



Access Slides: <https://shorturl.at/73Nf8>

Design with Accessibility in Mind: Creating Inclusive Digital Content

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What to Expect in this Session

Explore the Web Content Accessibility Guidelines (WCAG) standards to design digital content for accessibility.

Identify tools and resources to remediate accessibility issues in digital content.



Are you Familiar with WCAG?

A = Not familiar. This is my first exposure.

B= I'm somewhat familiar. I've heard of it.

C=I'm familiar and refer to it when designing.

D= I'm very familiar. I apply WCAG and can help others.

Accessibility Helps Everyone

When your courses are accessible, it benefits all learners, not just those with disabilities.

The Web Content Accessibility Guidelines (WCAG) are the framework to design with accessibility in mind.

Accessibility Helps Us All

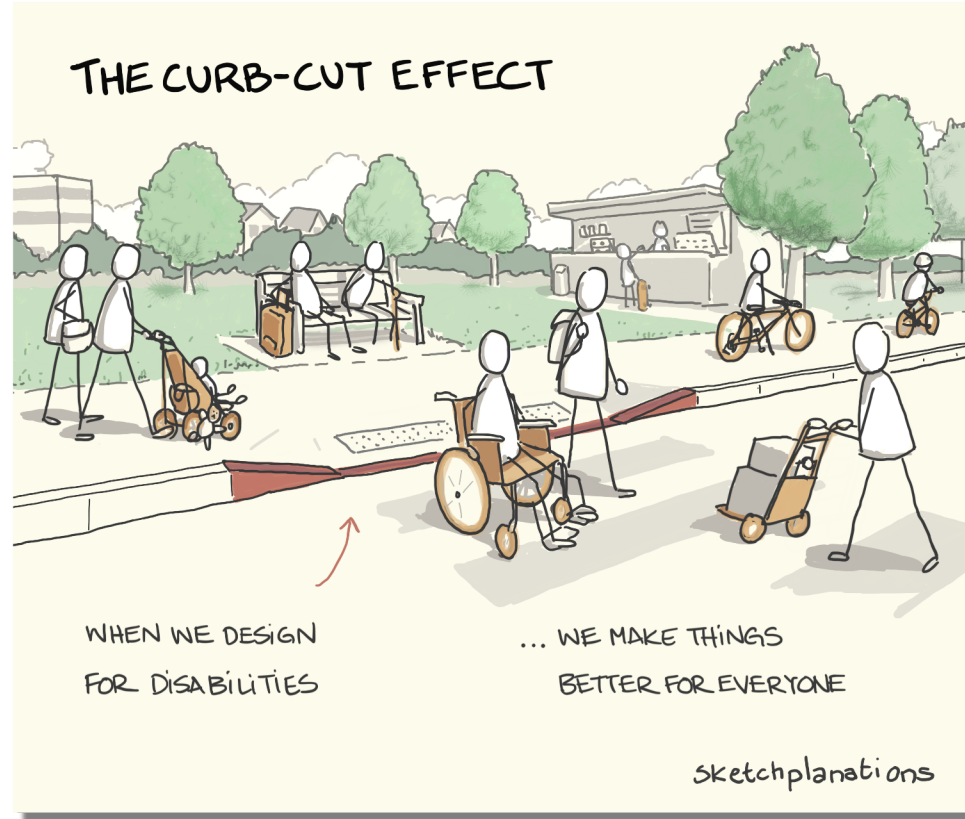


Image Description

WCAG 2.2 Structure Overview

4 Principles

1. Perceivable
2. Operable
3. Understandable
4. Robust

13 Guidelines

Each principle has multiple guidelines.

These guide the intent behind accessibility and are supported by testable success criteria.

86 Success Criteria in WCAG 2.2.

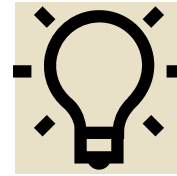


Web Content Accessibility Guidelines



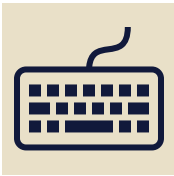
Perceivable

- 1.1 Text Alternatives
- 1.2 Time-based Media
- 1.3 Adaptable
- 1.4 Distinguishable



Understandable

- 2.5 Input Modalities
- 3.2 Predictable
- 3.3 Input Assistance



Operable

- 2.1 Keyboard Accessible
- 2.2 Enough Time
- 2.3 Seizures and Physical Reactions
- 2.4 Navigable
- 2.5 Input Modalities



Robust

- 4.1 Compatible



Where Should I Start?

Start with POUR : Perceivable, Operable, Understandable, and Robust. Can people see it? Hear it? Navigate it? Does it work across devices and assistive tech?

Make Everything Keyboard-Friendly: Some learners don't (or can't) use a mouse. That's why your course should work with just a keyboard.

How to start: Try navigating your course using only the keyboard. If you get stuck or something skips, note it. Does it flow in a logical order? If someone's using assistive tech, can they navigate it without hitting roadblocks?

Perceivable



Content is presented in ways that all users can perceive it.

- Provide text alternatives for non-text content (e.g., alt text for images, transcripts for audio, and audio descriptions.
- Ensure sufficient color contrast between text and background.
- Avoid using color as the only way to convey meaning.
 - Underline hyperlinks.

Operable



Users must be able to navigate and interact with content using different input methods.

- Access via keyboard only (no mouse required).
- Proper use of headings (<h1> to <h6>), allow users to navigate content with a screen reader.
- Avoid flashing content that can trigger seizures.

Scenario



Pause, Stop, Hide 2.2.2 and Avoiding Seizures and Physical Reactions

2.3: Do not include content that causes seizures or physical reactions.

You've created an animated "Congratulations!" screen in your course, with flashing stars and rapidly changing colors to celebrate learners who completed the module. There is no stop, pause, or hide button included with this animation. It is on a loop and it plays longer than 3 seconds at a time.

Scenario



Keyboard Testing: [WebAIM Keyboard Test Table](#)

Use only the keyboard (Tab, Shift+Tab, Enter, and Space) to navigate. Test for logical focus order. Is the navigation moving through buttons, links, and inputs in the correct sequence? Check if focus "jumps" to unexpected elements or skips over important ones. Identify any barriers. Are learners able to follow the content logically?

Understandable



Content and interfaces should be easy to comprehend.

- Use clear and simple language; avoid jargon.
- Describe your hyperlinks: "Avoid click here" or "learn more".
- Provide predictable navigation and consistent icons and elements.
 - Don't rely on these alone. Use text and icons together.



Task Instructions: Use ChatGPT: Paste sample text and try prompts: Can you rewrite this content to be at (blank) grade reading level? Keep the meaning the same but simplify the vocabulary and sentence structure.



Content must be compatible with different technologies, including assistive devices.

- Use semantic HTML to ensure compatibility with screen readers.
- Ensure content works well across various browsers and devices.

Principles to Practice

We've just explored the POUR principles:
Perceivable, Operable, Understandable, and Robust.
Now it's time to apply them. Keep the POUR
principles and the WCAG guidelines in mind.

Learner's Experience

Your student is sitting at their desk in front of their computer. Using their mouse, they log on to the LMS and select the course they need to take. They turn up the volume on their speakers and listen to the narrator speak, while images fade in and out on the screen. A few moments later, the course poses a series of questions about the images on the screen. They use their mouse to click on, drag-and-drop, and submit their answers.

Same Learner

Let's say, for instance, that the same learner has hearing loss. What would their experience be like when taking this course? Now imagine that they are not able to use a mouse. The course has interactive exercises. Can they navigate the course with only a keyboard? And lastly, imagine they have a visual impairment? Will they be able to identify the images to answer the questions?

Identify Barriers and Solutions

1. Discuss a barrier this student might experience.
2. Suggest one strategy or design feature that would help remove this barrier.
3. Align to [WCAG Guideline and Criteria](#)

Chat Response

Which standards did you identify and why did you select it? What are some solutions?

Summary of Potential Barriers

Barriers	WCAG SC	Solution
No captions / transcripts for audio / video	1.2.5 AA	Add captions and a transcript. Include audio descriptions for visual only elements in media.
Cannot navigate activity with keyboard	2.11 A, 2.5.7 AA	Replace drag and drop tasks.
Images lack alt text or descriptions	1.1.1 A, 2.2.2, A	Add alternative text and visual descriptions. Allow stop and pause.

From Design to Reality

You've considered the experience.

You've identified barriers.

You've explored inclusive solutions.

Now it's time to ask: 

Does it actually work for everyone?

Testing & Evaluation

When it comes to learning content, Learning Management Systems, and authoring tools the best approach is a manual review, followed by automated. These resources will to help you get started with evaluating existing content.

- [Accessibility Tracking Document](#)
- [Accessibility Review Document](#)

Conclusion & Action

By aligning with WCAG we create digital spaces that are inclusive and built for everyone.

Let's lead with accessibility in every design decision.

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#A11Y #AccessibilityMatters #ADA



**Schedule an Audit
and Training**