

# DIGITAL CONTENT & MEDIA ACCESSIBILITY



## Describe Your Visuals

**WHAT:** If there are photographs, diagrams, pictures, charts, graphs, maps, or other graphics that are conveying non-text information to students, a **descriptive alternative text**, also called "alt text", should be created for each image that can work as a replacement.

**WHY:** Consider what a course page or resource would look like if the images didn't load. Alt text will be available to **sighted students** when images are missing, and screen readers will read them to students with **visual impairments**. Alt text can help instructors make sure that the image communicates its intended purpose.

**HOW:** Alternative text is rarely a literal description of the image. Rather than providing what the image looks like, alternative text should convey the **content and the purpose** of the image.

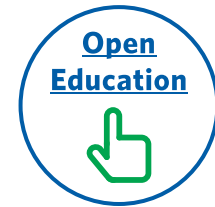


## Transcribe Your Media

**WHAT:** Transcripts are **text versions of the spoken word** presented within multimedia resources. Text captions are synchronized with the audio in a video presentation and are important when people need to see what's happening in the video and get the audio information in text at the same time.

**WHY:** A transcript provides students with **equivalent information to the audio and video content**, which will help them learn if they were **not able to hear** the audio, **see** the video portion, or if they have **difficulty hearing, seeing or understanding** the spoken word, dialect, or language.

**HOW:** Transcripts provide all speakers' names, all speech content, and descriptions of relevant non-speech audio. Text captions can easily be **added in YouTube** or revised from the platform's **auto-captioning system**. Transcripts can be used by all students for additional study and review.



## Describe Your Hyperlinks

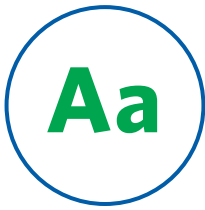
**WHAT:** Links should be embedded in meaningful text. Ensure that linked text describes a **topic or purpose**.

**WHY:** If links are embedded in clear, concise, and meaningful text, both students who use screen readers and those who don't can quickly **scan pages** to find the links they are looking for. If links are broken, students can easily **search and find** them.

**HOW:** Instead of linking generic text such as "click here" or "go to", use text where the **purpose of the link can be determined**. For example, "Click [here](#) for more information" has a less clear link than "[Information about Open Education at UBC](#) is available online."



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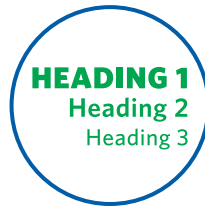


## Make Your Text Readable

**WHAT:** **Font size** is the size of text visible on the screen, and **colour contrast** refers to the brightness of a colour against the darkness of the colour it appears on top of (e.g., text against the background of a page or document).

**WHY:** When documents or web pages have text that is **too small** or colours that **do not provide enough contrast** between foreground and background elements, students will have **difficulty reading** the content. Students who are colour blind might **miss important information** if it is given through colour alone (e.g., correct answers are in green).

**HOW:** For most documents, text should be around 12 points and be able to be zoomed to 200%. **Never use colour alone** to provide important information (or show emphasis), and ensure **high colour contrast**. For example, if you have white text on a light-coloured background, the contrast is probably insufficient for many students.



## Structure Your Page

**WHAT:** Organized content allows students to clearly see how concepts are related. Headings help to identify the **hierarchical structure** of a document (e.g., sections, subsections).

**WHY:** Headings are one of the main ways that students using a screen reader navigate through a digital resource. Headings provide a **visual cue** that helps sighted readers quickly navigate through sections of a document. Similarly, headings create **logical divisions** in the content.

**HOW:** Use heading levels in **sequential order** to represent the structure of a page rather than making the text appear like a heading by applying visual elements such as bold text and a larger font size. Headings can be easily created in many word processing programs.

Accessible design benefits all learners.

For more information visit the [UBC OER Accessibility Toolkit](https://open.ubc.ca/teach/oer-accessibility-toolkit) at: [open.ubc.ca/teach/oer-accessibility-toolkit](https://open.ubc.ca/teach/oer-accessibility-toolkit)



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