

eLearning Accessibility

Checklist & Resources for Designing
More Effective Learning for **Everyone**

Curated by Susi Miller

The logo for eLearning, featuring the lowercase letters 'e' and 'b' in a stylized, white font on a dark circular background. Below the letters, the word 'LEARNING' is written in a smaller, white, uppercase font.

LEARNING

Welcome

Designing and developing accessible eLearning is a journey, and we hope this guide will support you along the way. It's based on the Web Content Accessibility Guidelines (WCAG) and best-practice accessibility recommendations for eLearning. Use it as a starting point or refresher.

To see examples and how they can be applied, visit www.elahub.net.

To learn how to meet all 78 of the WCAG 2.1 standards and to make eLearning resources legally compliant, I invite you to pick up a copy of [Designing Accessible Learning Content](#), by Susi Miller. You'll find a discount code at the end of this guide.

Visual Impairment Checklist

Make sure the colors for text and interactive items have good contrast with the background they appear on.

Add alternative text to all images which add meaning to the learning.

Provide audio description or descriptive transcripts for video content.

Make sure meaning is not conveyed by colour alone e.g. green for correct and red for incorrect.

Make sure learners can enlarge text up to 200% without losing any content or functionality.

Hearing Impairment Checklist

Provide captions for video content.

Avoid audio-only instructions or warnings (e.g. a warning sound if learners make a mistake).

Provide transcripts for audio and video content.

Allow learners to control the audio volume.

Avoid background audio behind speech in audio tracks unless it is quiet enough not to cause distraction or learners can switch it off.

Motor Impairment Checklist

Make sure that learners can use the learning resource with a keyboard rather than a mouse.

Make sure there is a clear 'visible focus indicator' to show when interactive items have been selected with a keyboard.

Use clear and consistent navigation.

Allow learners enough time to complete tasks, or do not set time limits.

Use inclusive instructions, e.g. select instead of click.