

Accessibility tips for online content

Quick reference guide

Overview

Making content and activities accessible takes time, but it's time well spent. All students benefit from having accessible materials, whether they have a documented disability or not.

Here are some steps that you can take to help ensure that content made available to students through online teaching tools are accessible.

1. Provide equivalent alternatives to multimedia

When looking for and selecting multimedia for your course activities, choose videos that are already accurately captioned whenever possible. Note that "machine" (or automatic) captioning, which is now available in YouTube, Zoom, and Kaltura, is generally only about 80% accurate. We want to aim for 99% accuracy of captions.

When recording audio or video for your course, develop a script. It can be posted alongside the media as a transcript, and can also help you to create a better recording.

2. Make files accessible

When creating documents (e.g. Microsoft Word, PowerPoint), use the formatting options called [heading styles](#). These tools create structure in your document (title, main section headings, etc.) that is recognized by screen readers. Be sure to use the styles in order: a Heading 1 (H1) comes before a Heading 2 (H2), etc.

When saving your file, give it a meaningful name. "Lecture Notes" or "Chapter 1" does not give students enough information. A better example would be "Lecture Notes, Chapter 1."

Note that Word and PowerPoint files are often more accessible than PDF versions of those documents, so it is preferred to post Word and PowerPoint documents in your course site.

3. Use color with caution

Dark text on light backgrounds or light text on dark backgrounds are recommended as strategies for selecting colors in any document or course to help students with low vision. The [Contrast Checker](#) tool can help you to choose a high-contrast color palette.

Also, avoid using color as the only indication of meaning on documents or slides. Many students are affected by some form of colorblindness (such as an inability to distinguish between red and green).

4. Create meaningful link names

When adding a webpage link, it is important to name the link meaningfully. All students, and especially those using screen readers, will benefit from this clarity.

For example, if you want to share a YouTube link, don't write "click here" or "http://www.youtube.com/dfsdaudio234." These links don't tell students how they will know if they arrived on the correct destination page. Instead, label all links meaningfully, such as "Video of Captain Horatio Hornblower" or "OSU Libraries Website."

5. Provide "alternative" descriptions for images

For students who use a screen reader, adding "alt text" (an alternative description) for images helps to convey the educational value of images or to skip over unnecessary decorative images efficiently. Alt text should be added to all images and graphs within documents from programs such as [Word](#) or [PowerPoint](#) and within the [learning management system](#).

Additional resources

- Be sure you choose [accessible fonts](#).
 - In the Canvas learning management system, use the [accessibility check](#) tool to search for further accessibility improvements.
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