# Recommendations for learning creators

Accessibility essentials in education Content structure and headings Color Contrast Alternative text Adding subtitles to video content Links and hypertext Transcripts Interactive Elements Accessibility review process

## Accessibility essentials in education

## Understanging the terms

Click on each term one by one to learn more. When you click a term a new tab will open with the explanation. In the bottom right corner of that page you will see two buttons. Click "Back" to return to the "Understanding the terms" page or click "Next" to move forward to the next section. On this page, you will see a "Skip" button that allows you to skip ahead and move to the next section.

#### Accessibility

**Assistive Technology** 

**Universal Design for Learning (UDL)** 

Web Content Accessibility Guidelines (WCAG)

#### Skip

#### Accessibility

Adapting learning to materials to ensure all students can access educational opportunities regardless of disability or background.



#### **Assistive Technology**

Tools and technologies that aid individuals in overcoming disabilities to perform tasks that might otherwise be difficult.







#### **Universal Design for Learning (UDL**

An educational framework aimed at improving and optimizing teaching and learning for all individuals based on scientific insights into how humans learn.





#### Web Content Accessibility Guidelines (WCAG)

Web Content Accessibility Guidelines (WCAG) define how to make digital content accessible to all users including people with disabilities.



WCAG aims to provide a single shared standard for web content accessibility that meets the needs of individuals, organizations, and governments internationally. The guidelines are organized around four principles often abbreviated as POUR.



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Information and user interface components should be easily seen and heard by users. This includes providing text for images and ensuring content is accessible.



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#### Perceivable

User interface components and navigation should be usable through various methods not just a mouse. This includes keyboard navigation.

#### Understandable



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Content should work well with many different user tools, including assistive technologies, ensuring it remains accessible in the future.

### WCAG conformance levels



#### Example

A video with closed captions or transcripts.

#### Example

A video with closed captions, adjustable playback speed, and audio description for visual elements.

## AAA (highest conformance level)

#### Example

A video with closed captions, sign language interpretation, a transcript, and the ability to switch between multiple languages.

![](_page_14_Picture_0.jpeg)

#### The newest version of the Web Content Accessibility Guidelines (WCAG) is WCAG 2.2. For more detailed information, you can refer to <u>the official WCAG 2.2 documentation</u>.

When designing it's important to consider the diverse needs of users with different types of disabilities. WCAG encourages inclusive design that supports a wide range of abilities, including visual, auditory, motor, and cognitive impairments.

![](_page_15_Picture_2.jpeg)

When designing for accessibility, it's important to consider the diverse needs of users with different types of disabilities. WCAG encourages inclusive design that supports a wide range of abilities, including visual, auditory, motor, and cognitive impairments.

Includes individuals who are blind or have low vision. To support accessibility provide text alternatives for images, ensure high contrast and resizable text, and make sure content works with screen readers.

![](_page_16_Picture_3.jpeg)

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![](_page_17_Figure_2.jpeg)

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![](_page_18_Picture_2.jpeg)

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![](_page_19_Picture_2.jpeg)

Relates to challenges with memory, attention, and problem-solving. Use clear, simple language, consistent navigation, and supportive features like error messages or guidance.

#### **Assistive Technology**

![](_page_20_Picture_1.jpeg)

![](_page_20_Picture_2.jpeg)

**Screen readers** 

Text to speech

![](_page_20_Picture_5.jpeg)

#### Speech Recognition Software

## Universal Design for Learning (UDL)

![](_page_21_Figure_1.jpeg)

**Representation** - multiple ways to present information. **Action and Expression** - multiple ways to express

Action and Ex knowledge.

**Engagement** - multiple ways to engage students.

#### Key Takeaways

- Always review your organization's accessibility policies and guidelines to ensure alignment with internal standards.
- When creating content, ensure it is formatted in a way that works well with assistive tools like screen readers and text-to-speech software.
- Offer multiple formats for learning, such as video, text, and audio, to ensure all students including those with disabilities can engage with the material.

#### ACTIVITY

Check if your organization has any accessibility guidelines or policies. Look for information on their website or in official documents.

# Content structure and headings

![](_page_24_Picture_0.jpeg)

**Clear structure and meaningful** to navigate and understand.

# headings make learning content easier

#### In this module, we will cover headings and learning content structure.

## The role of headings in content

Headings organize content into clear sections, help screen readers interpret the structure and improve overall navigation for all users.

**EXAMPLE WITH HEADINGS** 

![](_page_25_Figure_2.jpeg)

#### **EXAMPLE TEXT WIHTOUT HEADINGS**

## How to use headings properly

Use headings in the right order (like H1 for main titles and H2 for subheadings) and keep them short and descriptive. Don't use the headingn just to make text look big and bold.

**GOOD EXAMPLE** 

HEADING 2: TITLE		HEADING 1: TITLE HEADING 2: TITLE HEADING 3: TITLE		HEADING 3: TITLE HEADING 1: TITLE HEADING 2: TITLE
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#### **BAD EXAMPLE**

## **Consistent Structure Across Learning Content**

- Use headings in the correct order (like H1 for titles, H2 for sections, H3 for subsections)
- Keep the layout the same across modules
- Titles, text and images in consistent positions
- Navigation buttons like "Next" or "Previous" in the same location

![](_page_27_Figure_5.jpeg)

## Useful tip

Use proper heading markup instead of simply changing the text size or making it bold, as screen readers need structured tags to interpret the content correctly.

HEADING 1: TITLE	
HEADING 2: TITLE	
HEADING 3: TITLE	

## Key Takeaways

- Use consistent headings
- Keep layout the same across your learning
- Well-organized content helps with easy navigation

![](_page_29_Picture_4.jpeg)

HEADING 1: TITLE	1
HEADING 2: TITLE	
HEADING 3: TITLE	

## Color Contrast

![](_page_31_Picture_0.jpeg)

#### Color contrast is the difference in color between text and its background, helping people read more easily.

## Why color contrast matters?

High contrast makes it easier for users to clearly identify text from the background. This is especially important for people with visual impairments such as low vision or color blindness.

![](_page_32_Figure_2.jpeg)

#### Examples

Here are more examples of good and poor use of contrast.

![](_page_33_Picture_2.jpeg)

![](_page_33_Picture_3.jpeg)

![](_page_33_Picture_4.jpeg)

#### Text

## **Accessibility Guidelines**

WCAG 2.1 (Web Content Accessibility Guidelines):

- Minimum contrast ratio: 4.5:1 for normal text
- 3:1 for large text (18pt+ or 14pt bold)

## Key Takeaways

- Good color contrast = better accessibility
- Follow WCAG 2.1 standards
- Design with all people in mind

![](_page_34_Figure_8.jpeg)

Use tools to test contrast or create color palette:

<u>WebAIM Contrast Checker</u>
<u>Accessible color palette builder</u>

Alternative text

![](_page_36_Picture_0.jpeg)

Alternative text (alt text) is a short description used to convey the meaning or function of visual elements such as images, icons, or graphics. It helps screen reader users understand the content.

## **Elements that need Alt Text**

![](_page_37_Figure_1.jpeg)

LEARN MORE >

#### **Buttons**

![](_page_37_Picture_4.jpeg)

Infographics

## **Decorative images**

Not all images need alternative text. If an image is only decorative you don't need to describe it. For these use empty alt text: alt="" then screen readers skip over them.

![](_page_38_Figure_2.jpeg)

Alternative text: alt=""

#### **EXAMPLE NON-DECORATIVE IMAGE**

![](_page_38_Figure_6.jpeg)

#### Alternative text: a student with magnifying glass and open laptop

## Alternative text example

Without alternative text each of these elements will be read by the screen reader as "Image," "Icon," or "Button."

![](_page_39_Picture_2.jpeg)

![](_page_39_Picture_4.jpeg)

"Button"

## Alternative text example

Here are some examples of alternative text descriptions for various elements.

![](_page_40_Picture_2.jpeg)

![](_page_40_Picture_3.jpeg)

"an image of a mountain with a sun in the background" "a check mark icon on a white background"

![](_page_40_Picture_6.jpeg)

#### "a purple button with the word learn more"

#### How to write alt text?

![](_page_41_Picture_1.jpeg)

Alt text: **"Person".** This alternative text is unclear.

general.

background."

context

- Where are they?

Alt text: "Woman reading". This alternative text is too

#### Alt text: **"Young woman reading documents at** a library table, with bookshelves in the

This alternative text is clear, descriptive, and gives

Good alt text is about clarity and context. • Who is in the image? • What are they doing?

## **Useful tip**

In Microsoft PowerPoint and Word, you can add alt text in just a few clicks. It's possible in Canva too.

![](_page_42_Figure_2.jpeg)

- 1. Insert an image in your slide
- 2. Right-click the image
- 3. Select "View Alt text"
- 4. You will find automatically suggested alt text
- 5. You can edit, generate new one or mark as decorative

Al is helpful but it is always recommended to review and adjust alt text.

## Key Takeaways

- First, consider this question is the image decorative? Then does it add important information? If not, mark it as decorative.
- If it's meaningful, describe it clearly and specifically. Focus on the image's purpose in the content
- Alternative text is not just for photos. Use it for icons, buttons, logos.

![](_page_43_Figure_4.jpeg)

#### ACTIVITY

Download the <u>Silktide Accessibility</u> <u>Checker browser plugin</u>.

Choose any website and turn on the screen reader simulation.

# Adding subtitles to video content

![](_page_45_Picture_0.jpeg)

#### Subtitles are text on the screen that show the spoken words in a video, often as translations or in the same language.

Subtitles are added to videos in learning content to ensure accessibility, clarify understanding, and support language learning.

## Where to use subtitles

![](_page_46_Picture_1.jpeg)

voiceover

## How to add subtitles

Choose how you want to add subtitles.

![](_page_47_Figure_2.jpeg)

If you're working on a project for your organization, always use the tools provided by your company. For personal projects you can choose the tools that best suit your needs.

## Subtitles are added directly to the video (also known as

## Subtitles are created in separate .srt or .vtt files, and

## Key Takeaways

- Ensure subtitles are clear, accurate, and consistent, as Al-generated ones may need adjustments.
- Choose a style for built in subtitles that is easy to read and clear.

#### ACTIVITY

Review the subtitles in your training materials to ensure they are clear, accurate, and consistent in style and timing. Check whether the subtitles are built in or uploaded.

# Links and hypertext

![](_page_50_Figure_0.jpeg)

#### Example: "Learn more about [Accessibility Guidelines]"

## The actual clickable connection (which includes both

![](_page_51_Picture_0.jpeg)

Hyperlinks are digital element within a page.

# references that allow users to navigate to another page or

## **Types of hyperlinks**

![](_page_52_Picture_1.jpeg)

**Internal links** 

**External links** 

**Download links** 

![](_page_52_Picture_5.jpeg)

Image links

## Link examples

![](_page_53_Picture_1.jpeg)

"Read more" "Learn more" "Click here"

![](_page_53_Picture_3.jpeg)

"Download the Accessibility <u>Guide"</u> Hypertext: Guide

![](_page_53_Picture_5.jpeg)

"Download the <u>Accessibility Guide PDF</u>" Hypertext: Accessibility Guide PDF

Good hyperlink text is clear, descriptive and specific.

- What will the user get if they click this?
- Would this make sense if read out of context?

![](_page_53_Picture_10.jpeg)

## How links should look

![](_page_54_Picture_1.jpeg)

Avoid using the full web address as the link text.

https://webaim.org/resources/contrastchecker/

![](_page_54_Picture_4.jpeg)

![](_page_54_Picture_5.jpeg)

Links should look like links. Use underlined and colored text to make links easily recognizable.

"Check our accessibility recommendations."

![](_page_54_Picture_8.jpeg)

Check the contrast ratio using <u>WebAIM's Contrast Checker</u>.

"Check our <u>accessibility recommendations</u>."

## Key Takeaways

- Avoid using non-descriptive links like "read more" or "learn more.". Use clear and descriptive text.
- Make clickable elements easy to recognize. Use underlined, colored text to make links obvious.
- Ensure good color contrast for links so everyone can read them easily.

#### ACTIVITY

Review the links in your latest learning materials to ensure they are clear, descriptive, and consistent.

# Transcripts

![](_page_57_Picture_0.jpeg)

## A transcript is a written version of the spoken content.

## **Transcripts in learning content**

![](_page_58_Picture_1.jpeg)

Video files with voiceover

**Audio files** 

![](_page_58_Picture_4.jpeg)

**Live sessions** 

## Key Takeaways

- Transcripts allow those who can't access audio or video to read the content instead.
- When using audio or video in learning content always provide a downloadable transcript to help learners follow along and understand more easily.

Interactive Elements

![](_page_61_Picture_0.jpeg)

require the learner to take action to move forward or engage with the material.

# **Interactive elements are parts** of online learning content that

## Interactive Elements in Learning Content

![](_page_62_Picture_1.jpeg)

![](_page_62_Picture_2.jpeg)

Tabs

#### Recommendations

- Use clear, simple instructions with examples to help learners understand what to do
- Inform learners when a click will take them to a new page or platform
- Use a simple and structured design for interactive elements to make them easy to understand and use.
- Avoid flashing or rapidly changing visuals to reduce distractions.

# Accessibility review process

#### **Review by yourself**

Check for simple issues like alt text, color contrast and text readability.

**Create a review group** 

Unsure about accessibility, create a review group for extra support.

**Use accessibility checkers** 

Use Word/PowerPoint Accessibility Checker to identify common issues.

![](_page_65_Figure_6.jpeg)

![](_page_65_Figure_7.jpeg)

![](_page_65_Figure_8.jpeg)

## **Accessibility review checklist**

Here is a list that might help you in your review process as a beginner:

- Ensure text is readable with high contrast.
- Make sure all images and visual elements have alt text.
- Check that the content is clear, logical and headings are used properly.
- Use descriptive link text and make sure links are easy to identify.
- If videos are included ensure they have closed captions.
- If possible provide a transcript for video or audio content

#### **Steps after the review process**

- Fix accessibility issues. If you find any issues like missing alt text or low contrast then fix them.
- Receive feedback if needed. After making changes ask others to review your content and give feedback to ensure it's accessible.
- Check regularly. Especially after updates or changes, to ensure it remains accessible.