

FLIPPED CLASSROOM LESSON PLAN

LESSON PLAN Ref:

COURSE Ref:

Course: Digital Accessibility Manager

Unit / Module: Implementation of digital accessibility

Lesson Title: Preliminary Check for Web Accessibility Barriers

Level:

Lesson Duration:

Pre-Class Activities: 150 minutes

In-Class Activities: 90 minutes

Post-Class Activities: 30 minutes

Total: 6 hours (270 minutes)

Lesson Objectives:

To familiarize the learners with with the web accessibility preliminary check and acquaint them with an overall overview of processes, requirements, procedures, and tools for conducting quality web accessibility evaluation using tools, experts, and user experience.

Outline:

- Web accessibility evaluation.
- Web accessibility preliminary check.
- Evaluation with web accessibility evaluation tools.
Evaluation with users.

Pre-Class Activities:

Student Learning Resources at Home:

- [Evaluating Web Accessibility Overview](#)
- [Easy Checks – A First Review of Web Accessibility](#)
- [Selecting Web Accessibility Evaluation Tools](#)
- [Web Accessibility Evaluation Tools List](#)
- [Using a Screen Reader](#)
- [Conformance Evaluation and Reports Overview](#)
- [Involving Users in Evaluating Web Accessibility](#)
- [Using Combined Expertise to Evaluate Web Accessibility](#)
- [WAVE Web Accessibility Evaluation Tool](#)
- [Download NVDA screen reader](#)
- [Using NVDA to Evaluate Web Accessibility](#)
- [Screen Reader Basics: NVDA - video](#)
- [Using VoiceOver to Evaluate Web Accessibility](#)

- [Screen Reader Basics: VoiceOver – video](#)

Student Learning Activities at Home:

- Students should read thoroughly all [the 4 phases of implementing web accessibility](#) into organizational culture as introduced by W3C Web Accessibility Initiative.
- Students should get acquainted with each of the steps of the [Implementation Plan for Web Accessibility](#).

After studying the resources mentioned above students should respond to the following questions:

- What is a preliminary check for web accessibility? How often should it be conducted?
- Make a list of website elements that usually need to be reviewed for web accessibility during the initial/preliminary check.

In-Class Activities:

0 – 15 minutes: Students work in teams. They prepare a list of website elements (in groups) that are usually reviewed during a preliminary check. They discuss further steps towards a comprehensive website accessibility compliance after the preliminary check has been done and the main accessibility issues identified.

15 – 30 minutes: Students work in teams. They need to download WAVE – Web Accessibility Evaluation Tool and get familiar with it. They are asked to test it on a selected website and discuss the errors identified.

30 – 50 minutes: Students answer the following questions regarding the previous task: Which website elements did the tool review? How many errors did it find? What accessibility barriers cannot be identified by such automatic tools?

50 – 80 minutes: Students work individually. They are asked to use the screen reader that they had downloaded and tested at the beginning of the lesson (NVDA or VoiceOver). They are asked to try it out to get an idea of how blind and visually impaired perceive the web and get the information provided by the web. After completing these tasks, they answer the following questions and discuss them in teams:

- Did you understand the web content?
- Have you identified any barriers to accessibility of the web content?

80 – 90 minutes: Overview and Summary.

Post-class Activities:

Students take the online test about the preliminary check.

Assessment:

Students take the online test about the preliminary check.

Materials / Equipment:

- Laptop.
- PPT slides.

References:

- [Easy Checks – A First Review of Web Accessibility - video](#)
- [Evaluation Tools Overview - video](#)
- [Involving Users in Web Accessibility Overview - video](#)
- [10 Best Screen Readers for Blind People](#)
- [10 Free Screen Readers for Blind or Visually Impaired Users](#)