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Accessibility Checklist for OER Development

Questions? Please connect with Holly Ashbourne and Tonya Gousseva to book a consultation.

Headings

☑ Content is organized under headings and subheadings using a visual editor or appropriate tags.

☑ Headings and subheadings are used sequentially (e.g., Heading 1, Heading 2). For example, in Pressbooks, the chapter title will be H1, sections will be H2, subsections H3, etc.

Images

☑ Images that convey information include alternative text (alt-text) descriptions of the image's content or function.

☑ Graphs, charts, and maps also include contextual or supporting details in the text surrounding the image.

☑ Images do not rely on colour to convey information.

☑ Purely decorative images do not have alt-tag descriptions. (Alternative text is unnecessary if the image does not convey contextual content information).

Links

☑ Links are meaningful in context and do not use generic text such as "click here" or "read more."

☑ Links do not open in new windows or tabs.

☑ If a link must open in a new window or tab, a textual reference is included in the link information (e.g., [NewTab]) (Web Accessibility in Mind, 2021).

Lists

☑ Split lists (in which items are numbered throughout a page, separated by other content) are avoided.

☑ Ordered (numbered) lists are only used when the order in which list items appear is important.

Tables

☑ Tables include row and column headers.

☑ Row and column headers have the correct scope assigned.

☑ Tables include a caption.

☑ Tables do not have merged or split cells.

☑ Tables have adequate cell padding.

Formulas

☑ Formulas have been created using MathML or [MathJax](#) has been enabled in your Pressbook.

☑ Formulas are images with alternative text descriptions if MathML/MathJax is not an option.

Font

☑ For Pressbooks, eCampusOntario recommends the McLuhan, Malala, or Jacobs themes. For other OERs, like H5P, consider using a sans serif font like Verdana or Arial.

☑ Font size is 12 point or higher for body text.

☑ Font size is 9 point for footnotes or endnotes.

☑ Font size can be zoomed to 200%.

Tab Key Navigation

☑ Are you able to see the cursor's area of focus as you move through elements of the page using the [tab key](#), not your mouse or other input device?

☑ As you navigate with the tab key through elements on the page, do all functional elements such as links, buttons or forms receive focus?

☑ When navigating with the tab key through elements of the page, is the path followed through these elements the standard left to right, top to bottom sequence?

☑ While navigating with the tab key through menus, and other features that one can operate with a mouse, do these features also operate with a keyboard?

☑ For drop-down menus, does tab key navigation visibly open the submenus while moving through them?

Select All Test

☑ When you "select all", do all elements have a blue background colour? The ["Select All" test](#) can help identify elements in web content that are not keyboard accessible.

Video

☑ Captions of all speech content and relevant non-speech content are included in the multimedia resource; this includes the audio synchronized with a video presentation.

☑ Audio descriptions are included in the multimedia resource *(optional but recommended).*

☑ A transcript is available for each multimedia resource, including relevant non-speech content (optional).

The transcript includes:

- speaker's name
- all speech content
- relevant descriptions of speech
- descriptions of relevant non-speech audio
- headings and subheadings

Audio

☑ A transcript is available for the audio, or the audio is captioned.

Colour Contrast

☑ Use high contrast colour in text and images. If you're unsure, use a colour contrast checker.

☑ Minimum: contrast at least 4.5:1 for small text and 3:1 for large text.

☑ Enhanced: contrast at least 7:1 for small text and 4.5:1 for large text.

Further Considerations for H5P Interactives

Images

- Always describe your images using the alternative text function unless the image is decorative. Make them descriptive if the questions in your interactive rely on visual cues.

- Check the size and display of images as students may be engaging with the content on different devices like laptops, tablets, or phones.

- Think about how you are using colour to convey information. For example, individuals with colour-blindness may not distinguish between colours that you are using to show different types of information (e.g., data displayed in a bar graph).

Videos

- Ensure your videos are captioned. If you are the video's copyright owner, you can add a caption file to interactives that use videos if one is not available automatically.

- Turn off video auto-play. Users who are visually impaired or blind rely on their screen reader audio to help them navigate a web page. A video starting to play may interrupt or interfere with the screen reader's audio directions.

- Use the pause video function in the Interactive Video content type. This will stop the video, and users will have the time needed to interact with the quiz question or other interactive component. This is especially helpful for users using screen readers to navigate the activity.

Text Accessibility

- If your interactive has much text in it, use bulleted lists, headings, and such to make navigation easier.

- Make sure your fonts are legible and colours are in high contrast.

- Use links with descriptive text. Notify users if the link opens in a new window or tab. Avoid using link labels like "click here."

Print Versions of H5P Interactives

- Consider that some students may print your Pressbook and not interact with it online.

- Interactives and other media are stripped out of a print version. Pressbooks provides a link to the interactive or media, but you can include typed versions as a section or back matter in your Pressbook.

  - Indicate near the H5P interactive where the corresponding text version is located (page number, for example).

  - Users may miss out on the automatic feedback from interacting with the online version, but students can still complete the work and check their answers (provide an answer key!).

  (Levine, 2020)

Attributions

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References

Levine, A. (2020, July). *July webinar: Cooking H5P with accessibility in mind*. The H5P PB Kitchen. https://kitchen.opened.ca/2020/07/17/july-webinar/

Web Accessibility In Mind. (2021). *Links and hypertext.* Center for Persons with Disabilities Utah State University. https://webaim.org/techniques/hypertext/

completed February 24, 2022