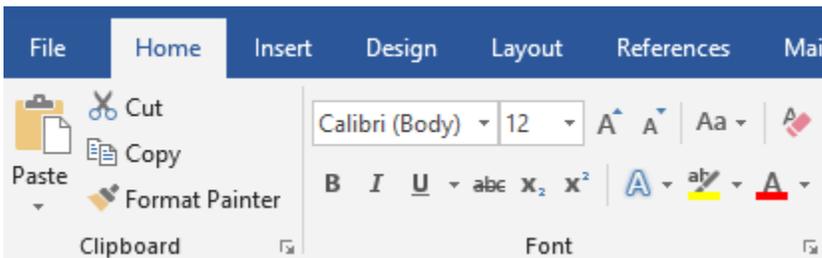


Editing OCR Results in Word

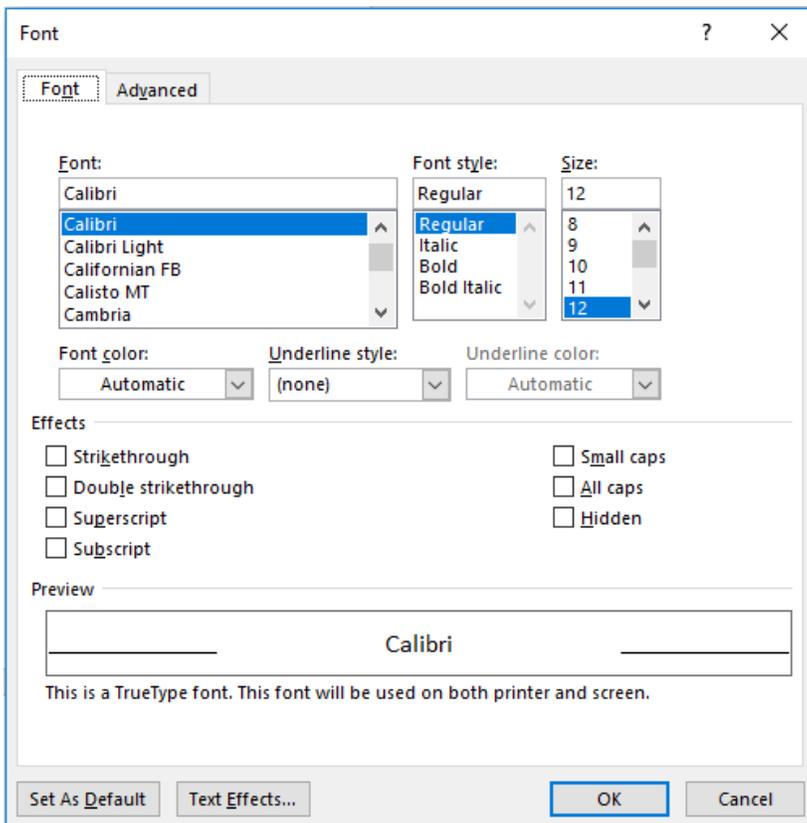
Formatting Page

Font

Select all of the text in the document (Ctrl + A). Then in the “Home” tab, click the small arrow in the bottom right corner of the Font section (or press Ctrl + A).



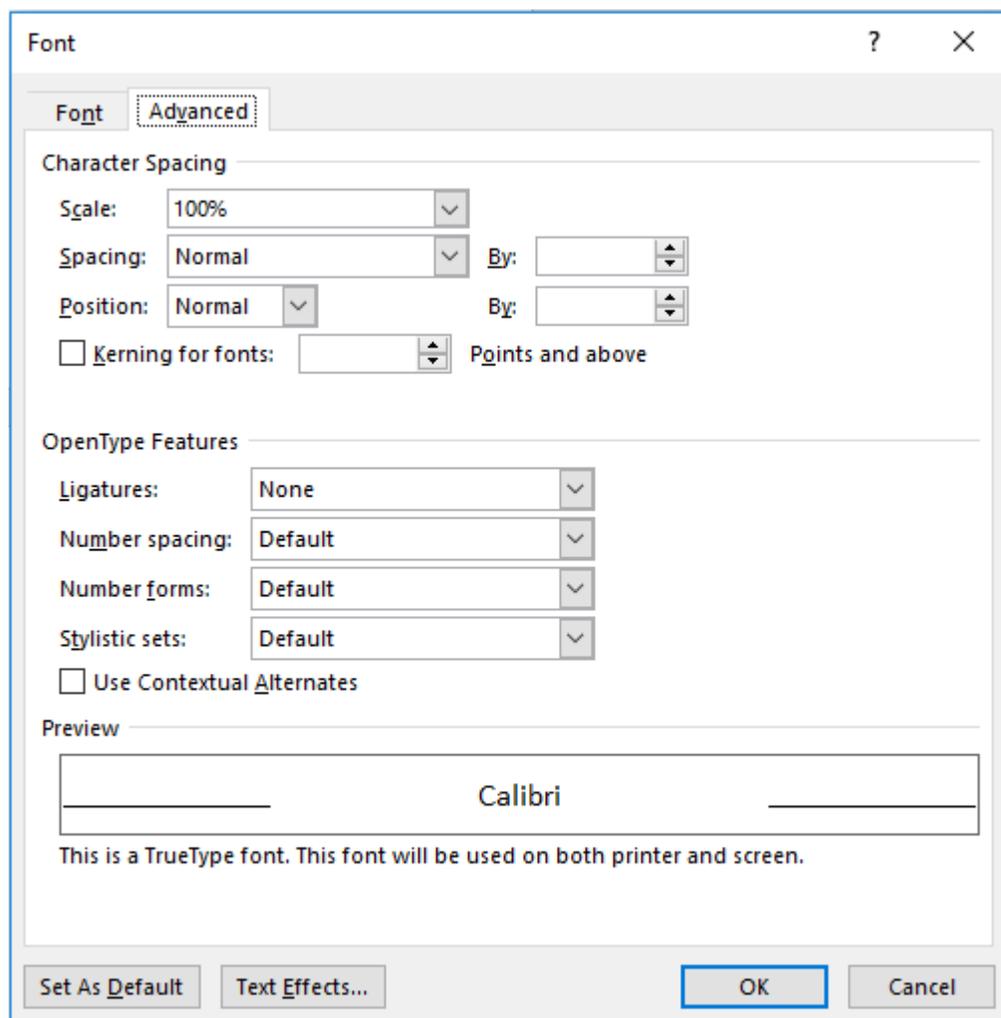
The main “Font” window will pop up. Change the settings to the following.



- Font: Calibri

- Font style: Regular
- Size: 12
- Font color: Automatic (Black)
- Underline style: None

Click over to the “Advanced” tab and change the settings again:



- Scale: 100%
- Spacing: Normal
- Position: Normal

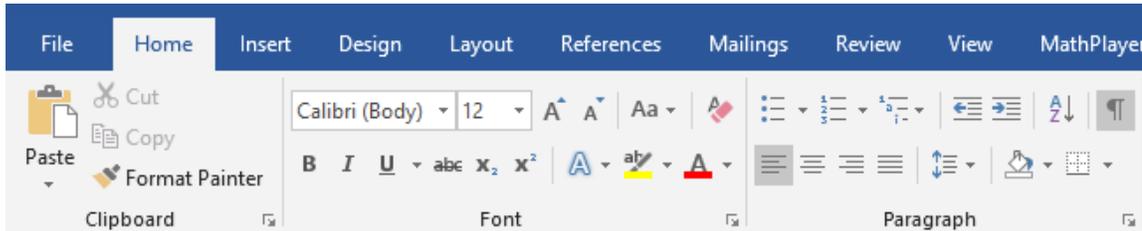
Paragraph

Adjusting the paragraph settings is the best method for creating well-spaced documents without generating a bunch of empty lines that get read aloud by screen readers as “blank.”

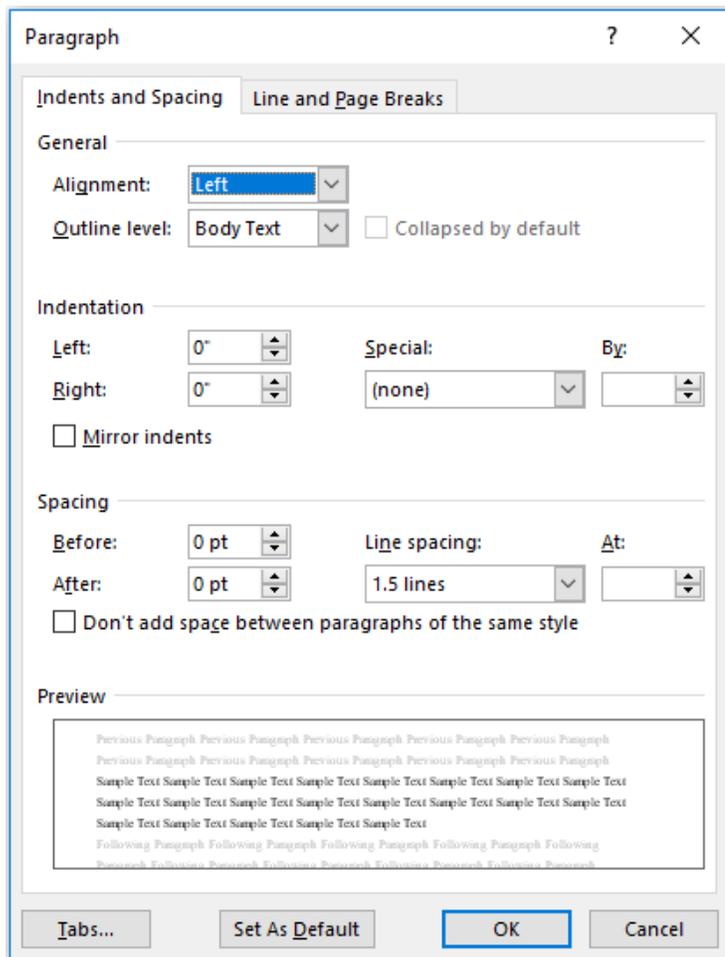
The more we get into the habit of using paragraph formatting, the more useful our conversions will be for a wider range of students.

If it isn't selected already, select all of the text in the document (Ctrl + A).

Then in the "Home" tab, click the small arrow in the bottom right corner of the Paragraph section.



The "Paragraph" window will open up. Change the settings to the following:

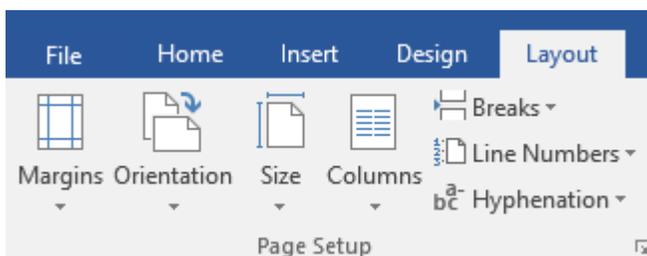


- Alignment: Left
- Outline level: Body Text
- Indentation:
 - Left: 0"

- Right: 0"
- Special: None
- Spacing:
 - Before: 0 pt
 - After: 0 pt
 - Line spacing: 1.5 lines

Layout

Navigate to the “Layout” tab and use the quick format buttons to change your settings:



- Margins: Normal (Top: 1", Bottom: 1", Left: 1", Right: 1")
- Orientation: Portrait
- Size: Letter (8.5" x 11")
- Columns: One

You may need to change these settings in different orders depending on the document. For instance, sometimes you need to change the size before you can alter the margins.

Modifying Content

Page numbers

Always place the page number before the page content.

Be sure to add the word “Page” before the page number. Without it, students may have a harder time understanding the context or purpose of the number.

Page 117

however, that the next stage of development will remove it into the strong-minded or Matter-of-Fact School." After dipping it into various acids, he again submitted it to us; it had now become the following:

If the front matter is not numbered, distinguish pages using roman numerals:

(Page i, Page ii, Page iii ...)

Footnotes

Make sure to take note of any footnotes in the original document—and ensure that they are properly represented in the converted text.

More often than not, OmniPage does not recognize footnotes accurately. Check to ensure that the footnote indicator is superscript (Ctrl + Shift + +) and that the footnote detail is listed at the end of the page inside [Footnote] / [End footnote] tags.

Try to match the original symbols, letters, or numbers that are used. However, if you are uncertain, numbers are usually a good alternative.

For example, we can turn this...

almost amounts to a psychological transformation of our eyesight,¹ since the sharpness of the lens and the unerring accuracy of its delineation have now trained our powers of observation up to a standard of visual perception which embraces ultra-rapid snapshots and the millionfold magnification of dimensions employed in microscopic photography.

1. Helmholtz used to tell his pupils that if an optician were to succeed in making a human eye, and brought it to him for his approval, he would be bound to say: "this is a clumsy job of work."

into this...

advance in technique almost amounts to a psychological transformation of our eyesight,¹ since the sharpness of the lens and the unerring accuracy of its delineation have now trained our powers of observation up to a standard of visual perception which embraces ultra-rapid snapshots and the millionfold magnification of dimensions employed in microscopic photography.

[Footnote]

1. Helmholtz used to tell his pupils that if an optician were to succeed in making a human eye, and brought it to him for his approval, he would be bound to say: "This is a clumsy job of work."

[End Footnote]

Side Notes

When there are notes in the margins of the text, include them in the body text—after the content they appear beside or wherever there is a logical break, such as a new paragraph. In this next example, the two margin notes were placed within a single [Side note] tag.

For example, we can turn this...

FYI

The chi-square test is a nonparametric test that measures counts or frequencies in different categories.

FYI

A chi-square goodness-of-fit test indicates how well a set of observed frequencies fits with what was expected.

A nonparametric test has the following three characteristics that distinguish it from a parametric test:

1. Nonparametric tests can be used even when we do not make inferences about parameters in a population, although they can be used to test hypothesized relationships in a population.
2. Nonparametric tests do not require that the data in the population be normally distributed. Because the data can have any type of distribution, nonparametric tests are often called distribution-free tests.
3. Nonparametric tests can be used to analyze data on a nominal or ordinal scale of measurement.

into this...

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3. Nonparametric tests can be used to analyze data on a nominal or ordinal scale of measurement.

[Side note]

FYI

The chi-square test is a nonparametric test that measures counts or frequencies in different categories.

FYI

A chi-square goodness-of-fit test indicates how well a set of observed frequencies fits with what was expected.

[End side note]

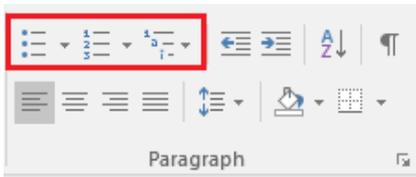
Bullets, numbering, and multilevel lists

Try not to create lists manually by inserting numbers, characters, images or other symbols before list items.

Screen readers and other assistive technologies will not recognize this.

When lists are formatted correctly, assistive technology users can easily identify them in a document, navigate to them, and receive information about their hierarchies.

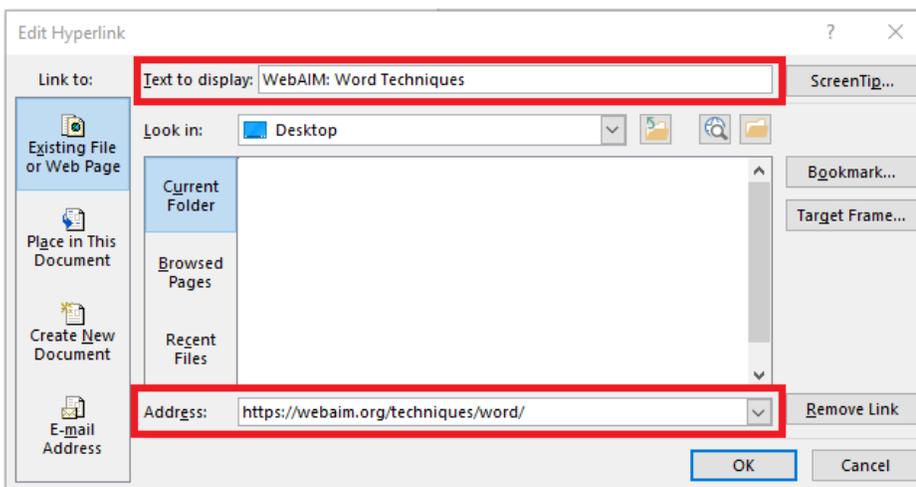
Use Word's built-in formatting tools (found within the "Paragraph" section on the "Home" tab).



Links

Make sure all of the links in the document are formatted as hyperlinks. Follow these steps if you don't know whether or not a section of text has been structured correctly:

- Select the text from the link address and copy it.
- Then right click and select "Hyperlink" or "Edit Hyperlink."



- Add a simple description of the link in the "Text to display" field. Avoid displaying vague text like "Click here" or "More" as it may be hard for screen reader users to understand the context. If you're uncertain about what to name it, just paste the link address.
- Always paste the link into the "Address" field at the bottom of the window.

Describing Images, Figures, and Tables

Images

Use the [Image] tag to indicate that there is an image in the text. Then add alternate text that describes the content and function of the image. Finally, designate the end of your description by placing an [End Image] tag. For example:

[Image]

A group of kids play outside

[End Image]

Alternative text should be:

- Succinct. No more than a few words. Occasionally a short sentence or two.
- Both essential and not redundant. Do not provide information that is already present in the surrounding text. However, if there is text within an image that does not occur elsewhere on the page, be sure to include it within your description.
- Accurate and equivalent. Make sure it provides the same content or function as the image.
- Simple. Because the [Image] tags already tell the reader that there's an image, don't use phrases like "image of..." or "graphic of..." within your description.

Tables

Make tables as simple and logical as possible. To better understand how a screen reader will navigate the table, use the tab key on your keyboard and observe how your cursor moves through your columns and rows.

Use the [Table] and [End Table] tags to indicate that there is a table in the text. Sometimes it will feel a little redundant, but we still want to use the tags.

Any descriptions that appear directly below tables (usually in a slightly smaller font size) should also be placed within the [Table] / [End Table] tags.

Try to avoid splitting and merging cells—especially in the middle of the table. Sometimes we come across some pretty wacky tables but try to think through it and create the most logical conversion. If you need to, you can copy the same phrase into two different cells. For example, we can turn this...

TABLE 17.11 The Degrees of Freedom

Frequency Expected (f_e)		Outcome		
		Completion	Premature Termination	
Type of Counseling	Family	16.38	—	34
	Individual	—	—	76
		53	57	$N = 110$

The degrees of freedom are the number of cells that are free to vary. In a 2×2 chi-square, once we compute the expected frequency of one cell, the remaining cells are not free to vary—they must sum to the row and column totals. Hence, $df = 1$ for a 2×2 chi-square.

...into this:

[Table]

TABLE 17.11 The Degrees of Freedom

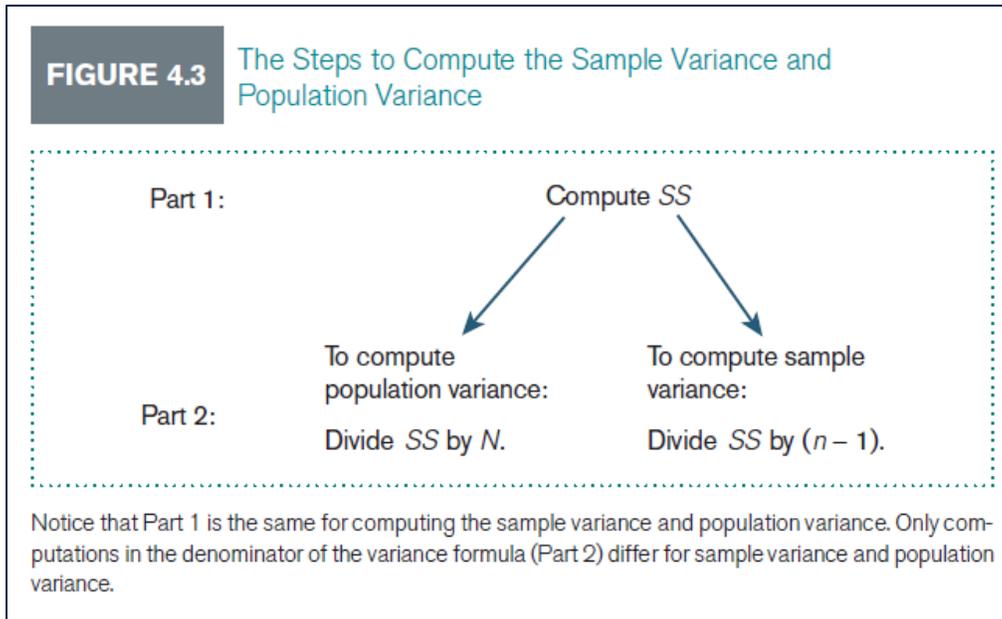
		Outcome	Outcome	
Frequency Expected (f_e)	Frequency Expected (f_e)	Completion		
Type of Counseling	Family	16.38	-	34
Type of Counseling	Individual	-	-	76
Type of Counseling		53	57	$N=110$

The degrees of freedom are the number of cells that are free to vary. In a 2×2 chi-square, once we compute the expected frequency of one cell, the remaining cells are not free to vary—they must sum to the row and column totals. Hence, $df=1$ for a 2×2 chi-square.

[End Table]

Figures

Describing figures is similar to describing images. Include all text, and try to represent the form and function of the content as best you can. Be sure to include the [Figure] tag before your description and the [End Figure] tag after. Here are a couple of examples:



[Figure]

FIGURE 4.3 The Steps to Compute the Sample Variance and Population Variance

Part 1:

- Compute SS

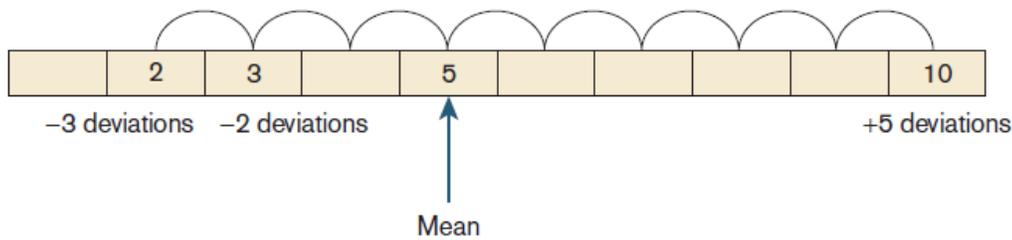
Part 2:

- To compute population variance: Divide SS by N .
- To compute sample variance: Divide SS by $(n-1)$.

Notice that Part 1 is the same for computing the sample variance and population variance. Only computations in the denominator of the variance formula (Part 2) differ for sample variance and population variance.

[End Figure]

FIGURE 4.4 A Hypothetical Data Set With a Score of 2, 3, and 10



The mean is 5. Notice that a score of 10 is further from the mean than a score of 2 or a score of 3 in this distribution. The distance that scores deviate from the mean can be used to measure the variability of scores in a data set.

Source: Privitera, G. J. (2016). *Essential statistics for the behavioral sciences*. Thousand Oaks, CA: SAGE. Reprinted with permission from SAGE.

[Figure]

FIGURE 4.4 A Hypothetical Data Set With a Score of 2, 3, and 10

Mean = 5

-3 deviations = 2

+5 deviations = 10

The mean is 5. Notice that a score of 10 is further from the mean than a score of 2 or a score of 3 in this distribution. The distance that scores deviate from the mean can be used to measure the variability of scores in a data set.

Source: Privitera, G. J. (2016). *Essential statistics for the behavioral sciences*. Thousand Oaks, CA: SAGE. Reprinted with permission from SAGE.

[End Figure]