



# *Intro to the BB ALLY tool in D2L*



*eLearning | CETL*

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# In Today's Session

1. Quick review of “accessibility” online
2. What is **BB Ally**?
3. Student & Instructor sides of **Ally** in a D2L site  
*(NB: PDFS - Scanned vs OCR'd vs Tagged)*
4. Resources



# *Accessibility & Online Course Content*

When it comes to online content, some of your students will:

1. print online materials to study offline;
2. use assistive technology to read course materials or convert text-to-speech;
3. read English as a second-language;
4. use mobile devices to access course content;
5. have unreliable access to the Internet.



# Technical Standards for Online #a11y

- ❖ W3C [Web Content Accessibility Guidelines \(WCAG\)](#); the global standard for web accessibility.
- ❖ [WCAG 2.1](#) states web content must be:
  1. *Perceivable* (available through multiple senses).
  2. *Operable* (functional with mouse and keyboard).
  3. *Understandable* (consistent, predictable, readable, preventing errors).
  4. *Robust* (usable across technologies).



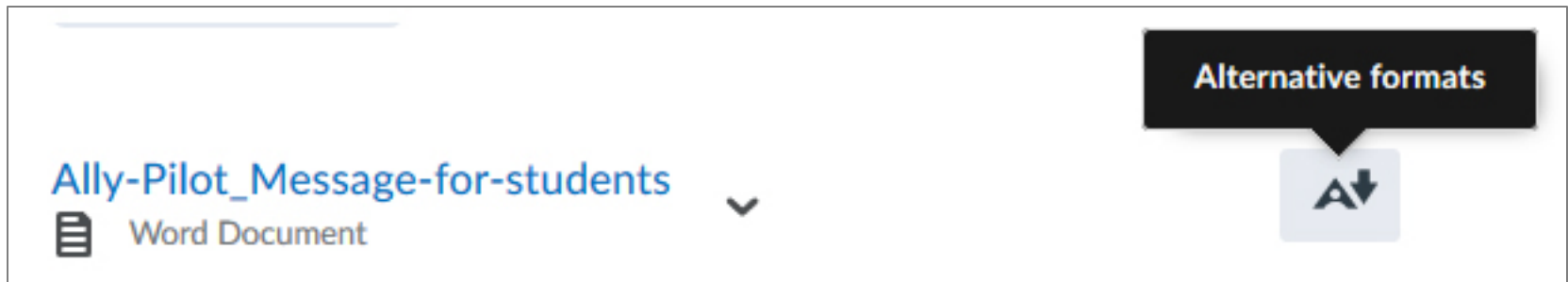
## What is *Ally*?

[Ally](#) (*aka* Blackboard Ally, BB Ally):

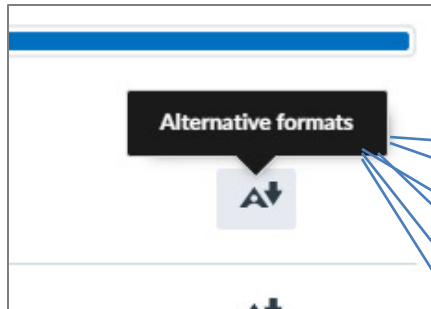
- integrated into our D2L *Brightspace*.
- auto-checks files against [WCAG 2.1 “AA”](#) rules to increase accessibility awareness & application.
- accessible alternative formats for **ALL** students.
- accessibility feedback & guidance to instructors.

# Support for ALL Students

- **ALLY** makes it possible for students to download alternative formats to the **Word, PowerPoint, PDF, and HTML** files you add to D2L.
- **Any** student in a D2L-based course can access these alternative options in Course Content.










# Alternative Format Options



*List of ALLY's alternative format options for a Word document posted to D2L Content.*

Download alternative formats ▼ ✕

-  **Tagged PDF**  
Structured PDF for improved use with assistive technology
-  **HTML**  
For viewing in the browser and on mobile devices
-  **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

 [Help](#)

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By downloading an alternative format, you agree with the [Terms of Use](#)



# Available Alternative Formats in Ally

1. Tagged PDF
2. OCR'ed (*Optical Character Recognition*) PDF
3. HTML
4. ePub
5. Electronic Braille
6. Audio
7. BeeLine Reader





# FYI: Terms of Use for Alternate Formats

Canadian Copyright laws still apply to all of the Alternative Formats options.

Terms of Use ×

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- you have a disability that permits the creation of accessible versions of copyrighted materials under applicable copyright law such as the Chafee Amendment in the United States (17 U.S. Code § 121) or the Copyright, Designs and Patents Act, 1988, Section 31A in the United Kingdom, and you agree to abide by all limitations of such laws.
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[Back](#)

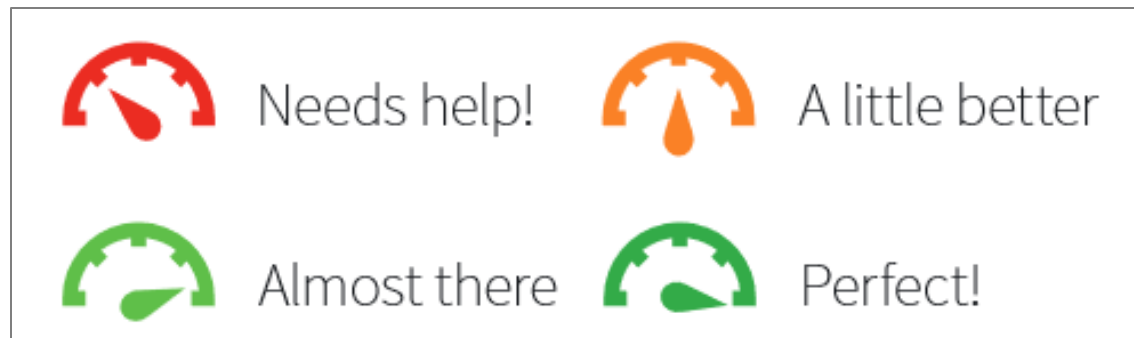
# Support all for Instructors

- **ALLY** does not do anything to your original files.
- **ALLY** provides instructors with immediate feedback how to improve the accessibility of their course content.
- You decide what to fix first; you do not have to do everything **ALLY** recommends all at once.



# Feedback on Files

In D2L Content: Visual indicators beside each file you add:



*“Instructor Feedback: Learn how to fix accessibility issues with your course content” ([PDF available via Blackboard.com](#))*

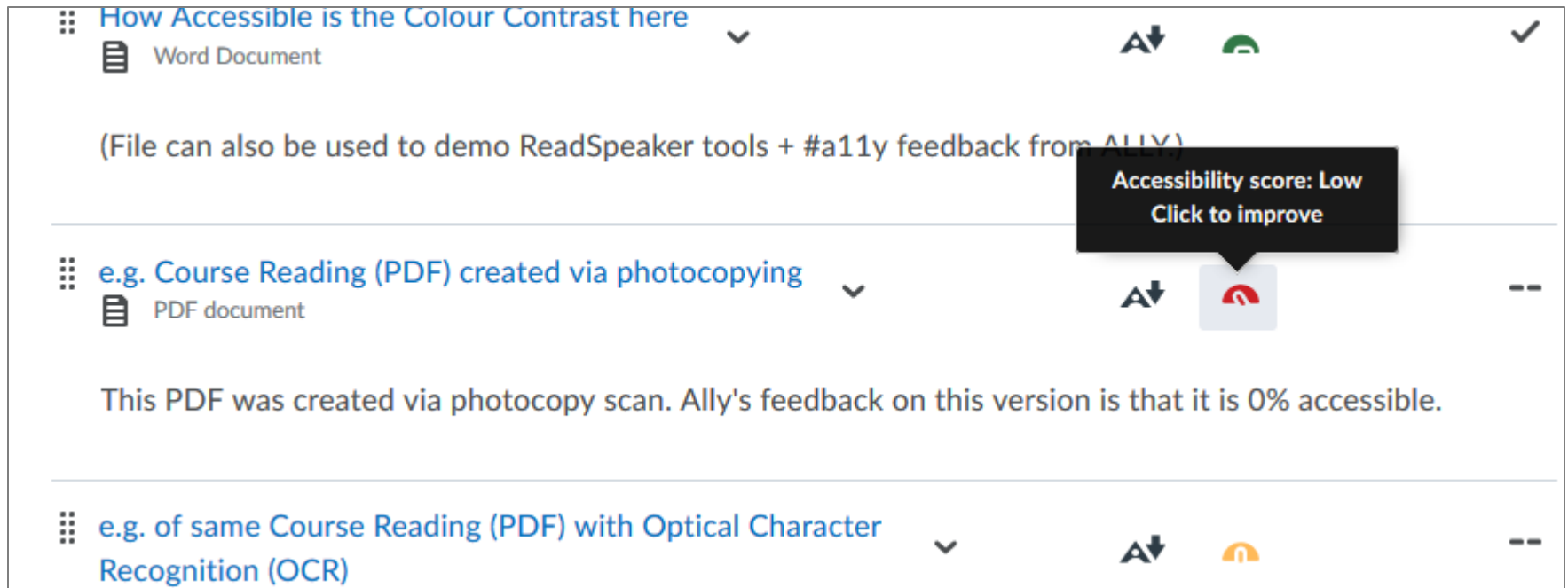


# Demo of Ally



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# Ally feedback through Content



The screenshot displays the Ally interface with three document entries:

- How Accessible is the Colour Contrast here** (Word Document): Shows a green accessibility icon and a checkmark.
- e.g. Course Reading (PDF) created via photocopying** (PDF document): Shows a red accessibility icon with a tooltip that reads "Accessibility score: Low Click to improve". Below the title, it states: "This PDF was created via photocopy scan. Ally's feedback on this version is that it is 0% accessible." This entry has a "--" status icon.
- e.g. of same Course Reading (PDF) with Optical Character Recognition (OCR)**: Shows an orange accessibility icon and a "--" status icon.

# Feedback View + Applying Feedback

The contents of this document have been formatted to meet [WCAG 2.1 accessibility standards](#).

## Giving Students access to TextAid Web Reader during a D2L Exam

ReadSpeaker's **TextAid** is a text-to-speech tool that supports accessibility challenges related to reading, writing and studying. Students can have text read out loud from webpages, e-books, digital documents, etc. while following along with highlighted text. TextAid can also support students while they write, or provide options to download an audio version of text to listen to later.

In this tutorial, we will focus specifically on one specific feature within TextAid: the floating **Web Reading tool**. Students can add this Web Reader to their own web browser and while they are logged into D2L they can use it to read content that is hosted outside of D2L Content; this includes being able to use it to access text content in D2L Exams/Quizzes. If [students install this Web Reader prior](#) to starting an exam, the Web Reading Tool can be used to read questions out loud.

1. [First: Add the TextAid Tool to your Course Website](#)
2. [Second: As You Prepare to Deliver Your D2L Exam](#)

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### FIRST: ADD THE TEXTAID TOOL TO YOUR COURSE WEBSITE

In this section, we have provided step-by-step instructions to help you to add the TextAid tool to the course Navigation bar on your D2L course site.

#### Add TextAid to your Course Navigation Bar

You will need to customize your course Navigation bar in order to complete this process. If you have already done that, you can skip to **Step #2** below: If you have not created a customized Navbar already, please refer to the tutorial linked in **Step #1** below.

1. To create a customized Course Navigation Bar, please refer to eLearning's tutorial (PDF): ["Customizing your Navigation Bar"](#) and follow the instructions to set this up on your course site.
2. To add the TextAid tool to your customized Navigation bar, locate and click the "Edit Course" link in your Navigation menu.

3. In the Course Administration settings, locate and select the "Navigation & Themes" link.

**For Instructors\_Allow-TextAid-WebReader-access-in-D2L-Exams\_final**

94%

This document contains images that are missing a description

What this means

How to add descriptions

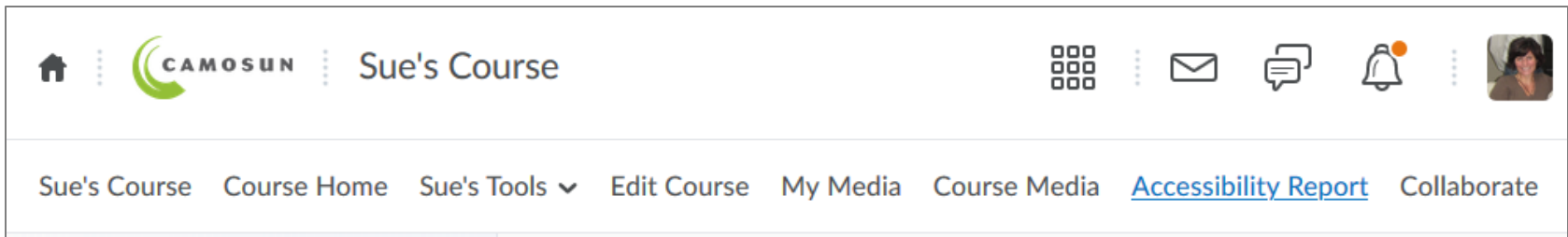
Upload a version with image descriptions

Drop file to upload or

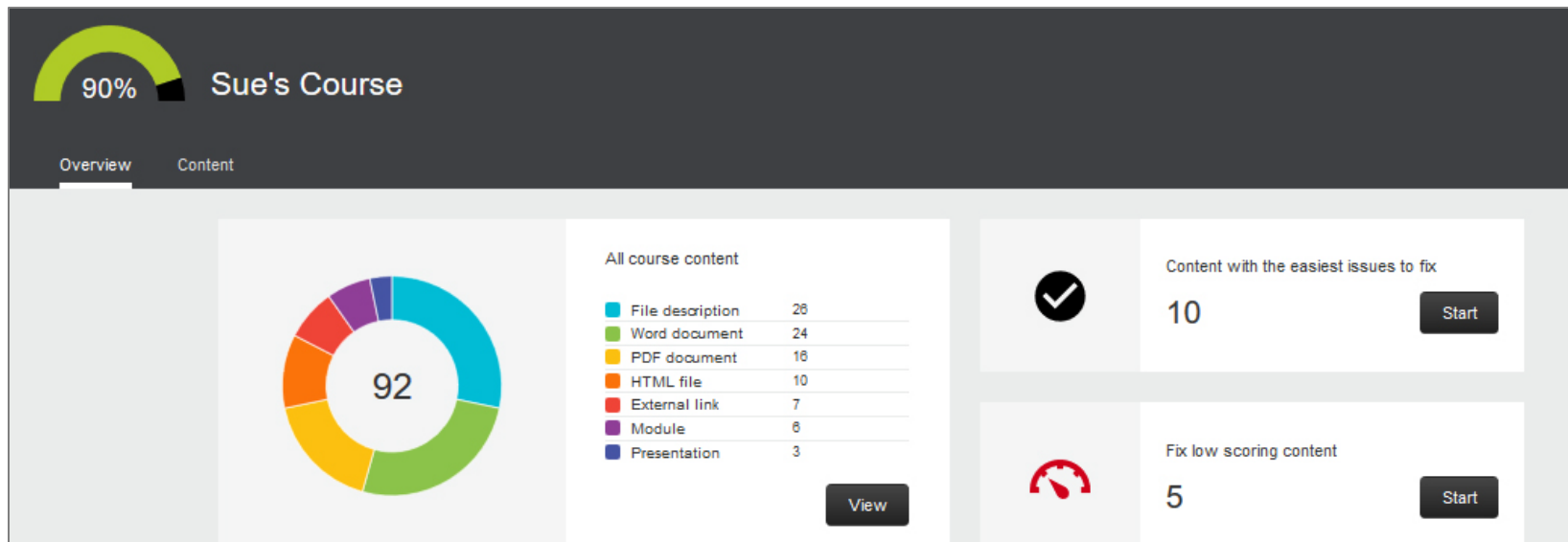
Browse

# Course Accessibility Report

Review your **Course Accessibility Report** for a complete overview of accessibility issues in the course:



The screenshot shows the top navigation bar of a course page. On the left, there is a home icon, the CAMOSUN logo, and the course name "Sue's Course". On the right, there are icons for a grid, an envelope, a speech bubble, a bell, and a user profile picture. Below the navigation bar, a menu contains the following items: "Sue's Course", "Course Home", "Sue's Tools" (with a dropdown arrow), "Edit Course", "My Media", "Course Media", "[Accessibility Report](#)", and "Collaborate".



CAMOSUN

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# Some Common Feedback from Ally

- “This PDF is **scanned**”
- “This document **does not have headings**”
- “This document contains **images without a description**”
- “This document has **contrast issues**”
- “This document has **tables that don’t have any headers**”





# What do you do with Ally's feedback?

“How do I improve the score on this file?”

“What should I do first?”

“What does this feedback MEAN?!”



# ***Demo:*** Examples of Common Feedback

1. Example of improving a score from feedback. (*Word doc example*)
2. Example of a PDF from photocopy. (*with assistance from ReadSpeaker's docReader tool*).
3. Example of improved version of PDF generated by ALLY (+ what you could do next!)

# Resources to Use

- eLearning Tutorials: [Accessibility](#)
- [BC Open Textbook Accessibility Toolkit](#)
- BB ALLY's "[Instructor Feedback: Learn how to fix accessibility issues with your course content](#)"
- [WCAG \(Web Content Accessibility Guidelines\)](#)
- WebAIM's [WAVE \(Web Accessibility Evaluation tool\)](#)
- WebAIM's [Contrast Checker](#)
- Microsoft Office "**Accessibility Checker**"
- **ReadSpeaker** tools in D2L

# ALLY's "Quickstart" (PDF)

**Instructor Feedback**  
Learn how to fix accessibility issues with your course content

Not sure about how to identify and correct accessibility issues with your course content? Not to worry. Ally provides you detailed feedback and support to help you become an accessibility pro. Learn about accessibility issues, why they matter, and how to fix them. Green is the goal! 🟢

**Find the Ally Indicators**  
Your course files and content will now have color "dials" next to them. They indicate the file's level of accessibility, and are there to help you prioritize which files you want to fix first. Don't worry, your students can't see them. If you hover over the indicators, you'll see if the accessibility score is "low," "medium," or "high." Click the indicator to see the percentage score, specific issues affecting the file, and instructions for improving the file.

**Accessibility score: Low**  
7 MB [Click to improve](#)

**Navigating Ally Instructor Feedback**

What's the Issue? → How can I fix it? → Success

1 Score shows level of accessibility  
2 View all the file's accessibility issues  
3 Description of the most important accessibility issue  
4 Explains how the issue affects inclusive learning  
5 Detailed steps how to fix the issue

Accessibility score for: Plato\_Presentation.pptx  
32% All issues 1  
This presentation contains images that are missing an alternative description  
What this means  
How to add descriptions

Accessibility score for: My Image.jpg  
100%  
Perfect!  
You have successfully added a description.  
100% means the file has no more issues for you to fix, and your students will have a