

Making 'Word' documents accessible: group activity

Collection: Inclusive teaching

Resource: Inaccessible documents

Approximate duration

45 minutes

Learning Outcomes

To be aware of some key requirements for making 'PowerPoint' presentations accessible.

Introduction

'Word' has become every lecturer's friendly *vade mecum*--the one computer programme we all seem to be thoroughly happy to use and at ease in using. Its full potential is not always realised, however, and it is easy to knock out a quick handout without thinking too much about accessibility issues. This exercise will help participants internalise some simple guidelines for making 'Word' documents usable by the widest possible range of students.

The activity

This activity requires the use of a computer with 'Word' loaded attached to a projector. It uses two files which you will find in the same folder as this resource in HumBox:

- [An inaccessible 'Word' document](#) - This document, on reading poetry, was submitted by a lecturer to [HumBox](#), a repository of 'open educational resources' in the humanities donated by lecturers for reuse by colleagues. It has been specially altered to be made inaccessible for the purposes of this activity.
- [Some guidelines on the accessible use of 'Word'](#) - <http://webaim.org/techniques/word/> (WebAIM)

1. Print out the inaccessible 'Word' document and selections from the WebAIM material.
2. Distribute copies of the 'Word' document to all members of the group. Keep the WebAIM material in reserve.
3. Project the 'Word' document onto a screen. Go through it with the group, calling for suggestions as to how it should be altered to be made more accessible. Agree each change with the group as a whole before editing the document yourself onscreen.
4. When the group is happy with the altered document as it appears on the screen, distribute the WebAIM guidance.
5. Go through the WebAIM material with the group, checking to see what guidelines you have not observed.

Links & References

- [JISC TechDis Accessibility Essentials](#)
Detailed hints on making electronic documents accessible.

Relationship to the Professional Standards Framework

- **Core Knowledge 2:** Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
- **Core Knowledge 4:** The use of appropriate learning technologies
- **Professional Values 1:** Respect for individual learners
- **Professional Values 3:** Commitment to the development of learning communities



- **Professional Values 4:** Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity

More information about the Professional Standards Framework can be obtained from the summary factsheet in the *Subject & Pedagogy* collection in HumBox.

<http://humbox.ac.uk/2731/>

Resources in the inclusive teaching Collection

- Inclusive teaching: introduction to the collection
- Imaginary students: resource overview
 - Imaginary students: individual activity
 - Imaginary students: group activity
- Inclusive lectures: resource overview
 - Making lectures inclusive: individual activity
 - Making lectures inclusive: group activity
- Inclusive seminars: resource overview
 - Making seminars inclusive: individual activity
 - Making seminars inclusive: group activity
- Inaccessible documents: resource overview
 - Making 'PowerPoint' more accessible: individual activity
 - Making 'PowerPoint' more accessible: group activity
 - Making 'Word' documents accessible: individual activity
 - **Making 'Word' documents accessible: group activity (*you are here)**
- Students, comments, conditions: resource overview
 - Inclusive teaching quiz: individual activity
 - Inclusive teaching card sort: group activity
- Departmental audit: resource overview
 - How inclusive is your department?: individual activity



3 | This resource is part of a set of professional development resources for Higher Education English (including English Literature, English Language & Creative Writing) called 'The Pool'. The resources were developed by the English Subject Centre in 2011 as part of a JISC/HEA Open Educational Resources (OER) Project.

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