

Setting up criteria for the  
selection of digital resources:

# Digital Accessibility

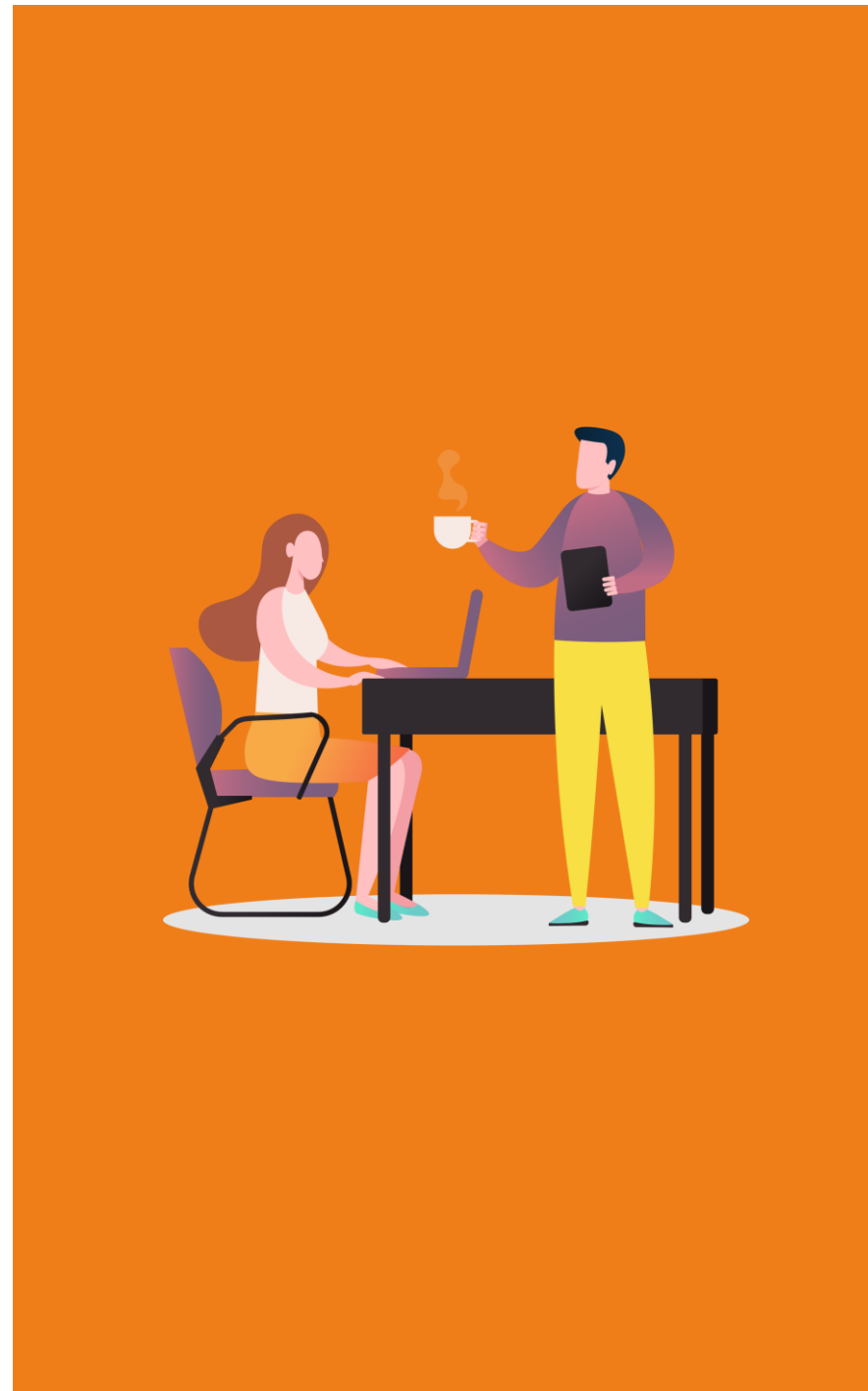
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# Digital Accessibility

Digital resources can be very useful in making educational content and teaching more accessible to learners with various needs.

At the same time, they can increase the inaccessibility of educational content and thus exclude learners from certain activities.



## **Baseline accessibility**

Some digital resources may already have been created with accessibility in mind.

Accessible digital resources can be used by all learners to the same extent, regardless of their individual needs.

By selecting accessible digital resources, educators and learners save time otherwise spent on making necessary adjustments.



## Examples of potential accessibility issues

Ideally, digital resources should be created to be accessible for as large a variety of users as possible from the outset.

Potential accessibility issues to pay attention to are font sizes, use of colour, contrast, spacing and structure.

All not-text-based media, such as photos or videos should also include Alt Text while subtitles should be provided for videos.



## Compatibility with assistive technologies

Digital resources should be compatible with assistive technologies such as screen-readers, screen magnifiers, speech input programs or alternative input devices. in order to be usable by all learners.

The UK government has published a guide on how to test digital accessibility using assistive technologies: [Service Manual - Testing with assistive technologies.](#)



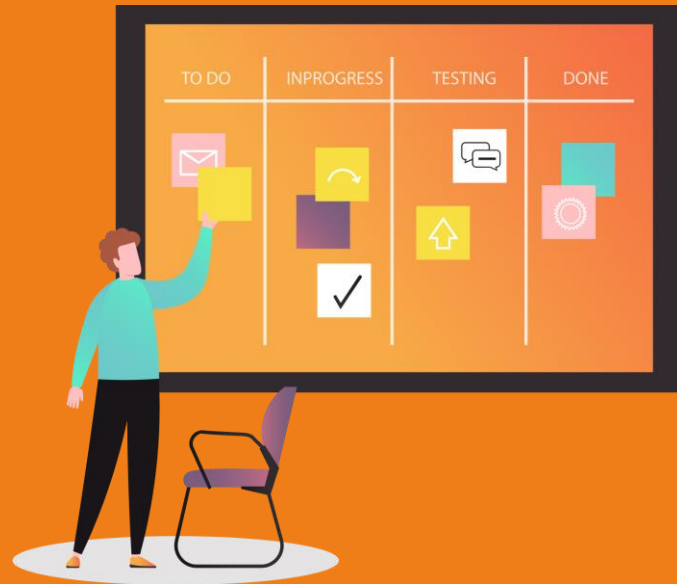
## **Adaptability**

Where accessibility is not built into a digital resource and the resource is incompatible with assistive technologies, it should be easily adaptable to suit different needs, for instance by changing colours, fonts or sizes.

A dyslexic student may require a different background colour or font colour while another student may benefit from being able to enlarge text and images.



# Questions to ask: Digital Accessibility



- Was this type of digital resource designed to be accessible for learners with various needs?
- Is this type of digital resources compatible with accessibility tools such as screen-readers?
- If not, how difficult and time-consuming would it be to convert it to an accessible version?

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