

Accessibility Hackathon: breaking down the AODA legislation for Ontario academic libraries

Katya Pereyaslavska, Anne Pottier, Stephen Spong, Corinne Abba

**This presentation is available in alternative formats upon request.
If you experience any barriers please contact: cabba@georgebrown.ca**

Feel free to move around!

Please help us ensure that this event is accessible to you. Feel free to move around to find the right seat for yourself at any time.

Framing this session

Context: higher education.

Assumptions: basic competencies in accessibility and web accessibility knowledge.

Focus: accessible websites including content and multimedia; e-resources and auditing vendor platforms; implications of Marrakesh; policy developments; and practical applications.

Accessibility in institutional context: current landscape

Thinking about compliance is limiting and AODA challenges the bigger thinking and design.

We need to think about being: **equitable, respectful, and positive.**

What are we as campuses and professionals?

What do we believe should be above the legal bar?

Current landscape (part 2)

Will disability rights movement change the nature of higher education?

We should learn & borrow from disability studies:

- **Integrating language:** “students of all abilities”
inclusivity starts with the language you use.
- **Accessibility practices into everyday work:** it's easy to create accessible WORD documents... start now!

Current landscape (part 3)

Social model of disability: environment bares responsibility for access and the environment is designed either to be inclusive or exclusive and heightens barriers.

How does faculty design classrooms or exams?

reduce the need for individual accommodation: policy, technology, information... institutional accommodation.

Looking for a proactive place versus being reactive.

Unresolved issues

- Eligibility of users to receive materials: accommodation should be provided in “good faith” vs. current medical model
 - Self-declaration forms
- Centralizing projects/efforts
- Issue of funding
- Improved policy/accessibility statements

... and there is also Marrakesh

Understanding practical application + opportunities

What implementation plans will institutions start developing?

From whom can we learn now?

Marrakesh Treaty

Ratification of Treaty in Canada on June 30, 2016

- Brought treaty into force as of September 30, 2016

Why does it matter?

From a practical point of view, the most important provision of the treaty for libraries is the definition of “authorized entity” because it defines the organization that makes and distributes the accessible format copies, and under what conditions.

Marrakesh Treaty (part 2)

Marrakesh gives AODA “teeth”

- Prior to enactment of Marrakesh, AODA as pertains to libraries and accessible texts was always at risk of being voided by Federal copyright law, which has primacy over Provincial laws as relates to copyright.
- With ratification of Marrakesh, this is now unlikely.

Marrakesh Treaty (part 3)

How and where does Marrakesh apply to libraries?

- Libraries are now an “authorized entity” for the creation and dissemination of accessible material (apart from audio-visual material).
- This is a right that is an *exception* to the rights of copyright holders if in service of the blind and perceptually disabled.
- This opens up a host of opportunities for local, national, and international networks for accessible material.

Marrakesh Treaty (part 4)

Included:

Literary and artistic works in text, notation, illustrations (including audio)

NOT Included:

Audio-visual works

AODA: upcoming deadlines

2020 Deadline: Digital Multimedia Resources

s.18 Educational libraries are required to provide, procure or acquire accessible conversion-ready format of digital based resources (upon request).

2021 Deadline: Web Content

s. 14 ALL Internet websites and web content must comply with WCAG 2.0 Level AA (excludes live captioning, audio description).

AODA s.14: Accessible Websites and Accessible Web Content

Intent of this Requirement

The intent of this requirement is that designated public sector organizations, as well as private and not-for-profit organizations with more than 50 employees, make their websites accessible to people with disabilities by conforming to international standards for website accessibility.

AODA s.14: Compliance

When do Organizations have to Comply?

January 1, 2014 - new internet websites and web content on those sites must conform with WCAG 2.0 Level A.

January 1, 2021 - all internet websites and web content must conform with WCAG 2.0 Level AA, other than

- 1.2.4 Captions (Live);
- 1.2.5 Audio Descriptions (Pre-recorded).

AODA s.14: Terminology and WCAG

Terminology

What is WCAG?

[Web Content Accessibility Guidelines \(WCAG\) 2.0](#) is an international standard for making websites and web content accessible to a broader range of users with disabilities.

WCAG was developed by a team of experts from around the world. The first version, WCAG 1.0, was released in 1999. WCAG 2.0 was released in 2008.

AODA s.14: Level A and Level AA

What does Level A and Level AA mean?

WCAG 2.0 Level A and Level AA refer to a series of technical checkpoints that make websites and their content increasingly accessible to a broader range of users with disabilities.

Level AA builds on Level A's checkpoints.

AODA s.14: “New Website”

What does new website and content mean?

New website: a site with a new domain name or an existing domain name that is undergoing a significant “refresh” including not limited to, the following elements:

- a new look and feel to the website;
- a change in how users navigate around it;
- a major update and change to the content of the website.

AODA s.14: Exceptions

Website Information Posted Prior to 2012

Content published on a website before January 1, 2012 is not required to be compliant with WCAG 2.0. However, people with disabilities can still request information to be provided in an accessible format under the [Section 12, “Accessible Formats and Communication Supports”](#).

Website Information Posted After 2012

Web content, including documents such as Word and PDFs, posted after January 1, 2012 will need to be accessible as per the regulation.

AODA s.14: Timelines

Staggered compliance timelines allow organizations to:

- build accessibility into their regular re-fresh cycles;
- to implement systematic approaches to increase their web accessibility and to meet the compliance dates;
- plan for accessibility in advance;
- potentially reduce organization's costs;
- improve web-based experiences for people with disabilities.

AODA s.14: Principles

What does accessibility in terms of websites mean anyway?

- Principle 1 - Perceivable
- Principle 2 - Operable
- Principle 3 - Understandable
- Principle 4 - Robust

AODA s.14: Perceivable

Principle 1 - Perceivable

Information and user interface components must be presentable to users in way they can perceive.

- Text alternatives
- Time based media
- Adaptable
- Distinguishable

AODA s.14: Operable

Principle 2 - Operable

User interface components and navigation must be operable

- Keyboard accessible
- Enough time
- Seizures
- Navigable

AODA s.14: Understandable

Principle 3 - Understandable

Information and the operation of user interface must be understandable

- Readable
- Predictible
- Input assistance

AODA s.14: Robust

Principle 4 - Robust

Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies

- Compatible

AODA s.14: Libraries

What does all of this mean to us in Libraries?

How do we ensure our websites are meeting these accessibility guidelines?

- **WAVE** Web Accessibility Evaluation Tool: <http://wave.webaim.org/>
- **AChecker**: <http://achecker.ca/checker/index.php>

AODA s.14: Captioning (part 1)

Closed Captioning:

- translates the audio portion of a video presentation into captions, which appear on the bottom of the screen;
- “closed” means the text is hidden until selected;
- includes interpretive information alongside the non-language and auditory components, such as music and sound effects
 - ie. clapping hands.

AODA s.14: Captioning (part 2)

Closed Captioning:

- increases information comprehension and retention;
- reinforces learning concepts, fosters understanding, strengthens the use of vocabulary terms, and can assist individuals with learning disabilities;
- allows you to show a video in a situation where noise is an issue, or in a public space where volume is turned off.

AODA s.14: CC in Libraries (part 1)

Closed Captioning work in libraries:

- Legacy collections
 - Proactively identify captioned materials and add labels to cases, notes to MARC records.
 - For any items not captioned, try to purchase newer, captioned versions or seek permission to caption them (either proactively or on demand).
 - Incorporate captioning information into union catalogues so other libraries can locate captioned copies they can borrow.

AODA s.14: CC in Libraries (part 2)

Closed Captioning work in libraries:

- New media created in-house since 2014
 - Instructional, promotional, training related.
 - All videos shown or used must be captioned.
 - If short videos upload to YouTube, then edit the auto-generated captions internally.
 - For longer videos, use a 3rd party such as rev.com.

AODA s.14: CC in Libraries (part 3)

Basic instructional videos available on McMaster Library website:

- [Introduction to Closed Captioning.](#)
- [How to edit Closed Captions on YouTube.](#)
- [How to upload Transcripts to YouTube videos.](#)
- [When YouTube Automatic Closed Captioning Goes Wrong.](#)

AODA s.14: Audio Description

Audio Description (described video)

There is no requirement to proactively make described videos available, but these must be provided on demand.

AODA s.14 - Time-based Media

WCAG 2.0 Levels A & AA as they pertain to timed-based media

- 1.2: “Time-based Media: Provide alternatives for time-based media.”

1.2.1 Pre-recorded audio-only and video-only - Level A

- Audio-only refers to audio podcasts, MP3 files, etc.

Alternative format for audio files: For people with hearing loss, provide a descriptive text transcript (verbatim spoken words and relevant sounds, etc).

AODA s.14 - Video-only

Video-only is video without a sound track

- Best practice to clearly identify that such video has no audio component.

Alternative format for video (without audio files):

For people who are blind or have low vision, provide a transcript for the audio-only track.

AODA s.14 - Captions (Level A)

1.2.2 Captions (pre-recorded) – Level A

This section covers all video when there is an audio track involved.

Alternative format: Provide either closed or open captions for videos for the web, whether on your own site, an LMS, or a media portal such as YouTube or iTunes.

AODA s.14 - Context

What else can we be doing?

- Know your context
 - Your media collections;
 - Your users;
 - Your college or university;
 - Trends in higher education, in terms of online and blended learning at your university.

AODA s.14 - Transparency

What else can we be doing?

- Make accessible resources visible and transparent, including:
 - Library catalogue;
 - Clear procurement policies;
 - Acquire accessible copies whenever possible.
 - When non-accessible copies are acquired try to acquire rights to make the media accessible in the future.

AODA s.14 - Collaborations

What else can we be doing?

- Collaborate
 - Share strategies;
 - Develop best practices;
 - Share information about service providers, including rates:
 - See ROAM Directory of Service Providers & Software.
 - Advocate for the inclusion of captions in streaming services as well as on DVDs distributed in Canada;
 - Monitor the situation on your campus.

AODA s.14 - User Testing and Alternate Formats

What else can we be doing?

- Collaborate campus-wide to ensure broader compliance for web accessibility.
- Conduct usability testing, particularly for users using assistive technologies, to ensure they remain accessible.
- What about our print content which is made available through our catalogues on our websites?
 - Provide an option for users to request an alternate format of a print title.

AODA s.14 - Best Practices

Example: Embedding link to request alternate format into records

Lunatic villas /

Main Author:	Engel, Marian.
Format:	 Book Request Accessible Copy
Language:	English
Published:	Toronto : McClelland and Stewart-Bantam, 1982.
Edition:	Seal ed. --
Series:	Seal books

Request Accessible Copy

This service is only available to students, staff and faculty registered through Library Accessibility Service [contact](#) the office if you have a print disability and need accommodation

Title *

ISBN *

Author *

Your full name (last, first) *

Email *

ACE Token *

[What is this?](#)

AODA s.18

By **January 1, 2020** “The libraries of educational or training institutions that are obligated organizations shall provide, procure or acquire by other means an accessible or conversion ready format of [...] digital or multimedia resources or materials for a person with a disability, upon request.”

O. Reg. 191/11, s. 18 (1)/(3).

s.18: But what does this mean?

Accessible digital/multimedia resources in a library context:

- Media in our collections (CC).
- Library Databases / eResources.
- Related 3rd Party Products (LibGuides).

s.18: What can we do?

- Request Voluntary Product Accessibility template (VPAT) or equivalent from database providers;
- Use open source adaptive technologies to test in-house;
- Seek out usability testing;
- Form advisory groups;
- Establish accessibility criteria.

No one strategy will fulfil the varied needs of users; a blended model is recommended.

s.18: Brainstorming Best Practices

- Open University, UK.
- Example:
Keyboard users: To refine your search it is quicker to access the Search Options on the search pages rather than the Refine Results option on the results page.

Academic Search Complete

Database: A multi-disciplinary full-text database, with nearly 6,000 full-text periodicals, including more than 5,000 peer-reviewed journals. In addition to full text, this database offers abstracts for over 10,000 journals books, reports and conference proceedings.



Academic Search Complete Databases accessibility issues

Instructions for screen reader and keyboard users:

Full text is provided in HTML or PDF or in some cases both formats. Use the HTML version when available, as the accessibility of PDFs to screen reader users varies.

Articles can be listened to and the audio downloaded using ReadSpeaker. Choose the Listen link in the HTML full text record of an article to hear the audio file . If you use ReadSpeaker with a screen reader to stop the audio, list the links on the page and select Stop.

Keyboard users: To refine your search it is quicker to access the Search Options on the search pages rather than the Refine Results option on the results page. On the results page, to close the Relevance, Page Options and Share drop down boxes if you don't want to select any of the options in the list, tab back up to heading and press Enter.

s.18: Let's look ahead to the year 2020

Imagine a world with....

- Established criteria to assess resources;
- A tool that will walk staff through the assessment process;
- Access to a shared collection of completed assessments;
- A collaborative approach that minimizes duplication.

s.18: Ongoing projects: LEAP

LEAP : Library eResources Accessibility Project
(HLLR, OCLS, Ontario College Libraries)

- Identify standards and create list of criteria for eresource accessibility;
- Build a tool for evaluating those standards;
- Integrate the evaluation process into local workflows Share completed evaluations with each other;
- Build awareness and capacity among college library staff.

Group Discussion: Evaluation Criteria

- Language and definitions: what does the AODA mean?
- Relevancy for libraries: what does it mean for us?

Possible applications and creative solutions

- What is being done?
- What could we do going forward?
- Are there natural collaborations that you would recommend?

Summaries of Group Discussions (1/2)

Anne Pattier

Websites: 2020 video/multimedia
2021 web

WCAC 20 - New websites first
Then all other content

Audits
Convert / Delete
Cost

Libguides

- Perceivable
- Operable
- Understandable
- Robust

↓ FREE expansion
↓ Access
↓ WMA
↓ Rel. com (captioning)

Captioning - better learning

Legacy Colls [VHS]

described
VHS

ROAM Report

- Open website available to all

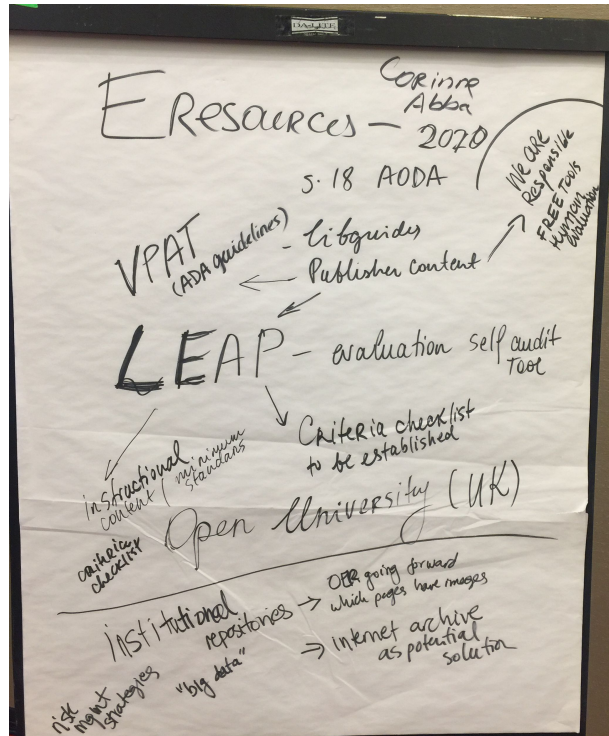
Libguides

↳ option for website

"CC" video streaming } transcripts
+ lecture capture

UofGuelph "Accessibility Rubric"
+ documentation
& rationale
(for audit)

Summaries of Group Discussions (2/2)



- Marrakesh**: Stephen Spong
- Authorized entity
 - * Legislation conflict Provincial | Federal | AODA
 - Eligibility / medical model
 - Standards | beneficiary person
 - blind
 - visual impairment
 - perceptual impairment
 - physical
 - "ABC"
 - ↳ accessible books consortium
 - Films don't seem to be covered
-
- Websites** - accessibility checkers
- WebAIM - issues
 - Static analysis ESUNT (?)
 - links + actions
- accessibility and useability
-

Resources: General Resources

- OCUL Accessibility Information Toolkit for Libraries
<http://ocul.on.ca/accessibility/>
- Accessible Campus <http://www.accessiblecampus.ca/>
- World report on disability (WHO and the World Bank)
http://www.who.int/disabilities/world_report/2011/en/
- Making images accessible: ALT text (Penn State)
<http://accessibility.psu.edu/images/alttext/#caption>

Resources: AODA Training Modules

- Customer Service Standard
- General Requirements
- Employment Standard
- Information and Communications Standard
- Design of Public Space Standard
- Transportation Standard

<http://accessforward.ca/>

Resources: Accessible Events

- Planning Accessible Events
<http://www.georgebrown.ca/aoda/planning-for-accessible-events.docx>
- Guide to Accessible Festivals and Outdoor Events, by AccessON
<http://www.festivalsandeventsontario.ca/wp/wp-content/uploads/2014/07/Festivals-and-Events-Guide-EN.pdf>

Resources: Captioned Media

- DCMP Captioning Key
http://www.captioningkey.org/quality_captioning.html
- Report on Accessible Media (ROAM) <http://ocul.on.ca/node/3132>
- Kanopy Streamed Media Infrastructure: Closed Captioning Research & Evaluation
<https://drive.google.com/file/d/0B-WeztxXJhp-bjJYVTlmeVV6VEU/view?usp=sharing>

Resources: Procurement

- Ontario Colleges Procurement Toolkit
<http://www.georgebrown.ca/aoda/procurement-toolkit.docx>
- Toolkit for Purchasing Accessible Technology or Services for the Office Environment <http://www.apt.gc.ca>
- Center for Excellence in Universal Design IT Procurement Toolkit
<http://universaldesign.ie/Technology-ICT/IT-Procurement-Toolkit/>
- Georgia Tech Research Institute: Accessibility Assistant: Kiosks
http://accessibility.gtri.gatech.edu/assistant/assistant_home.php

Resources: Built Environment

- Brock University: Facility Accessibility Design Standards
https://brocku.ca/webfm_send/236
- City of London: 2007 Facility Accessibility Design Standards
https://www.london.ca/city-hall/accessibility/Documents/FADS_2007_final.pdf

Questions? Please Contact Us

Katya Pereyaslavska

Email: katya@scholarsportal.info

Stephen Spong

Email: SSpong@centennialcollege.ca

Anne Pottier

Email: pottier@mcmaster.ca

Corinne Abba

Email: cabba@georgebrown.ca