PROJECT SITE OWNERS
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Project Sites
What are project sites?

Project sites are designed to facilitate collaboration. Faculty, students, and staff can create project sites. You can invite anyone you wish to join your project site, including individuals who are not affiliated with Loyola. Access is granted via the creation of a guest account. Project sites have many of the same tools available as course sites; however, they are not associated with credit course sections or academic terms. Instructors should never use a project site as a substitute for a LOCUS-connected Sakai course site.

Project sites are typically worksites where a project director, team, or committee can make announcements, engage in online discussions, and share resources such as documents or links to other web sites. Examples of uses of project site are university committees, registered and sponsored student organizations, student groups, communities, organizations, collaborative research projects, training initiatives, and groups of instructors who will be teaching similar lab sections of the same course.

Default participant roles for project sites.

The default roles in project sites are:

- **Maintain**: The Maintain role has full permissions throughout the site, including the ability to publish the site and set its global access. Those holding the role of site maintainer can add, read, revise, and delete content in all tools as well as add and remove participants.

- **Access**: Site members with Access role can read content and add content to a site where appropriate.

Tools within project sites.

Adobe Connect is the only tool that cannot be used in a project site.
How do I create a new project site?

All Loyola students, faculty and staff have permission to create new course or project sites. Project sites can be created either from Worksite Setup or Sites in your Home area.

Go to Worksite Setup.

Select the Worksite Setup tool from the Tool Menu in Home.

Click New.

Or, go to Sites.

Click on the Sites link to view your sites drawer.
From your sites list, click Add New Site.

Select the type of site.

Choose course site.

Enter site information.

Enter the site title.

* Site Title: Discussion 3 SMPL101
Select site language.

If desired, you can change the default language for your site to any of the available languages listed. Click on the desired language to select it.

Enter a site description.

The information entered into the description area will appear on the site's home page. You may use the Rich Text Editor here to enter your description.

Enter a short description.

You may also enter a short description (with a maximum of 80 characters). This short description will display in the publicly viewable list of sites.
Enter the site contact information.

* Site Contact Name: Demo Professor

Site Contact Email: demoprof@myschool.edu

Enter the name and email address for the site contact. (This is typically the site creator, owner, or instructor.)

Click Continue.

Click **Continue** to save your changes.

Select site tools.

Place a check mark next to any tools that you would like to use in this course site.
Re-use existing material.

You may choose to re-use material from other sites that you own. Choose either **No** or **Yes** for this option. (If you select Yes, indicate the site(s) from which to copy content in the list shown below.)

Click **Continue**.

Configure site access.
1. **Site Status:** Select to **Publish** the site, or **Leave as Draft** (i.e. unpublished). Unpublished sites are only visible to site owners, not other participants such as students.

2. **Additional Access:** In addition to enrolled users, you may also elect to allow all users of a particular origin or role to have access to your site, such as all Internal users or all Students. (Optional)

3. **Global Access:** Choose to make site access **Limit to official course members or to those I add manually** (recommended) or **Allow any user to join the site**.

4. Click **Continue**.

**Confirm site setup.**

You will see a screen which displays all of the site settings for verification. If everything appears correct, click **Create Site**.
How do I delete my project site?

The original creator of the project site can place a request with the Sakai support team (helpdesk@luc.edu). Please provide the full project site name and the Site URL when request deletion.

How do I find my site's URL?

Go to Site Info.

Select the Site Info tool from the Tool Menu.

Site Information.

<table>
<thead>
<tr>
<th>Site URL</th>
<th><a href="https://ucdev.longsight.com/portal/site/214e641b-7da4-41f8-bfe9-799c3c8b7499">https://ucdev.longsight.com/portal/site/214e641b-7da4-41f8-bfe9-799c3c8b7499</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Site contact and email</td>
<td><a href="mailto:Sarah@luc.edu">Sarah@luc.edu</a></td>
</tr>
<tr>
<td>Available to</td>
<td>Site participants only</td>
</tr>
<tr>
<td>Modification date</td>
<td>Apr 3, 2017 10:06 am</td>
</tr>
<tr>
<td>Modified by</td>
<td></td>
</tr>
<tr>
<td>Display in Site Browser</td>
<td>Yes (Tell me more...)</td>
</tr>
<tr>
<td>Creation date</td>
<td>Mar 7, 2017 1:12 pm</td>
</tr>
<tr>
<td>LaTeX</td>
<td>Disabled</td>
</tr>
</tbody>
</table>

The Site URL will be listed under the Site name. The Site contact and email will indicate the creator of the project site.
What does Unpublished Site mean?

By default, sites in Sakai are Unpublished when they are first created. This gives instructors or course designers a chance to go in and edit the content of the site before it is available to students and other users. Sites will automatically be unpublished after a certain date. See Sakai Administrative Schedule for unpublishing dates.

Unpublished Site Indicator

If you see the Unpublished Site indicator at the top of your site, that means your site is unpublished and is unavailable to students, course builders, or tutors in a course site and users with the access role in a project site.

If the Unpublished Site indicator does not appear, this means that your site has already been published.

Instructors always have access to both publish and unpublish courses in which they are enrolled.

Click the (Publish Now) button to make your site available to all enrolled users.

Note: You may also publish/unpublish your site from the Manage Access area in Site Info.
How do I navigate among different sites?

Home.

Home is your individual online workspace. When you first log in, you go to Home automatically. To return to your workspace after visiting other sites, click Home in the upper left corner of the screen.

For more information about Home, see What is Home?

Site Navigation.

Additional course and project sites appear as buttons across the top of the screen. Click a button to go to the corresponding site.

You may also click on Sites to view all active sites and manage favorites. For more information about site navigation, see What is Site Navigation?

It is strongly recommended that you use the site navigation, and not the back and forward buttons in your web browser, to navigate among different sites in the system.

Note: If you are not yet a member of any sites, you will see only a Home button at the top of the screen.
How do I navigate within a site?

It is strongly recommended that you use the site navigation, and not the back and forward buttons in your web browser, to navigate within a site.

Currently selected site.

The currently selected site will appear highlighted in a different color in the navigation bar. You will also see the title of the site as the first item in the breadcrumbs below the site navigation bar.

The Tool Menu.

The Tool Menu is a customizable column along the left side of the screen with links for each available tool (e.g., Announcements, Forums, etc.). The number of links will vary depending on which tools were chosen for a site.

Click the tool's name to go to the corresponding tool.

The Overview page.

Overview on the Tool Menu takes you to the primary landing page for the site you're in. Overview pages can contain a list of recent announcements, recent message or forum discussions, calendar posts and other selected resources for that specific site.
Resetting a tool.

When you're using a tool, clicking on the tool's name in either the Tool Menu or the Breadcrumbs, takes you back to the first page of that tool and resets the tool.

Online help.

You can get help by clicking Help in the Tool Menu. You can also get contextual help by clicking the Help link within the tool content frame.

Help in the Tool Menu.

Contextual help for a given tool.
How do I reset a tool?

Resetting a tool returns you to the starting point of the tool you’re using, as if you had entered the tool in a new session.

Click on the tool name.

When you’re using a tool, clicking on the tool’s name in either the Tool Menu or the Breadcrumbs, takes you back to the first page of that tool and resets the tool.

Note: If you return to the starting point of the tool before saving (e.g., before choosing to add, post, save as draft, etc.), you will lose any information you have entered.
Membership
How do I add users to my project site?

For project sites, anyone with Maintain access has the ability to add a user to the project site.

Go to Site Info.

Select the Site Info tool from the Tool Menu of your site.

Click Add Participants.

Add participant information.

1. For participants with official usernames, under "Other Official Participants", type each participant's username, one per line.
2. For participants without official usernames, under "Non-official Participants", enter their email addresses, one per line.
3. Under "Participant Roles", choose whether to give all your newly added participants the same role or different roles (i.e. student, instructor, TA, etc.).
4. Under "Participant Status", choose whether to let your newly added participants use the site right away by selecting Active, or keep them from accessing the site for now by selecting Inactive.
5. Click Continue.

Choose participant role.

Choose a Role for Participants

<table>
<thead>
<tr>
<th>Roles</th>
<th>access</th>
<th>maintain</th>
</tr>
</thead>
</table>

Participants

- istudent(Student, Ima)
- ustudent(Student, Ura)
- ta@university.edu (ta@university.edu)

For the default option of Assign all participants the same role, select the radio button for the desired role and then click Continue.

Select individual participant roles.

<table>
<thead>
<tr>
<th>Username</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>istudent(Student, Ima)</td>
<td></td>
</tr>
<tr>
<td>ustudent(Student, Ura)</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:ta@university.edu">ta@university.edu</a> (<a href="mailto:ta@university.edu">ta@university.edu</a>)</td>
<td></td>
</tr>
</tbody>
</table>

If you chose to Assign each participant a role individually, use the drop-down menus to the right of the participants names to select each participant's role, and then click Continue.
Choose to send or not send a notification email.

Add participant(s) to ITRS 240 001 SU17

An email can be automatically sent to the added users notifying them of the site's availability.

- Send Now - send an email now to users notifying them that the site is available
- Don't Send - do not send an email notifying new participants about the site's availability

You may choose the Send Now option to send a notification email to participants if desired. The default setting is Don't send.

Click the Continue button.

Confirm addition of participants.

Confirming Add Participant(s) to ITRS 240 001 SU17

The following will be added to your site when you click the Finish button below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Id</th>
<th>Role</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student, Ima</td>
<td>istudent</td>
<td>access</td>
<td>Active</td>
</tr>
<tr>
<td>Student, Ura</td>
<td>usstudent</td>
<td>access</td>
<td>Active</td>
</tr>
<tr>
<td><a href="mailto:ta@university.edu">ta@university.edu</a></td>
<td><a href="mailto:ta@university.edu">ta@university.edu</a></td>
<td>access</td>
<td>Active</td>
</tr>
</tbody>
</table>

Review the list of site participants and their roles to confirm that they will be added to your site.

If the information is correct, click the Finish button.
How do I remove users from my project site?

Note: Sakai does not destructively delete user data when removing users from a site. Therefore, if you remove a user from your site, and then later reinstate that user, all of the user’s activity within the site will remain intact once you add the user back into the course or project.

Go to Site Info.

Select the Site Info tool from the Tool Menu of your site.

Select user(s) to remove.

In the Remove column, check the box in the row for the user(s) you want to remove from your site.

Tip: You can remove all users from the site by checking the box at the top of the column right next to the Remove column header. However, be sure that you uncheck yourself so you don’t remove your own access!

Click Update Participants.

Click Update Participants.
How does a guest create an account?

Once a non-official participant's email has been added to a project site, an email will be sent to that account. See [How do I add users to my project site](#) for details on how to enroll participants.

### Participant's Email

<table>
<thead>
<tr>
<th>Primary</th>
<th>Social</th>
<th>Promotions</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:sakai-support@longsight.com">sakai-support@longsight.com</a></td>
<td>Welcome To LUC Sakai - Sarah Kentner (<a href="mailto:skentner@luc.edu">skentner@luc.edu</a>) has invited you to join the ITRS Technology Tools site</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:sakai-support@longsight.com">sakai-support@longsight.com</a></td>
<td>LUC Sakai Site Notification - Dear <a href="mailto:lukesakaijger@gmail.com">lukesakaijger@gmail.com</a>, You have been added to the following LUC Sakai site</td>
<td></td>
</tr>
</tbody>
</table>

The participant will receive two emails including:

1. Welcome to LUC Sakai. Select this email for first time set-up.
2. Notification of enrollment into a specific site.

**Accept invitation.**

Within the Welcome to LUC Sakai email to review information on Sakai. Select the invitation to Sakai link to access Sakai.
Activate your account by:

1. Entering your first name as it should display within the site.
2. Entering your last name as it should display within the site.
3. Enter a password
4. Re-enter password
5. Select **Activate your account to log in** to enter Sakai.
How does a guest reset their password?

All Loyola faculty, staff and students will need to reset their official Loyola email using Password Self-services.

Select Reset Guest Password

From the Sakai login page, select Reset Guest Password.

Enter email address.

Reset your password

For help with resetting an official Loyola University password, please use the Password Self-Service (PSS).

Your email address sakaiger@gmail.com Send Password

Enter the email address associated with your account and then click Send Password.

Note: if an email does not appear within 10 minutes, check the spam folder for an email with the subject New Password Request.
Reset through link in email.

Dear Luke Sakaiger,

Please use the following link to reset your password on LUC Sakai:

https://sakai.luc.edu/accountvalidaor/faces/passwordResert?tokenId=dc8a9534-cb41-4c3a-9b75-6967ac7875e3

Your username is: lukesakaiger@gmail.com

Regards,
The LUC Sakai Team
LUC

Select the link provided to be directed to the password reset page.

Reset Password.

On the reset your password form:

1. Enter a new password
2. Re-enter a the new password
3. Click Change password and log in to access your Sakai account.
Site Info
What is the Site Info tool?

Site Info tool contains many of the course management features needed for instructors to customize and manage their courses. Instructors may edit and rearrange the tools on their course toolbar, add participants, manage groups, publish or unpublish their course, import content from another site, and track participant enrollment activity.

If you have limited site permissions (i.e. participant), you'll see only the site's description and your group memberships, if applicable, in Site Info.

*Note: The functions of the Site Info tool are also available through the [Worksite Setup](#) tool, which is available from the Tool Menu when you are in My Workspace.*

To access this tool, select Site Info from the Tool Menu of your site.

To access this tool, select Site Info from the Tool Menu of your site.
How do I edit the site information?

Go to Site Info.

Select the Site Info tool from the Tool Menu of your site.

Click Edit Site Information.

Edit Site Title

Select site language.

If desired, you can change the default language for your site to any of the available languages listed. Languages in this list will vary depending upon the language pack(s) installed on your instance.

Click on the desired language to select it.

Enter a site description.

The information entered into the description area will appear on the site's home page. You may use the Rich Text Editor here to enter your description.

Enter a short description.

You may also enter a short description (with a maximum of 80 characters). This short description will display in the publicly viewable list of sites.

Select a theme.

If your instance has a selection of themes or "skins" installed, you may select a theme from the drop-down menu. The theme controls the banners, colors and images displayed throughout your site.

Enter the site contact information.

Enter the name and email address for the site contact. (This is typically the site creator, owner, or instructor.)
Click Continue.

Click Continue.

Click **Continue** to save your changes.
How do I choose which tools will be available in my course?

Sakai has many different tools available to use in your course or project site. You may choose which tools you want to use and may add or remove tools at any point.

Go to Site Info.

Select the Site Info tool from the Tool Menu of your site. Site Info offers several options for managing your course site.

Click Manage Tools.

Select your set of tools.

As you select tools from the "General" list on the left side of the screen, they are added to the "Selected tools" list on the right side of the screen. The right side of the screen displays the tools you have selected.

Add multiple instances of some tools. (Optional)

The Lessons tool may be used as a single tool on the Tool Menu where students click to see all Lessons, or there can be multiple Lessons tools added to the Tool Menu so that each tool is a separate Lesson. See the Lessons tool tutorial for more information.

The Web Content tool points to any URL you enter and you may create as many of these as you want.

Click on the More Lessons Tools? or More Web Content Tools? drop-down menus to add additional instances of these tools.

Example: Multiple tool instances.

The example above shows three Lessons tools (Module 1, Module 2 and Module 3) and two Web Content tools (Sakai and Apereo).

Click Continue.

Once you have made all of your tool selections, scroll down and click Continue.

Confirm tool selection

Confirm tool selection
New tools added are shown in red font. Confirm that these are tools you want to add and click Finish. New tools are typically added to the bottom of the Tool Menu once you save your changes. See the How do I reorder tools? tutorial for instructions on how to change the tool order.
How do I rearrange or rename the items in the Tool Menu?

The Tool Menu can be customized by the instructor of the course to modify the order or appearance of menu items in the site.

Go to Site Info.

Select the Site Info tool from the Tool Menu of your site.

Click Tool Order.

Drag and Drop items to rearrange the tool order.

Click Save at the bottom of the screen to save your reorder.

Sort tools alphabetically.

Click the Sort Alphabetically button at the bottom of the page to arrange all of the tools in alphabetical order by title.

Rename a tool.

Click the gear icon to go to the tool settings. Then, select Edit Tool Title from the drop-down menu.

Type the new name for the tool.

In this example, the Sakai tool was renamed as Sakai Project Website. Click the green check mark to save your work.

Hide a tool from students.

Click the gear icon to go to the tool settings. Then, select Make Tool Invisible to Students from the drop-down menu.

Invisible tools are indicated by a "hidden" icon in the tool order list.
In this example, the Resources tool is hidden from students.

Lock access to a tool.

Lock access to a tool.

Locking access to a tool disables it for student use. Students will not see it in the menu, and they also will not be able to access that tool from other areas of the site.

Click the gear icon to go to the tool settings. Then, select Lock Access to this tool from the drop-down menu.

*Note: Not all tools are lockable. If the tool cannot be locked, that option will not appear in the drop-down menu.*

Locked tools are indicated by a padlock icon.

Delete a tool.

Delete a tool.

Deleting a tool has the same affect as removing a tool using the Manage Tools option in Site Info. It will remove the tool from the menu and deactivate it in the site, but it will not delete any content that exists within the tool.

Click the gear icon to go to the tool settings. Then, select Delete this Tool from the drop-down menu.

*Note: Not all tools can be deleted. If the tool cannot be deleted, that option will not appear in the drop-down menu.*

Save your work.

Save your work.

Once you have completed all of your changes, click the Save button at the bottom of the list.
How do I copy my content from one site to another?

Navigate to the new, empty site where you would like to copy the content.

Be careful to select the empty course shell that will be the destination for the content you are about to copy. (You do not want to overwrite an existing course with a blank site, as this will delete your content.)

Select the Site Info tool in the Tool Menu.

Select Import from Site.

Click the "I would like to replace my data" link.

Selecting the option to replace your data will transfer your site content, as well as your Gradebook settings.

Tip: If you have existing content that you do not want to overwrite, or if you do not want to import Gradebook settings, you could choose the "merge my data" link instead.

Select the course you want to copy from.

Click Continue.

Choose the material you would like to copy.

You may select all of the tools or a subset of tools if you prefer.

If a tool is not active in the current site, the tool will have a + mark to indicate that it will be added to the current site if selected for import.

Click Finish.

Once you have made your tool selections, click Finish to complete the import.

Note: The content import process may take a while depending on how much content you have, or if your institution has a queue for course imports on the server. Please wait for the process to finish.
What is the User Audit Log?

The User Audit Log displays manual enrollment and user update information for your site. If anyone adds a user, removes a user, or changes a user’s role in the site, a log of the change will be noted here.

Note: Currently this log displays add/remove/update events, for manually updated events only. It does not display automated course enrollment activity such as events handled via Web Services or other SIS integration.

Go to Site Info.

To access this feature, select the Site Info tool from the Tool Menu of your site.

Click User Audit Log.

View event information.

The following information will display:

1. **Name**: The name of the user account that was modified.
2. **User ID**: The user id of the user account that was modified.
3. **Role**: The role of the user account that was modified.
4. **Date**: The date and time that the change was made.
5. **Event**: The type of change that was made to the account (i.e. add user to course, remove user from course, or update user role).
6. **Source**: The name and user id of the account that initiated the event.

Note: You may sort by any of the columns by clicking on the column heading. Click on the heading again to sort in the opposite direction (ascending/descending).
Accessibility
Accessibility Information

Sakai is a Learning Management System created to assist faculty and students by providing online tools for communication, assessment, content delivery, etc.

Sakai is composed of sites, and each site has a number of tools selected by the site creator. There is also a special site, Home, private to you, where you can access personal information and change your settings.

This document is assistive technology agnostic and will briefly describe the different areas of the interface, point out how they are implemented for accessibility, and go into more depth where extra assistance may be needed.

Description of the Environment

Portal Organization

The portal consists of the following elements. They are always present:

- Quick access "Skip to..." links
- List of favorite sites
- List of tools for the current site
- Minimize tool navigation link
- Footer

Quick Access Links ("Skip to...")

Location: The first three links on the page. They are announced by text-to-speech software after the page title.

These links enable the user to reach frequently used areas of Sakai.

Please use the chart below to determine which keys to use along with the access keys listed throughout this article.

<table>
<thead>
<tr>
<th></th>
<th>Windows</th>
<th>Mac</th>
</tr>
</thead>
<tbody>
<tr>
<td>Firefox</td>
<td>Alt + Shift + key</td>
<td>On Firefox 14 or newer, Control + Alt + key</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On Firefox 13 or older, Control + key</td>
</tr>
<tr>
<td>Internet Explorer</td>
<td>Alt + key</td>
<td>N/A</td>
</tr>
<tr>
<td>Edge</td>
<td>Alt + key</td>
<td>N/A</td>
</tr>
<tr>
<td>Google Chrome</td>
<td>Alt + key</td>
<td>Control + Alt + key</td>
</tr>
<tr>
<td>Safari</td>
<td>N/A</td>
<td>Control + Alt + key</td>
</tr>
</tbody>
</table>

The Sites Menu
This menu contains the list of sites you belong to. Each menu link will either take you to the site, or if you Tab into the menu and press the Enter key, supply you with a submenu of that site's tools so that you can go straight to that tool on the selected site.

Using the Tab key, you can navigate the submenu to the site specific tool links. These links can be activated using the Enter key.

The rest of the sites you may be a member of can be found in your Home site, This site is always the first link in the favorite sites list, in the Worksite Setup tool.

The List of Tools for the Current Site

Minimize Tool Navigation Link

Location: right after the current site's tools list is a link to minimize the tools list.

The link text switches between “Expand Tool Navigation” and “Minimize tool navigation”, depending on the state of the tools list.

Note: Using this link will have no effect on page navigation for users of screen reading software as all tools will still be available and announced.
The Current Site or Current Tool Content Container.

The content comes right after the favorite sites list and the tools list.

- **Location**: to the right of the tool list.
- **Landmark**: main
- **Heading**: Level 1 “Content begins here”
- **Access key**: [C]

For more details on this part of the portal, see the Content Container Details section.

Footer Area

**Location**: Bottom of the screen. After the content container.

**Landmark**: contentinfo

This area contains a list of three links: A link to take you to Loyola's homepage (luc.edu), Mobile View which takes you to the mobile version (simplified interface and supports smaller screen resolutions), and The Sakai Project which takes you to the Sakai project home page.

Portal navigation summary

All major areas of the portal are announced by a heading level 1, consist of landmark areas, and can be accessed via access keys:

- **Sites menu**
  - **Landmark**: navigation ("Sites begin here ")
  - **Access key**: [W]

- **Tools list**
  - **Landmark**: navigation ("Tools begin here")
  - **Access key**: [L]

- **Content**
  - **Landmark**: main
  - **Access key**: [C]

Content Container Details

The content container will have the following elements:

- Content title
- Content area

Content Title

The title is contained in a heading level 2 and briefly describes the purpose of the tool (usually the tool title).

The title may be preceded by a Reset link to return the content area to the initial state.

The title will be followed by a link that opens a new window with help documentation for that particular tool.

Content Area

The actual content of the tool is contained in an iframe. The iframe's title will match the name of the current tool

Organization of content area

The organization will vary with the tool, but will typically consist of:

- a toolbar for actions on the content (creating new items, navigating to other views)
- the content itself

---

Note: Most actions in a given tool will return the focus to the top of the content area, a few will reload the portal, returning you to the top of that instead.
Navigating content area summary

All content areas are organized by heading levels. Links should all be unique and descriptive.

Most content views use some or all of these access keys:

- Delete, remove, or cancel - **Access key**: [X]
- Edit or revise - **Access key**: [E]
- Save - **Access key**: [S]

Note: We give our best effort to update this information as frequently as possible. On the other hand, some information is subject to change due to updates in browsers as well as operating systems.

Information on specific tools

The most common tools used in Sakai are Resources, Announcements and Assignments.

Resources

This tool lists files and links that the site creator shares with the site users. The main screen lists these in a hierarchical structure. Each line in the table will list the title in the link to the item and other data associated with the item, as well as menus with actions that you can take on the item. These actions will depend on your access level.

Navigating: the hierarchical list is represented by heading levels. You can also navigate via link lists. If you tab into a menu link, pressing Enter will disclose the menu and you can use the tab key to navigate the menu choices. If you are a site owner you will be able to create, revise and delete new items with these menus.

Announcements

This tool contains communications from the site owner to the participants. To read a specific announcement navigate to its link and open it.

Navigating: It is a simple list with each item a heading level 4. Link lists will work well as well. If you are a site owner you will be able to create new announcements via the toolbar menu at the top of the tool, edit existing announcements via the “Edit” link associated with each one.

Assignments

Site owners set up assignments for participants with this tool. The initial screen lists the assignments as links in heading level 4.

If you are a student this will list the assignments available to you. Each assignment will reflect the status (open, in progress, completed). To start or revise an assignment follow its link to a form.

Working with the rich text editor

All tools use a rich text editor to allow users to create content. You will find this editor while adding resources, creating announcements, responding to assignments, etc. To operate the rich text editor:

Basic Navigation

- Tab or arrow down into the editor edit field to edit content. When you are done you can tab or arrow down out of the editor.
- Alt+F10 – enters the toolbar or the tab list of the currently open dialog window.

Navigating Toolbar

- Tab and Shift+Tab – move focus forward and backward among the toolbar button groups.
- Left Arrow and Right Arrow – move focus forward and backward among the toolbar buttons within a group, respectively.
- Enter and Space – activates a selected toolbar feature.
- Escape - puts the focus back to the editing area without executing any commands.

Navigating Dialog Window

- Tab and Shift+Tab
  - when dialog window tabs are not in focus, these keyboard shortcuts move focus among input element of the dialog window.
  - when a dialog window tab is in focus, Tab and Shift+Tab cycle through dialog window tabs.
- **Left Arrow** and **Right Arrow** – when a dialog window tab is in focus, the Left Arrow and Right Arrow keys can be used to cycle between tabs just like **Tab** and **Shift+Tab**.
  - **Enter**
    - while inside the dialog window, when a single-line text input is in focus, is equivalent to pressing the **OK** button.
    - while inside the dialog window, when a dialog window tab is in focus, puts the focus back to the first input element inside that tab.
  - **Escape** – while inside the dialog window is equivalent to clicking the **Cancel** or **Close** buttons.

Navigating Context Menus

- **Tab**, **Shift+Tab** – cycle through menu items forward or to cycle backwards.
- **Enter** and **Space** – activate a menu item or open a submenu.
- **Escape**
  - Closes a context menu without executing any command.
  - When inside a submenu, closes the submenu and returns focus to the parent context menu. Press **Esc** again to close it.

Navigating Toolbar Drop-down Lists

- **Down Arrow**, **Enter**, and **Space** – enter the drop-down list once it is selected on the toolbar.
- **Tab**, **Shift+Tab** – cycle through list items forward or **Shift+Tab** to cycle backwards.
- **Down Arrow** and **Up Arrow** – can be used to cycle between list items just like **Tab** and **Shift+Tab**, respectively.
- **Enter** and **Space** – activate a feature selected from the drop-down list and put the focus back to the editing area.
- **Escape** – closes a drop-down list without introducing any changes.

Editor Hotkeys

- When focus is in the editor you can use these shortcut keys:
  - **Bold** - Control/Command b
  - **Italics** - Control/Command i
  - **Underline** - Control/Command u

- To add a link
  - Highlight the link text (**shift + arrow keys**)
  - then press **Control/Command + l**
  - fill in the link information.

Note: For a complete list of all keyboard commands, please see the [CKEditor 3.x Accessibility Guide](#).

Instructions for enlarging screen elements, modifying colors/contrast

You can use the browser's zooming function to increase text size. Sakai will work well with up to 200% zoom.

To change color and contrast settings use the operating system settings, browser settings, or your preferred browser plug ins.
What does it mean to make content accessible?

Everybody experiences the world, including content they access on the internet, in their own way. How someone experiences content on the internet can be vastly different depending on the computer or device and size of the screen on which they view it, and how they interact with it.

For example, while some people read text and interpret images they view, others use assistive technology to listen to content using a screen reader. Meanwhile, some people click on links using a mouse or similar device, while others navigate using a keyboard or by tapping on touch screens.

Improving the accessibility of content is about reducing basic barriers to comprehension, such as providing alternative text for images, so that those who cannot see the images can grasp their meaning. Similarly, making captions or transcript text available for a video file can make it accessible to someone who cannot hear audio.

For more technical information about making content accessible, see What are some guidelines for making content accessible?

What does an example of inaccessible content look like?

The next section on this page contains a photograph with no alternative text. It is an example of very inaccessible content. The reasons why it is inaccessible will become apparent by the number of questions we need to ask and answer in order to understand its content.

What is depicted in the image below?

The photograph above depicts a title page of a book, which was published in 1682. Unless you’re curious about this image, which is irrelevant to the topic at hand, you might want to skip to the next question: Why is the content of the image above inaccessible?

The book in the picture contains a play, titled Le Menteur, a French comedy written by Pierre Corneille.

At the top of the page in the photograph is a frontispiece, a picture of a scene from the play. This frontispiece contains some of the following information:

- There are four young people, two women and two men, in a park.
- The two men are positioned to the right of a fountain (the reader’s left), and the two women to the left (the reader’s right).
- One woman has tripped and nearly fallen. The other woman stands behind her. The woman in back is holding up her right hand, but it’s not clear what gesture she’s making; maybe she’s motioning to stop her friend from falling. The standing woman holds a pair of gloves near her waist in her left hand.
- One man has caught the falling woman by her right hand, and is helping her up. In his left hand, he has taken off his hat and is holding it up, as if to greet the women. He is dressed in nice clothing.
- The other man, who is more plainly dressed, stands demurely behind the man who is helping the woman to stand.
- Behind the people and fountain are some bystanders. You can’t tell if the people in the background are watching what the other four are doing.

Underneath the frontispiece is a decorative border that surrounds text. The text indicates the title of the play, that it is a comedy, and that it was written by Pierre Corneille: “Le Menteur / Comedie / Par le Sr. / P. Corneille.”

Why is the content of the image above inaccessible?

Below are just some of the reasons why the image above might be inaccessible.

- All of the text included above regarding what the photograph contains is necessary for a screen reader user to get similar meaning out of it to what someone else might be able to interpret by looking at the image.
- There’s no meaningful Alternative Text on the image. A screen reader user might hear the image’s file name, or nothing at all, where someone else might see an image.
- There’s text on the page of the book, which must be typed out so a screen reader can present it to users.
- The image is small. It’s in a format that doesn’t allow you to zoom in on it to see it very well, so someone with vision impairment may have greater difficulty seeing or understanding it than someone else.
- The quality of the image is relatively poor. On a high-resolution screen, it may appear grainy or blurry.
- It doesn’t have very good color contrast, and that may also make it harder for some users to see or read.
What types of content are inaccessible?

Certain types of content tend to be more inaccessible than others. Below is a list of the worst offenders that can cause barriers to comprehension, when they are not marked up for assistive technology to present them adequately or when they lack critical contextual information. Click on an item in the list for more information on how to make it more accessible.

1. **Images** (as demonstrated in the example above)
2. **Tables**
3. **Videos and audio files**
4. **Links**
5. **Lists of items**
6. **Background and text colors**
7. **Page structure** that isn't clearly defined, such as important information which is conveyed only with reference to a location on a page (e.g. "Click the link at the top left corner of the page" as opposed to "Click the Reset link")
8. **Line breaks (Shift + Enter/Return) instead of paragraph breaks (Enter/Return)**
What are some guidelines for making content accessible?

Sakai uses a single consistent Rich-Text Editor across all areas where text can be added that is more than a few lines. This editor is based on the most recent stable version of the CKEditor.

When creating content using the Rich-Text Editor, it is important that the author follow the simple guidelines below to ensure that the content can be read and understood by all. Creating well-structured and accessible content is a best practice which ensures that content is compatible with assistive devices, such as screen readers, and robust enough to be copied and pasted to other contexts or presented in unanticipated contexts. Making content accessible is also a legal requirement.

The technical measure of accessibility for a web-based resource is the WCAG 2.0 standard from the W3C. The requirements of the WCAG 2.0 are summarized in the four-letter acronym POUR:

- **Perceivable** - Information must be presentable to users in ways they can perceive.
- **Operable** - User interface components, navigation and structure must be operable.
- **Understandable** - Information and the operation of user interface must be understandable, and structural elements should be used in a meaningful way.
- **Robust** - Content must be robust enough so that it can be interpreted reliably by a wide variety of technologies, including assistive technologies.

These relatively simple considerations make a big difference if applied when content is created. The W3C provides more information in their Introduction to Understanding WCAG 2.0.

See the articles linked below.

The articles below provide instructions to make specific kinds of content more accessible.

- How can I make images more accessible?
- How can I make tables more accessible?
- How can I make videos and audio files more accessible?
- How can I make links accessible?
- How can I make lists of items accessible?
- How can choices in background and text color affect accessibility?
- How can I structure my page to make it more accessible?
- Why should I use paragraph breaks in my document?
How can I make images more accessible?

Users with some disabilities will be unable to see images and/or comprehend what they are meant to convey. **Alternative Text** can help give context and meaning to an image.

When to Add Alternative Text Descriptions for Images

- **Simple image with "simple meaning"** - add descriptive alternative text of 10 to 169 character as outlined below. The alternative text should describe the educational/informational purpose of the image.
- **Complex image with "rich meaning"** - add a paragraph above or below the image that goes into more detail. Some pointers, such as "Next image," or "Previous image," will help tie them together. If the image is referenced from elsewhere in the document, add a paragraph below it that can serve as a caption, and then refer to it. If the longer alternative text is not feasible, create a link to an external Web page that contains an appropriate description.
- **Decorative image** - if the image is purely decorative or used for visual formatting, the alternative text description should be left blank to hide it from users of assistive technology.

Examples of Text Alternatives for Images

- **Alternative Text:** “Scientist in a lab filling a vial with fluid”
- **Description in the text before or after the image:** “Next/Previous image shows a female forensic scientist, who is filling a vial containing a small amount of blood with fluid to denature the sample as part of the process of the PCR analysis method of DNA profiling. In the background is a centrifuge which will aid in the process of extracting the DNA from the sample of blood.”
- **Reference farther away in the body of the document:**
  
  "... Figure 1.3 shows the correlation between the...."

Steps to Add Alternative Text to a Newly Embedded Image

1. If you do not already have an image embedded in the text box, click on the **Image** icon in the Rich-Text Editor's toolbar to insert an image. The **Image** icon displays a picture that looks like a landscape, with mountains and a sun. For more information on adding an image, please see the article [How do I embed an image in a text box?](#)
2. In the **Image Properties** dialog window, enter short, meaningful descriptive text in the **Alternative Text** box.
3. Click **OK** to confirm the addition of the text.
Steps to Add Alternative Text to an Existing Image

1. Click on the image you have embedded in the text box to select it.
2. Click on the Image icon in the Rich-Text Editor's toolbar. The Image icon displays a picture that looks like a landscape, with mountains and a sun.
3. In the Image Properties dialog window, enter short, meaningful descriptive text in the Alternative Text box.
4. Click OK to confirm the addition of the text.
How can I make tables more accessible?

Users of screen readers cannot read tables the same way sighted users do. Sighted users can tell at a glance what column and row a given cell is associated with, but a screen reader user needs a properly coded table. To make tables usable, additional steps will need to be taken to make them accessible.

Examples of Tables: Simple table

<table>
<thead>
<tr>
<th>John</th>
<th>Tomiko</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game of Thrones</td>
<td>Crime and Punishment</td>
</tr>
<tr>
<td>Ender's Game</td>
<td>Brothers Karamazov</td>
</tr>
<tr>
<td>Farewell to Arms</td>
<td>Sound and Fury</td>
</tr>
</tbody>
</table>

The image above displays a simple table: books read by 2 people. Only column headers are needed to identify who read which books.

Examples of Tables: Complex table

<table>
<thead>
<tr>
<th>Week 1</th>
<th>John</th>
<th>Week 2</th>
<th>Tomiko</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game of Thrones</td>
<td>Crime and Punishment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ender's Game</td>
<td>Brothers Karamazov</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farewell to Arms</td>
<td>Sound and Fury</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the image above, there is a complex table: books read by 2 people each week. Both column and row headers are needed.

In the second example, a screen reader user will know that The Sound and the Fury was the book read by Tomiko on Week 3.
Steps to Making Accessible Tables

When adding tables, add a row and/or column to be used as a heading for each as appropriate. The table creation menu contains Headers options that allow for selecting the first row, column or both.

Add a Summary of the table that will inform readers of the table's content. Good examples are: "Data from recent study," "Table of inputs and outputs," etc.

Tables should only be used for tabular data, not for layout.
How can I make videos and audio files more accessible?

When you include video or audio content in your document, you must provide an alternative method for your audience to understand the content if they cannot hear the audio or see the images in the video. You can improve video and audio accessibility by providing transcripts and captions, and descriptions of video images.

Please contact your institution's office for Disability Student Services and/or Information Technology Services for students to get help with accessibility issues and instructors to get help with adapting their course content for accessibility.

Provide a transcript.

Transcripts are required to provide basic accessibility. A transcript is a textual version of video or audio content that can be read either visually or by a screen reader, searched by a web browser or other software, and scanned by a reader for important information.

A transcript should contain the words spoken in a video or audio clip, and additional descriptions, explanations, or comments that may be beneficial. For example, a transcript of a video that shows children playing ball in a school gymnasium might describe the room and indicate when the teacher blows a whistle to get the students' attention.

If you do not have a transcript of your video or audio content readily available, you can create a transcript yourself. Note that if you did not create the video or audio yourself, you may encounter copyright issues in creating your own transcript. Please refer to your institution's Copyright Policy for more information. For some video and audio content, you may be able to find an existing transcript by searching in your institution's library catalog or online.

Note: Minutes are not sufficient for a transcript of an audio or video of a meeting (unless done by a court reporter or someone who can capture every word).

Use video with captions.

Captions are like the text of a transcript synchronized with audiovisual content so that someone can get the audio information in text at the same time as the corresponding image displays in the video. Captions for audio files can also help non-native speakers to follow along and understand better.

If you are presenting a video in class, it's best to find videos that are already captioned. Your institution's library may have video and media resources available, and may be able to assist you with finding appropriate captioned videos.

Your institution's office for Disability Student Services may also provide captioning assistance for those with an immediate need.

Include an audio description for video.

Audio descriptions are required for important visual elements of a video that aren't already described in spoken text. For example, if a graph or chart is displayed in a lecture video, and the instructor does not describe it when speaking, an audio description would be needed to supplement the video.
How can I make links accessible?

Assistive technology users use link lists to navigate content. This means they cannot rely on context to tell what a link does. Each link needs to be uniquely descriptive of what it does. The best place to uniquely identify a link is in the link text. Good examples are: “View Assignment 34,” “Visit Entomological Society of America,” etc.

Use Unique and Descriptive Link Text

Above is an image displaying two tables.

1. In lists where each item has several links associated with it, the temptation would be to create a table like the first example shown above. It contains three rows, each containing an item where you can click a link to Vote for the item or Delete it. Because each item only has Vote and Delete for the links, someone using assistive technology, such as a screen reader, might not be able to tell for which item they’re voting.
2. The second example shown would be better, if a bit verbose. Each item’s links contain all the information you need to know to select them: Vote on Item 1, Delete Item 1, Vote on Item 2, Delete Item 2, etc.

Add Alternative Text for Image Links

For every HTML web link embedded into the rich text editor that contains only an image and no textual content, concise and descriptive alternative text is mandatory. The alternative text should describe the purpose of the link (e.g., The “destination” that the user will be taken to upon activation of the link.) For more information on adding alternative text to an image, see How can I make images more accessible?

Identify File Types in Links to Downloadable Files

Assistive technology users will benefit from knowing what type of file it is they are downloading. When you link to a file in the Rich-Text Editor, include the information in the link text.

Example: essay (MS Word), report (PDF), presentation (MS Powerpoint).
How can I make lists of items accessible?

If you think of a vertical series of items as a list, you should include it in your page as a *numbered or bulleted list*. Screen readers can identify lists; for example, a bulleted list containing two items may begin: "List of two items. Bullet 1."

Create a numbered or bulleted list.

To create a *numbered list* in a document, click the **Insert/Remove Numbered List** button. This button has a picture of the numbers 1 and 2, each followed by lines that represent text. If you have already entered text in the editor from which you want to create a list, select the text, then click the button.

To create a *bulleted list* in a document, click the **Insert/Remove Bulleted List** button. This button has a picture of two bullets, each followed by lines that represent text. If you have already entered text in the editor from which you want to create a list, select the text, then click the button.
How can choices in background and text color affect accessibility?

Many users will have visual impediments that will require good contrast in the documents you are producing. The best way to help these users is to make sure that the contrast between background and foreground has a ratio of 4.5:1 or higher. Leaving the defaults of the editor intact is best - black text on white, with a ratio of 21:1.

Examples of Contrast

<table>
<thead>
<tr>
<th>Sample</th>
<th>Contrast ratio</th>
<th>Passes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is example text. Some of it <strong>bolded</strong>, Some of it <em>italicized</em>.</td>
<td>19.56:1</td>
<td>Yes</td>
</tr>
<tr>
<td>This is example text. Some of it <strong>bolded</strong>, Some of it <em>italicized</em>.</td>
<td>7.7:1</td>
<td>Sort of</td>
</tr>
<tr>
<td>This is example text. Some of it <strong>bolded</strong>, Some of it <em>italicized</em>.</td>
<td>5.48:1</td>
<td>No</td>
</tr>
<tr>
<td>This is example text. Some of it <strong>bolded</strong>, Some of it <em>italicized</em>.</td>
<td>16.63:1</td>
<td>Yes</td>
</tr>
<tr>
<td>This is example text. Some of it <strong>bolded</strong>, Some of it <em>italicized</em>.</td>
<td>20.62:1</td>
<td>Yes</td>
</tr>
</tbody>
</table>

The image above contains examples of text with varying contrast ratios, and indicates whether the level of contrast would be adequate.

Steps to Change Foreground and Background Colors

If you need to edit the text color, click on the **Text Color** button, which resembles a letter A with an underline: A.
To edit the background color of the text, which displays as if you had highlighted the text with a highlighter, click on the **Background Color** button to the right of the **Text Color** button. The **Background Color** button resembles a solid black box containing a white letter A. Clicking on either of these buttons will display a **Color Picker**, from which you can select a color, such as **Black** or **Maroon**. **Yellow** is a **Background Color** commonly used to highlight text. Click on a color to select it.

Check your color selection for adequate contrast.

In most cases the contrast will be obvious, but if you need to verify, take the following steps:

1. Click on the **More Colors...** option in the **Color Picker**.
2. A **Select color** window will pop up. At the top right of the window, your selected color will be displayed under **Highlight**.
3. Under this box with your selected color, you’ll see a 6-digit **hex number**, starting with #. This is the number that allows the internet browser to display the selected color.
4. Record the 6-digit hex number for the color you have selected. Using an online tool such as WebAIM’s **Color Contrast Checker**, check how the **Text Color** you’ve selected contrasts with the background color behind your text (if you’re selecting a **Text Color**) or how your selected **Background Color** contrasts with the color of your text. To use WebAIM’s **Color Contrast Checker**, enter the hex number for your text and background colors into the boxes provided. The contrast checker will tell you the colors **Pass** if they have enough contrast.
How can I structure my document to make it more accessible?

Organizing your page with helpful titles and headings creates an outline that helps your audience access the most important information more quickly and easily.

Assistive technology users rely heavily on page titles and headings to navigate complex content. Structuring complex content will help all users parse it as well. Headings allow users to jump from one part of a document to another, without using a mouse. Screen readers will interpret headings for those who use them.

Note that for this reason, you should not use headings for typographical effects. If you need to increase or decrease the font size of large blocks of text, please use the Normal Paragraph Format and select a new Font size from the Size menu, or use Styles.

Use Unique and Descriptive Page Titles

Assistive technology users rely on page titles. You will run across the need to specify this when you are creating a page in the Lessons tool or an HTML page in the Resources tool. The title of the new document will be the same as the name of the item as it shows on the left-hand tool menu or the list in Resources.

Do Not Use Color or Spatial Position to Convey Information

Using color or spatial position to convey important information can be problematic. For example, if you were to say, “click the green button on the left,” color blind users may not be able to distinguish the button. Screen reader users may have difficulty interpreting “left” because a screen reader reads from the top of the page to the bottom, as well as left to right - the best solution is to quote the target label, for example: “Click on Start Assignment,” or, “Click the Save button.”

Add Structure with Headings.

If a document can be outlined or you have an outline in mind when writing it, then adding headings will convey its structure. Use short title-like headings that describe content which follows.

Nest headings appropriately:

- Heading 1 > Heading 2
- If you have a section containing three sub-sections, it might look like this: Heading 2 > Heading 3, Heading 3, Heading 3
- In most cases, you should start with a Heading 1.

Steps to add Headings

Steps to add Headings

1. Headings are available from the Paragraph Format menu. By default, this menu will say Normal.
2. When you position your cursor in the text box, the name of this menu will change to match the Paragraph Format of your text. In a blank document, it will say Normal.
3. Click on the Format menu (Normal, in a blank document) to select a Heading.

Notes:

- The default size of the Headings can always be adjusted with the Size menu. The default size of some of the higher-level headings (the ones with small font sizes, e.g. Heading 5-Heading 6) may need adjustment.
- Conversely, do not use headings for typographical effects; users of assistive technologies can navigate through a document by jumping from heading to heading. If you need to increase or decrease the font size of large blocks of text, please use the Normal Paragraph Format and select a new font size from the Size menu.

Use inline Styles.

Use inline Styles.
Using the right style to format a bit of text is very helpful as it "codes" it appropriately. The following types of formatting are all available in the Styles menu:

- **Italic Title** - Makes selected text an italicized Heading 2.
- **Subtitle** - Makes selected text an italicized Heading 3, colored pale gray.
- **Special Container** - Inserts a block of text (a `<div>` HTML element) which can be used to group together several items in a document and/or format them with background color or borders. As with paragraph breaks, using `<div>` containers to group items in meaningful ways can assist with navigation because keyboard users can skip from one group of elements to another.
- **Small** - Without setting a specific font size, this style makes selected text slightly smaller than the text that surrounds it.
- **Computer Code** - Indicates a block of text that has been identified as computer code; for example, a list of HTML tags to indicate how to code in HTML.
- **Keyboard Phrase** - Defines keyboard input.
- **Sample Text**
- **Variable**
- **Deleted Text** - This puts a strikethrough through selected text (a line through the middle of the text to cross it out).
- **Inserted Text** - This underlines text.
- **Cited Work** - Visually, text is italicized.
- "**Inline Quotation**"
- **Language: RTL** - Indicates that the language reads from right to left. Some examples of RTL languages include Hebrew and Arabic.
- **Language: LTR** - Indicates that the language reads from left to right. English is an example of an LTR language.

If you are curious to see what these do, add one and switch to Source view - Inline quotation will use `<q>`, which will signify the opening of an inline quotation, very helpful. **Cited Work** will create an element that presents itself as such. Conversely, avoid using these special formats to achieve a typographical effect. For example, **Cited Work** produces italic text, but it would be confusing to a screen reader if you used it just for that reason.
Why should I use paragraph breaks in my document?

A paragraph break (hit Enter or Return on the keyboard) is always more meaningful than a line break (hit Shift + Enter or Return on the keyboard). A paragraph break inserts what looks like a double-space in between one line of text and another, and allows screen reader users to parse the information on the page more readily.

Although programs like Microsoft Word have options to create single-spaced documents with paragraph breaks, web pages do not. You may find using a line break more esthetically pleasing than a paragraph break, but line breaks can create problems for screen reader users.

While a screen reader can interpret a paragraph break as "blank," a line break may not be indicated to the user. The text on the new line may sound like a new sentence, instead of the start of a new paragraph.

Images with examples of paragraph and line breaks.

1. The first image above depicts a poem, *Mary Had a Little Lamb*, where line breaks were used to separate each line.
2. In the second image, paragraph breaks separate the lines.

While the line breaks may "look better" for a visual reader, a screen reader user will hear the poem that is split up with line breaks as one contiguous sentence: "Mary had a little lamb, his fleece was white as snow, etc."