

# Transcript

## How can I make eLearning resources accessible?

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## Introduction

Hello, I'm Susi Miller from eLaHub and I'm going to be taking you through some of the key things you need to know about digital accessibility and specifically accessible eLearning.

In this video I'm going to be looking at the question: How can I make eLearning resources accessible?

I say, 'looking at' rather than 'answering' the question deliberately, because it would be impossible in one video, to refer to all the requirements you need to meet, in order to make your eLearning resources accessible.

One of the things I found most frustrating when I first started finding out about eLearning accessibility, was that there didn't seem to be a single 'source of truth' that could tell me everything I needed to know.

I did manage to find lots of information, but I didn't always find it easy to understand or apply, and it sometimes seemed contradictory.

Eventually I realised that the single source of truth, was the Web Content Accessibility Guidelines, which are the internationally recognised standards for digital accessibility produced by the World Wide Web Consortium.

So that was great, but the difficulty with these guidelines is that they are aimed primarily at web developers and written in technical language. For example they categorise the standards according to four principles; perceivable, operable, understandable and robust which I didn't find very user friendly or easy to understand.

It made much more sense to me to focus instead on the requirements of each of the four different types of impairments. In this video I'll do just that and tell you the most important things that you need to do to make your eLearning accessible for learners with each of these types of impairments.

Most of the examples I give are legal requirements, so either WCAG A or AA standards, although a few are WCAG recommendations or AAA standards which are not generally considered legal requirements.

You can find out more at [eLaHub.net](http://eLaHub.net).



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We give you some great examples of how to meet the most important WCAG requirements using rapid eLearning authoring tools. We also give recommendations and links to other useful resources to help you improve the usability and accessibility of your eLearning resources.

Remember that to comply with legal requirements, particularly the new Public Sector Bodies Accessibility Regulations there are 49 WCAG A and AA standards that you need to be aware of. eLaHub.net can help.



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## Types of impairments

Before we look at some examples of how we can adapt our eLearning to make it more accessible for different types of impairments, we'll just recap the four categories and look at some examples of each of them.

The first category is, vision and the second is, hearing. The third category is motor and it's important to realise, from a digital accessibility point of view, when we are thinking about motor impairments we are considering users who cannot use a mouse and so navigate using a keyboard. Our final category is cognitive.

And let's move on now to look at some examples of each category. For vision we have

- Blindness
- Colour blindness
- Glaucoma
- Albinism

For hearing we have

- Deafness
- Hearing loss
- Acoustic trauma
- Auditory processing disorder

For mobility we have:

- Loss or damage of limbs
- Arthritis
- Multiple Sclerosis
- Tremors
- Repetitive Strain Injury
- Parkinson's

For cognitive we have:



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- Dyslexia
- ADHD
- Autism
- Asperger's
- Seizures
- Anxiety
- Bi-polar disorder
- (Second language)

You'll notice that at the bottom of the list I've also included second language learners. This is not in any way intended to undermine these learners, some of who may well be fluent in the second language, but is just a reminder of the fact that, in the global community in which we operate, some of our learners will definitely have accessibility requirements based on the fact that English is not their first language. The good news is that all the accommodations we make for users with cognitive impairments will also benefit these learners.

Let's move on now to focusing on what we can do to make our eLearning resources accessible for each of the four categories of permanent impairment.



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## 1. Visual impairments

- We'll start with vision and probably the most important thing we can do to improve the accessibility of all of our digital resources, which is to add alternative text to all visual elements. This is the first of the WCAG 2.1 A standards because it is so essential for digital accessibility.
- The second is to provide transcripts and audio narration for videos.
- Then we have, ensure meaning is not conveyed by colour alone e.g. green for correct and red for incorrect which is essential for our colour blind learners.
- The next standard benefits all of your learners, ensuring that you use high contrast text, visuals and navigation items.
- Our final standard is to make sure that learners can enlarge the text up to 200%, without using assistive technology, so just using the zoom function on their browser.

## 2. Hearing impairments

Our next category is hearing.

- Again we'll start with one of the most important WCAG standards for this category, which is to provide captions for videos. Although WCAG does not require that they must be closed captions – i.e. captions that you can switch on and off, this is always preferable as it gives the learner more control.
- The next standard is to provide transcripts for audio and video resources
- We then have allow user to pause audio, or control the volume.
- And then avoid background audio behind speech.
- Our final recommendation is to Avoid audio only instructions or warnings (e.g. if a question is answered incorrectly).



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## 3. Motor impairments

Now we'll move on to motor impairments.

- Before we start one thing which is very important to understand when thinking of learners who don't use a mouse, is that many of them will use a screen reader to navigate through your eLearning resource. So, the first standard requires that you make it easy for the learner to navigate using a screen reader for example by using Header styles.
- The second standard is also important for screen reader users and requires that you ensure that your content follows a logical structure.
- You also need to make sure that a learner can use the activities in your resource without using a mouse, only a keyboard.
- The next standard requires that you allow learners enough time to complete tasks or do not set time limits.
- And finally, a recommendation, not a standard is to use inclusive instructions e.g. **select** instead of **click**.



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## 4. Cognitive differences

- First of all provide explanations of complex vocabulary and abbreviations.
- It's also essential to use clear and consistent navigation.
- You need to allow your learner to pause, stop or hide any moving elements as these can cause distractions.
- The next standard is extremely important as it can lead to seizures. Do not include any content which flashes more than three times per second.
- And the final recommendation which is use the clearest and simplest language appropriate for the content will benefit not only learners with cognitive differences, but all your learners.

## Conclusion

In this video I've shown you just a few of the things you need to do to make your eLearning more accessible for learners with different types of impairments. Remember that these are only a few examples of the 49 WCAG 2.1 A and AA standards that you need to meet for legal requirements. To see some examples of how to apply these principles using eLearning authoring tools, or to find out more, visit us at [eLaHub.net](http://eLaHub.net).

