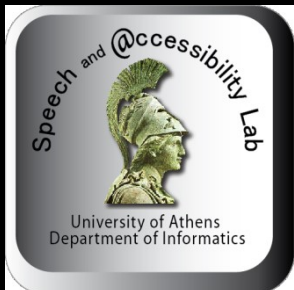


The Inventory of Universal Design for Learning Good Practices

Georgios Kouroupetroglou

National and Kapodistrian University of Athens, Greece

`koupe@di.uoa.gr`



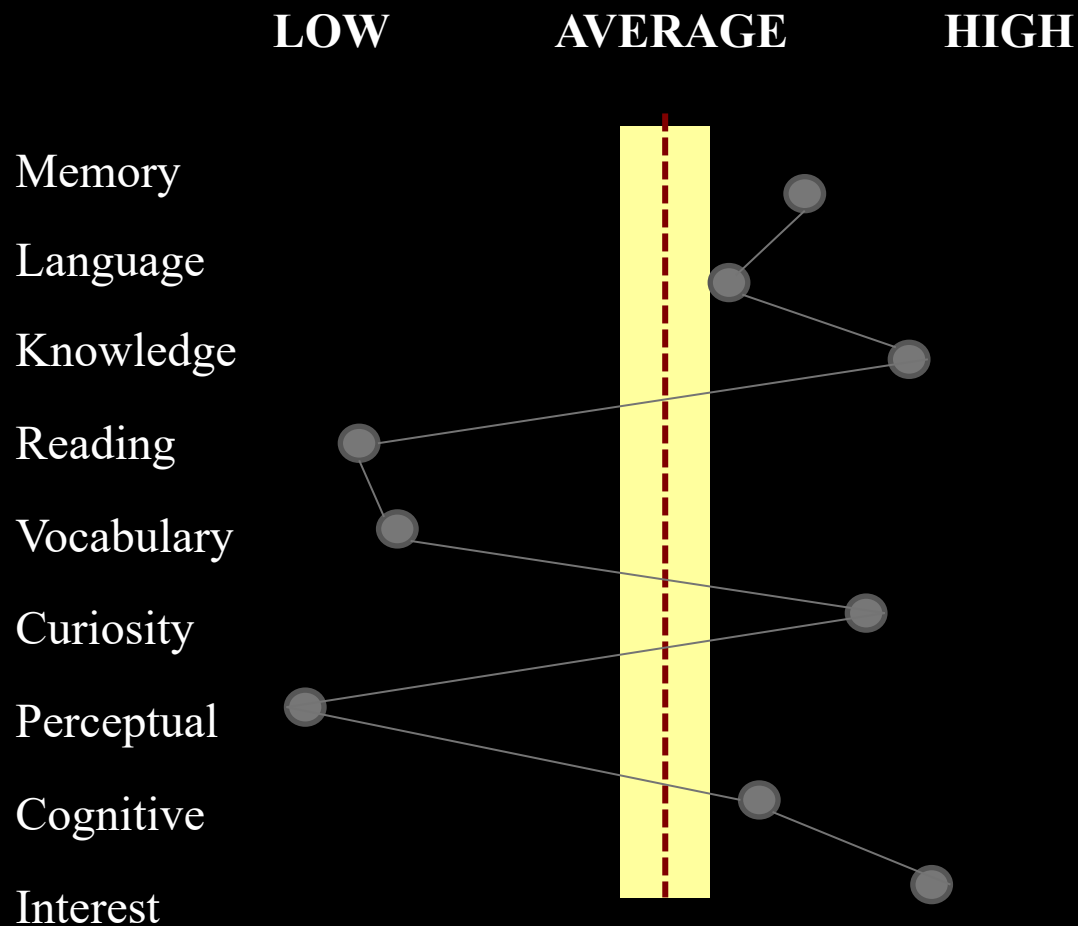
Speech and Accessibility Laboratory,
Department of Informatics and Telecommunications

Do you have students in your class who...

- ❑ have a variety of academic **abilities**?
- ❑ have different educational **experiences**?
- ❑ have different **backgrounds**?
- ❑ have different **learning styles**?
- ❑ have different **preferences**?
- ❑ are used to instruction at **different paces**?
- ❑ have a **disability**?



The average student is a myth



Universal Design for Learning (UDL)

- ❖ an educational framework to guide development of **flexible learning environments** to accommodate individual learning differences
- ❖ seeks to **increase access to learning** by reducing physical, cognitive, intellectual and **organisational** barriers



The two aspects of UDL

- a conceptual model from which a set of **principles** and practices are derived
- a set of specific practices and **guidelines** by which universal design is actually accomplished



UDL Principles and Guidelines

Principle I. Multiple Means of Representation

- Guideline 1: Provide options for perception
- Guideline 2: Provide options for language, mathematical expressions, and symbols
- Guideline 3: Provide options for comprehension



CAST: Center for Applied Special Technology

UDL Principles and Guidelines

Principle II. Multiple Means of Action and Expression

- Guideline 4: Provide options for physical action
- Guideline 5: Provide options for expression and communication
- Guideline 6: Provide options for executive functions



CAST: Center for Applied Special Technology

UDL Principles and Guidelines

Principle III: Multiple Means of Engagement

- Guideline 7: Provide options for recruiting interest
- Guideline 8: Provide options for sustaining effort and persistence
- Guideline 9: Provide options for self-regulation



CAST: Center for Applied Special Technology

UDL, but.....

- Few studies have provided a comprehensive framework to put the UDL pieces together, in a **practical**, research grounded & **efficient** way [1]
- UDL is **much more complex** than we originally thought [2]

[1] Katz, J. (2013), *Canadian Journal of Education*, 36, 153-194

[2] Edyburn D. (2010) *Learning Disability Quarterly*, 33, 33-41



The UDLnet project



Aims:

- to bridge the gap between policy and practice in applying UDL
- to address the necessity of collecting and creating UDL good practices from a wide range (educational, cultural, language, etc.)

UDLnet targets 2.000 users all around Europe and internationally



<http://www.udlnet-project.eu/>

Inventory of UDL Good practices (1/2)

- developed under the UDLnet project
- a collection and categorization of UDL:
 - ◆ Good Practices,
 - ◆ Media Resources,
 - ◆ Collections



Inventory of UDL Good practices (2/2)

aims to support diverse learning communities to:

a) find,

exchange,

adapt,

teaching or learning practices

b) feedback from actual UDL implementation
in classrooms



UDLnet Inventory includes:

Media Resources: complement the UDL Good Practices and relate to the pedagogical approach applied by the educationalist and the instructional material used

Collections: provide UDLnet users with the facility to gather, link, and organise different Good Practices and Media Resources together to meet their specific needs around a particular topic, theme, or class



Basic facilities of UDLnet Inventory

browse / search (by topic, keyword, edu level, language),

create,

adapt,

assess / evaluate:

- ◆ UDL practices,
- ◆ UDL media resources,
- ◆ UDL collections,
- ◆ UDL based lesson plans,
- ◆ UDL educational scenarios.



UDLnet Inventory

target users:

- teachers,
- teacher educators,
- educationalists,
- professors,
- practitioners,
- policy makers,
-



<http://udlnet.di.uoa.gr>

[Home](#) [Good Practices](#) [Media Resources](#) [Collections](#) [Community](#) [Documentation](#) [About](#)

Universal Design for Learning (UDL) is an educational framework to guide development of flexible learning environments to accommodate individual learning differences. UDL seeks to increase access to learning by reducing physical, cognitive, intellectual and organizational barriers.

This site (developed under the [UDLnet project](#)) aims to provide a comprehensive Inventory of UDL Good Practices to benefit the interested users in the field (educationalists, teachers, professors, practitioners, etc.). We point out that UDL is not something completely new for the learning providers, as in many cases they apply UDL unconsciously.

Contributors are invited to record their Good Practices here based on their UDL experience and practice.

UDLnet Inventory Facilities 

Benefits of Using the UDLnet Inventory 

Myths and Misconceptions about UDL 

[Suggestions for the UDLnet newcomer](#) 

Good Practices

Sort by Title (ascending) ▼

Results per page ▼

[Previous](#) **1/5** [Next](#)

▶ [Creating Accessible Documents with MS-Word](#)

Overall rating: 5.0 / 5 (based on 1 user)

▶ [Building Vocabulary: "The Monkey's Paw"](#)

Overall rating: 5.0 / 5 (based on 1 user)

▶ [Ceramics / 3D Project – Multi sensory experience using textures, construction methods and visual appreciation](#)

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▶ [Whole class participation in a pancake cooking task and sequencing the steps involved.](#)

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▶ [adaptation of materials for visual impairments](#)

Overall rating: - / 5 (not yet rated)

▶ [Adventure in India](#)

Overall rating: - / 5 (not yet rated)

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Filter Good Practices

Search Title, Short Intro
and Keywords for:

Educational Level

- ☒ Primary
- ☒ Secondary
- ☒ Vocational
- ☒ All
- ☒ Other

[check all](#)

Main Topic:

- ☒ Applied
- ☒ Arts
- ☒ Business Studies
- ☒ ICT (Information and
Communication
Technologies)
- ☒ Languages
- ☒ Mathematics
- ☒ Physical
- ☒ Science
- ☒ Social Studies
- ☒ Other

[check all](#)

Language:

- ☒ English
- ☐ Dutch
- ☐ Finnish
- ☐ French
- ☐ German
- ☒ Greek
- ☐ Irish
- ☐ Italian
- ☐ Spanish

[check all](#)

Uploaded by: Georgios Kouroupetroglou, University of Athens, Greece

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Overview

School Context

UDL in Action

Media Resources


Skills and Competencies

Assessment

Evaluation / Comments from Users

Author: Georgios Kouroupetroglou, University of Athens, Greece

Date Modified: 2015-12-20

Copyright: 

Short Intro:

This UDL Good Practice provides guidelines to the MS-Word users (versions 2007, 2010, 2013 or 2011 for MAC) in order to create accessible documents, i.e. documents that can be efficiently used by more students (including those with sensory, physical, mental or learning disability) in more usage cases (e.g. with small screen smartphones or tablets, or with Assistive Devices like a screen reader).

The guidelines in this Good Practice follow the Design for All approach and are provided in multiple ways: short versions, long versions, slide presentations, as well as video tutorials.

The guidelines can be applied: a) in all kind of documents (e.g. teaching notes, books, or examination themes) and b) for the creation of new documents or the modification of existing ones.

Intended Objectives / Outcomes:

To provide to the authors (teachers, professors, educators, etc.) practical guidelines in various forms (short, long, slides, videos) for the creation of accessible documents using MS-Word (version 2007, 2010, 2013, or 2011 for MAC).

Ten myths on the accessibility of educational documents:

1. Every electronic file (e.g. MS-Word, PDF) is accessible.
2. Accessibility refers only the students with disabilities.
3. It is hard and complex to achieve accessibility in documents.
4. Accessible documents are boring and low aesthetics.
5. Students with disabilities will not read my documents.
6. I have to target on the majority, most of the students are not disabled.
7. There is not one to force me to produce accessible documents.
8. I have to create another version of my documents which will be accessible.
9. I have to put a lot of effort to create accessible documents.
10. Finally, I would not have any benefit from the accessibility of my documents.

A study of Forrester Research, Inc. ordered by Microsoft, showed that 57% of the computer users benefit directly or indirectly when accessibility has been applied.

Main Topic: Other

Uploaded by: Katerina Riviou, Ellinogermaniki Agogi (EA), Greece

Rated: ★ ★ ★ ★ ★

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Overview

School Context

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Evaluation / Comments from Users

Author: Katerina Riviou, Ellinogermaniki Agogi (EA), Greece

Date Modified: 2015-05-08

Copyright:



Short Intro:

Learners often struggle with classic literature because of the vocabulary demands--some words are archaic and some are above grade level for today's students. This vocabulary lesson is for use before students begin the short story, "The Monkey's Paw". The lesson uses words from this classic story to support vocabulary growth and increased reading comprehension.

Intended Objectives / Outcomes:

Students will be able to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.

Main Topic: Languages

Secondary Topic: Language Arts

Target Groups: Secondary education (14-15 age old students), could be adapted for use in primary as well

Keywords: vocabulary, classic literature

Educational Level: Secondary

Language: English

References:

CAST 2006: [link](#)

UDL Exchange: [link](#)

▼ Creating Accessible Documents with MS-Word

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Overall rating: 5.0 / 5 (based on 1 user)

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Overview

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Resources / Environment:

For this Good Practice users must have access to a personal computer with the MS-Word word processor (version 2007, 2010, 2013, or 2011 for MAC).

Barriers and Opportunities:

Applying the MS-Word accessibility guidelines in existing documents, may be time consuming. In contrast, when the MS-Word accessibility guidelines are applied during the creation of new documents the required extra time is substantially shorter.

The 2010 and 2013 versions of MS-Word include an accessibility checker tool.

Uploaded by: Georgios Kouroupetrolou, University of Athens, Greece

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Overview

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UDL Principle: Learners are engaged and motivated in different ways

Guideline: Different known interests and motivators are addressed such as ...

- choice in context

Guideline: Interests and goal attainment as well as resilience are stimulates actively by ...

- practical relevance

Guideline: There are opportunities for self-regulation provided ...

- creative freedom
- organizational flexibility

UDL Principle: Information/Instruction offered in different ways

Guideline: Relevant information is available on the learning objectives and outcomes

- in advance
- at any time
- on demand

Guideline: Information can be assimilated in various ways

- visual

Guideline: The understanding/comprehending of information is supported by providing various options

- illustrations
- practical demonstration

UDL Principle: Allow the learners to express what they know in different ways

Guideline: Learner can actively work with the learning materials in different ways

- individual work
- group work

Guideline: Learners can show the results of work as ...

- textual description
- practical demonstration

Guideline: There are different forms of support provided such as ...

- formative (self) assessment

▼ Creating Accessible Documents with MS-Word

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Overall rating: 5.0/5 (based on 1 user)

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Title: [Creating accessible docs with Word 2007-2010](#)**Media type:** Document**Description:** Short guidelines for creating accessible documents with Word 2007-2010**Title:** [Creating accessible docs with Word 2013](#)**Media type:** Document**Description:** Short guidelines for creating accessible documents with Word 2013.**Title:** [Creating accessible docs with Word 2011 for MAC](#)**Media type:** Document**Description:** Short guidelines for creating accessible documents with Word 2011 for MAC.**Title:** [Eight Steps To Accessible Word Docs](#)**Media type:** Presentation**Description:** Slide presentation on the Eight Steps for creating accessible MS-Word .documents.

Add to Favorites

▼ Whole class participation in a pancake cooking task and sequencing the steps involved.

Overall rating: 5.0/5 (based on 1 user)

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Overview

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Demonstration of partnerships and collaboration: Medium

More detail:

Lesson and media resources were accessed for school resources. Extra resources were returned to central resource area after lessons.

Facilitation of student learning: High

More detail:

This lesson achieved its goals from a UDL perspective.

Assessment and reporting student learning outcomes: High

More detail:

The feedback both form formative and summative assessment was satisfactory.

Demonstration of continuing professional development: Medium

More detail:

The teacher found the process useful and shared her experience with other teachers in the school.

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Overview

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Assessment:

The benefits of the use of this UDL best practice were the following:

- ☐ The task was fun and active.
- ☐ The children engaged all of their senses during the lessons.

How were outcomes and outputs evaluated and/or assessed?

- ☐ Through observing the children engage with this lesson topic thereafter (e.g through play/SESE) enabled the teacher to gain access to the pupils' understanding of the topic.
- ☐ Assessment was given orally.
- ☐ Differentiated questioning e.g

Higher Order Questions:

- ☐ Why do you think the pancake batter thickens when I add flour?
- ☐ What do you think would taste really nice with the pancake?

Lower Order Questions:

- ☐ What steps do I take to make the pancake mix?
- ☐ What do I put in next?

How were lessons learnt and competences obtained?

- ☐ The students obtained knowledge about the procedure by using different senses. The variety of communicating methods sensitized the students, i.e. they were able to concentrate and memorize the sequence.
- ☐ The process required social skills as well. The students learnt to take turns in providing suggestions for instructional writing and tasting pancakes, share resources, respect each other's individual efforts. Language and communication skills were extended too (e.g speaker/listener respect, exploring the genre of procedural literacy).

Feedback / Reflection:

How was reflection on this best practice shared?

- Mediation to whole staff through the school's main staff server (in English resource file).
- Staff planning meetings.

The critical success factors were the following:

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Βαθμολογία: ★ ★ ★ ★ ★

[pdf](#)[Άνοιγμα](#)

Επισκόπηση

Σχολικό Πλαίσιο

UDL σε Δράση

Πολυμεσικοί Πόροι

Δεξιότητες και ικανότητες

Αξιολόγηση

Αξιολόγηση / Σχόλια από τους Χρήστες

Ενlampia

Η συγκεκριμένη καλή πρακτική πραγματοποιεί τον πρωταρχικό στόχο της, που αφορά την παροχή προς τους συγγραφείς (δασκάλους, καθηγητές, εκπαιδευτικούς, κλπ) σύντομων και αναλυτικών πρακτικών οδηγιών για τη δημιουργία προσβάσιμου εκπαιδευτικού υλικού με το MS-Word. Ακόμη αποτελεί έμπρακτη εφαρμογή και επίδειξης τρόπων αποτελεσματικής χρήσης του πλαισίου της ΚΣΜ και αναδεικνύει τη δυνατότητα της δυναμικής του εκπαιδευτικού περιεχομένου υπό το πρίσμα της ΚΣΜ, δίνοντας τη δυνατότητα σε εκπαιδευτικούς, μαθητές, γονείς και άλλα μέλη της κοινότητας να αναζητήσουν και να προσαρμόσουν προσβάσιμο εκπαιδευτικό περιεχόμενο. Ανταποκρίνεται στις βασικές αρχές της σχεδίασης για όλους και της καθολικής σχεδίασης της μάθησης, τις οποίες και εφαρμόζει κατά βάση, αλλά όχι σε όλες τις περιπτώσεις εξ' ολοκλήρου. Θα μπορούσε στον τομέα της "Παροχής Μέσων Δράσης και Έκφρασης" για τους εκπαιδευόμενους να εμπλουτιστεί με περισσότερες επιλογές που να ανταποκρίνονται ως επί το πλείστον στα όσα σχετικά προτάσσονται από τη UDL.

2015-11-04 21:39:30

Μαρία

Τόσο οι αναλυτικές όσο και οι σύντομες οδηγίες για τη δημιουργία προσβάσιμων κειμένων με το MS-Word 2010 θεωρώ πως είναι ιδιαίτερα βοηθητικές και κατατοπιστικές τόσο για αρχάριους όσο και για προχωρημένους χρήστες / συγγραφείς προσβάσιμου εκπαιδευτικού υλικού (δασκάλους, καθηγητές, εκπαιδευτικούς, κλπ), καθώς δίνουν λεπτομερώς βήμα προς βήμα οδηγίες για το περιεχόμενο, τη δομή και τα άλλα συστατικά μέρη του εγγράφου (συνδέσεις, αντικείμενα, πίνακες, κλπ) με τη χρήση λεκτικής περιγραφής σε συνδυασμό με την οπτική απεικόνιση βασικών εντολών που εκκινούν από τη "γραμμή μενού" με τις αντίστοιχες επιλογές σε κάθε καρτέλα. Επίσης, οι συστάσεις και ο έλεγχος προσβασιμότητας του κειμένου που εμπεριέχονται σ' αυτές τις οδηγίες, συμβάλλουν στη διασφάλιση της ισότιμης πρόσβασης για όλες τις κατηγορίες χρηστών συμπεριλαμβανομένου των ατόμων με αναπηρία στο ψηφιακό περιεχόμενο, καθώς μέσω αυτών αποτρέπονται ενδεχόμενα λάθη που δύνανται να αποκλείσουν χρήστες συγκεκριμένων κατηγοριών αναπηρίας (π.χ. άτομα με προβλήματα όρασης). Διαπιστώνεται λοιπόν, ότι οι οδηγίες αυτές έχουν σχεδιαστεί βάσει των αρχών της Καθολικής Σχεδίασης της Μάθησης, καθώς υπάρχει ευελιξία στον τρόπο που παρουσιάζονται οι πληροφορίες, ενώ παράλληλα η έμπρακτη εκ των προτέρων εφαρμογή διαφόρων τρόπων αναπαράστασης των πληροφοριών συντελούν στη διασφάλιση της προσβασιμότητας όλων των χρηστών.

2015-11-08 16:00:38

Στέλλα

Μέσω αυτής της καλής πρακτικής είναι εμφανές πως η καθολική σχεδίαση μάθησης δεν απευθύνεται μόνο στα άτομα με αναπηρίες αλλά εκπληρώνει τους στόχους της δημιουργώντας προσβάσιμο υλικό από το οποίο επωφελούνται όλοι οι εκπαιδευόμενοι. Η παρουσίασή της σε σύντομη αλλά και αναλυτική μορφή δηλώνει πως δεν αποτελεί μια δύσκολη και επίπονη εργασία αλλά μια ευχάριστη διαδικασία τόσο για τον εκπαιδευτικό όσο και για τον εκπαιδευόμενο. Θεωρώ λοιπόν πως οι αρχικοί στόχοι καλύπτονται αλλά υπάρχουν περιθώρια βελτίωσης όσο εξελίσσεται η τεχνολογία και αυξάνονται οι επιλογές που μας προσφέρει.

2015-11-09 11:10:12

ΧΡΥΣΟΥΛΑ

Πρόκειται πράγματι για μια πρακτική που στηρίζεται στις αρχές της Καθολικής Σχεδίασης. Κυρίως, επιχειρεί να παρέχει στους εκπαιδευτικούς χρήσιμες πληροφορίες ώστε να γίνει το έργο του MS-Word προσβάσιμο για όλους, αλλά και να

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Overall rating: 5.0/5 (based on 1 user)

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Skills and Competencies

Assessment

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versions 2007, 2010, 2013 or 2011 for MAC) in order to create accessible documents, i.e. documents
(sensory, physical, mental or learning disability) in more usage cases (e.g. with small screen devices like
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n and are provided in multiple ways: short versions, long versions, slide presentations, as well as

ng notes, books, or examination themes) and b) for the creation of new documents or the

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AC).

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al guidelines in various forms (short, long, slides, videos) for the creation of accessible educational
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- Browse Media Resources
- My Media Resources
- My Favourites Media Resources
- Create Media Resource

Collections

- Browse Collections
- My Collections
- My Favourites Collections
- Create Collection

Basic selection criteria for a UDLnet Good Practice

- transferable
- adaptable
- flexible
- effective



Other UDLnet Inventory facilities

- my UDL Good Practices
- my favorites UDL Good Practices
- my UDL Media Resources
- my favorites UDL Media Resources
- my Collections of UDL Good Practices
- my favorites collections of UDL Good Practices



Inventory offers to the UDL newcomer

- UDL online course (*free*)
- UDL multimedia book (*free*)
- Quick reference UDL card
- Reference publication
- Link to UDL Guidelines Ver. 2.0
- **Myths and Misconceptions about UDL**



Benefits of using the UDLnet Inventory (1/2)

- Diverse UDL techniques, methods and resources available as a comprehensive and growing repository.
- Users can access and modify concrete examples of UDL Good Practices on a range of topics.
- Support and supply enough scaffolding to newbies in the field of UDL and inspire more advanced users.



Benefits of using the UDLnet Inventory (2/2)

- Users can be connected and collaborate with peers on UDL, even for a specific Good Practice or at a national level.
- Decreasing preparation time for UDL based lessons, while keeping high quality.
- Bottom-up Continuing Professional Development.



The UDLnet Inventory of Good Practices

- has not been designed as a destination but as a forum for self-reflection and critical thinking
- it is rather an evolving space where:
 - ◆ practices > mutate, shaped and altered,
 - ◆ results > are fed back into the qualitative learning loop




The UDLnet Inventory of Good Practices


- not static,
- a growing and dynamic space whose main purpose is to:
 - ◆ stimulate new reasoning on UDL practices,
 - ◆ challenge existing UDL practices.








Example of a UDLnet good practice



UDLnet
Universal Design for Learning

A Framework for
Addressing Learner
Variability

+     

Hi, koupe ▾

Home **Good Practices** Media Resources Collections Community Documentation About

Filter Good Practices

Search Title, Short Intro and Keywords for:

Search Clear

Main Topic:
☒ Applied
☒ Arts

Good Practices

Sort by Title (ascending) ▾

Results per page ▾

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▶ Creating Accessible Documents with MS-Word

Overall rating: 5.0/5 (based on 2 users)

▶ Building Vocabulary: "The Monkey's Paw"

Overall rating: 5.0/5 (based on 1 user)

▶ Ceramics / 3D Project – Multi sensory experience using textures, construction methods and visual appreciation

Overall rating: 5.0/5 (based on 1 user)

▶ Exploring Rainforests

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Overview

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UDL in Action

Media Resources

Skills and Competencies

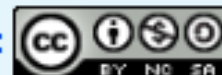
Assessment

Evaluation / Comments from Users

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Date Modified: 2015-12-20

Copyright:



Short Intro:

This UDL Good Practice provides guidelines to the MS-Word users (versions 2007, 2010, 2013 or 2011 for MAC) in order to create accessible documents, i.e. documents that can be efficiently used by more students (including those with sensory, physical, mental or learning disability) in more usage cases (e.g. with small screen devices like smartphones or tablets, or with Assistive Devices like a screen reader).

The guidelines in this Good Practice follow the Design for All approach and are provided in multiple ways: short versions, long versions, slide presentations, as well as video tutorials.

The guidelines can be applied: a) in all kind of documents (e.g. teaching notes, books, or examination themes) and b) for the creation of new documents or the modification of existing ones.

Intended Objectives / Outcomes:

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Rated: ★ ★ ★ ★ ★ [pdf](#) [open](#)[Overview](#)[School Context](#)[UDL in Action](#)[Media Resources](#)[Skills and Competencies](#)[Assessment](#)[Evaluation / Comments from Users](#)**Intended Objectives / Outcomes:**

To provide to the authors (teachers, professors, educators, etc.) practical guidelines in various forms (short, long, slides, videos) for the creation of accessible educational documents using MS-Word (version 2007, 2010, 2013, or 2011 for MAC).

Ten myths on the accessibility of educational documents:

1. Every electronic file (e.g. MS-Word, PDF) is accessible.
2. Accessibility refers only the students with disabilities.
3. It is hard and complex to achieve accessibility in documents.
4. Accessible documents are boring and low aesthetics.
5. Students with disabilities will not read my documents.
6. I have to target on the majority, most of the students are not disabled.
7. There is not one to force me to produce accessible documents.
8. I have to create another version of my documents which will be accessible.
9. I have to put a lot of effort to create accessible documents.
10. Finally, I would not have any benefit from the accessibility of my documents.

A study of Forrester Research, Inc. ordered by Microsoft, showed that 57% of the computer users benefit directly or indirectly when accessibility has been applied.

Main Topic: Other**Secondary Topic:** Generic or horizontal (can be applied in all topics)

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Target Groups: The accessible educational documents targets mainly students with sensory, physical, mental or learning disability of all ages or educational levels in all forms of learning (education, training, etc.).

Keywords: accessible educational documents, MS-Word, accessibility, design for All

Educational Level: All

Language: English

References:

1) Short Guidelines:

- Creating accessible docs with Word 2007-2010 [link](#)
- Creating accessible docs with Word 2013 [link](#)
- Creating accessible docs with Word 2011 for MAC [link](#)
- How to make a Word document accessible [link](#)

2) Guidelines for creating Accessible Documents:

- Creating accessible docs with Word 2007 [link](#)
- Creating accessible docs with Word 2010 [link](#)
- Creating accessible docs with Word 2013 [link](#)
- Creating accessible docs with Word 2011 for MAC [link](#)

3) Slide presentation: Eight Steps To Accessible Word Docs [link](#)

4) Tutorial videos:

- Creating Accessible Documents with Microsoft Word 2013 [link](#)
- Creating Accessible Documents with Microsoft Word 2010: Part One [link](#)
- Creating Accessible Documents with Microsoft Word 2010: Part Two [link](#)



CREATING ACCESSIBLE MICROSOFT WORD 2013 DOCUMENTS (WINDOWS)



Heading Styles

Create a uniform heading structure through use of styles in Word. This allows screen readers to navigate a document and improves accessibility for everyone.

Adding and Editing Headings

1. Select the text and **choose the appropriate style** under **Styles** on the **Home** ribbon. (e.g., "Heading 1")
2. Headings 1, 2, or 3 can also be assigned using **CTRL + ALT + 1, 2, or 3**, respectively.

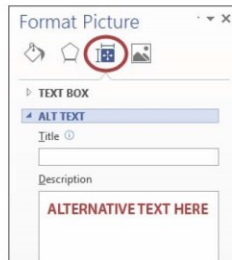


Alternative Text for Images

Images can be given appropriate alternative text in Word. This alt text is read by a screen reader in a Word file and should remain intact when exporting to HTML or PDF.

Adding Alt Text

1. Right-click on the image and choose **Format Picture**.
2. Select the **Layout & Properties** icon and choose **Alt Text**.
3. Enter appropriate alt text only in the **Description** field (not the **Title** field).

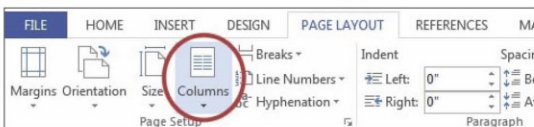


Columns

When creating columns, **always use true columns**, not columns created by hand with the **Tab** key.

Creating Columns

1. Select **Page Layout** on the ribbon.
2. Select **Columns** under **Page Setup** and choose the **appropriate number of columns**.

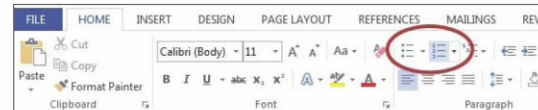


Lists

Use **true numbered and bulleted lists** to emphasize a point or a sequence of steps.

Creating Lists

1. Select the **Numbered List** or **Bulleted List** option on the **Home** ribbon, under the **Paragraph** section.

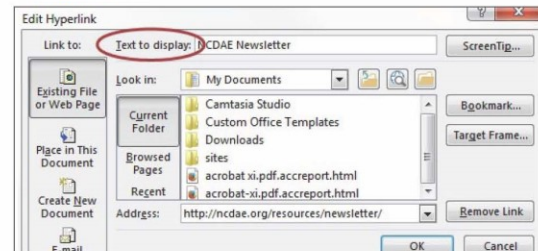


Links

Word **automatically creates a hyperlink** when a user pastes a full URL onto a page. These may not make sense to screen reader users, so **more information is needed**.

Adding Hyperlinks

1. Select the text you want linked, right click, and select **Hyperlink** or **CTRL + k**.
2. Make sure the text in the **Text to Display** field is a meaningful description and type the link URL in the **Address** bar.

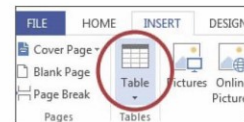


Data Tables

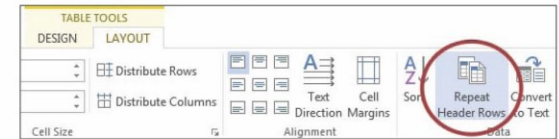
Accessible tables need a **clear table structure** and **table headers** to help guide a screen reader user.

Creating Tables

1. Select the **Insert** tab on the ribbon, then select **Table > Insert Table**.



2. To add table headers to the first row, select **Table Tools > Layout** on the ribbon, then choose the **Repeat Header Rows** option in the **Data** section.

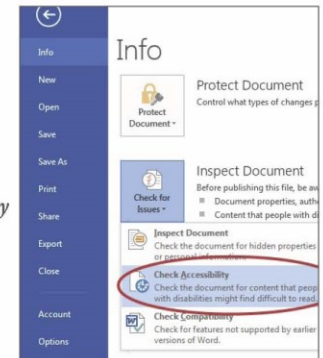


Options in the **Design** tab may be used to change appearance but will not provide the necessary accessibility information.

Accessibility Checker

Word includes an accessibility resource that **identifies accessibility issues**.

1. Select **File > Info**.
2. Select the **Check for Issues** button and choose **Check Accessibility**.
3. The Accessibility Checker task pane will show **accessibility errors, warnings, and tips** on how to repair the errors. Select specific issues to see **Additional Information** at the bottom of the task pane.



Other Principles

- Ensure that font size is sufficient, around **12 points**.
- Provide **sufficient** contrast.
- Don't use color **as the only way** to convey content.
- Provide a **table of contents** for long documents.
- Use **simple** language.

Quick Reference



- [Technique 1. Use Accessible Templates](#)
- [Technique 2. Specify Document Language](#)
- [Technique 3. Provide Text Alternatives for Images and Graphical Objects](#)
- [Technique 4. Avoid "Floating" Elements](#)
- [Technique 5. Use Headings](#)
- [Technique 6. Use Built-In Document Structuring Features](#)
- [Technique 7. Create Accessible Charts](#)
- [Technique 8. Make Content Easier to See](#)
- [Technique 9. Make Content Easier to Understand](#)
- [Technique 10. Check Accessibility](#)
- [Technique 11. Use Accessibility Features when Saving/Exporting to Other Formats](#)
- [Other Application Features](#)
- [Accessibility Help](#)

[Go to Usage Notes](#)

"Curb Cuts"



This icon highlights "curb cut" opportunities in these techniques. "Curb cuts" are situations in which accommodations made for accessibility reasons will also result in significantly better and more efficient outcomes for everyone. The name comes from sidewalk "curb cuts" that were added for people in wheelchairs, but are commonly used by people with baby strollers, handcarts, wheeled luggage, and others.

Technique 1. Use Accessible Templates

All office documents start with a template. These can be as simple as a blank standard-sized page or complex nearly-complete document with text, graphics and other content (e.g. a "Meeting Minutes" template). Because templates provide the starting-point for so many documents, accessibility is critical. If you are unsure whether a template is accessible, you should check a sample document produced when the template is used (see [Technique 10. Check Accessibility](#)).

WCAG 2.0 Applicability:

- All success criteria

Eight Steps To Creating Accessible Microsoft Word Documents

California State University Fullerton
Campus Information Technology Training

Timothy Benbow



Tutorial video



▼ Creating Accessible Documents with MS-Word

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Resources / Environment:

For this Good Practice users must have access to a personal computer with the MS-Word word processor (version 2007, 2010, 2013, or 2011 for MAC).

Barriers and Opportunities:

Applying the MS-Word accessibility guidelines in existing documents, may be time consuming. In contrast, when the MS-Word accessibility guidelines are applied during the creation of new documents the required extra time is substantially shorter.

The 2010 and 2013 versions of MS-Word include an accessibility checker tool.

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UDL Principle: Learners are engaged and motivated in different ways

Guideline: Different known interests and motivators are addressed such as ...

- choice in context

Guideline: Interests and goal attainment as well as resilience are stimulates actively by ...

- practical relevance

Guideline: There are opportunities for self-regulation provided ...

- creative freedom
- organizational flexibility

UDL Principle: Information/Instruction offered in different ways

Guideline: Relevant information is available on the learning objectives and outcomes

- in advance
- at any time
- on demand

Guideline: Information can be assimilated in various ways

- visual

Guideline: The understanding/comprehending of information is supported by providing various options

- illustrations
- practical demonstration

UDL Principle: Allow the learners to express what they know in different ways

Guideline: Learner can actively work with the learning materials in different ways

- individual work
- group work

Guideline: Learners can show the results of work as ...

- textual description
- practical demonstration

Guideline: There are different forms of support provided such as ...

- formative (self) assessment

UDLnet project partners



Ellinogermaniki Agogi (Greece)



Universal Learning Systems (Ireland)



National and Kapodistrian University of Athens (Greece)



Agalia Elpidas (Cyprus)



NHL University of Applied Sciences (The Netherlands)



ceFAS e.V. (Germany)



Spanish Confederation of Education and Training Centres (Spain)

Action on Disability

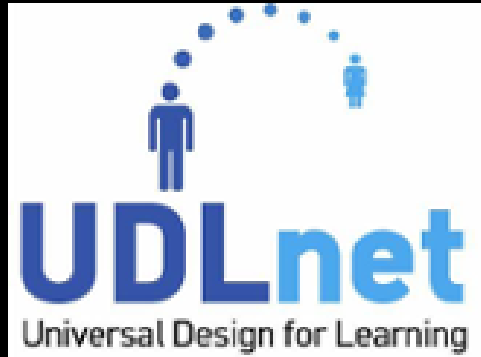
Enable Ireland

Enable Ireland (Ireland)



Finnish Association on Intellectual and Developmental Disabilities (Finland)

Thank you



<http://udlnet.di.uoa.gr/>

