

MOOC Accessibility Review

Richard B. Goldsmith

University College, University of Denver

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Professor Michael Lampe

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Assignment MOOC Accessibility Review

What recommendations would you have for the instructor to improve the accessibility of the MOOC course?

Based upon my review of the TESOL Methodology (5-Module MOOC 2020) course, several accessibility features must be added or modified, which will benefit all learners. This TESOL course uses the Canvas LMS, which contains its accessibility tool that needs to be run on each course webpage. The Canvas accessibility tool detected issues relating to alternative text or text descriptions for images. This issue appears on TESOL course webpages and in quizzes that are PDFs and PowerPoint files. The Adobe Acrobat Pro accessibility tool detected several errors in downloadable PDFs. Finally, the PowerPoint accessibility tool found issues with missing alternative text and slide titles.

The TESOL Canvas LMS course contains excellent content; however, some information will confuse learners due to formatting and color selection issues. Please use the Canvas LMS Styles to provide a good heading structure. Any lists that appear within a webpage should be created using the bullet or number list tool. Also, underlined text is very specific in web-based contexts as it signifies a hyperlink. Please remove all underlined text in the TESOL course that is not hyperlinked. Numerous hyperlinks throughout the course contain complete URLs. Hyperlinks need to be modified to be descriptive. Lastly, the course makes great use of readable San serif fonts; however, the readability of these fonts is negatively affected by the random changes in font colors, which appears on most course web pages.

The TESOL Canvas LMS course does an outstanding job of providing accurate captions and transcripts for video and audio files. Ensure all the videos have closed captions turned on in the player, and do not set auto-play for videos and audio files. Moreover, add column and row header cells in tables and a table caption for complex tables. Please see my accessibility file for more details.

Choose a MOOC course and enroll in it.

TESOL Methodology (5-Module MOOC 2020)

https://canvas.du.edu/accounts/1/external_tools/705?launch_type=global_navigation

What parts of the course met the standards?

Use accessibility format-checked templates for live sessions.
 Avoid using color as the only means to deliver information.
 Provide accurate captions and transcripts for video and audio files.
 Do not set auto-play for videos or audio files.

What parts did not meet the standards?

Provide a good heading structure.
 Ensure all readings (PDF) are downloadable and are not scanned images.
 Provide appropriate alternative text or text description for images.
 Check the quiz and exam for any missing text descriptions.
 Create lists using the bullet or number list tools.

Add meaningful and unique text for links.

Add column and row header cells in tables and a table caption for complex tables.

Choose highly readable fonts.

Ensure a strong color contrast between the text and background color.

Ensure all the videos have closed captions turned on in the player.

Test with a screen reader and a keyboard only.

Accessibility Checklist for Instructional Designers

Provide a good heading structure.

Does not meet standards.

Use the styles from the drop-down paragraph styles menu to properly tag your headings.

Highlight the heading, then choose the heading level from the drop-down list.

A common mistake, however, affects visually-impaired students far more than others. Though using font size, bold, and underlining to create a header may look nice, these formatting features do not have the HTML tags that screen readers need to identify the headers. The underlined text has a very specific meaning in web-based contexts--it denotes a hyperlink. Underlining your text may confuse sighted users, who expect the text to link them to another page. (Colorado School of Mines, 2023)

Ensure all readings (PDF) are downloadable and are not scanned images.

Does not meet standards.

The accessibility checker on Adobe Acrobat Pro detected numerous errors in downloadable PDFs.

- Tagged content and annotations
- Tab order
- Figures with an alternative text
- Next alternative test
- Associated with content
- Tables: rows, headers, regularity, TH, and TD
- Lists: list items and Lbl and LBody

Provide appropriate alternative text or text description for images.

Does not meet standards.

Just as in creating accessible web pages, to ensure your document is accessible, it is important to add a text description to images. This allows individuals who are visually impaired or blind using screen-reader software to "hear" the image's description. Additionally, for individuals using a text-only web browser or other mobile devices, the text description still provides access to the information when the images are not displayed. (Colorado School of Mines, 2023)

Check the quiz and exam for any missing text descriptions.

Does not meet standards.

Numerous course readings include PDFs and PowerPoints, which are also used for quiz purposes. The accessibility checker on Adobe Acrobat Pro detected numerous errors in

downloadable PDFs that need to be fixed before being used in course quizzes. Additionally, the PowerPoint accessibility checker detected the following errors and warnings.

- Missing alternative text
- Missing slide titles

Use accessibility format-checked templates for live sessions.

Meets standards.

No live sessions are present in the course.

Create lists using the bullet or number list tools.

Does not meet standards.

Lists should be formatted as lists using the list tool. Some lists within the TESOL course lack the proper formatting.

Add meaningful and unique text for links.

Does not meet standards.

Numerous hyperlinks throughout the course contain complete URLs. Hyperlinks need to be modified to be descriptive. For instance, identify the purpose or function of the hyperlink as part of the hyperlink name. Be descriptive as possible without being overly long. Also, integrate the link into your sentence. Avoid using the phrases "Read More" and "Click Here."

(Colorado School of Mines, 2023)

Add column and row header cells in tables and a table caption for complex tables.

Does not meet standards.

The x and y-axis of a table--usually the top row and the left column, are visual markers that help sighted users navigate. Just as we need to tag headings so that students using screen readers can more easily scan and navigate a page, we need to tag our tables to assist in navigation.

(Colorado School of Mines, 2023)

Add captions in tables. Also, tables should include a caption describing the contents of the table.

Set table header. All tables should include at least one header.

Choose highly readable fonts, i.e., san serif fonts like Arial, Calibri, & Helvetica.

Does not meet standards.

The TESOL course uses readable San serif fonts such as Arial, Calibri, and Helvetica. However, the readability of these fonts is negatively affected by the random changes in font colors, which appears on most course web pages.

Color, like images, can add visual appeal to your pages, heighten the level of professionalism, and provide a focus for important information. For color to work, however, it needs to be perceivable. Poor color choices can affect students with low vision or students who are color

blind. Color, when used wisely, can add to the learning experience, but color contrast should always be kept in mind. (Colorado School of Mines, 2023)

Avoid using color as the only means to deliver information.

Use font styles (bold and italic) and color for emphasis.

Meets standards.

Ensure a strong color contrast between text and background color.

[Color Contrast Checker](#)

Does not meet standards.

Change text color

Text smaller than 18pt (or bold 14pt) should display a minimum contrast ratio of 4.5:1.

Text larger than 18pt (or bold 14pt) should display a minimum contrast ratio of 3:1.

Provide accurate captions and transcripts for video and audio files.

Meets standards.

Course video and audio files contain accurate captions and transcripts. Videos had closed captions plus separate downloadable transcript PDF files. These separate downloadable transcript PDF files passed in all areas using the accessibility checker on Adobe Acrobat Pro.

Ensure all the videos have closed captions turned on in the player.

Does not meet standards. Course videos did not have closed captions turned on in the player.

Do not set auto-play for videos or audio files.

Meets standards. Video and audio files were not set to auto-play,

Test with a screen reader and a keyboard only.

Screen reader: Voiceover (Mac) JAWS (windows)

Does not meet standards.

Check for accessibility information on the product site, and check user reviews.

Done

Try using the accessibility features built into any tool you use in your courses, including the LMS.

Done

Run the URL of web-based resources through the Wave Accessibility Tool from WebAIM and the accessibility organization.

Done

References

Colorado School of Mines. 2023. "Accessibility Course for Education OER."
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