

# Adore

Accessibility in Digital Communication Higher Education Curricula



Co-funded by  
the European Union



[Publication license: CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/)  
(Attribution and Share Alike)

### Co-funded by the Erasmus + Programme of the European Union

The European Commission's support to produce this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by  
the European Union

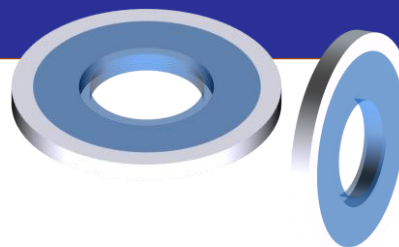
## **Module B, content:**

6. Accessible communication (recap)
7. What is accessible communication
8. Requirements in practice
9. Inclusive communication
10. Communication strategy
- 11. Accessible content - this document**
12. Accessible events



**Co-funded by  
the European Union**

# 11 Accessible content

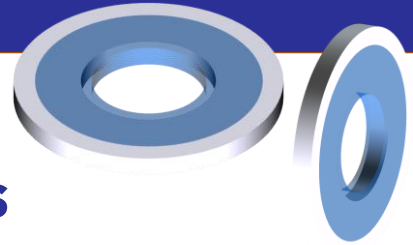


adore  
Accessibility in Digital Communication  
Higher Education Curricula



Co-funded by  
the European Union

# Text : technical aspects



adore  
Accessibility in Digital Communication  
Higher Education Curricula



Co-funded by  
the European Union

## Ensure perception

- No images of text
- Check with assistive technology
- Zoomable 200%
- Contrasts



Co-funded by  
the European Union

**Content should be possible to magnify**

**Object Object**

adore  
Accessibility in Digital Communication  
Higher Education Curricula



Co-funded by  
the European Union

Notes

<https://www.w3.org/TR/WCAG21/#resize-text>

# Pay attention to contrasts

Bad text contrasts make reading difficult

Good text contrasts make reading easier



Co-funded by  
the European Union

## Notes

<https://www.w3.org/TR/WCAG21/#contrast-minimum>



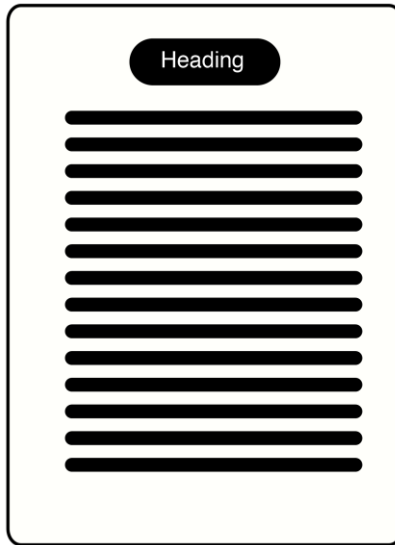
# Readability

- Structure and formatting (headings, sections)
- Use standard fonts
- Alignment: not justified

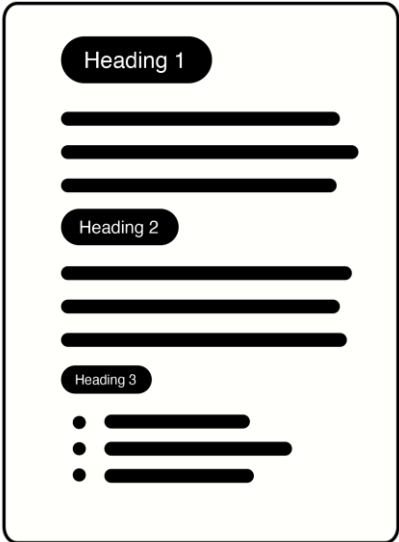


## Notes

<https://www.w3.org/TR/WCAG21/#headings-and-labels>



DON'T 



The diagram shows a vertical rectangular box representing a document layout. It contains three sections, each starting with a heading in a rounded rectangle: "Heading 1", "Heading 2", and "Heading 3".

- Heading 1:** Followed by three horizontal lines representing text.
- Heading 2:** Followed by three horizontal lines representing text.
- Heading 3:** Followed by three bullet points, each with a horizontal line representing text.

To the right of the diagram, the text "DO" is displayed next to a green checkmark, indicating that this structure is a recommended practice.

At the bottom right of the diagram area, there are two logos: "adore" (Accessibility in Digital Communication Higher Education Curricula) and the European Union flag with the text "Co-funded by the European Union".

## Notes

... and use bullet lists to highlight information.

Formatting helps users to prioritise. Formatting helps users with reading disabilities, and non-native users and it lowers the cognitive load.

Research shows that people who consider themselves skilled/good/high level readers read significantly faster when the text is well formatted.

# Text: understanding



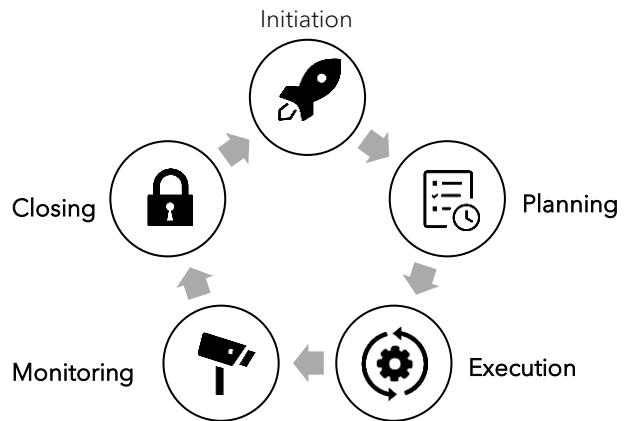
Co-funded by  
the European Union

## Combine text with images

- To increase understandability, add images that helps the user understand the content.
- Images can for example be used to:
  - Help the user focus on the most important parts
  - Add context
  - Describe steps in a process
  - Explain difficult or unusual words

## Example: Combine text with images

The phases of a process, such as the project managements life cycle, can be easier to understand when presented with both graphics and text.



## Write understandable links

- All users benefit from understandable links. Users with assistive technology need to understand them also out of context, which is the way they are presented to them.
- Avoid links like "Click here" or "Read more"

### Notes

<https://www.w3.org/TR/WCAG21/#link-purpose-in-context>

<https://www.w3.org/TR/WCAG21/#link-purpose-link-only>

## Example: Understandable links

DO



- The links begin with a keyword
- The destination of each link is clearly stated in the link text
- Examples of clearly formulated links:
  - [Subscribe to our newsletter](#)
  - [Our privacy policy \(opens in a new window\)](#)
  - [Project Instruction \(pdf, 278kB\)](#)



# Images and illustrations



Co-funded by  
the European Union

# Images

For meaningful images:

- Describe in an alternative text (ALT) the information that the image carries
- Be short, focus on the relevant things

For decorative images:

- Mark them as decorative (do not skip)



## Example

- Why did you choose the image?
- What do you want to convey to the readers?



adore  
Accessibility in Digital Communication  
Higher Education Curricula



Co-funded by  
the European Union

## Do not rely on colour alone

- Colours are useful to convey meaning, but not all users see them the same way.
- For all users to get the same level of information, add something more than colour when you would like to highlight for example a link (e.g. bold, italics, underline ...)
- In diagrams, make sure data is distinguishable also in grey scale.

## Example: Do not rely on colour alone

- Use at least one more way to convey information, in addition to colour.
- Links can be underlined or supplemented with an icon, for example.

### Digital Dialogue: The Online Exchange

The internet has transformed how we communicate. Dive into the world of [online forums](#) where discussions span topics from science to pop culture. Engage in meaningful conversations that transcend geographical boundaries.

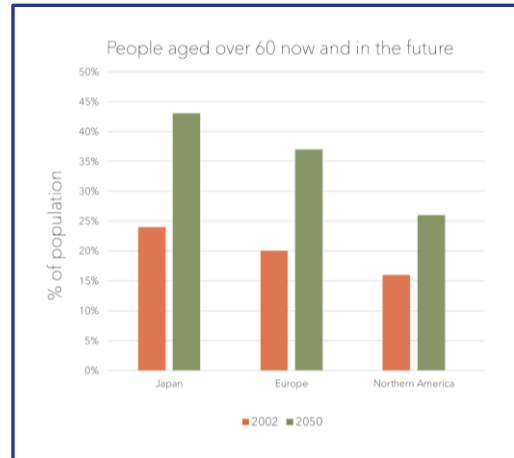
### Nonverbal Communication: Beyond Words

Sometimes, the unspoken says the most. Delve into the art of [nonverbal communication](#) and learn how gestures, facial expressions, and body language convey emotions and intentions.

DON'T 

## Example: Do not rely on colour alone

- In a diagram, using colour alone can be difficult.



adore  
Accessibility in Digital Communication  
Higher Education Curricula

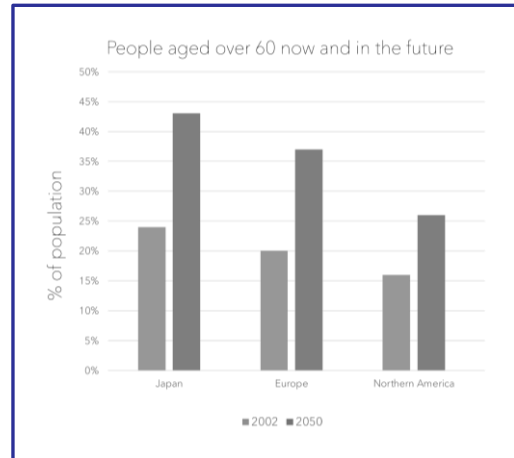


Co-funded by  
the European Union

DON'T 

## Example: Do not rely on colour alone

- Try the same colour in grey scale and you can see how difficult it is to distinguish between them.



adore  
Accessibility in Digital Communication  
Higher Education Curricula

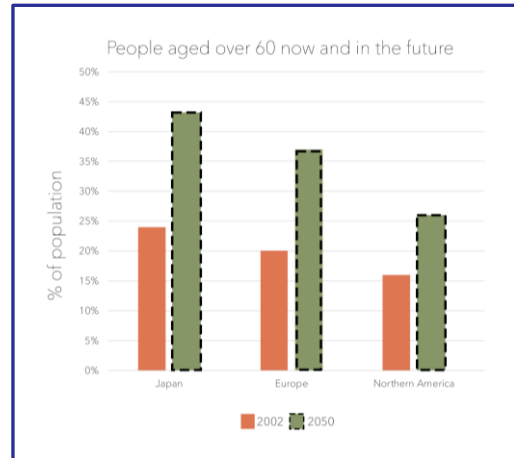


Co-funded by  
the European Union

DO ✓

## Example: Do not rely on colour alone

- Add something to the diagram to separate the bars from each other.



adore  
Accessibility in Digital Communication  
Higher Education Curricula



Co-funded by  
the European Union



# Audio / video

adore  
Accessibility in Digital Communication  
Higher Education Curricula



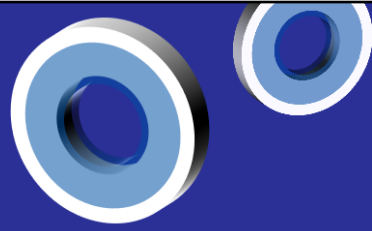
Co-funded by  
the European Union

# Captions

- Captions can be manual or automatic
- Autocaptions are improving, but in many languages are still not good enough
- Use closed captions (CC), as open captions may disturb some users
- Presentations, video, online meetings, events
- ...

## Exercise / activity

- Search for websites with “Read more” or “Click here” in your own language. If you find links with these terms, come up with more accessible link texts.
- Go to your national statistics authority and see how they handle diagrams. How could they have been made more accessible?
- Select “auto captions” in English in ppt, start speaking and see how the way you speak (distance to microphone, speed, whole sentences or broken up etc) impacts the quality of the captions.



# Media and formats



Co-funded by  
the European Union

# Documents



adore  
Accessibility in Digital Communication  
Higher Education Curricula



Co-funded by  
the European Union

# PDF

- Apply the rules for texts and images mentioned earlier
- PDF documents need to be marked up so that screen readers can identify items such as headings and images
- Check if PDF is tagged in File Properties
- Add tags by selecting View > Tools > Accessibility > "Add Tags To Document."
- Remember: Make sure PDFs are not scanned images



# Social media

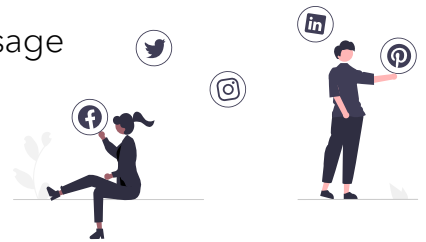


Co-funded by  
the European Union



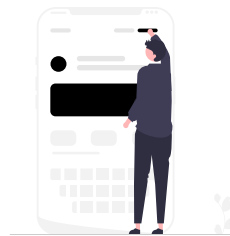
# Social media

- Use plain language/common words (there is little room for explanation)
- Use alternative text or even better; write out your text-in-image into the message
- Caption videos
- #CapitaliseEachWord in hashtags
- Use emojis sparingly



## Exercise / activity

- Write a social media message in your favourite channel and make it as accessible as possible, using the five rules mentioned above.



adore  
Accessibility in Digital Communication  
Higher Education Curricula



Co-funded by  
the European Union

# Resources

- [Microsoft Office built-in features](#)
- [Adobe built-in features](#)
- [Social media](#)



Co-funded by  
the European Union