

School of Social Work

Improving Accessibility on Blackboard with Ally.

Dr. Clark Shah-Nelson, DBA



UNIVERSITY *of* MARYLAND
SCHOOL OF SOCIAL WORK

STRENGTHENING SOCIETY
THROUGH EDUCATION



3 Questions:

1. What does the term “accessible” mean to you in the physical world? (buildings, streets, sidewalks, etc...)
2. What does the term “accessibility” mean to you and/or your students?
3. What are ways you have made your course materials/activities accessible to as many students as possible?



UDL

UDL: Universal Design for Learning

UDL is a term for making curriculum all-encompassing and far-reaching, ensuring that all students can access learning.

Students are not the same.

Rather, they are individuals with differing abilities, strengths, experiences, backgrounds, needs, and learning styles.






Blackboard Ally: For Students

New to UMB in 2021



Alternative formats

Navigating the course 

To get started in this course, please familiarize yourself with the links in the left navigation toolbar

CORE COMPONENTS









Course Welcome	On the current page, you will find the Course Welcome and instructions for navigating the course.
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[More Info](#)

Download alternative formats ▾



Selected file:

-  The Importance of Nutrition in Aiding Substance Use Recovery - Dr...
-  OCRed PDF
Automatically extracted text for improved reading and searching
-  ePub
For reading as an e-book on an iPad and other e-book readers
-  Electronic braille
BRF version for consumption on electronic braille displays
-  Audio
MP3 version for listening
-  BeeLine Reader
Enhanced version for easier and faster on-screen reading
-  Translated version
A machine translated version of the original document
-  Help

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 Download

Ally for Faculty

Content accessibility indicators



Needs help!



A little better



Almost there



Perfect!



psychodynamic articles

Attached Files: Sublette& Novick.pdf (50.938 KB)
 Jordan2001 6.1.pdf (67.621 KB)



CBT articles

Attached Files: Basco-et-al.-2000.pdf (1.079 MB)
 Beck 2.pdf (3.132 MB)
 Beck 6 part 1.pdf (4.188 MB)
 Beck 6 part 2.pdf (4.474 MB)
 Culturally Sensitive Adaptations to CBT for Social Anxiety Disorder (1).pdf (255.098 KB)
 LaSala.pdf (153.55 KB)
 MindOverMood_Chapter14 ocr.pdf (12.186 MB)
 MindOverMood_Chapter13 6.1.pdf (173.838 KB)

Ally for Faculty

Overall accessibility score

Fix severity/tips

80% SSW Rodney's Sandbox Course

Overview Content

26

All course content

Item	16
PDF document	4
External link	3
Image	2
Folder	1

Content with the easiest issues to fix: 2 [Start]

Fix low scoring content: 5 [Start]

Remaining issues

Severity	Issue	Content affected
🔴	The document is scanned but not OCR'd	📄 2 >
🟡	The document has contrast issues	📄 2 >
🟡	The HTML content contains images without a description	📄 2 >
🟡	The HTML's heading structure does not start at the right level	📄 2 >
🟡	The image does not have a description	📄 2 >

https://prod.ally.ac/jir/clients/11317/courses/_18260_1/content?ruleName=Contrast&launcher=ruleName-Contrast

Ally for Faculty

The image shows a screenshot of a PDF viewer interface with several annotations in blue. A blue box highlights a download icon in the top right corner, with an arrow pointing to it. A large blue text overlay reads "2: Download the file". Another blue box highlights a "Browse" button in a dialog box, with an arrow pointing to it. A large blue text overlay reads "3: Upload new version". A third blue box highlights a "How to tag a PDF" button in a dialog box, with an arrow pointing to it. A large blue text overlay reads "1: Read How to fix". The background shows a PDF document with the following text:

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Child and Adolescent Social Work Journal (2018) 35:551–565
https://doi.org/10.1007/s10560-018-0552-6

CrossMark

Trauma Without Borders: The Necessity for School-Based Interventions in Treating Unaccompanied Refugee Minors

Diana Franco^{1,2}

Published online: 29 May 2018
© The Author(s) 2018

Abstract
This article explores migration trauma among Mexican and Central American unaccompanied refugee minors (URM) with the purpose of developing an understanding of migration as a tripartite process consisting of: pre-migration exposure to traumatic stressors, in-journey stressors, and post-migration stressors. The migration experience of these youth may be subjectively different depending on a wide range of factors. The complexities of migration are explored as a traumatic, tripartite process. These three salient components of migration may act as precursors, often resulting in psychological sequelae such as: post-traumatic stress disorder (PTSD), anxiety, and depression. Of all migrant groups, URM are more likely to develop psychiatric symptoms. Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), Cognitive Behavioral Intervention for Trauma in Schools (CBITS), and Mental Health for Immigrants Program (MHIP) are among the most effective interventions in the treatment of PTSD, anxiety, and depression in refugee minors. Social workers in schools are in unique positions to

Accessibility score for:
Case Exmple Article Trauma Without Borders Article_Diana Franco.pdf
11%
All issues

This PDF is untagged

What this means
How to tag a PDF

Upload a tagged version

Drop file to upload
or
Browse

UMB Stats (via CITS)

There are now **1,181** courses enabled for ALLY.

The **Fall 2022 Overall accessibility score 70.8%** mostly due to the **24,499** PDFs that are not OCRd.

OCR = Optical Character Recognition

Is your PDF a bunch of images or a bunch of highlightable text?
If it is images (scanned/not OCRd) - screen reader software cannot read them.

You can use docdrop.org to OCR PDFs, or use Adobe Acrobat Pro.

“Scanned PDFs: An Enemy of Accessibility”

https://help.blackboard.com/sites/default/files/documents/2020-09/ScannedPDFs_2020.pdf

SSW Stats

December 2021

532 downloads

147 students helped

47 courses w/downloads

43 instructor feedback launches

4 content fixes

3 courses with fixes

December 2022

2211 downloads

381 students helped

154 courses w/downloads

566 inst. feedback launches

268 content fixes

25 courses with fixes



Resources

BB Ally for Students in IDEA “Now That’s a Great IDEA” ezine, [October, 2021](#)

Bb Ally for Faculty in IDEA “Now That’s a Great IDEA” ezine, [November 2021](#)

Accessible Powerpoints “Now That’s a Great IDEA” ezine, [January, 2022](#)

[Ally for Students](#)

[Ally for Faculty](#)

[UDL Guidelines](#)

[UMB ESDS For Faculty](#)

Resources

[Accessibility Checklist for Online Course Development \(UMB\)](#)

Ally Help Links:

Release Notes

https://help.blackboard.com/Ally/Ally_for_LMS/Administrator/Release_Notes

WYSIWYG Accessibility

https://help.blackboard.com/Ally/Ally_for_LMS/Instructor/WYSIWYG

Instructor Feedback Panel

https://help.blackboard.com/Ally/Ally_for_LMS/Administrator/Improve_Accessibility/Instructor_Feedback_Panel

Once a course is Enabled for Ally, Instructors can access the Accessibility Report from Course Tools.

https://help.blackboard.com/Ally/Ally_for_LMS/Instructor/Course_Accessibility_Report

Instructor package: Resources and Support

https://help.blackboard.com/sites/default/files/documents/2020-09/Learn_2020.pdf

Accessibility Checklist

https://help.blackboard.com/sites/default/files/documents/2018-08/AccessibilityChecklist_BestPractices.pdf

Accessibility Indicators

https://help.blackboard.com/sites/default/files/documents/2020-09/AllyIndicators_2020.pdf