

FLIPPED CLASSROOM LESSON PLAN

LESSON PLAN Ref:

COURSE Ref:

Course: Digital Accessibility Manager

Unit / Module: Managing Digital Accessibility

Lesson Title: Accessible Multimedia and Tables

Level:

Lesson Duration:

Pre-Class Activities: 60 minutes

In-Class Activities: 90 minutes

Post-Class Activities: 30 minutes

Total: 2 hours (180 minutes)

Lesson Objectives:

- Acquiring the ability to write concise transcripts and captions to images and multimedia.
- Acquiring the ability to prepare accessible tables.

Pre-Class Activities:

Student Learning Resources at Home:

Read:

- [Types of images](#)
- [Alternative text](#)
- [Text alternatives – a decision tree](#)
- [Accessible Tables](#)
- Summary on how to prepare Tables in Microsoft Word (uploaded to the Moodle)

Watch the video:

- [Accessible Audiovisual Media](#)

Student Learning Activities at Home:

- Read all the resources and summary and watch the video.

In-Class Activities:

0 – 10 minutes: Images - discussion about alt-text, image name, image description (what have they learnt at home).

10 – 25 minutes: Exercise (alt-text, description – for different kind of images): students individually write an alternative texts for all images and descriptions if they are needed. **Moodle: exercise 1**

25 – 40 minutes: Work in teams and go through all the answers and find the best version of alt-text and image description. Give each other feedback. **Moodle: exercise 1**

40 – 50 minutes: Students watch [an inaccessible video](#). They should find out if the video is accessible or not, what could be change to make video accessible, what is problematic in a video. They could work in teams or individually. **Moodle: exercise 2**

50 – 60 minutes: Discussion on accessible video (captions, transcripts). Presentations of apps that could help you with writing transcripts (pros and cons). (Optional)

60 –70 minutes: Students work in teams and discuss accessible tables. They should answer the following questions: How does an accessible table look like? What parts of the tables can be problematic? Why are complex tables? **Moodle: exercise 3**

70 – 85 minutes: Students get a document with inaccessible tables. They should transform them into accessible versions. Students work individually, but can help each other. **Moodle: exercise 4**

85 – 90 minutes: Summary.

Post-class Activities:

The online test on accessible multimedia and tables.

Assessment:

Short online test (Test 3) and finalizing and uploading documents/answering the questions online.

Materials / Equipment:

- PowerPoint and/or Word document with different kind of images.
- Computer
- E-materials form the Moodle

References:

- [Accessible Images](#)
- [Accessible Audiovisual Media \(video\)](#)
- [Accessible tables](#)