



# Practical Advice for Accessible Libguides

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# What is Web Accessibility?

“Web accessibility means that websites, tools, and technologies are designed and developed so that people with disabilities can use them. More specifically, people can:

- perceive, understand, navigate, and interact with the Web
- contribute to the Web”

[Source: W3C Web Accessibility Initiative](#)



# Why is Web Accessibility Important?

- Basic human right--everyone should be able to access information on the web
- Social inclusion--regardless of ability, age, location
- Overlaps with other best practices--usability, mobile-friendly, device independence, search engine optimization (SEO), performance
- Required by federal and state laws along with institutional policies

[Source: W3C Web Accessibility Initiative](#)



## Web accessibility also benefits people without disabilities:

- Users of mobile phones, smart watches/TVs, small screen devices, different input modes, etc.
- Users with changing abilities due to ageing
- Those with “temporary disabilities” (e.g. broken arm, lost glasses)
- People with “situational limitations” (e.g. bright sunlight/audio)
- People using a slow/limited connection or expensive bandwidth

[Source: W3C Web Accessibility Initiative](#)



## Some Types of Disabilities

- Visual - screenreader, screen magnification, high contrast, resizable content
- Auditory - captions, transcripts,
- Physical - keyboard navigation
- Cognitive - simple content, layout and navigation

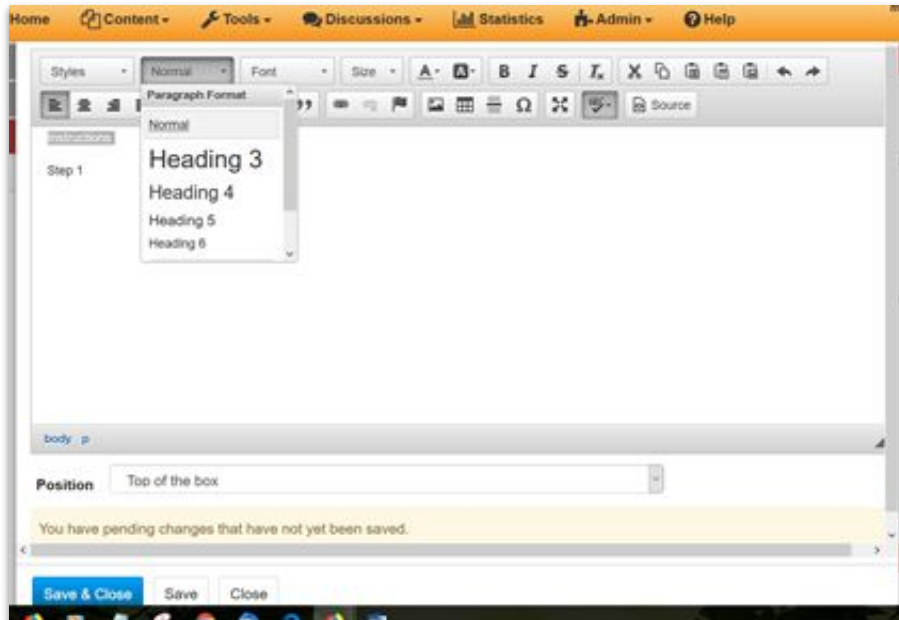
[Source: W3C Web Accessibility Initiative - Diverse Abilities and Barriers -](#)



## Discussion Minute

- Is your institution or library discussing/focusing on accessibility?
- What kind of initiatives and discussions are taking place?

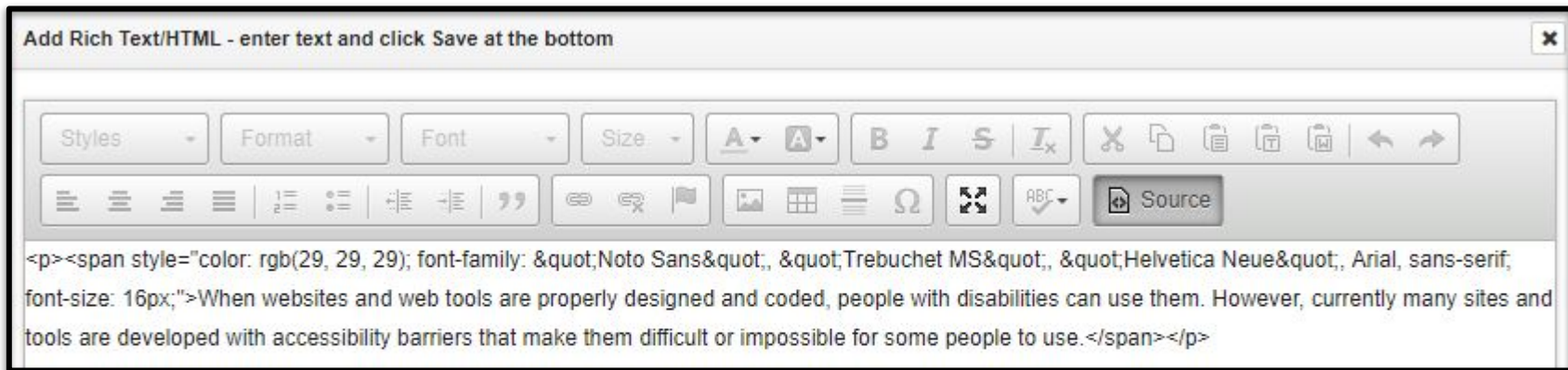
# Text



- Use less text - be concise
- Use Bulleted Lists
- Use default font - enlargeable up to 200%
- Avoid centering, underlining, color, and all caps
- Use Heading 3 and Heading 4 to organize content
- Do not cut and paste content into the editor

# Copy and Paste Text in LibGuides

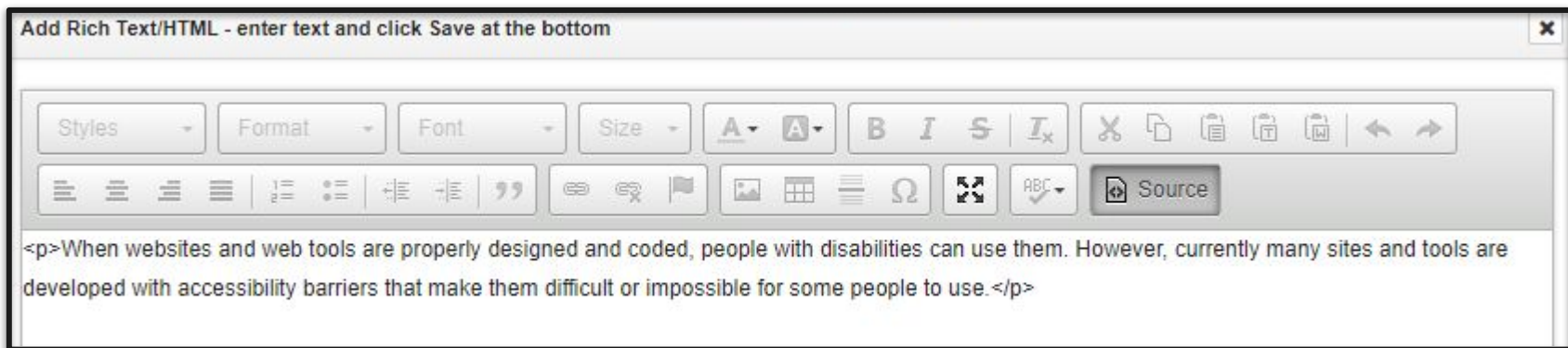
Add Rich Text/HTML - enter text and click Save at the bottom



The screenshot shows a rich text editor interface with a toolbar containing options for Styles, Format, Font, Size, text color, background color, bold, italic, strikethrough, underline, link, unlink, list, indent, quote, image, table, link, and source. The source code in the text area is: `<p><span style="color: rgb(29, 29, 29); font-family: &quot;Noto Sans&quot;, &quot;Trebuchet MS&quot;, &quot;Helvetica Neue&quot;, Arial, sans-serif, font-size: 16px;">When websites and web tools are properly designed and coded, people with disabilities can use them. However, currently many sites and tools are developed with accessibility barriers that make them difficult or impossible for some people to use.</span></p>`

```
<p><span style="color: rgb(29, 29, 29); font-family: &quot;Noto Sans&quot;, &quot;Trebuchet MS&quot;, &quot;Helvetica Neue&quot;, Arial, sans-serif, font-size: 16px;">When websites and web tools are properly designed and coded, people with disabilities can use them. However, currently many sites and tools are developed with accessibility barriers that make them difficult or impossible for some people to use.</span></p>
```

Add Rich Text/HTML - enter text and click Save at the bottom



The screenshot shows the same rich text editor interface. The source code in the text area is: `<p>When websites and web tools are properly designed and coded, people with disabilities can use them. However, currently many sites and tools are developed with accessibility barriers that make them difficult or impossible for some people to use.</p>`

```
<p>When websites and web tools are properly designed and coded, people with disabilities can use them. However, currently many sites and tools are developed with accessibility barriers that make them difficult or impossible for some people to use.</p>
```





# Color

- Don't use color (e.g. **text color**) as a way to convey meaning or importance. Colorblind users and screenreaders may not pick up on color changes.
- Color should not be the ONLY way that relevancy is communicated or described. (“Click on the red button” vs. “Click on the red submit button.”)
- Dark color font on a light background is best! (4.5:1 contrast ratio)
  - [Color contrast checker](#)



# Contrast Checker

**contrast ratio**

Background:

white

3.99

red

Text color:



# Images

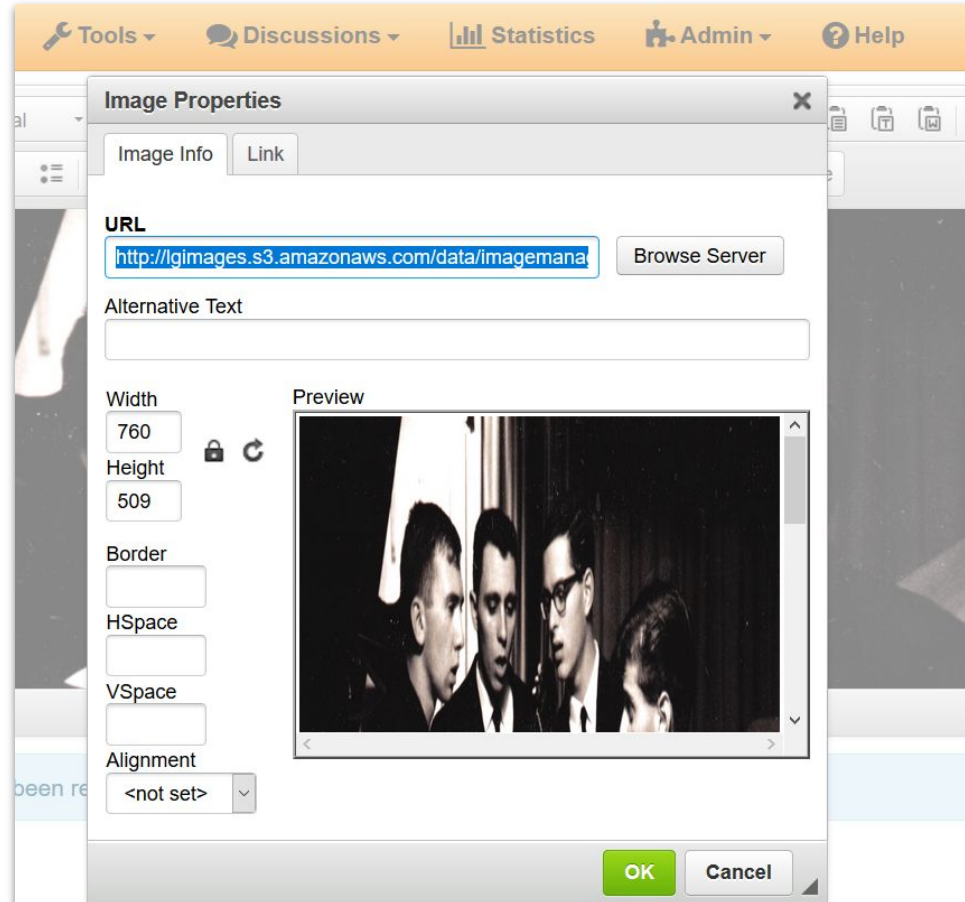
- Include Alternate text (ALT tags) with all images. (You can check this by double-clicking the image when in the rich text edit mode.)
- If the image links to a resource, make sure the image ALT tag also describes the destination/action that will happen when clicked.
- Alt tags should be very brief and descriptive but not redundant. Don't repeat the same content from the image into the alt text.



## Images, Other Considerations

- Avoid using "Image of..." since this is understood to be an image.
- For purely decorative images, alt tag can be alt="" so that the screenreader will skip it entirely (be cautious though! Are you sure it's only decorative?)
- Don't use images as the only way to communicate important content.

# Adding Alt text





# Links

- Use the link asset feature
- Provide a title and sufficient description
  - Link titles should make sense out of context
  - Avoid: Resources, More Information, Click Here, Follow this Link
- Use text to represent a URL
- Pay attention to color contrast
- Avoid hover over options



## Link Text Example





- **A link contains text that gives a description of the information:**  
"There was much bloodshed during the [Medieval period of history \(PDF\)](#)."
- **A link is preceded by a text description of the information:**  
"Learn more about the Government of Ireland's Commission on Electronic Voting at [Go Vote!](#)"

# Link Asset

The screenshot displays a user interface for a content management system. At the top, there is a navigation bar with several menu items: 'Content', 'Tools', 'Discussions', 'Statistics', 'Admin', and 'Help'. Below this, a 'Sort Document / File Group' dropdown and an 'Add / Reorder' button are visible. A red header bar labeled 'Sample' is present. Below the header, another 'Add / Reorder' button is shown, with a dropdown menu open. The dropdown menu lists various asset types: 'ADD', 'Rich Text/HTML', 'Database', 'Link' (highlighted in yellow), 'Media / Widget', 'Book from the Catalog', 'Document / File', 'RSS Feed', 'Guide List', 'Poll', and 'Google Search'. In the background, there is a footer area with 'AM | URL: https', 'chives | Print Page', 'Events Tags: a', and 'te university'.



# Link Asset Field

e  Content ▾  Tools ▾  Discussions ▾  Statistics

Create New Link   Reuse Existing Link   Subject Associations

**Link Name**

**Link URL**

**Window Target**

**Use Proxy?**  Yes  No

**Description**

**More Info**

**Description**  Display beneath item title



# Tables

- Don't use tables to lay out content (e.g. to put content into multiple columns or rows).
- If you must use a table, use the simplest table possible. Don't have tables with merged cells or multiple header rows.
- Indicate Row and Column Headers using the rich text editor's Table Properties (`<th>`). Use data cells for table content (`<td>`).



## Tables, continued

- Add text to the Table Properties Summary field that explains how that data is organized in the table.
- Give your table a caption.
- Use proportional sizing whenever possible



## Other Media in the LibGuide

- Add closed captions and provide transcripts for media.
- Consider using descriptive audio for video content as needed.
- Don't start media automatically.
- Do not use click and drag interactions.
- Ensure accessibility of non-HTML content such as PDFs or Word documents. If you cannot make it accessible, consider using HTML instead or, at the very least, provide an accessible alternative.



## Google Slides HTML view

To access a presentation in HTML view, use the keyboard shortcut:

Ctrl + Alt + Shift + p (Windows or Chrome OS)

⌘ + Option + Shift + p (Mac)

- Displays your whole presentation in a single, scrollable HTML page
- Helpful feature for those using screen readers
- Make sure to provide a link to your Google Slideshow if it is embedded on a page

## Databases: Education

Select a subject from the dropdown to find a database.

Education (25) Select a database type All Vendors / Providers Search for Databases Go

AB C D E F G H I J K L M N O P Q R S T U V W X Y Z #

25 Databases found for Education Clear Filters/Browse All Databases

**Best Bets!**

**Education Collection** **Best Bet** <>  
**Alternative Name(s) & Keywords:** ProQuest Education Collection  
Search the Education Database and ERIC simultaneously.  
Save time!

**Education Research Complete** **Best Bet** <>  
Index and abstracts for journals, books and education-related conference papers on many education topics. Some full text articles.


**ERIC** **Best Bet** <>  
Articles & documents about education, including conference papers, books, reports, dissertations, theses, and policy papers. Some full-text.

**A**

**Applied Social Sciences Index and Abstracts (ASSIA)** <>  
Index to articles in the areas of health, social services, psychology, sociology, economics, politics, race relations and education

**Experts**

**Subject Librarian**



Catherine Baird

Email Me

Chat

To access ERIC, start on the Sprague Library homepage, scroll past the search box and click on the "Databases" button. You can scroll down the alphabetized list to ERIC or sort the databases by subject with the dropdown menu on the top left. When selecting Education, a Best Bets! box will appear at the top of the list. Here we've highlighted ERIC.

ERIC Search ERIC Choose Databases

"culturally relevant teaching" Select a Field (optional) Search

AND Select a Field (optional) Clear

AND Select a Field (optional)

Basic Search Advanced Search Search History

Refine Results Search Results: 1 - 50 of 5,206 Relevance Page Options Share

Current Search

**Boolean/Phrase:** "culturally relevant teaching"

**Expanders:** Apply equivalent subjects

1 Taking **Culturally Relevant Teaching** to the Big House: Implications for Early Childhood Teacher Educators

By: Bouffe, Gloria S. New Educator, v14 n2 p171-184 2018. (EJ1172966)

**Subjects:** Culturally Relevant Education. Preservice Teacher Education, Teacher Educators, Early Childhood Education, Education Majors, Preservice Teachers, Introductory Courses, Course Descriptions, Racial Attitudes, Racial Bias, Attitude Change. South Carolina

Academic Journal

Item not owned. Click here for options.

HTML View of a Google Slide Show with notes



# Accessible Powerpoint

- Use built-in templates and unique slide titles
- Provide alt text for images
- Ensure appropriate color contrast and text size/style
- Check the reading order of slide content

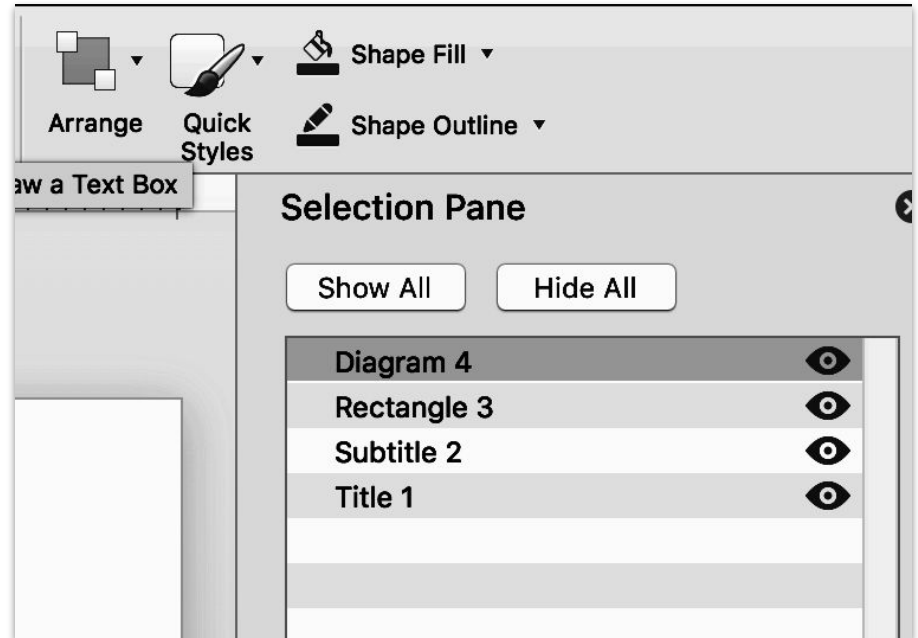
[Microsoft Support Page](#)

[Montclair State Accessibility Checklist for Powerpoint](#)

[WebAIM Powerpoint Checklist](#)

# Reading Order in Powerpoint

- Select Arrange>Selection Pane







# Accessible Word Documents

Essentially the same principles/techniques to make web pages accessible:

- Alt text for images
- Be mindful of headings
- Text for hyperlinks
- Simple tables with column headers

[Microsoft Support](#)

[WebAIM](#)



# Accessible PDFs

- Text should be searchable / highlightable
- Use document tags, headings, and document title
- Specify the document language
- Form fields should be interactive
- Follow guidelines reviewed today

[Adobe Acrobat Pro Best Practices for PDF Accessibility](#)

[WebAIM PDF Accessibility](#)



## Discussion Minute

- What items discussed today could be implemented in your libguides?
- What barriers do you anticipate and how might you address those?



# Awareness, Education and Training

- Convince people that it's important. Tell a story.
- Get everyone in one room. Invite guest speakers.
- Follow up with one-on-one support
- Provide resources:
  - \$\$ for captioning services or student hours
  - student hours to check libguides for common errors
- Conferences, webinars, organizations.



## More Information on Accessibility

[W3C Web Accessibility Initiative \(WAI\): Accessibility Fundamentals](#)

- Simple overview, perspective videos, and more

[LibGuides: Springshare video tutorial and guide](#)

- Video tutorial, links to additional resources



## More Information on Accessibility cont.

[Liba11y](#): Explains how and why to make content accessible

- Created by Jerry Yarnetsky, a Web Services Librarian at Miami University of Ohio

[Montclair State Accessibility Initiative](#)

[Association on Higher Education and Disability](#)



# Questions?



# Contact Us

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