e-Participation

Digital Accessibility for the promotion of youth participation

Design of accesible contents

★ ★ ★ Project number: KA220-YOU-5127C5BD ★ ★ ★

Co-funded by the European Union

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1. INTRODUCTION

1.1. Context

As digital education continues to expand, the need for accessible content becomes increasingly vital. Accessible content ensures that all students, regardless of their abilities, can engage with and benefit from digital educational materials. Educators need to be equipped with the knowledge and skills to create and promote accessible content, ensuring inclusivity in their digital classrooms.

With the increasing reliance on digital tools and resources in education, it's crucial that these materials are designed to be accessible to all students, including those with disabilities. Accessible digital content ensures that every learner has an equal opportunity to engage, learn, and succeed, regardless of their individual needs.

1.2. Relevance

Creating accessible digital content is crucial for providing equal learning opportunities for all students, including those with disabilities. This module will guide educators in planning workshops and training sessions that teach the principles of accessible content design, helping to foster an inclusive learning environment.

Accessibility in digital content design is not just a legal obligation but also an ethical responsibility. Educators must be equipped with the skills and knowledge to create content that is inclusive, ensuring that all students can participate fully in the learning experience.

1.3. Purpose of the module

The purpose of this module is to provide educators with the tools and strategies necessary to teach others how to design accessible digital content. This module will cover key concepts, common barriers, and practical techniques for creating content that meets the needs of all learners.

The purpose of this module is to provide educators with the essential principles, tools, and techniques to design digital content that is accessible to all students. By the end of the module, educators will be able to create content that meets accessibility standards and caters to diverse learning

needs.

2. GENERAL OBJECTIVES

2.1. Understand the Key Concepts

Develop a comprehensive understanding of the fundamental principles that underpin accessible content design. This includes a deep dive into the Web Content Accessibility Guidelines (WCAG) and the Universal Design for Learning (UDL) framework. Educators will explore how these guidelines create a more inclusive digital learning environment by ensuring content is perceivable, operable, understandable, and robust for all students.

2.2. Identify Common Barriers

Recognize and understand the most prevalent barriers to digital content accessibility. These may include visual impairments that limit access to images or videos without descriptions, auditory challenges that make uncaptioned audio content inaccessible, and cognitive difficulties that hinder complex navigation or unclear instructions. By identifying these barriers, educators will learn targeted strategies to mitigate them, ensuring that all learners, regardless of their needs, can access and benefit from digital resources.

2.3. Develop Practical Skills to Design Accessible Content

Gain hands-on experience in creating digital content that meets accessibility standards. This objective includes learning how to design documents, presentations, videos, and web content that accommodate diverse learning needs. Educators will practice using accessible formats, such as implementing structured headings, proper color contrast, and descriptive alt text for images. Additionally, they will learn to embed captions in multimedia content and format documents for screen reader compatibility.

2.4. Apply Accessibility Tools and Techniques

Master the use of specialized tools and techniques essential for crafting accessible digital content. Educators will become proficient in applying alt text to visual elements, adding captions and transcripts to multimedia, and ensuring interactive elements are accessible through keyboard navigation. This section also covers the use of evaluation tools like WAVE, Axe, and built-in accessibility checkers within software such as Microsoft Office. Educators will

practice assessing content and identifying areas for improvement through these tools, fostering a proactive approach to accessible design.

2.5. Evaluate and Improve Accessibility

Develop the ability to thoroughly evaluate digital content for accessibility compliance and effectiveness. This objective includes conducting manual and automated tests to ensure adherence to WCAG standards and utilizing student feedback to refine and optimize learning materials. Educators will learn best practices for incorporating constructive feedback, enabling continuous improvement of their digital content. They will create action plans to revise and adapt materials over time, reinforcing an iterative approach that aligns with evolving accessibility guidelines and educational needs.

3. EDUCATIONAL PILL

Accessibility in digital documents is essential to ensure that all students, regardless of their abilities, can access information. This Educational Pill will provide educators with the necessary tools to create accessible and effective documents, using an interactive tutorial and a practical infographic. To convey key concepts effectively, the following multimedia resources will be used:

Interactive Tutorial: "Creating Accessible Documents"

➢ **Objectives:** Guide educators through the process of making Word documents, PDFs, and PowerPoint presentations accessible.

Content of the Tutorial:

- **Introduction to Accessibility**
  - Definition of digital accessibility.
  - Importance of creating accessible materials in the classroom.

- **Section 1: Creating Word Documents**

  Step 1: Use heading styles to structure content.

  Step 2: Include alternative text for images and graphics.

  Step 3: Utilize accessible tables and proper formatting.

Step 4: Check accessibility using Word's accessibility checker.

- **Section 2: Creating Accessible PDFs**

  Step 1: Export Word documents to PDF while maintaining accessibility.

  Step 2: Add bookmarks and links in the PDF.

  Step 3: Check accessibility in Adobe Acrobat.

- **Section 3: PowerPoint Presentations**

  Step 1: Apply an accessible slide design.

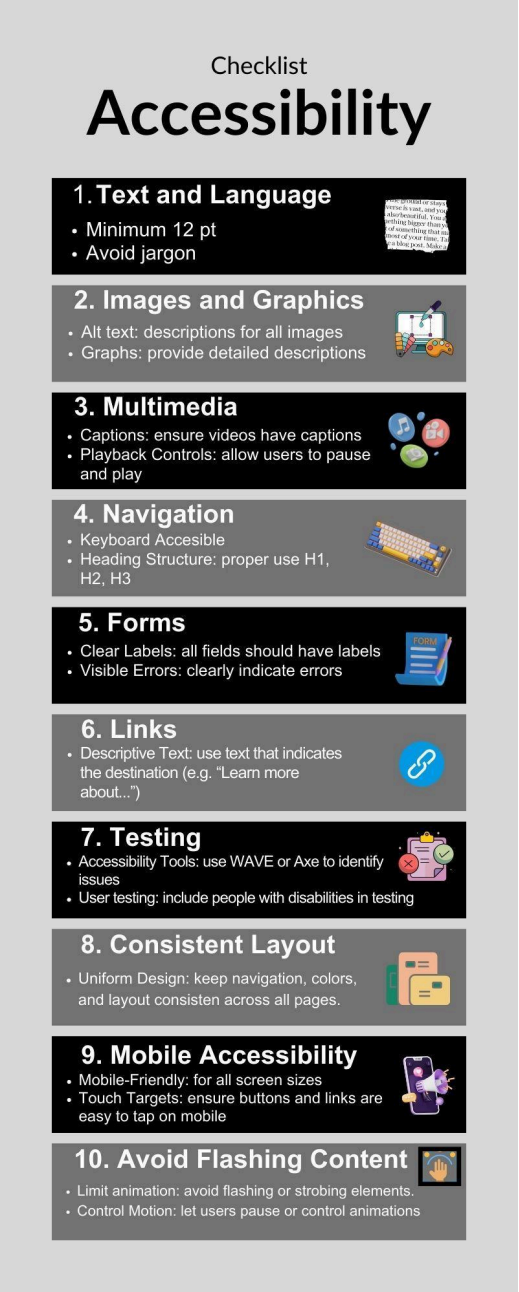
  Step 2: Use colors with sufficient contrast.

  Step 3: Include captions and speaker notes for clarity.

- **Conclusion and Additional Resources**
  - Links to tools and additional guides.
  - Practical exercises to apply what has been learned.

Infographic: "Accessibility Checklist for Digital Content

➢ **Content:** This infographic will provide a concise checklist that educators can use to ensure their digital content meets basic accessibility standards, such as using alt text, ensuring color contrast, and adding captions.



4. EVALUATION QUESTIONS

To ensure that educators have absorbed and can apply the module's content, the following evaluation questions will be included:

1. **Definition of Concepts:**
   - ➢ **Question**: What are the main principles of accessible digital content design, and why are they important for inclusive education?
   - ➢ **Question**: Define the key differences between accessibility and usability in the context of digital content.

2. **Identification of Barriers:**
   - ➢ **Question**: Identify and explain three common barriers that students with cognitive disabilities face when accessing digital content. What strategies can be used to reduce these barriers?
   - ➢ **Question**: What types of design features can create challenges for students with hearing impairments? Provide examples of more accessible alternatives.

3. **Practical Application:**
   - ➢ **Question**: Develop a short plan for a training session that teaches educators how to create accessible presentations. Include an activity that highlights how to create captions for video content.
   - ➢ **Question**: Design an exercise where participants create a text-based document and enhance it using formatting techniques to improve accessibility for students with dyslexia.

4. **Effectiveness Evaluation:**
   - ➢ **Question**: Describe how you would use a checklist approach to evaluate the accessibility of a digital resource. What key elements should this checklist include?
   - ➢ **Question**: Explain how you would implement user testing with students who have disabilities to assess the effectiveness of your digital content. What steps would you take to gather and act on their feedback?
   - ➢ **Question**: What tools would you use to verify that a digital document complies with accessibility standards such as WCAG, and how would you document areas for improvement?
   - ➢ **Question**: Discuss how ongoing professional development in accessibility standards can improve the effectiveness of digital content over time. What evaluation methods would you use to measure this impact?

5. SUPPORTING MATERIAL

5.1. Online Resources:

- Web Accessibility Initiative (WAI) Resources: Comprehensive guides and tutorials on making digital content accessible.

5.2. CAST's UDL Guidelines: A detailed resource on implementing Universal Design for Learning in education.

- Resources for integrating UDL principles into content design to enhance accessibility.

5.3. Accessibility Testing Tools:

- Tools like WAVE, Axe, and Lighthouse that educators can use to test the accessibility of their digital content.

5.4. Additional Reading:

- "Designing online learning opportunities for students with disabilities: a practical guide on creating web content that is accessible to students with disabilities" by Smith, S.J., & Basham, J. (2014).
- "Universal Design for Learning: Theory and Practice" by Anne Meyer and David H. Rose: A foundational text on UDL principles and their application in education.
- "The Accessible Classroom: Strategies for Inclusive Digital Teaching" by Mary Johnson: A book focused on strategies for making digital classrooms more inclusive through accessible content design.

6. BIBLIOGRAPHY

Burgstahler, S. (2015). *Creating inclusive learning opportunities in higher education: A universal design toolkit.* Harvard Education Press.

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Seale, J. K. (2014). *E-learning and disability in higher education: Accessibility research and practice.* Routledge.

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7. DISCLAIMER

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8. MODULE EXAMPLE 1:

Designing Accessible Digital Content: A Practical Guide for Educators

Duration: 10 weeks

Target Audience: Educators

Objective: By the end of this course, educators will be able to design accessible digital content that meets established accessibility standards and supports a diverse range of students.

1. INTRODUCTION

1.1. Context

In today's evolving educational landscape, digital content must prioritize accessibility to ensure all students, including those with disabilities, have equitable access to learning. Accessibility is essential in breaking down barriers and fostering an inclusive learning environment where no student is left behind. This module is designed to guide educators through understanding and applying accessibility standards, enabling them to create content that accommodates diverse learning needs.

1.2. Relevance

Accessible content benefits all learners by enhancing clarity, usability, and engagement. It is also essential for meeting legal requirements established by the European Union, such as the Web Accessibility Directive (EU Directive 2016/2102) and the Regulation on the Accessibility of Products and Services (EU Regulation 2019/882). This module will show how accessible design principles can create positive learning experiences and support students with disabilities, non-native speakers, and those with different learning preferences.

1.3. Purpose of the Module

The primary aim of this module is to equip educators with the knowledge and practical skills to design digital content that adheres to accessibility standards like the Web Content Accessibility Guidelines (WCAG). By learning to anticipate barriers and implement solutions, educators can create inclusive, effective educational materials that foster a supportive learning environment.

2. GENERAL OBJECTIVES

2.1. Understand the Key Concepts

Gain a comprehensive understanding of accessibility standards, including WCAG and Universal Design for Learning (UDL).

2.2. Identify Common Barriers

Recognize typical challenges faced by students with disabilities, such as visual, auditory, and cognitive barriers.

2.3. Recognise the Challenges

Understand the difficulties educators may encounter when implementing accessibility practices.

2.4. Develop Skills to Design Accessible Content

Learn practical strategies for creating accessible documents, presentations, videos, and web content.

2.5. Evaluate the Effectiveness of Accessible Content

Develop methods for assessing the accessibility of digital content and continuously improving it based on user feedback.

3. EDUCATIONAL PILL

3.1. Engaging Information with Key Concepts

Video Lecture: “Introduction to Accessibility Standards”

Duration*:* 15 minutes
Objective: Explain key accessibility concepts, such as WCAG 2.1 and UDL, with practical examples.

Interactive Tutorial: "Designing Accessible Presentations"

Duration: 30 minutes
Objective: Step-by-step guidance on creating slide presentations that are readable and accessible.
Infographic: "Top 10 Accessibility Tips for Educators"
Objective: Summarize best practices for designing accessible content.

4. EVALUATION QUESTIONS

Definition of Concepts

- What are the core principles of WCAG?
- How does UDL enhance learning?

Identification of Barriers

- What are common challenges faced by students with auditory disabilities?
- How can poor color contrast impact students with visual impairments?

Practical Application

- Create a short Word document following accessibility guidelines (e.g., using proper headings and alt text).

Effectiveness Evaluation

- Use a tool like WAVE or Axe to assess the accessibility of a sample document. Reflect on areas for improvement.

5. SUPPORTING MATERIAL

Online Resources

Web Accessibility Initiative (WAI): Guidelines on WCAG 2.1. Visit W3C WAI.

CAST's UDL Guidelines: Resources for applying UDL principles. Visit CAST UDL.

Additional Reading

Smith, J. (2021). *Designing Accessible Web Content: A Practical Guide*. Inclusive Press.

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World Wide Web Consortium (W3C). (2018). *Web Content Accessibility Guidelines (WCAG) 2.1*. Retrieved from https://www.w3.org/TR/WCAG21/

CAST. (2018). *Universal Design for Learning (UDL) Guidelines Version 2.2*. Retrieved from https://udlguidelines.cast.org

7. DISCLAIMER

MODULE EXAMPLE 1: Breakdown of weeks

Week 1: Introduction and Key Concepts

Overview of Accessibility in Education

In this first week, educators will explore the foundational principles of digital accessibility. The emphasis will be on understanding why accessibility is critical in educational contexts and how it impacts all learners, including those with disabilities.

Engaging Information

- Video: “Introduction to Accessibility Standards” (Duration: 15 minutes)
- Objective: Familiarize participants with key accessibility concepts, including WCAG and UDL, and demonstrate the importance of accessible content in education.

Activity

- Group Discussion: Educators will participate in breakout group discussions to share their current experiences and challenges with creating accessible content. They will reflect on why inclusive design is essential and list key takeaways from the video.

Week 2: Understanding WCAG Principles

Deep Dive into WCAG Principles: Perceivable, Operable, Understandable, and Robust (POUR)

Participants will be introduced to the four main principles of WCAG 2.1. These principles form the backbone of creating accessible digital content that can be used by all learners, regardless of ability.

Content Overview

- Detailed explanation of each principle (Perceivable, Operable, Understandable, Robust).
- Examples of common accessibility failures and how to avoid them.

Activity

- Checklist Creation: Educators will work individually or in pairs to create a checklist of key WCAG guidelines that they can refer to when developing their own materials.

Week 3: Universal Design for Learning (UDL)

Explanation of UDL and Its Application

Educators will learn about the Universal Design for Learning framework and how it can be applied to make educational content more accessible. UDL focuses on providing multiple means of engagement, representation, and action/expression to cater to diverse learners.

Interactive Tutorial

- Objective: Apply UDL principles to lesson plans.
- Step-by-step guide: Educators will modify an existing lesson plan to include multiple means of representation (e.g., text, audio, visual), ensuring that the content is accessible to a broader range of students.

Activity

- Educators will complete an interactive tutorial in which they adapt a lesson plan using UDL guidelines. They will share their modified plans in a group forum for peer feedback.

Week 4: Identifying Barriers to Access

Discussion on Visual, Auditory, and Cognitive Barriers

Participants will explore various types of barriers that students with disabilities may face and learn how to identify them.

Case Study Analysis

- Objective: Analyze specific case studies involving students with different disabilities.
- Educators will read and discuss case studies in groups, identifying challenges and proposing strategies for adapting digital content to overcome these barriers. Each group will present their findings and suggested solutions.

Week 5: Practical Skills for Accessible Documents

How to Use Proper Headings, Alt Text, and Color Contrast

Educators will gain hands-on experience in creating accessible documents that adhere to best practices for structure and readability.

Workshop

- Objective: Create an accessible Word document using correct heading structures, alternative text for images, and appropriate color contrast.
- Educators will work on provided document templates, making edits to ensure they meet accessibility standards. Completed documents will be submitted for review.

Week 6: Accessible Presentations

Best Practices for Slide Design and Captioning Videos

This week, the focus will be on creating presentations that are easy to navigate and understand for all learners.

Content Overview

- Strategies for designing readable slides with sufficient contrast and logical reading order.
- Tips for captioning videos and ensuring multimedia content is accessible.

Hands-on Activity

- Objective: Redesign an existing presentation using accessibility features.
- Educators will select a presentation from their own materials and apply accessibility best practices. Each participant will submit their redesigned presentation for peer review.

Week 7: Producing Accessible Multimedia Content

Adding Captions and Transcripts

Participants will learn how to create multimedia content, including videos, that meet accessibility standards by providing captions and transcripts.

Content Overview

- Step-by-step guide to adding captions using tools like YouTube Studio or third-party software.
- Creating accurate transcripts for audio content.

Activity

- Objective: Create a short video (1–2 minutes) with captions and a written transcript.
- Educators will use a video editing tool of their choice and share their final product in a collaborative space for constructive feedback.

Week 8: Tools and Techniques for Evaluation

Introduction to Accessibility Tools

Educators will be introduced to tools such as WAVE, Axe, and manual testing techniques to assess digital content.

Practice Session

- Objective: Use an accessibility checker on their own or provided digital content.
- Educators will practice with WAVE and Axe to evaluate content. They will note detected issues and make improvements based on the tool's feedback.

Week 9: Continuous Improvement

Collecting and Analyzing Student Feedback

This week emphasizes the importance of student feedback in the ongoing process of improving digital content accessibility.

Group Activity

- Objective: Develop a plan for collecting feedback on content accessibility.
- Educators will draft a feedback survey and plan an iterative improvement cycle based on hypothetical student responses. This will be shared for group critique and suggestions.

Week 10: Final Evaluation and Reflection

Conducting an Accessibility Audit

Educators will conduct a comprehensive audit on a piece of their existing content, assessing it against WCAG and UDL guidelines.

Activity

- Objective: Perform a peer-reviewed accessibility audit.
- Each participant will audit their content and present findings to peers. Constructive feedback will be provided, and participants will create an action plan for further improvement.

Reflection

- Educators will write a short reflection on their learning journey throughout the 10 weeks, detailing new insights and strategies they plan to implement moving forward.

Supporting Material

Online Resources

Web Accessibility Initiative (WAI) Resources: Guides and tutorials on WCAG standards.

CAST's UDL Guidelines: Comprehensive resources on implementing UDL.
Accessibility Testing Tools: WAVE, Axe.

Additional Reading

Smith, J. (2021). *Designing Accessible Web Content: A Practical Guide*. Inclusive Press.

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9. Module 2:

Design of Accessible Content for Young Creators

1. INTRODUCTION

Context

The digital age has revolutionized how young creators share content, but ensuring that digital spaces are inclusive remains a challenge. Accessibility ensures that all individuals, including those with disabilities, can engage with digital content equitably.

Relevance

Accessibility not only benefits individuals with disabilities but also enhances the overall user experience. As young creators increasingly contribute to online media, understanding accessibility can empower them to create content that is inclusive and impactful.

Purpose of the Module

This module aims to equip young creators (ages 12-18) with the knowledge and skills to design digital content that is accessible to everyone. It introduces fundamental principles and practical techniques to create content that meets accessibility standards.

2. GENERAL OBJECTIVES

Understand the key concepts

- Accessibility: Ensures digital content is usable by people with disabilities. Key focus: removing barriers.
- Inclusive Design: Proactively designs for diverse needs, benefiting all users.
- Principles: Perceivable, Operable, Understandable, Robust (POUR).

Identify common barriers

- Visual: Lack of alt text, poor color contrast, inaccessible infographics.

- Auditory: Missing captions or transcripts.
- Motor: Small clickable areas, reliance on precise gestures.
- Cognitive: Complex navigation, inconsistent layout, jargon.

Recognise the challenges

- Blindness: Difficulty with non-labeled images, inaccessible screen readers.
- Deafness: Challenges with audio content lacking captions.
- Motor Disabilities: Inability to use a mouse, complex gesture-based navigation.
- Neurodivergence: Overwhelming visuals, flashing animations causing sensory overload.

Develop skills to design accessible content

- Follow WCAG 2.1 Guidelines (e.g., alt text, keyboard navigation).
- Use semantic HTML (headings, landmarks).
- Provide captions, transcripts for multimedia.
- Ensure high contrast, scalable text.

Evaluate the effectiveness of accessible content

- Test with assistive technologies (screen readers, keyboard-only navigation).
- Conduct user testing with individuals with disabilities.
- Use accessibility checkers (e.g., WAVE, AXE).
- Continuously improve based on feedback and audits.

3. EDUCATIONAL PILL

Engaging Information with Key Concepts: This module will introduce core concepts like perceivable, operable, understandable, and robust (POUR) principles from the WCAG, practical examples, and interactive activities to facilitate hands-on learning. Participants will learn about tools, such as screen readers and color contrast checkers, and how to integrate accessibility features like alt text, captions, and easy-to-read fonts.

4. EVALUATION QUESTIONS

Definition of Concepts

- What is digital accessibility, and why is it important?
- What are the key components of inclusive design?

Identification of Barriers

- What are common barriers in digital content that affect individuals with disabilities?
- How do visual impairments impact content consumption?

Practical Application

- How can you write effective alt text for images?
- What strategies can be employed to create high-contrast and readable text?

Effectiveness Evaluation

- How do you evaluate if your content meets accessibility standards?
- What feedback tools or methods can help assess accessibility?

5. SUPPORTING MATERIAL

- **Online Resources**

  World Wide Web Consortium (W3C). (n.d.). *Web Accessibility Initiative (WAI)*. Retrieved December 5, 2024, from https://www.w3.org/WAI

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- **Additional Reading**

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  Pickering, H. (2016). *Inclusive design patterns: A pattern library for inclusive design*. Smashing Magazine.

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WebAIM. (n.d.). *Web accessibility in mind*. Retrieved from webaim.org

Module 2: Breakdown of weeks

Design of Accessible Content for Young Creators

Duration: 8 Weeks

Target Audience: Young people (ages 12-18) interested in content creation, web design, or digital media.

Objectives:

- To teach young people the basics of designing accessible digital content.
- To raise awareness about accessibility needs for people with disabilities.
- To empower youth to create inclusive content that everyone can enjoy, regardless of ability.
- To explore practical tools and strategies for ensuring content is accessible, aligning with Web Content Accessibility Guidelines (WCAG).

Week 1: Introduction to Accessibility and Inclusive Design

Understanding accessibility in digital content creation is essential not only for legal compliance but also for building inclusive environments. Digital spaces should be usable by all, regardless of their abilities. Universal design encourages flexible, adaptable approaches, ensuring that all users—whether they have disabilities or not—can interact with content.

For example, websites like BBC and Apple prioritize accessibility features, such as high-contrast text, screen reader compatibility, and customizable fonts, to accommodate users with various disabilities (BBC, 2020).

Objectives:

- Understand what accessibility means in digital content creation.
- Recognize why inclusive content benefits everyone, including people with disabilities.

- Reflect on how young people can make their digital creations accessible to all.

Activities:

- **Icebreaker Activity: "Accessibility Everywhere"**
  Description: Participants take turns sharing their experiences with websites, apps, or digital tools that were difficult to use, explaining why they were challenging (e.g., confusing design, hard-to-read text). Discuss how these challenges affect people with disabilities even more.
- **Interactive Lecture: "What is Accessibility?"**
  Description: Explore the basic concept of accessibility and the types of disabilities that impact how people interact with digital content (e.g., visual, auditory, cognitive, motor). Introduce the idea of Universal Design and why accessible content matters.
- **Activity: "Everyday Accessibility"**
  Description: Participants work in small groups to identify examples of accessibility features they've seen in real life or online (e.g., ramps, captions in videos, text-to-speech tools). Discuss how these features help people with different abilities.
- **Homework Assignment: Accessibility Hunt**
  Description: Participants are asked to find one example of digital content (like a website, app, or video) that includes an accessibility feature (e.g., alt text for images, captions for videos). They'll bring their findings to the next session.

Week 2: Introduction to Web Content Accessibility Guidelines (WCAG)

The Web Content Accessibility Guidelines (WCAG) form the foundation of web accessibility. By following WCAG principles, designers can ensure their digital content is accessible to individuals with a variety of disabilities, including vision, hearing, cognitive, and motor impairments.

Google and Microsoft have integrated WCAG principles into their design systems, making sure that their platforms are accessible across multiple devices and for a diverse user base (Google, 2021; Microsoft, 2021).

Objectives:

- Learn what WCAG is and why it matters.
- Explore how young creators can apply WCAG principles to their own content.

Activities:

- **Interactive Lecture:** "Making the Web Accessible: WCAG for Beginners"
  Description: Explain WCAG (Web Content Accessibility Guidelines) in a youth-friendly way, focusing on key principles: Perceivable, Operable, Understandable, and Robust. Discuss real-life examples of how these principles help create accessible websites and content.
- **Activity:** "Fixing a Website"
  Description: Show participants an example of a simple, inaccessible website or digital content. In small groups, they brainstorm ways to improve the website to make it more accessible, following WCAG principles (e.g., adding text descriptions to images or captions to videos).
- **Workshop:** "WCAG in Action"
  Description: Participants apply WCAG principles to improve an example website, focusing on making it user-friendly for people with different needs. Each group presents their changes and explains how they improve accessibility.
- **Homework Assignment:** WCAG Checklist
  Description: Participants choose a website they like and assess how accessible it is, using a simplified WCAG checklist. They will report back on what features make it accessible or inaccessible.

Week 3: Designing Accessible Visual Content

When designing visual content, color contrast is crucial. People with visual impairments may not see content with poor contrast. For instance, using dark text on light backgrounds (or vice versa) improves readability for all users. Similarly, alt text allows visually impaired users to understand images.

Websites like Wikipedia use alt text for images and clear, readable fonts to ensure accessibility for all users. Tools like Canva provide accessible templates that are optimized for readability, ensuring that designers consider accessibility during the design phase (Wikipedia, 2020).

Objectives:

- Understand how to make visual content (images, videos, graphics) accessible.
- Learn about color contrast, text readability, and the importance of captions and image descriptions.

Activities:

- **Lecture:** “Making Visuals Accessible”
  Description: Explore how young creators can make their images and graphics more accessible to people with visual impairments. Topics include color contrast, large readable fonts, and using clear and descriptive alt text for images.
- **Workshop:** “Alt Text and Captions”
  Description: Participants learn how to write alt text for images and create captions for videos. They are given sample images and videos, and in pairs, they write alt text or captions to describe the content.
- **Activity:** “Accessible Posters and Social Media”
  Description: Participants design a simple poster or social media post using an online design tool (e.g., Canva), following accessibility guidelines like high-contrast colors, readable fonts, and descriptive image text. Each person shares their design, explaining how it’s accessible.

- **Homework Assignment:** Create an Accessible Poster
  Description: Participants create their own accessible digital poster or social media post, making sure to follow the guidelines discussed in class. They'll share their work in the next session.

Week 4: Creating Accessible Multimedia Content (Audio and Video)

Incorporating captions and transcripts in videos and audio files ensures that users who are deaf or hard of hearing, or those with cognitive impairments, can access the content. Additionally, audio descriptions provide an alternative way for visually impaired users to experience video content by describing key visual elements.

YouTube allows content creators to add captions to their videos, and it automatically generates them through speech recognition, though creators are encouraged to review and correct them (YouTube, 2022). Spotify provides podcasts with transcripts to ensure audio content is accessible.

Objectives:

- Learn how to make videos and audio content accessible through captions, transcripts, and audio descriptions.
- Explore tools for adding captions and creating transcripts.

Activities:

- **Lecture:** "Making Videos and Podcasts Accessible"
  Description: Discuss the importance of captions, transcripts, and audio descriptions in making videos and audio accessible to people who are deaf or hard of hearing, or those with cognitive disabilities.

- **Workshop:** “Caption This!”
  Description: Participants learn how to add captions to videos using a simple video editing tool. They’ll work with a short video clip, adding accurate captions and ensuring readability.
- **Activity:** “Podcast Accessibility”
  Description: Participants create a short podcast or audio clip and write a transcript to accompany it. They learn how transcripts help people who may not be able to listen to audio content.
- **Homework Assignment:** Caption and Transcribe
  Description: Participants either create a short video with captions or an audio file with a transcript, applying the lessons from this session.

Week 5: Making Text-Based Content Accessible

Accessible text formatting is essential for ensuring that content is readable for all users, including those with cognitive impairments or dyslexia. Text should be structured logically with headings, bullet points, and short paragraphs to make content scannable.

The Guardian uses a clean, simple text layout with clear headings and well-spaced paragraphs to ensure that the content is accessible to all readers, including those with cognitive disabilities (The Guardian, 2021).

Objectives:

- Learn how to format text and documents for accessibility.
- Explore the importance of clear structure, headings, and readable fonts.

Activities:

- **Lecture:** “Accessible Text for Everyone”
  Description: Discuss the importance of text formatting for accessibility. Topics

include using simple fonts, clear headings, bullet points, and ensuring that text is easy to read and understand.

- **Activity:** "Formatting for Accessibility"
  Description: Participants choose a document or article and reformat it to make it more accessible. They focus on adding headings, lists, and breaking up long paragraphs into easier-to-read sections.
- **Workshop:** "Writing for Everyone"
  Description: Participants practice writing clear, accessible text that avoids complex language. They write a short paragraph or set of instructions in simple, concise language that's easy for everyone to understand.
- **Homework Assignment:** Reformat an Article
  Description: Participants choose an article or blog post and reformat it for accessibility, ensuring that it has clear headings, easy-to-read text, and a logical structure.

Week 6: Tools for Testing and Improving Accessibility

Testing tools like WAVE and Axe help creators identify potential accessibility issues. These tools provide real-time feedback and guide users through fixing problems such as poor color contrast, missing alt text, or broken links.

WAVE (WebAIM) is a widely used tool for testing accessibility. It provides an in-depth analysis of web pages, checking for issues like missing alt text or poor heading structure (WebAIM, 2021).

Objectives:

- Explore tools and resources that help test digital content for accessibility.
- Learn how to use these tools to improve their own digital creations.

Activities:

- **Interactive Lecture:** “Accessibility Tools for Young Creators”
  Description: Introduce participants to free and simple tools they can use to check the accessibility of their digital content (e.g., color contrast checkers, screen readers, and accessibility audit tools like WAVE).
- **Workshop:** “Accessibility Test Drive”
  Description: Participants use an accessibility tool to test a website or their own digital content. They run accessibility checks and identify areas that need improvement.
- **Activity:** “Make It Better”
  Description: After testing content with accessibility tools, participants work in pairs to improve the accessibility of the content based on the tool’s feedback.
- **Homework Assignment:** Test Your Own Content
  Description: Participants use an accessibility tool (like WAVE) to test their own content (a website, image, or document) for accessibility. They bring the results to the next session for discussion.

Week 7: Putting It All Together: Accessible Projects

At this stage, students should bring together all the concepts they’ve learned into one cohesive project. Whether it's a website, video, or digital document, the final product should incorporate accessibility features like alt text, captions, readable text, and proper structure.

Apple has a design system that prioritizes accessibility. Their guidelines for iOS apps require developers to integrate accessibility features, including voiceover descriptions, captions, and screen-reader compatibility (Apple, 2021).

Objectives:

- Integrate all the skills learned into a final accessible project.
- Apply design principles to a creative, accessible digital content project.

Activities:

- **Project Planning:** “Accessible Digital Projects”
  Description: Participants brainstorm ideas for a final project that combines the elements of accessibility they’ve learned (e.g., creating an accessible website, designing a video with captions and alt text, or writing an accessible blog post).
- **Workshop:** “Building Your Project”
  Description: Participants work on their final project, applying all the accessibility design principles covered in the course. They can create a webpage, video, poster, or multimedia content that follows accessibility guidelines.
- **Peer Feedback:**
  Description: Participants present their project drafts to the group for peer feedback. They get suggestions for improving the accessibility of their content.
- **Homework Assignment: Finalize Your Project**
  Description: Participants finalize their projects based on feedback and prepare to present in the next session.

Week 8: Presentation and Reflection

This session emphasizes the importance of sharing knowledge and inspiring others to adopt inclusive design practices. It’s essential that participants leave with a solid understanding of how to continue creating accessible content in their future digital projects.

The UN’s Accessibility Policy encourages everyone to consider accessibility in their work to ensure the global reach of their content. This is an example of an organization using its platform to promote accessible digital media on a global scale (UN, 2020).

Objectives:

- Share final accessible content projects with the group.

- Reflect on the importance of accessibility in digital content creation.

Activities:

- **Presentation:** “Showcase of Accessible Projects”
  Description: Participants present their final projects to the group, explaining the accessibility features they incorporated and the tools they used. Each person reflects on how their understanding of accessibility has changed during the course.
- **Reflection Discussion:** “Why Accessibility Matters”
  Description: In small groups, participants discuss why creating accessible content is important, how they will continue to use what they’ve learned, and what they can do to encourage others to create inclusive digital content.
- **Closing Activity:** “Accessibility Pledge”
  Description: In the final session, participants are invited to make a personal commitment to continue designing accessible digital content. This activity reinforces the importance of inclusivity in content creation and encourages participants to take their knowledge beyond the course.

Steps for the Activity:

1. **Discussion Starter:**
   Begin by asking participants to reflect on what they’ve learned throughout the 8-week module. Invite them to share one takeaway that changed how they view digital content creation.
2. **Create a Personal Pledge:**
   Each participant writes an individual "Accessibility Pledge" outlining specific actions they will take to ensure their future digital projects are accessible.
   Examples might include:
   - "I pledge to always include captions in my videos."
   - "I pledge to test my websites using accessibility tools."
   - "I pledge to use clear, readable fonts and high-contrast colors in my designs."

3. **Group Sharing:**
   Participants share their pledges with the group. This can create a sense of accountability and foster an inclusive community committed to accessibility.
4. **Digital Pledge Wall:**
   As a group, create a "Digital Pledge Wall" where participants can post their pledges (either physically on a classroom wall or digitally using a shared online space). This acts as a collective reminder of their commitment to accessibility.
5. **Certificates of Completion:**
   After sharing their pledges, participants are awarded certificates of completion for successfully finishing the module. The certificates acknowledge their new skills in accessible content design and encourage them to apply these practices in future projects.
6. **Final Reflection:**
   Conclude with a brief reflection on the importance of continuing to champion accessibility. Encourage participants to stay involved in the accessibility community by keeping up with new tools and guidelines and advocating for inclusivity in digital spaces.

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Co-funded by the European Union