Accessibility

ACCESSIBILITY

Digital Essentials

THE UNIVERSITY OF QUEENSLAND LIBRARY

The University of Queensland

CONTENTS

MODULE OVERVIEW

Aims and objectives

This module will:

- introduce you to the concepts of accessibility and universal design
- show you how to create accessible content.

After completing this module, you will be able to:

- understand the importance of accessibility online
- create accessible content.

Module sections

1. What is accessibility?
2. Being accessible
3. Create accessible web content
4. Create accessible social media, documents and presentations
5. Study hacks
6. Check your knowledge
7. Additional resources
8. Conclusion

Download versions are available on the homepage.

Duration:
Approximately 30 minutes

Student partnership

This module was developed with UQ student partners as part of a Student-Staff Partnership project.

Graduate attributes

Knowledge and skills you can gain from this module will contribute to your Graduate attributes:

Connected citizens

Influential communicators

This module is part of Digital Essentials, a series of online modules to help you quickly build your digital skills so you can succeed in study and work.

Return to UQ Library.

1. WHAT IS ACCESSIBILITY?

Screenshot of Arngren.net homepage. Retrieved August 17, 2022.

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> https://uq.pressbooks.pub/digital-essentials-accessibility/?p=46#h5p-1

You may have heard the term **accessibility** used before in the context of access to buildings on campus at UQ.

In an online context, the term 'accessibility' refers to making content equitably available to all users. This means that the information on a website should be accessible to people regardless of their level of education, speed of internet access, or any disabilities that they may have.

Most websites have made efforts to improve their websites to make it easier for all users to navigate them.

Website improvements

Compare the Amazon website from 2005 to the current version.

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>
> *https://uq.pressbooks.pub/digital-essentials-accessibility/?p=46#h5p-2*

Compare the Amazon website from 2005 to 2022 by using the slider. Screenshots retrieved August 26, 2022.

In fact, just asking you to "take a look" at an image is an example of not considering accessibility, as it excludes people with visual impairments. A person who is blind can't "take a look". When websites use images they should provide alternative text (alt-text), or assistive software readable image descriptions written into the code of the website. Websites should also use inclusive terminology so instead of "take a look", we could use "visit, "check" or "consider".

Why be accessible?

Accessibility benefits everyone. Accessibility isn't just about altering existing things to help a specific group of people; it's about changing how we do things on a structural level to remove barriers that could affect anyone. Making digital content accessible makes them easier for everyone to use.

Accessibility is not just about disability. The next video demonstrates how inaccessible websites can cause problems for people with and without disabilities.

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Web accessibility perspectives: clear layout and design (YouTube, 1m05s)

The video shows how bad design affects everyone. It only takes a few small changes to make content more easily available to anyone who might want to access it.

This video is an alternative version of the clear layout and design video:

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[Web accessibility perspectives: clear layout and design – audio described version (YouTube, 1m53s)](#)

How is it different to the first version? Is it more accessible?

The video is an example of **audio-description**. Audio-description is a specialised way to make visual content more accessible to people with visual impairments by narrating the visual aspects of a video. This isn't just useful for people with visual impairments – if you're watching something in the background while doing something else on your computer, having audio-description turned on can mean you don't miss vital moments. Some online video platforms provide audio-description, including [Netflix](#) and [Amazon Prime video](#). These are subscription services so are not available to everyone, but other providers are catching up, [ABC and SBS provide audio-description](#) to some of its programs.

There are plenty of other examples of specialised accessibility features and technologies which might be useful for particular groups of people, such as [screen readers](#), [eye tracking](#) and [sip/puff switches](#).

Read [Learning Barriers and Assistive Technology](#) from the Australian Disability Clearinghouse on Education and Training (ADCET) for an overview of a range of learning disabilities and the Assistive Technologies that can help alleviate the barriers.

Because different accessibility features have so many possible uses, a lot of people find that they benefit from them in different ways. One of the most common uses of accessibility features is when we use them as **study hacks** – ways to help us study or work in the most comfortable and convenient way. In fact, a lot of accessibility features have been marketed as productivity tools because they're so effective at helping us to get work done.

2. BEING ACCESSIBLE

Accessibility benefits everyone. But how can we tell whether or not content is accessible? And how can we make it more accessible for everyone?

Universal design

'Universal Design is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability.' ([Centre for Excellence in Universal Design](#), 2014)

Universal design is the idea of designing with everyone in mind. There are a lot of things in our daily lives which have been designed for specific groups of people for reasons which may no longer be relevant.

For example, historically many tools used to be designed only for right-handed people – you still might need to buy special scissors if you're left-handed. [Universal design principles](#) suggest that scissors are badly designed because of this right versus left-handed problem and because they require you to use repetitive movements to use them.

> Some research suggests that design may not be equitable for different genders. Read [The world is designed for men](#) by Kat Ely on Medium.
>
> Can you think of anything you've tried to use which didn't work for you because the designer didn't have you in mind?

Another way of thinking about universal design is as inclusive design. This involves thinking about your users and trying to remove systematic barriers which prevent them from using the environments, tools and platforms that you may take for granted.

Experiencing accessibility

While universal design is a great concept, it can be hard to understand what issues you should be considering if you haven't experienced accessibility problems for yourself. If you want to familiarise

yourself with some of the access problems experienced by certain groups of people, there are simulators available online. The Web Disability Simulator (Chrome extension) tries to simulate how people with disabilities experience the web.

Perhaps the most commonly discussed web accessibility problems are experienced by people who are blind or who have impaired vision. Developers have a greater understanding of ways to make content accessible for people with visual impairments because of the availability of screen reader software.

Screen readers read digital content aloud and allow for navigation of content via keyboard. They are very specialised software and require a lot of practice to become proficient. The Overview of screen readers (LinkedIn Learning, 2m52s) has a great explanation of what screen readers do.

Using a screen reader (YouTube, 7m45s) demonstrates the use of a screen reader on an accessible and inaccessible website.

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How would using a screen reader make your online experience different?

Try using Voiceover (on Mac and iOS), TalkBack (Android) or NVDA (Windows) to look at one of your favourite websites. Is the website you chose accessible?

Screen readers aren't the only tools available to help check accessibility. Funkify, a free extension for the Chrome browser, allows you to select different simulators to view the web from different perspectives, including as someone with a visual impairment, dyslexia, or poor motor control. This provides pretty extreme examples to give you an insight into the obstacles many people have to overcome online.

Accessible web content

It is essential that all people are able to access the internet.

The Web Accessibility Initiative (WAI), part of the World Wide Web Consortium (W3C) identify four key principles of accessibility relating to web content:

- Everyone should be able to access the website and information on it.
- Everyone should able to use the website and navigate around it.
- Everyone should be able to understand the website and information on it.
- All websites should be consistent across different platforms, so that equitable information is provided whether you are using a browser window or a screen reader.

Read Principles of accessible design from Web Accessibility in Mind (WebAIM).

How many of these principles have you noticed in action on websites that you use regularly?

Accessibility and the law

Accessibility isn't just part of being a good digital citizen, it's also a legal responsibility. View the timeline or use the text only version.

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https://uq.pressbooks.pub/digital-essentials-accessibility/?p=65#h5p-3

Accessibility at UQ

UQ is committed to delivering high quality blended learning through a digital uplift program (involving both systems and capabilities). Digital learning transformation requires improvements to our technology and changes to our teaching practices. The Digital Teaching Framework is an initiative that seeks to describe the minimum and 'best practice' standards for digital teaching, one of which is accessibility and inclusivity.

ⓘ Services available at UQ

- UQ Student Support provides access to specialised software and assistive technology, as well as access to information and assistance available at UQ.
- The Library offers services to make our collections more accessible to library clients with disability.
- The Assistive technology rooms at Central Library contain special software and equipment that are available to students who have been authorised by their Accessibility and Welfare Adviser.

Text version of Accessibility and the law

Timeline of accessibility laws and policies for UQ, Queensland, Australia and Worldwide.

1991 – Anti-Discrimination Act 1991 (Qld)

This Act aims to protect people in Queensland from unfair discrimination, sexual harassment and other objectionable conduct and provides a means to bring a complaint and have it resolved.

1992 - Disability Discrimination Act 1992 (Cth)

This Act aims to eliminate discrimination against a person due to disability in Australia. It covers work, education, accommodation, facilities, services and more. It also aims to promote recognition and acceptance within the community that persons with disabilities have the same fundamental rights as the rest of the community.

2005 - Disability Standards for Education 2005

The Standards clarify the obligations of education and training providers in Australia, and seek to ensure that students with disability can access and participate in education on the same basis as other students.

2006 – United Nations Convention on the Rights of Persons with Disabilities (CRPD)

The CRPD protects the rights and dignity of people with disabilities and closed the gap in protecting human rights. Article 9 of the CPRD says that we should remove barriers to people with disabilities accessing the internet and 'promote access for persons with disabilities to new information and communications technologies and systems, including the internet' (CRPD, 29.2.g). Article 21 of the CRPD states that people with disabilities have a right to freedom of access to information.

2014 – UQ Disability Policy 1.70.08

The UQ Disability Policy 1.70.08 aimed to ensure an inclusive environment for people with a disability participating in work and study at the University.

2018 — 2021 – UQ Disability Action Plan

The Disability Action Plan 2018 – 2021 presented a framework of principles, objectives and operational action items to ensure that UQ is a disability-confident organisation that is inclusive and accessible for people of all abilities.

2021 – Diversity, Equity and Inclusive Behaviours Policy

UQ has policies around disability and discrimination which are guided by national and state legislation. The UQ Diversity, Equity and Inclusive Behaviours Policy aims to ensure a thriving, diverse community where all staff, students and members of the UQ Community feel welcome, included and safe.

Return to the section after the timeline or continue on to the next chapter.

3. CREATE ACCESSIBLE WEB CONTENT

All users should have equivalent access to your web content, regardless of their situation. Your content is accessible if **all** users can access, use and understand it.
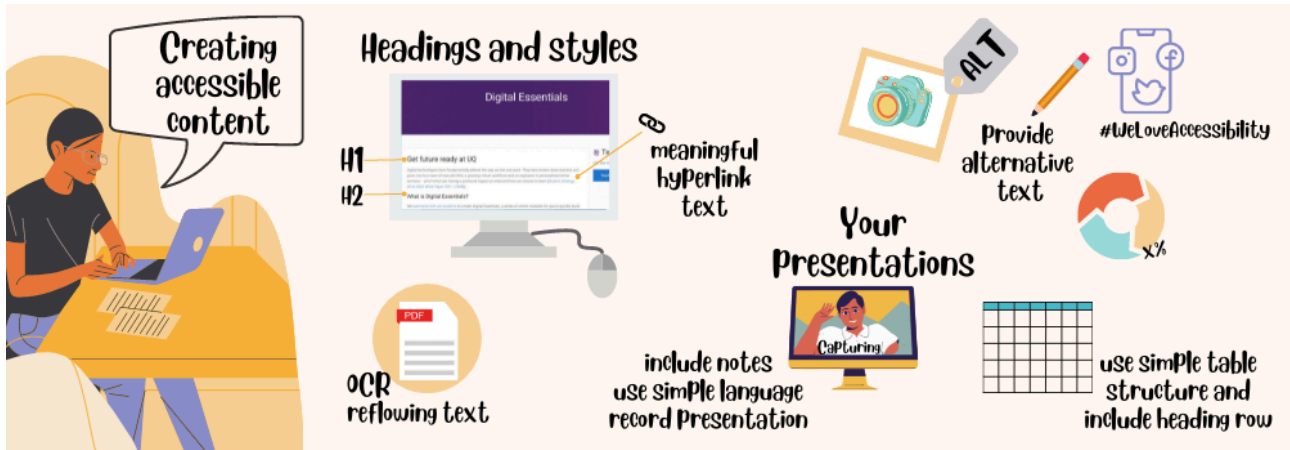
This section focuses on webpages and the next section covers social media, documents and presentations.

Plain language

Use plain language when you write online content. Plain language is concise, well structured and easy to understand. If you use common terms and simple sentences it will be quicker for your users to read your content.

Simple words and phrases

Use common, everyday words so that your audience doesn't have to work hard to understand your content. Use terms consistently. Explain technical terms and avoid jargon slang and idioms.

Examples of simple words:

- **get** rather than "obtain"
- **because** rather than "as a consequence of"

The Everyday words cheat sheet is a list of words to avoid and alternatives to use instead.

Active voice

Use active voice rather than passive voice, whenever possible. Active voice makes it clear who has to do the action and usually allows you to say the same thing with fewer words.

Example: **You must submit the form to apply** rather than "The application must be submitted using the form."

(?) Easy to read or not?

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https://uq.pressbooks.pub/digital-essentials-accessibility/?p=121#h5p-7

Headings

Use headings and subheadings to divide your content into smaller chunks that are easier to scan.

Use heading styles in the correct order. Heading titles should be concise and accurately describe the page, section or paragraph. Don't skip heading levels, as this will affect the accessibility of your content.

(?) Adding headings

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⎯ *online here:*
https://uq.pressbooks.pub/digital-essentials-accessibility/?p=121#h5p-8

Links

Use **descriptive** links. Click here is not a descriptive link. Let your user know what will happen when they click on the link so they understand why it's worth clicking on e.g. Templates, checklists and tips for web writing.

If you link to a video, PDF, document or some other format, describe what it is in the link text. It is also good to indicate the length of the video or the file size e.g.

- Why chunking content is important (YouTube, 2m10s)
- Template for web writer's planning notes (PDF, 57KB)

Images

Write informative alternative text (alt text) for any images that are not just decorative. All users should have **equitable access** to information contained in images. If the information is not in the surrounding text, it must be in the alt text. When deciding whether an image is decorative or informative, consider why you decided to include it in your content.

Writing alt text

The alt text should be simple and as short as possible. Most web platforms will have an alt text field for images.

- If you are writing HTML code, add **alt="***description of the image***"** within the image tag.
- Images that have no function or are purely decorative should still have an empty alt attribute in this format **alt=" "**. This tells screen readers to skip this image.
- Many platforms require you to enter a space in the alternative text field to produce alt=" " in the source code.
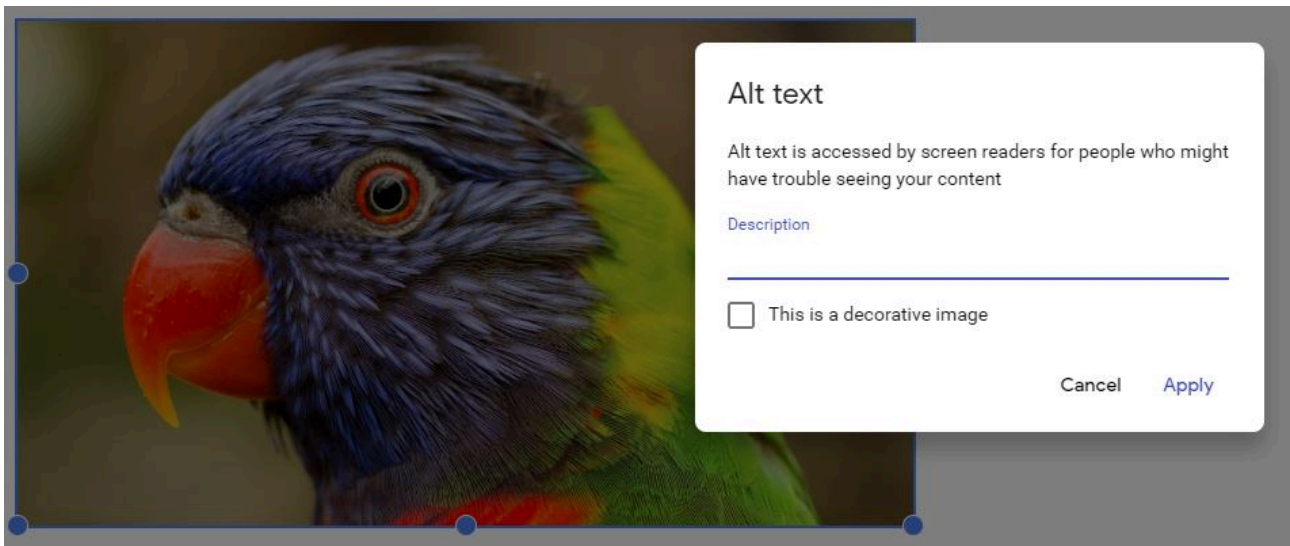
The alt text field allows you to add an image description.

Long descriptions

Try not to put text instructions in an image. If you can't avoid having an image containing complex instructions or content, provide a **long description**. You can <u>add a link to a long description</u>.

(?) Writing a good alt text description

Example caption: Star Wars Lego AT-ST Walker (left) and AT-AP Walker (right). Both have spring-loaded shooters.

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https://uq.pressbooks.pub/digital-essentials-accessibility/?p=121#h5p-6

Tables

Sighted users can use visual cues to make sense of tables but screen reader users need the correct HTML markup to understand the data. Creating Accessible Tables explains why HTML markup is so important.

- Add column and row headers. Table headers should never be empty.
- Use the scope attribute to associate the data cells with the headers.
- A table caption can also be helpful.

Video and audio

Video used in your web content should have **captions** and a **transcript**. The audio for the video should fully describe the visual content. If it doesn't, an **audio description** would be required. Audio descriptions provide information about the visual content. Find out more about <u>using captions, transcripts and audio descriptions</u>.

If you make a video, plan your script so that you fully explain any visual content. YouTube provides captions and transcripts for videos that have spoken audio.

Audio-only content, such as a podcast, should have a transcript.

The <u>Types of assignments</u> module has tips on creating video and audio.

Colour contrast

When planning your overall design scheme, <u>check the colour contrast</u> of text on backgrounds. Poor colour contrast can be difficult for people who are colourblind.

Web accessibility checker

<u>WAVE Web Accessibility Evaluation Tool</u> – WAVE® is a suite of evaluation tools that searches websites for problems in the code that can affect appearance and usability of the website.

(?) Check your knowledge

Let's revisit <u>Arngren.net</u> from the <u>What is accessibility?</u> section of this module.
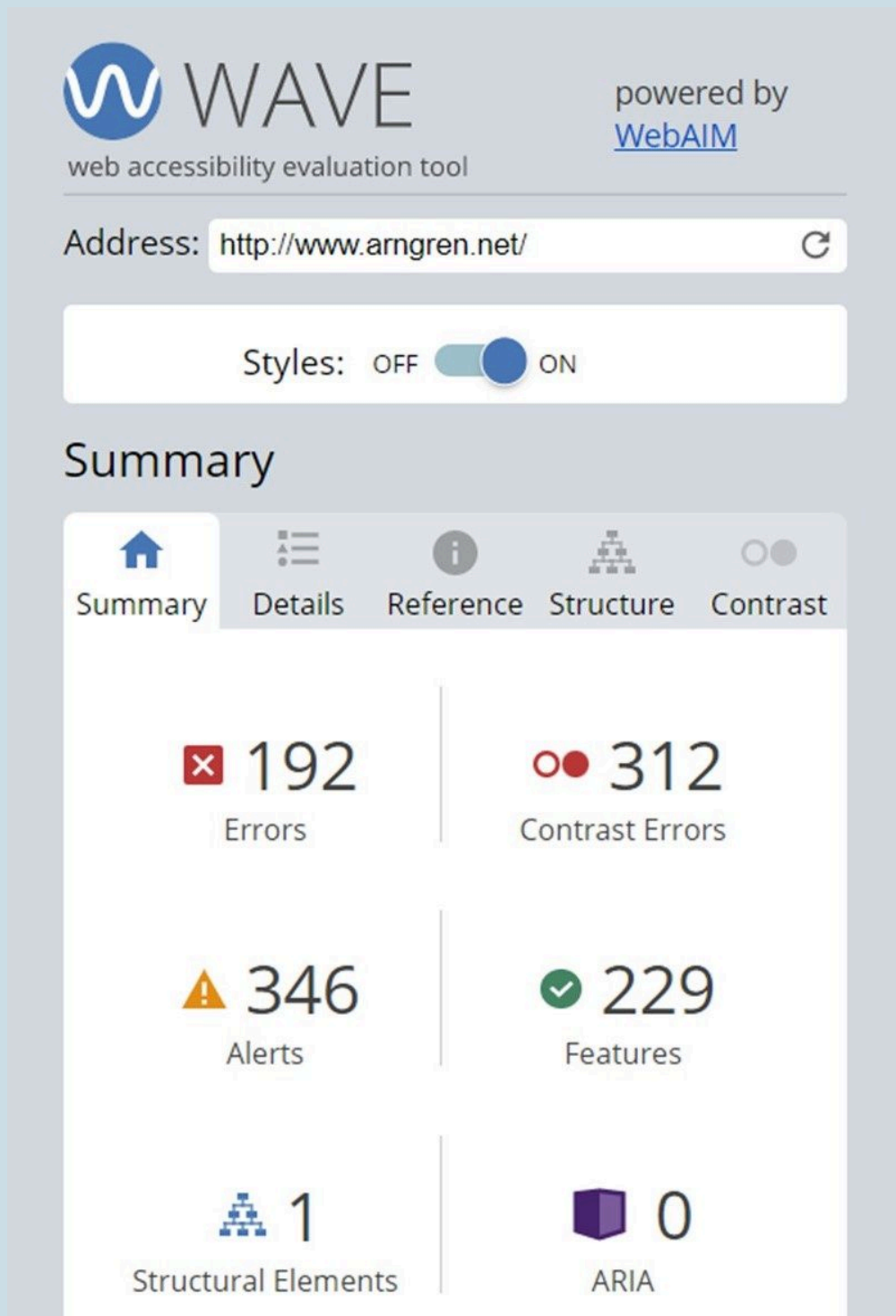
Screenshot of WAVE check summary results of Arngren.net. Retrieved August 19, 2022 © Arngren.net

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://uq.pressbooks.pub/digital-essentials-accessibility/?p=121#h5p-4

Check a website that you visit regularly with the WAVE tool. What can you tell about its accessibility using WAVE?

Find out more about creating accessible web content:

- Accessibility for web writers from 4 Syllables
- Testing web content for accessibility
- Teach Access tutorial from Teach Access

4. CREATE ACCESSIBLE SOCIAL MEDIA, DOCUMENTS AND PRESENTATIONS

There are a lot of excellent step-by-step online guides on increasing the accessibility of different kinds of content. Here are our top tips for social media, documents and presentations.

Social media

Social media is one of the places where it's easiest to forget about accessibility because it's so personal and immediate. Many of us use social media to share things about our daily lives, to talk with our friends and to upload photos and videos. Depending on how public your profiles are, your audience may be much larger than you expect. Practicing increasing the accessibility of your content on social media is an excellent way to get into good habits.

Social media is often image heavy, which can disadvantage people with visual impairments or slow internet connections. One way to provide a better experience with your social media posts is to provide a text alternative, or alt-text, for your photos. This is easy to do, and X (Twitter) and Facebook both have guides on how to do it.

Hashtags can also be inaccessible. Hashtags can be difficult for people with cognitive or visual impairments to read because of the way the words run together. An easy way to make hashtags more accessible is to capitalise each word in the hashtag to make it easier to read. This type of formatting is referred to as camelCase. For example, #weloveaccessibility would become #WeLoveAccessibility. This also helps avoid accidentally creating hashtags that go viral for all the wrong reasons.

Our Social media module has more information on creating social media content.

Documents and assignments

There are things that you can do to make your written work more accessible, whether you are using Microsoft Word or other editing software.

Quick tips to make your documents more accessible:

- Add **alt text** to images, drawings, and other graphics – this provides screen reader users with an audio description of what's on screen.
- Use built-in **headings** and **styles** – this preserves tab order and makes it easier for screen readers to read your document, as well as generate automatic tables of contents for long assignments.

- Use a simple table structure and include a heading row rather than start with data in the first row.
- Add **meaningful hyperlink text** – screen readers can scan for links, so informative link text is helpful.
- Ensure that colour is not the only means of conveying information – people who are blind, have low vision, or are colorblind might miss out on the meaning conveyed by particular colors.
- Use sufficient contrast for text and background colours – high level of contrast between text and images makes it easier to read and comprehend.

💡 Document guides

[Microsoft Word](#) and [Google Docs](#) have step-by-step guides on how to make your content accessible.

📽️ [Microsoft Office Accessibility for beginners (LinkedIn Learning, 24m 4s, UQ log-in required)](#) explains the steps for making accessible content with Microsoft tools.

There are also Word add-ons to help improve accessibility as you work. Vision Australia's [Document Accessibility Toolbar](#) is an excellent example that is used around the world.

Portable Document format (PDF)

If you are reading or editing documents in Portable Document Format (PDF), there are some barriers to accessibility. Often, PDFs cannot be read by a screen reader, and they can be difficult to read on mobile devices. This is because PDFs are essentially image files meant to preserve exact formatting and not to be edited as text. There are several steps you can take to make PDFs more accessible, the most useful being **optical character recognition (OCR)**.

OCR scans a PDF document and recognises text, turning it into a format that can be edited. This feature is available on Adobe Acrobat Pro DC and can be enabled by using the **Recognise Text** feature in the **Enhance Scans** tool tab. There are also free browser extensions such as [CopyFish](#) that you can use if you don't want to download documents.

An additional feature of OCR is that it allows you to **reflow** text. This means that when you make text bigger, it will change to fit the screen at its larger size, removing the need for annoying (and inaccessible) sideways scrolling. [Adobe's guide to reflowing text in a PDF](#) has instructions.
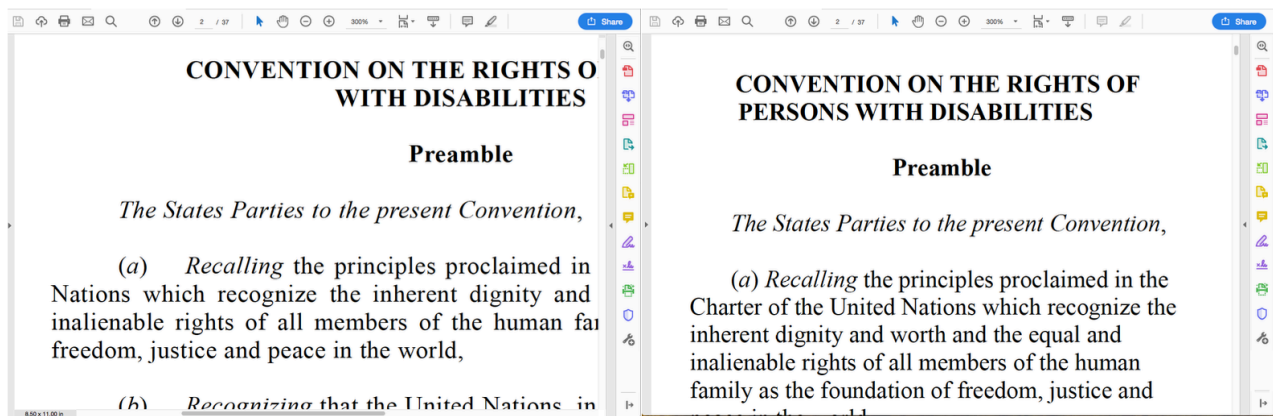
A PDF document magnified, before and after reflowing (UN Convention on the Rights of Persons with Disabilities)

Practice

You can practice some of these accessibility changes with a PDF document.

Download the chapter on PDF Accessibility (UQ log-in required) from the book *Web Accessibility: Web Standards and Regulatory Compliance* and open it with Adobe Acrobat Pro.

Use the instructions in the chapter to change the colour contrast, reflow the text, and read the content aloud.

Would any of these accessibility features be useful to you?

Presentations

Sometimes your assignments might involve giving a presentation or creating a video. Presentations are in some ways easier to make accessible because they often contain content in multiple formats. For example, you may give a verbal presentation while also providing PowerPoint slides for your audience to read.

Here are some quick tips to make your presentations more accessible:

- Include notes that you intend to read from in the notes field of your presentation slides – if people can't attend your presentation or have a hearing impairment, this allows them to follow the content

more easily.
- Use simple language in your slides and presentations – you'll get your message across more clearly and have the added bonus of removing accessibility barriers for people with cognitive impairments or different levels of language skills.
- Record presentations if possible – recordings allow people to go back and catch up on things they may have missed and removes the physical accessibility barriers to people who are unable to attend your presentation in person.
- Include a transcript or closed captions for any video content – these features make videos accessible to a much wider range of people.

WAI's guide on creating accessible presentations has more tips.

Accessibility checker tools

- Microsoft Accessibility Checker –
    ◦ Use to check accessibility in a range of Microsoft apps.
    ◦ Using the accessibility checker (LinkedIn Learning, 3m 08s, UQ log-in required) provides a demonstration.
- Create and verify PDF accessibility (Acrobat Pro, DC) –
    ◦ How to use Adobe Acrobat tools to create and check accessible PDFs.

5. STUDY HACKS

- [Productivity = flexibility](#)
- [Tools for all](#)
- [Text-to-speech](#)
- [Speech-to-text](#)
- [Extract text from an image](#)

Productivity = flexibility

Many of the tools specifically designed to improve the accessibility of online content have been widely adopted by many types of users and marketed by companies as general productivity tools. Using these tools can be a great way to hack your studies.

[Disability-led innovations for the masses (YouTube, 18m 35s)](#) demonstrates how accessible technologies have been at the forefront of digital innovation for decades, and how current assistive technologies can help us predict the future of computers.

> *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://uq.pressbooks.pub/digital-essentials-accessibility/?p=93#oembed-1*

If you enter 'productivity tools' into a search engine, you'll find lists of apps and programs with all sorts of different features to help with all aspects of your life. As individuals, we all have different preferences for how we work. Technologies originally designed to be assistive can have major benefits for all of us. They can assist us with everyday tasks, such as reading and taking notes, to provide a flexible approach to how we work and study. Why not try out some of these tools to see if they might help you?

Tools for all

A lot of operating systems, both for computers and mobile devices, come with a host of inbuilt features designed for accessibility which can also be used as productivity tools. For more about these in-built features see the [Apple accessibility](#) and [Windows accessibility](#) pages.

Most [browsers also have a number of accessibility options](#) that users can change to suit their needs.

There are also lots of different browser extensions available to improve web accessibility. ATbar is an example of this kind of extension which has a host of accessibility features for different users. It allows you to magnify text, change the colour contrast of a web page, and even read passages aloud all from one place, without having to change settings for individual web pages.

Text-to-speech

Some people find it easier to take in information when it's read aloud, so many programs now offer text-to-speech tools. These tools are different to screen readers because they are used to read specific text rather than everything on the screen. This means that they don't require the same level of expertise to use. These have different features in terms of how much text will be read at a time and whether they will read only from documents or from other sources of information.

Tool	Platform	Free account available	Features
NaturalReader	Browser based	Yes - free and paid plans	• online tool with option to download software version to Windows or Mac • allows for import of different document formats
SelectionReader	Google Chrome	Yes	• browser extension for Chrome which reads highlighted text aloud • will read out large amounts of text
Select to Speak	Android	Yes	• accessibility feature on Android devices that speaks text selected by highlighting • also reads aloud text scanned to OCR using the device's camera

Speech-to-text

Many smart assistants such as the Google Home and Amazon Echo use voice recognition functions to identify users and personalise their experiences. It's also one of the key ways that certain groups of people interact with their digital devices.

Tool	Platform	Free version available	Features
Dictation	Mac (also available for iOS)	Yes	• in-built tool in Apple products that translates speech to written text • works for text messages and documents
Dictation	Windows	Yes	• in-built tool in Windows PCs that translates speech to written text • works for documents and Windows programs
Voice Typing	Google Docs	Yes	• uses speech recognition to type into a Google document • great for collaborative work and when on the go
Dragon	Windows, Mac, iOS and Android	No	• expensive tool with lots of premium features • allows for workflows completely controlled by voice

Extract text from an image

Sometimes text is contained in an image. Optical Character Recognition (OCR) software can extract the text from an image and convert it into editable text that you can copy or read aloud.

Tool	Platform	Free version available	How to use it
Copyfish	Browser extensions: • Chrome • FireFox	$ⓢ$ Yes	1. Open the image or page in Chrome or Firefox 2. Click the Copyfish button next to the URL address bar 3. Select any region of the image in the browser screen and extract the text.
Google Drive	Works in the online version	$ⓢ$ Yes	1. Upload the image file to Google Drive 2. Right-click on the image file (or hold down SHIFT and press F10) 3. Select Open With then Google Docs 4. The text from the image will appear in the document.
OneNote	Requires the desktop version and OneDrive	$ⓢ$ Yes - available via Microsoft 365 with your UQ account.	1. Save the image 2. Open a OneNote page (in the desktop version) 3. Click Insert then Picture to insert the image 4. Select the image file 5. Right-click (or use a keyboard shortcut) to select Copy Text from Picture 6. Paste the text onto the page or wherever you want it.

Find more study tools in the **Choose the right tool** module.

6. CHECK YOUR KNOWLEDGE

All the answers to the quiz questions can be found in this module.

Your response data will **not** be gathered if you answer the questions below. Take a screenshot of **Your result** at the end of the quiz if you are required to show you have completed it.

> ⑦ Accessibility quiz
>
> There are 8 questions to answer. After you answer a question, click the arrow to move to the next question.
>
> > 🖹 *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
> > *https://uq.pressbooks.pub/digital-essentials-accessibility/?p=35#h5p-5*

If you are required to get a certificate with your name, take this version of the Accessibility quiz (requires a UQ login).

Note for teaching staff: You can embed the module and the H5P quiz in your courses.

Module summary

① What is accessibility?

- Accessibility is making sure that content is equitably available to everyone.
- Accessibility isn't just about disability – it benefits everyone.
- People's reasons for requiring accessible content are many and varied.

② Being accessible

- Universal design is the idea of designing with everyone in mind – creating new solutions without barriers to certain groups of people.
- There are tools to allow us to simulate different accessibility problems to better understand how to solve them.
- Making sure content is accessible is a legal requirement in many sectors.

③ Create accessible web content

- All users should be able to access, use and understand your web content
- You can use techniques to make your content accessible, such as alternative text for images and correctly formatted tables.

④ Create accessible social media, documents and presentations

- Many fundamental ways of improving accessibility are the same across different platforms.
- Social media isn't always accessible and is an easy place to start creating accessible content.

⑤ Study hacks

- The use of accessibility features isn't restricted to people with disabilities – you can use assistive technology to help hack your studies.
- Operating systems have built in accessibility features that can be used as productivity tools.

7. ADDITIONAL RESOURCES

There are many additional resources available to help you broaden your knowledge of digital accessibility.

Books

Brabazon, T. (2015). Enabling university: impairment, (dis)ability and social justice in higher education. Springer.

Gilbert, R. M. (2019). Inclusive design for a digital world: designing with accessibility in mind. Apress L. P.

Harpur, P. (2017). Discrimination, copyright and equality. Cambridge University Press.

Lazar, J. and Stein, M.A. (2017). Disability, human rights, and information technology. University of Pennsylvania Press.

Shahrestani, S. (2017). Internet of things and smart environments: assistive technologies for disability, dementia, and aging. Springer.

Websites

- Australian Disability Clearinghouse on Education and Training (ADCET)
- The A11y Project
- Centre for Universal Design Australia
- Inclusive Publishing in Australia: An Introductory Guide
- Making Content Accessible: A Guide to Navigating Australian Copyright Law for Disability Access

8. CONCLUSION

Congratulations!

You have completed the Accessibility module.

Tell us what you think

Use our Digital Essentials feedback form to give **anonymous** feedback on this module. You can provide your email if you would like us to reply to you.

Digital Essentials modules

Build your digital skills with Digital Essentials. Select modules from the 6 themes that match your interests and will help you succeed in study and work.

New to UQ?

- Getting started at the UQ Library

- [Use UQ systems](#), includes:
  - [Book rooms](#)
  - [Printing at UQ](#).

Assignment essentials

- [Find and use media](#)
- [Information essentials](#)
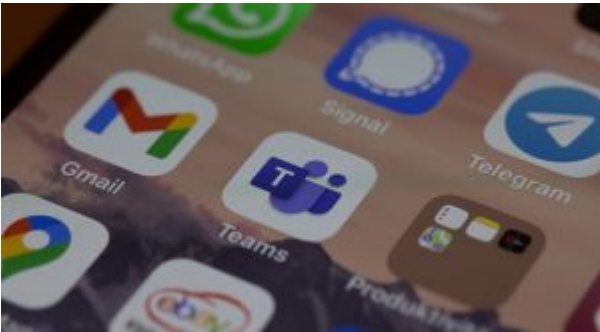- [Write, cite and submit](#)
- [Types of assignments](#)

Digital creation

- [Accessibility](#)
- [Choose the right tool](#)
- [Intellectual Property](#)

🔒 Digital security and safety

- [Digital security](#)
- [Internet essentials](#)
- [Social media](#)

👥 Professional identity and skills

- [Communicate and collaborate](#)
- [eProfessionalism](#)

📊 Work with information

- [Artificial Intelligence](#)

- [Work with data and files](#)
- [Document your research data](#)

Teaching staff – use the modules in courses

Teaching staff can embed or link the modules in courses to help build your students' digital literacy.

- There are interactive elements throughout each module and a short H5P quiz at the end.
- The modules are also available for your students to download in EPUB, PDF and HTML format to make them more accessible.

Learn how to [add the Pressbook module](#) to your Learn.UQ (Blackboard) course.

Assess student learning

Most modules have a final short quiz created in H5P. You can download the H5P quiz from the module and embed it in your course if you would like to check your students' completions or to allow for the results to be transferred to the Grade Centre in your course.

The H5P quiz content will not record any completion data unless you download and add the H5P quiz directly to your course. Students can screenshot the quiz if they are required to show completion.

Learn how to [add the H5P content](#) to your course.