# Making Peer Learning Accessible: General Practices

### Make Requesting Accommodations Easy & Safe
Give your students safe and easy ways express their needs and let you know if there are ways you can improve the accessibility of the course experience.

### Be Mindful of Physical Space
Ensure your classroom is set up to allow all students to participate in activities. Arrange a quiet space for students that might need it during active learning.

### Use Two Forms of Communication
Vocalize anything your write on the board during class. Describe images on slides and narrate with screen sharing. Turn on your camera so students can read your lips.

### Make Physical Materials Accessible
Create accessible digital versions of any handouts or class materials. Utilize large font and high contrast images on handouts.

### Encourage Accessible Collaboration
Ask students to collaborate in Google Docs (g.harvard.edu is best) or other online spaces and let groups choose their communication tool. Ask them to use two forms of communication when working with their peers and to turn on their webcams.

# Making Peer Learning Accessible: Tools

## Choose Accessible Tools
Use Canvas or tools officially licensed by Harvard.
See accessibility.huit.harvard.edu/resources

## Build Accessible Tools
Use UI Kits (instructure-ui, bootstrap, etc.), Use Conventions (usual names & nav loc), Limit Flashing or Animated Elements.
See accessibility.huit.harvard.edu/developers

## Adopt Accessible Practices
Use simple wording, use descriptive names for links or buttons, use a high-contrast color palette.
See accessibility.huit.harvard.edu/content-creators

## Use MS Word Accessibility Features
Turn on outline mode, use the accessibility checker. See bit.ly/ms-a11y-checker
Save as PDF, don't print to PDF. See bit.ly/ms-a11y-export

## Teach Accessible Zoom Norms
Faculty and students should turn on their cameras (so peers can lip read) and assign a student to closed caption. See bit.ly/zoom-cc

## Facilitate Group Formation Online
Create a group formation thread on your discussion board or use Canvas self-assign groups (name groups my interest or time so students can find compatible peers).

## Make Deliverables Accessible
Allow digital submissions for all assignments (set up submissions in Canvas). For media submissions, ask students to write a transcript and description of visuals.