Inclusive Design for Online Accessibility
Practical approaches to benefit all

Design for accessibility

**Use heading styles**
Create a logical hierarchy for your content by using different heading styles available in Canvas and Word.

**Use plain language**
Support understanding with plain, concrete and descriptive language.

**Make text available**
Structure your documents with headings and describe images with captions. Some screen readers have difficulty with tagged documents so be prepared to provide a plain text version upon request.

**Use alternative text for images**
Add alternative (alt) text to describe the content and function of images, and include any text that is part of an image. Complex images (e.g. graphs and tables) may require a separate text description.

**Resist the urge to shrink**
Ensure all text and images are clear by not shrinking content to fit on a page.

**Follow a linear layout**
Aid screenreading by ordering content logically.

**Write clear & descriptive links**
Link text should provide context of where the link will take the reader and should be in a contrasting colour and preferably underlined.

**Use contrasting colours**
Contrasting colours

**Provide transcripts & captions**
Video/audio transcribing services are not free so at least a key summary should be provided. YouTube adds closed captions but they often need correcting.

**Make tables accessible**
Ensure tables have a header row. Only use tables for presenting data, not for layout.

Test for accessibility

**Zoom to 200%**
Use your browser or document viewer zoom – does all the text remain visible?

**Check keyboard navigation**
Ensure you can navigate just using TAB, SHIFT-TAB, and ENTER keys.

**Use WAVE or aXe web browser plugins to audit the accessibility of your course**
Windows: NVDA
Mac OS X: VoiceOver
Linux: ORCA
Chrome: ChromeVox

**Check for screen-reader compatibility**
Available in Adobe DC, Acrobat Pro & Microsoft Office.

**Use built-in accessibility wizards**
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Based on the Thinking Accessibility poster produced by the Educational Innovation Team, Information Communications and Technology, and Library at the University of Sydney.
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