

LTSF20 D2S5: Learning experiences for all: A beginner's guide to accessibility

Michael Osborne Questions

James Booth: (7/14/2020 22: 35) Please ask questions here to keep them from getting lost in the chat

Susi Miller (Question and Answers Support): (22: 39) Great point Mike and absolutely right that accessibility regulations are stronger in the Public Sector. The new Public Sector Bodies Accessibility Regulations (PSBAR) come into force in September this year. They apply to most public sector bodies in the UK including central and local government, Higher and Further Education institutions, the NHS and many charities. These new regs mean all eLearning content has to be accessible to the W3C's Web Content Accessibility Guidelines (WCAG) Level A and AA - from September 23rd 2020. Useful links The Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018: <http://www.legislation.gov.uk/ukxi/2018/952/regulation/4/madeGOV.UK> PSBAR information: <https://www.gov.uk/guidance/accessibility-requirements-for-public-sector-websites-and-appsWCAG> 2.1: <https://www.w3.org/WAI/WCAG21/quickref/eLearning> accessibility examples and resources: www.elahub.net

Beata Kotelko: (22: 41) Is there any EU regulation related to accessibility?

Georgie Walker: (22: 42) What software do you recommend for creating subtitles automatically? We run a lot of webinars and would like to add subtitles to support the audio.

Natasha: (22: 42) <https://www.w3.org/WAI/WCAG21/quickref/eLearning> link goes to page with 'Page not found' message - is there another link?

Graham Hutchings: (22: 42) What is the expert advice on trying to understand the abilities of a participant group in advance of a program?

Chantelle H: (22: 42) Really interesting. How do you find the consideration of either the social or medical models to impact the way we design for usability?

Andreea: (22: 42) none of the links work

Susi Miller (Question and Answers Support): (22: 42) Beata - the EU regulations can be found here DIRECTIVE (EU) 2016/2102 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL <https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX%3A32016L2102And> the associated standard EN 301 549 - https://www.etsi.org/deliver/etsi_en/301500_301599/301549/03.01.01_60/en_301549v030101p.pdf

Beata Kotelko: (22: 43) thank you, Susi

Susi Miller (Question and Answers Support): (22: 44) Sorry Natasha try <https://www.w3.org/WAI/WCAG21/quickref/>

Natasha: (22: 44) Perfect, thanks Susi :)

Susi Miller (Question and Answers Support): (22: 45) Sorry Andreea - they do for me - will make sure that they are ok in the resources we send afterwards

Raf Dolanowski (Question and Answers Support): (22: 45) @Graham. I think engaging with the community is a good way to go. I've run focus groups with people who had visual impairments by reaching out to organisations who advocate for people with disabilities.

Susi Miller (Question and Answers Support): (22: 46) Graham, I think Mike will cover this in the Q&A session

Julie Buckingham: (22: 46) Great insights!

Matt: (22: 46) Is there any legal requirement for these dyslexia accessibility recommendations? My university definitely doesn't meet these.

Rosie Martin: (22: 46) Please will a recording be accessible afterwards? I'd like to share with my team/manager

clay: (22: 47) Were are these statistics coming from?

Ann Jones: (22: 47) will this slide set e available today

Madhu: (22: 48) We have 'organisation colours' which A

Raf Dolanowski (Question and Answers Support): (22: 48) @Matt, requirements change from region to region. WCAG 2.1 doesn't directly address it but I feel some of the guidelines can be interpreted to accommodate design that is mindful of people who have dyslexic.

Egle: (22: 49) Regarding fonts, what about serif vs sans serif?

Fiona 2: (22: 49) The point about italics is interesting. As a botanist, every single one of my presentations includes italics for species names. Any suggestions how to get round this?

Susi Miller (Question and Answers Support): (22: 50) @matt - not legal requirements but the British Dyslexia style guide is a great place to start <https://www.bdadyslexia.org.uk/advice/employers/creating-a-dyslexia-friendly-workplace/dyslexia-friendly-style-guide>

Rachel Hanson: (22: 50) How can we check our colour contrast?

Madhu: (22: 50) We have 'organisation colours' which are sometimes not easy to read text on, so should we be adhering to the colours recommended for people with disabilities?

Raf Dolanowski (Question and Answers Support): (22: 50) @Egle. San Serif is more readable for people with Dyslexia. Plus San Serif is more readable ONSCREEN than serif.

Raf Dolanowski (Question and Answers Support): (22: 50) <https://www.bdadyslexia.org.uk/advice/employers/creating-a-dyslexia-friendly-workplace/dyslexia-friendly-style-guide#:~:text=Use%20sans%20serif%20fonts%2C%20such,may%20request%20a%20larger%20font>.

Sean Ryan: (22: 50) Red is used as Warning text in lots of Media

Susi Miller (Question and Answers Support): (22: 50) WCAG requires a contrast ratio of 4.5: 1 for text against the background and 3: 1 for interactive items like buttons against the background. Best way to check is to use a contrast checker e.g. Web Aim's colour contrast checker: <https://webaim.org/resources/contrastchecker/A> great contrast checker for text on an image is: <http://www.brandwood.com/a11y/>

Holly Morison 3: (22: 51) On our website, we often use images of road maps to show road diversions with colours to show traffic flow, etc. Is the a suggestion of something better or alternative?

Natasha: (22: 51) Can we point learners to browser plug-ins and tools, that might also help them?

Kemi Labinjo: (22: 51) @madhu you can check your organisational colours and it will give you a rating as to how well they are as a combination

Raf Dolanowski (Question and Answers Support): (22: 51) <http://colorsafe.co/> this is a great site to help pick accessible colour palettes.

Christina: (22: 51) How bad is it to have a white background? Just thinking that most websites have a white rather than a creamy background?

Tom: (22: 52) I use a web extension to make everything have a "dark mode" - I find the white too blinding

Susi Miller (Question and Answers Support): (22: 53) @Madhu - some of the colour

contrast checkers have colour sliders which you can use to darken organisation / brand colours so they still meet accessibility requirements - this is sometimes a good compromise - <https://webaim.org/resources/contrastchecker/>

Susan Grayson: (22: 53) Any suggestions about how best to bring this topic up to change an organisation that does not consider this in the PowerPoint company templates they provide?

Tom: (22: 54) @Susan my rule is: Ask politely 3 times. If it doesn't happen, make it formal by going to whoever is in charge of the individual. Do this 3 times. If there's still no change, file a grievance and use the official process to resolve.

Rob Foster: (22: 54) In eLearning, you have a photo of an apple with a question, 'What is this photo?'. Without giving the answer in alt text, how would you balance accessibility with pedagogy?

Kemi Labinjo: (22: 54) @holly you don't have to use full colours you can use like an image of an arrow but it filled in with lines. You can use shapes

Raf Dolanowski (Question and Answers Support): (22: 54) @Susan. I find the best way of trying to convince reluctant organisations to think more about accessibility is drawing the alignments with good visual design, good UX design and good language design.

Emma W: (22: 55) Can I please share these slides? I work with a number of charities across Essex (UK) who would benefit from accessibility help

Tom: (22: 55) It also really helps if you read up on and understand disability law

Elaine: (22: 55) This is all really useful and I know we will be able access the recording from next week - will we be notified when it is available?

Susi Miller (Question and Answers Support): (22: 55) @Christina - Black and white will pass WCAG - so most legal requirements but it's not recommended by the British Dyslexia Association so wherever possible it will benefit many of your audience.

Raf Dolanowski (Question and Answers Support): (22: 56) @Rob. That question something you can't really make assessable. As in the real world, someone with a visual impairment would not determine the object as an apple visually, but through touch. Accessible design would suggest to design the questions to be accessible. On the flip side, if the learning requirement is for someone to be able to visually identify objects, there is a common sense conversation around providing that training to people with visual impairments

Emma W: (22: 57) With video content that learners watch at their own pace, is it better to have captions on the video itself, or as a separate script in accessible font and colour?

Rachel Hanson: (22: 57) We use adobe connect - is there a transcript tool? (for what the facilitator says, not the chat) Or should we just share the facilitator script?

Christina: (22: 57) Thank you Susi!

Susi Miller (Question and Answers Support): (22: 59) @Rob - WCAG has an exemption for this very situation - so if alt text gives away the answer you can adapt it so that it doesn't give an exact description. You'd probably have to think of a different question to get round this - often it's just thinking about things in a different way.

Rian @BHF: (23: 01) how accessible is animated text entry, for example, the sentence building 1 letter at a time?

Rachel Hanson: (23: 01) Interesting that radio buttons and drop downs aren't accessible. We use google forms A LOT and this is often because we want to limit them to certain responses.

tom t: (23: 02) what about sliders? would they be difficult?

Rob Foster: (23: 02) Thanks both

Raf Dolanowski (Question and Answers Support): (23: 02) @Rian. There is an accessibility guideline that speaks about any content that animates for more than 3 seconds

needing to be controllable.

Susi Miller (Question and Answers Support): (23: 02) @Emma - For WCAG both captions and a transcript are needed. Captions will help people who are deaf or hard of hearing. Transcripts will also help these people but will also support people who have cognitive impairments such as dyslexia who often change the font, colour and spacing of text to read content. Screen reader users also use transcripts to read out content and they also help second language learners.

Beata Mako: (23: 02) How about pop-ups and modals?

Tom: (23: 02) depends on if it's an incremental slider (stops at fixed points) or an arbitrary slider that can go anywhere on a scale (like 1-100)

Michael: (23: 03) Should drag and drop interactions only be avoided if controlled by a mouse? I.e. Are these interactions more accessible if someone is using a smartphone or tablet with a touchscreen

Tom: (23: 03) to clarify further - I'm referring to scale granularity

Amanda: (23: 04) How can we balance interactivity with accessibility if we can't use some of the interactive elements in eLearning?

Emma W: (23: 04) @michael - we've just removed all drag and drop quizzes from our courses as feedback was people couldn't use them on mobile

Raf Dolanowski (Question and Answers Support): (23: 05) @Michael. Drag and drop as an interaction is not accessible. But also, as an activity as it often relies on visual matching. So you would be alienating people with motor skill impairments AND visual impairments.

Susi Miller (Question and Answers Support): (23: 06) It's difficult to comment on accessibility of different elements as it depends on the tool which has been used to create them and the browsers that are used to access the content. The best way is to check. To be accessible they need to be keyboard accessible i.e. controlled with a keyboard and not a mouse and also accessible to a screen reader - unless you have instructions from your authoring tool the only way to know is to test. The best screen reader to test with is NVDA <https://www.nvaccess.org/>

Susi Miller (Question and Answers Support): (23: 07) @Amanda - many tools provide accessible alternatives to some activities e.g. matching drop down as an alternative to matching drag and drop.

Chantelle H: (23: 08) A key way to evaluate accessibility is to test with a range of end users, do you see this as something realistic in practice?

Claire: (23: 08) What is the best background colour to use - bearing in mind everyone is different and in a presentation can't change it for all, so is there a colour that is better?

Madhu: (23: 09) Is including animations going to be an issue for learners with disabilities? As these are sometimes included by pressing on the mouse or automated?

Tomi Kassim: (23: 09) This has been very very useful

Tom: (23: 09) Q&A: How would we go about tackling some of the more complex issues, with regards to autism. Specifically to do with the lack of clarity around unspoken rules, disorder/chaos in the workplace and people relying on the stereotype of "you're rude" to dismiss your valid contributions?

Matt: (23: 09) Does Adobe Connect have an automatic captioning function?

Susi Miller (Question and Answers Support): (23: 13) @Chantelle - that's a great question. In an ideal world it is always better to have people who have a lived experience of a disability when creating or testing resources. Having worked in public sector for many years I realise the challenge of this, with regards to testing for accessibility sometimes the best you can do is to find out about disability and assistive technology and become familiar with testing particularly with regard to screen reader testing

Ann Jones: (23: 13) Thank you so much, lovely informative presentation and will be very useful

Chantelle H: (23: 14) @Susi - thank you! I guess that's where training designers comes into play to make testing my the designer more effective.

Emma W: (23: 14) Can I please share these slides? I work with a number of charities across Essex (UK) who would benefit from accessibility help

Donald H Taylor: (23: 15) Emma W - absolutely

Michael Whittaker: (23: 15) just wanted to add that what was said in the presentation actually suggested it was ok

Emma W: (23: 15) @donald, thank you

Michael Whittaker: (23: 15) I was going on feedback from our Accessibility Audit

Isaac: (23: 15) @Michael Whittaker I've had issues with it today. Doing heading levels means putting alt text on all visible text

Emma W: (23: 15) and thanks @susi for answering my earlier question re. captions vs transcript

Raf Dolanowski (Question and Answers Support): (23: 15) Evolve is an authoring tool that is more aligned with the accessibility people experience with on the web.

Michael Whittaker: (23: 15) so it good to hear Michael's thoughts

Susan Grayson: (23: 16) Brilliant thanks!

Jeannette Kado: (23: 16) Great job, Michael!

Clifford Montgomery: (23: 16) great well done mate