



Accessibility

in Moodle





What is accessibility?



It means creating a website that everyone can use comfortably, no matter their abilities.

People often think only about people with disabilities, but making a site accessible also helps others, like those using mobile devices or slow internet.



Disability

People with disabilities are individuals with long-term physical, mental, intellectual, or sensory conditions that, together with various barriers, can affect their full and equal participation in society.

Universal Design for Learning (UDL)



Multiple means of engagement

- Allow students to choose whether to work in a group or individually.
- Allow students to select their role within the team.
- Provide information about upcoming classes or courses so they can plan ahead.

Universal Design for Learning (UDL)



Multiple means of representation

- Use editable files so students can handle them.
- Record classes in audio or video for review.
- Provide transcripts of videos and audios.

Universal Design for Learning (UDL)



**Multiple means of
actions and expression**

- Use different assessment methods, like projects.
- Offer students many ways to show their learning.
- Support clear tracking of progress.



Good practices

The following practices will help make your Moodle activities and resources more accessible.



Provide content and materials in advance

In flexible and accessible formats that allow students to adjust font size, colors, and other elements as needed.

Helps on:

- People who read lips in live sessions or videos can anticipate the context.
- People who are blind can have the materials read aloud by a screen reader.
- People on the autism spectrum can prepare and understand what will happen in advance.



Writing clear instructions and feedback

It is especially helpful for people with anxiety, autism, or other mental health conditions.

Good practice:

- Use clear, direct instructions and feedback.
- When presenting, keep the instructions on screen at all times.
- Review your instructions with empathy for the participant.



Course structure and navigation

Your course should be easy to understand and navigate. This is especially helpful for people with dyslexia.

Good practice:

- Give each topic its own title.
- Use activities and resources to keep the main course page clear.
- Try not to put content on the main course page, as it can be confusing.
- Divide heavy content into pages or book chapters.
- Add images that make each section easy to spot.
- Use images for navigating when possible (like in book sections).



Simplify your content

Keep your writing as simple as you can

Good practice:

- Identify your audience and shape your message for them.
- Use bullet points when they help.
- Finish each bullet with a period or semicolon.
- Keep the language clear and easy.
- Replace complex words with simple ones.
- Find a balanced tone.



Make sure your content has enough contrast

Foreground – background

Good practice

- Use a contrast checker if you think it's needed:
<https://webaim.org/resources/contrastchecker/>



Use descriptive links

People with low vision or blindness use screen readers that speak everything shown on the page.

Good practice

- Do not use links like “click here to see the file.”
- Explain in the link what it does or where it goes.
- “Read Smith’s article.”
- Set links to open on the same page. If you want them to open in a new one, say it clearly.
 - “Read Smith’s article” (opens in a new window).
- Avoid starting with http://www...



Text format

Direct attention to the key sections of the content.

Good practice

- Choose bold text to highlight ideas.
- Don't underline, as it can be confused with a link.
- Avoid italics, because they may reduce readability.
- If copying text into Moodle, paste it plain and edit inside Moodle.
- Steer clear of justified alignment.



Typography

Font or text style

Good practice

- Use sans serif or without serif
- Avoid serif typefaces

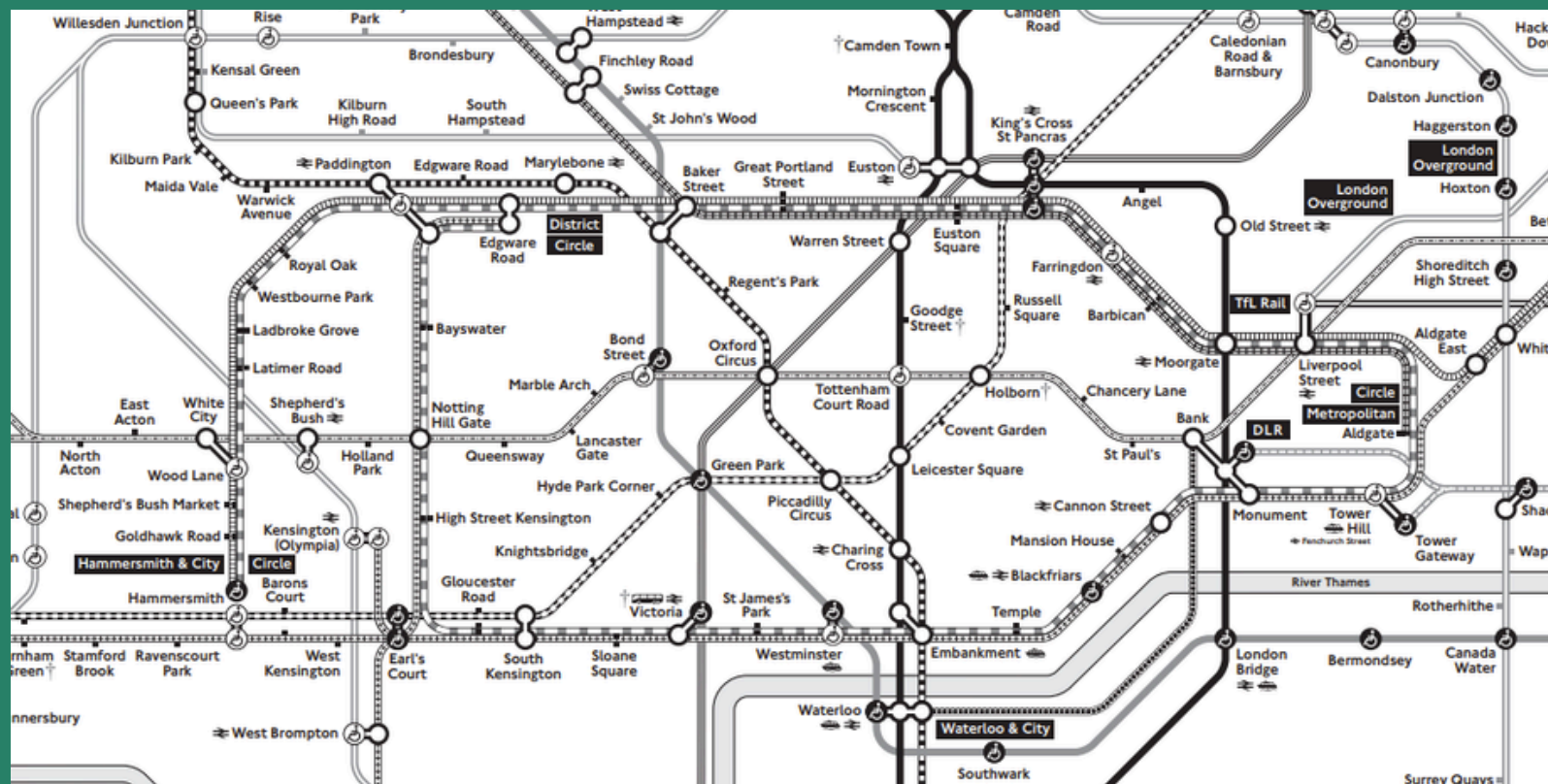
Typography – sans serif

Typography – serif



Don't depend on color

People with color blindness may miss information if it depends only on color codes.



Good practice

- Think about whether your content would still be clear in black and white.
- Use images when helpful and possible, such as crosses, checkmarks, or simple icons.
- Use patterns, textures, or different types of lines.



Use heading styles

Moodle already uses `<h1>`, `<h2>` and `<h3>` as part of its interface.

Good practice

- Use the paragraph styles in your Moodle text editor.
- If you'll use code to create your text, organize your titles and subtitles properly by starting with `<h4>`.
- The theme your Moodle uses will help—or hurt—how this content is displayed.



Use of images

Add the descriptions (alt text).

Good practice

- Write alt text or a description for each image if it is essential to your content (not for decorative images).
- Include only helpful information. Keep it short. For infographics or charts, include all text or provide a short summary.
- Do not add “image of” or “photo”; the screen reader will handle that.



Audio and video

They are very useful, but not everyone can access them.

Good practice:

- Include subtitles in your videos to help deaf people and people learning your language understand the content.
- Use a video player that supports automatic subtitles if you can (CC).
- Share a text transcript of the video when possible.
- Use a video player that allows adjusting playback speed.



Accessible documents

Can be digested by screen readers

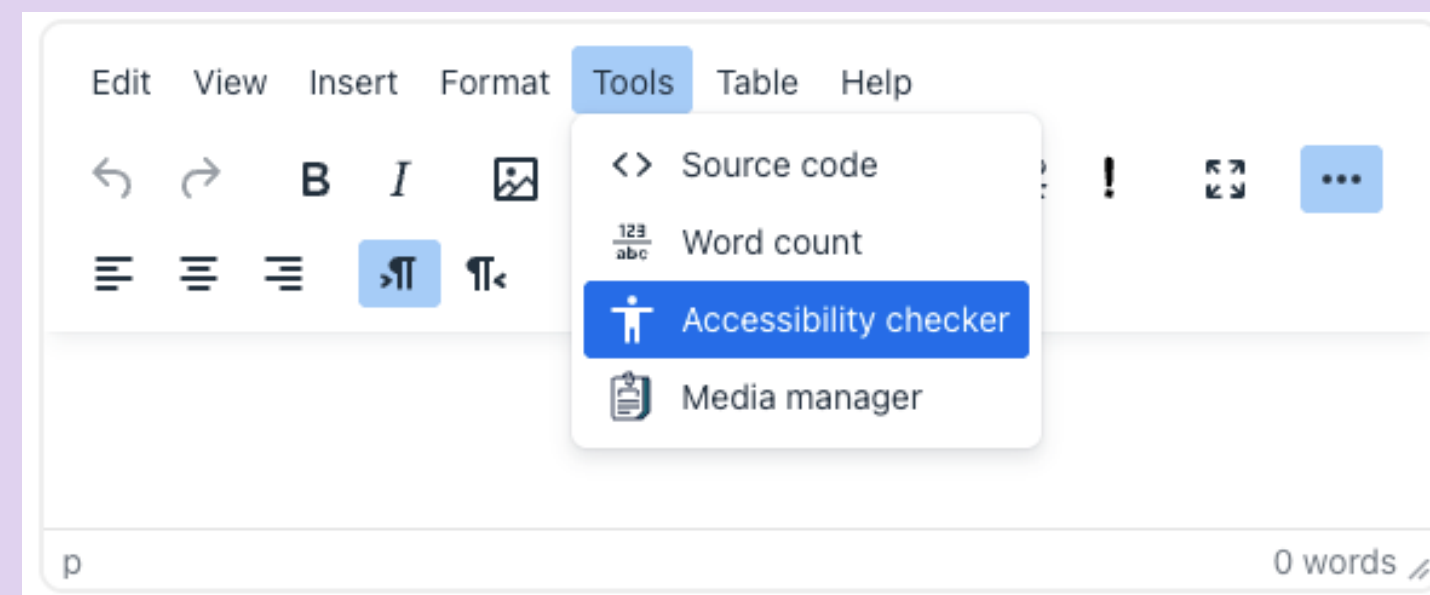
Good practice

- Save as PDF instead of printing to PDF.
- Use selectable text (not an image of text).
- Check for accessibility tools in the program you're using.



Accessibility checker

Integrated into Moodle





Accessibility Block

Allows users to change the interface's text size and contrast.

Background Colour Reset	Font Face Reset Serif Sans Serif Dyslexic
Font Kerning Turn off	Font Size - 1 + Reset
Image Visibility Hide Images	Letter Spacing - 0 + Reset
Line Height - 1.2 + Reset	Link Highlight Disabled



Thanks!

More information on

- Moodle Academy:
 - Introduction to accessibility.
 - Accessible teaching basics.



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