
Language and Litera
Education Commons
Secondary Educatio
Commons

English Abstract
The present study examines the effectiveness of a game-based mobile technology application *Kahoot* on the motivation and language competency of high school student learning Chinese as a second language, and the relationship among student motivation, learning strategy use, and language competency in such a technology-facilitated classroom. Data was collected using pre and post surveys from a class of 18 students taught by a teacher candidate in a Chinese teaching licensure program at a state university. The results indicate significant student improvements in two areas of Chinese language learning: reading and speaking, though no significant difference was found in the areas of listening and vocabulary or in student motivation. Motivation and learning strategies were found to be positively related to Chinese proficiency, with the exception of cognitive and affective strategies which mainly correlate with Chinese speaking competency. Findings and limitations of the study were discussed and implications for future research were suggested.

Chinese Abstract (Optional)
本研究旨在考察基于游戏的移动科技应用平台Kahoot对美国高中生学习中文的动机和语言能力的影响，以及在这样一个使用科技手段的课堂教学中学生学习动机、学习策略和语言能力之间的关系。本研究的数据由在某州立大学攻读教师执照的实习教师以问卷调查的形式从所教的18名学生中搜集而来。数据分析的结果表明学生在阅读和会话两个方面有显著进步，在听力、词汇和学习动力方面没有显著变化。此外，学习动机和策略与汉语语言能力呈正相关，唯一例外的是认知和情感类的策略只与汉语会话能力相关。本文对上述研究结果、研究的局限性和未来的研究方向做了讨论。

Manuscript Language
Englis

ChineseTeachingLearning_ES_Styles-3.dotx
16 KB

LEVEL
access

Accessible PDF Documents 101

Hopefully you've had a chance to check out our popular **InDesign Accessibility Basics Webinar Series** that wrapped up last week. If you've been enjoying these 30-minute webinars, you'll be happy to know there's more to come!

Level Access is pleased to announce a new document accessibility series covering core accessibility concepts for PDF documents - so mark your calendar for every other Thursday from 2:00-2:30pm Eastern, beginning next Thursday, September 28th*.

Each of the webinars is free to attend and real-time captioning will be provided. The **PDF Accessibility Basics Series** will include:

Achieving Our Goal + Going Forward

- Partner Agreements

- Tips pages for guides

- More student workers!

- Ongoing learning and adaption

January 2018

Questions?

Barbara Loomis
Project Coordinator
216.875.9734
b.i.loomis@csuohio.edu

Marsha Miles
Digital Initiatives Librarian
216.687.2369
m.a.miles24@csuohio.edu

Michael Schwartz Library

Resources

- **Acrobat DC: Creating Accessible PDFs**: https://bit.ly/2rpEmcq

- **ABBYY FineReader 14 Basic Video Tutorial**: https://youtu.be/kd_4VvUUSCY

- **ABBYY FineReader 14 User's Guide**: https://bit.ly/2rkgdDS

- **Pressbooks**: https://pressbooks.com

- Ruen, Matt & Rander, Jackie (2016, July). *We're Open Access— But Are We Accessible?* Presented at Digital Commons + Great Lakes User Group Meeting 2016, Brockport, NY. https://digitalcommons.brockport.edu/dcglug/2016/program/4/

- **Updated Section 508 Standards for Federal ICT**: https://bit.ly/2jfTG9k

- Wendy Walker & Teressa Keenan (2015) **Do You Hear What I See? Assessing Accessibility of Digital Commons and CONTENTdm**, *Journal of Electronic Resources Librarianship*, 27:2, 69-87. http://scholarworks.umt.edu/ml_pubs/20/