Accessibility of Learning Materials

|  |  |  |
| --- | --- | --- |
| **Type of Learning Material** | **What to take into account** | **Why?** |
| Graphs | Try to avoid the use of colours to display differences in lines/bars. Instead try to display differences by for instance filling the bars or using dotted lines | Students who are colourblind will not be able to distinguish between the different lines/bars and therefore need other ways to be able to distinguish between them. |
| Videos | Put on the subtitles of a video (if they are readily accessible)  AND/OR  Provide a transcribed version of the video  Make sure that all text shown in the video is read out loud or referred to in the video | This way students with auditory and visual impairments will still be able to follow. The subtitles also assist those who are non-native speakers of the language of education. |
| PowerPoint slides | Use accessible fonts such as Calibri, Helvetica, Arial, Verdana, and Times New Roman and use a sufficiently large font    Try to use a clear contrast between background colour and text colour.    Try to find a good balance between text and visuals    Click [here](https://templates.office.com/en-us/accessible-powerpoint-template-sampler-tm16401472) for various accessible PowerPoint templates | This will make it easier to read for everybody and in particular for students with dyslexia or visual impairments |
| Textbooks/Articles | Ideally the textbooks are digitally available so that users can adjust to their needs | This will allow students with, for instance more severe visual impairments to use assistive technology (text to speech software or a braille device).    This also ensures that students do not have to buy expensive textbooks or travel potentially long distances to access them. |