

Accessibility Checking Test Materials

XXXX XXXX

10/12/2016

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Moderator Script

Introduction

Hello, I'm XXXX XXXX. Thank you very much for your time today. You will be helping our team evaluate existing tools so we can make document publishing easier for the department easier.

Introduction to the Test

Today, we are asking you to use two different tools to fix accessibility problems in a Microsoft Word Document. We're going to provide you with a series of tasks to perform using the help documentation in Microsoft Word based on the instructions given to you in two tools. Your feedback about the documentation and the tools is very valuable to us, and we would like for you to comment on what you're doing and why you're doing it during the test.

Please be candid about your impression of these tools and the documentation. We didn't make them, and by giving us your honest opinion, you won't offend us.

Before we continue, I want to give you a chance to read and sign this informed consent form. You are not obligated to participate in this study and you can leave at any time, for any reason, without penalty. Do you have any questions about the test, the study, or what the consent form means?

Introduction to the Room

We will be staying in the same room for the duration of the session, and I want to point out some important features. For this session, we will not be using video recording. Instead we will use a program to record the screen as you complete the scenarios and a voice recorder. This will allow the team to review the test if we have questions later on in analysis. You will use the laptop at this desk to evaluate a scenario, with the voice recorder on the desk nearby. This recorder and a backup can pick up your voice when you talk at your usual volume, so don't feel you need to be louder or quieter than how you normally speak.

Introduction to the Team

In addition to the moderator, we have another team member in the room who will be observing the session and several other graduate student members who will help us review the information you provide for us today.

The Testing Process

This test will be divided into three parts.

First, you will watch a [short tutorial about Accessibility and Assistive Technology](#). This video introduces you to screen readers, how they read Word documents, and how to format Word documents to improve screen reading.

Second, you will evaluate a word document using [CHECKLIST OR ACCESSIBILITY CHECKER] for these formatting errors. You will then use the Microsoft Word help documentation to correct these errors. When you have finished, you will alert the observer that you've finished the first scenario.

Third, you will evaluate a similar word document using [CHECKLIST OR ACCESSIBILITY CHECKER] for the same errors, use help documentation for them, and tell us when you think you have finished.

During all three components, I will be sitting beside you, taking notes about your problem solving process. We are very interested in hearing your feedback, and I will remind you to continue with your think-aloud process. This session is not a test of you and your abilities, but rather how intuitive the checklist and tool are to a new user.

Thinking Out Loud

We are going to ask you to do something called “think-out-loud.” It is exactly what it sounds like, and we want you to describe what you’re thinking as you’re going through the scenario. This can be something like, “This is not where I expected to find . . .” or “What does this word mean? Is it like...?” and “I wish ___ were an option.”

I am sitting next to you to encourage you to think-out-loud, if your focus shifts more to solving the problems, than describing your approach.

Think-aloud is not a natural activity for many people, and that’s okay. I’m here to answer any questions you have about think-aloud.

During the Study

Do you have any questions about the study at this point?

We have two scenarios for you to assess. When you have finished, I will give you more instructions. Please remember to think aloud during the session. Remember, this is not a test of you or your abilities. We want to know your feedback and thoughts while using these tools.

This is the first scenario. Please take a moment to read it and feel free to ask me for any clarification.

[After each scenario] Great job! Please answer the questions at the end of the scenario about your experience using the tool and comment out loud what you are writing.

Post-Test Questionnaire and Interview

[After the last scenario] Thank you for that excellent input. We’d like you to finish up the session by filling out these two questionnaires about your experience. Once you’re done, we have a few questions to ask you to hear any other feedback or thoughts you have for us.

After Testing

That should be all for today! Thank you so much for your time and participation. We have learned so much from your feedback today.

Checklist for the Moderator

Before participant arrives

- Be sure the first document is loaded properly and ready for first scenario
- Make sure pen is on the desk for questionnaire completion

Technician Duties

- Test tutorial video
- Make sure recorders are working
- Open Microsoft Word Help to the Accessibility Section

Logger Duties

- Make sure Camtasia is installed on computer and functional
- Enter new test information to file names for saving file

Welcome

- Introduce yourself, thank participant for his/her interest in participating
- Ask participant to sit at the desk, in front of computer
- Provide the informed consent form for research
- Sit beside the participant

Consent form, pre-test questionnaire, instructions

- Show participant the location of microphone and explain how Camtasia works
- Explain the purpose of the test
- Go over consent form, allow time to read and sign; if this has been done already, ask participant if he/she is comfortable with being recorded
- Explain that there are observers who are very interested in learning from the participant about his/her experience
- Ask for questions, concerns
- Give pre-test questionnaire
- [Give pre-test tutorial](#)

Instructions

- Explain process of using scenarios, one at a time, while participant thinks out loud
- Review how think-out-loud process works, with examples

Technician Duties During Each Test Session

- Explain that there will be two scenarios
- Begin Camtasia recording for full screen
- Turn on recording equipment

Logger Duties During Each Test Session

- Fill out observation report
- Document scenario and flyer combinations

After each scenario, post-task questionnaire

- Offer plenty of reassurance, especially when tasks prove difficult
- Give feedback on the quality of the thinking-out-loud procedure; if necessary, encourage more feedback from participant by reviewing the process again, with examples
- Ask participant to clarify any thoughts or actions, as requested by team members
- Set up product at starting point for next scenario, if needed

Upon completion, post-test questionnaire

- Stop Camtasia video screen capture
- Ask post-test interview questions
- Stop microphone recording
- Give post-test questionnaire
- Thank participant for their time and concentration

Technician Tasks

- Transfer audio recordings to computer
- Prepare for next participant (if appropriate)
- Turn off equipment (if at the end of last session)

Screening Questionnaire

Name of Candidate:

Age of Candidate (Must be 18 or Older):

How familiar or comfortable is the candidate with using Microsoft Word?

Not Familiar 1 2 3 4 5 Very Familiar

Candidates must consider themselves “Somewhat Familiar” (3) to “Very Familiar” (5) with Microsoft Word

How familiar is the candidate with the rules and guidelines for creating accessible documents?

Not Familiar 1 2 3 4 5 Very Familiar

Candidates must consider themselves “Not familiar” (1) to “Somewhat Familiar” (3) with accessibility guidelines.

Scenario A: Using an Accessibility Cheat Sheet

Participant Name:

Flyer Number:

You are creating an informational flyer to be emailed to your department about an upcoming event. You know that a colleague uses a screen-reader, and want to be sure that they will be able to use the flyer you make. The department, in an effort to encourage all employees to make accessible documentation, has issued a checklist to follow before sending departmental emails. This checklist describes what document elements to check and format in order to make an accessible document.

You will use the [document checklist](#) to identify inaccessible elements in your flyer and to add the necessary features to make the flyer screen-reader friendly.

Use the Cheat Sheet to Identify Accessibility Issues

Please take a moment to read over the Accessibility Cheat Sheet and tell us your first impressions.

Using the provided “Cheat Sheet,” locate accessibility issues in the document. Please tell us when you’ve finished identifying any problems.

Resolve Accessibility Issues

There were several accessibility problems with this document:

1. Headings need to be formatted as “heading text”
2. The image requires alt-text
3. Hyperlinks need descriptive text
4. Bullet points should be formatted as bullets and not hyphen text

Open the Microsoft Word Accessibility Guide and repair the following problems with the following information:

1. Change the text of the flyer title from “Normal” to “Title”
2. Add “Photograph of a jack o’ lantern snowman with a witch’s hat.” as the alt-text of the image.
3. Change the hyperlink text from “click here” to “Google Form Registration”
4. Change hyphens to bullets

Post-Scenario Questions

1. How would you rate the ease of using the accessibility cheat sheet?
Not Helpful 1 2 3 4 5 Very Helpful

Please explain your rating:

2. How would you rate the accuracy of the cheat sheet in finding accessibility issues?
Not Accurate 1 2 3 4 5 Very Accurate

Please explain your rating:

3. How would you rate the usefulness of the Microsoft Word accessibility documentation?
Not Helpful 1 2 3 4 5 Very Helpful

Please explain your rating:

Scenario B: Using the Microsoft Word Accessibility Checker

Participant Name:

Flyer Number:

The university has strict guidelines on document accessibility for materials posted online. The department is hosting an event that is open to the public and before you can post the flyer online, you need to ensure that Microsoft Word's Accessibility Checker reports no errors in the document.

Use the Accessibility Checker to Identify Accessibility Issues in the Document

1. Click the **File** tab in the upper left hand corner of your Microsoft Word screen
2. Beside the **Inspect Document** header, click the **Check for Issues** icon
3. Select **Check Accessibility** from the drop-down menu
4. Examine results and let us know when you've identified all the accessibility issues.

Resolve Accessibility Issues

There were several accessibility problems with this document:

5. Headings need to be formatted as “heading text”
6. The image requires alt-text
7. Hyperlinks need descriptive text
8. Bullet points should be formatted as bullets and not hyphen text

Open the [Microsoft Word Accessibility Guide](#) and repair the following problems with the following information:

5. Change the text of the flyer title from “Normal” to “Title”
6. Add “Photograph of a maple leaf lying on a blank page of an open book.”
7. Change the hyperlink text from “click here” to “Visit the departmental website”
8. Change hyphens to bullets

Post-Scenario Questions

5. How would you rate the ease of using the accessibility checker?
Not Helpful 1 2 3 4 5 Very Helpful

Please explain your rating:

6. How would you rate the accuracy of the checker in finding accessibility issues?
Not Accurate 1 2 3 4 5 Very Accurate

Please explain your rating:

7. How would you rate the usefulness of the Microsoft Word accessibility documentation?
Not Helpful 1 2 3 4 5 Very Helpful

Please explain your rating:

Pre-Test Interview Questions

Demographics

1. What is your age (must be older than 18 to participate)?

Experiential

2. Have you used Microsoft office before?
3. What type of experience do you have with Microsoft Word?

Accessibility Specific

4. Do you know what “accessibility” means?
5. Do you have experience making accessible documents in Microsoft Word?
6. Have you used the Microsoft Word Accessibility Checker?
7. Have you used accessibility checklists before

Post-Test Interview Questions

1. Please tell me about your experience using the checklist.
2. Please tell me about your experience with the accessibility checker.
3. What did you think of the Microsoft Word Help?
4. Reflect on the tutorial video from before we began testing. What are three things you learned from it?
5. Would you recommend the checklist or the accessibility checker to a friend for making accessible word documents?
6. Do you have any other feedback?

Participant Number	Date/ Time of Session	Scenario Order/ Flyer:
Scenario/ Task	Issue/ Problem	Comment

Microsoft Word Accessibility Checker Questionnaire

Participant Name:

Strongly
disagree

Strongly
agree

1. I think that I would like to use this system frequently

--	--	--	--	--

1 2 3 4 5

2. I found the system unnecessarily complex

--	--	--	--	--

1 2 3 4 5

3. I thought the system was easy to use

--	--	--	--	--

1 2 3 4 5

4. I think that I would need the support of a technical person to be able to use this system

--	--	--	--	--

1 2 3 4 5

5. I found the various functions in this system were well integrated

--	--	--	--	--

1 2 3 4 5

6. I thought there was too much inconsistency in this system

--	--	--	--	--

1 2 3 4 5

7. I would imagine that most people would learn to use this system very quickly

--	--	--	--	--

1 2 3 4 5

8. I found the system very cumbersome to use

--	--	--	--	--

1 2 3 4 5

9. I felt very confident using the system

--	--	--	--	--

1 2 3 4 5

10. I needed to learn a lot of things before I could get going with this system

--	--	--	--	--

1 2 3 4 5

Accessibility Cheat Sheet Questionnaire

Participant Name:

Strongly disagree

Strongly agree

1. I think that I would like to use this system frequently

1	2	3	4	5

2. I found the system unnecessarily complex

1	2	3	4	5

3. I thought the system was easy to use

1	2	3	4	5

4. I think that I would need the support of a technical person to be able to use this system

1	2	3	4	5

5. I found the various functions in this system were well integrated

1	2	3	4	5

6. I thought there was too much inconsistency in this system

1	2	3	4	5

7. I would imagine that most people would learn to use this system very quickly

1	2	3	4	5

8. I found the system very cumbersome to use

1	2	3	4	5

9. I felt very confident using the system

1	2	3	4	5

10. I needed to learn a lot of things before I could get going with this system

1	2	3	4	5

Happy Fall-i-days!

State Technical University English Department Fall Mixer



Please join the English Department for some Fall Fun!

We will have a Falliday Celebration as our Fall Mixer for this semester. Seasonal pies and hot beverages will be provided. Please bring any extra dishes that you would like to share!

Important Details:

- Located in Caldwell Lounge

- 5-7PM

- November 11, 2016

RSVP by November 1, 2016 – [Click Here!](#)

Flyer 1

English Department Folklore Festival

State Technical University Fall Fest Series



Please join the English Department for some Folktale Fun!

We will have an open event to celebrate and learn more about world folktales and folklore. An international spread of snacks will be provided. Please bring any extra dishes that you would like to share as well as their cultural or historical significance!

Important Details:

- **Located in Caldwell Lounge**
- **1-5PM**
- **November 12, 2016**

[Click Here](#) for more information!

Flyer 2