TEXT & LAYOUT

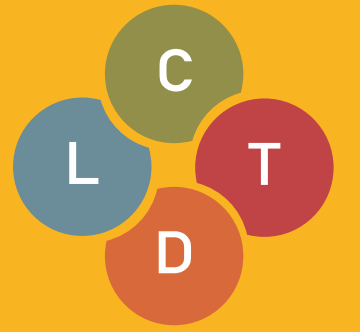# Practical approaches to applying
Universal Design
making your course accessible to everyone

NAVIGATION

Allow learners to choose between multiple ways of navigating your site. You can do this by providing a course outline, using simple menus with clear descriptions of the content in each section, or creating a mini 'home page' for each module with hyperlinks to the content in that module.

CONSISTENT LAYOUT

A clear and consistent layout can improve accessibility because it is predictable. Repeated design elements (such as menus, icons, or links to content and resources) should be in the same place on every page of the site. Knowing what to expect helps students with cognitive or learning disabilities orient themselves and concentrate on the content.

REACH
PURSUADE
INFLUENCE

HEADINGS

H1 **H2** H3

Headings add structure and organise content on a page. They should be simple and clearly describe the topic or purpose. Use the built-in heading styles to allow assistive technologies such as screen readers to navigate content on a page.
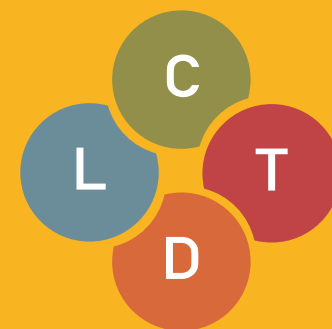
FONT

a A A

The default ulwazi font is accessible. Choose the default font by selecting 'paragraph' in the Rich Content Editor. Alternatively select another font which is legible online and set the font size to at least 12 points.
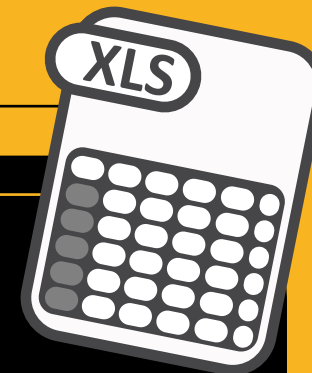
Practical approaches to
Universal Design
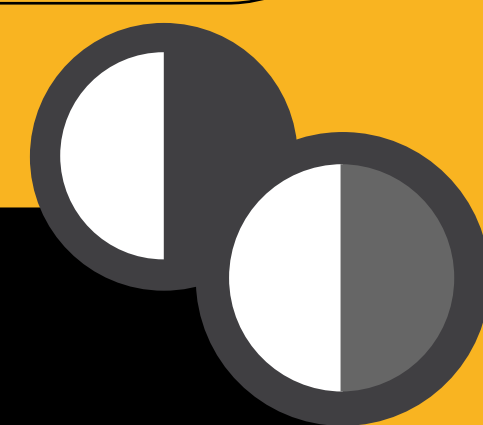## for making your course accessible to everyone

TABLES

Tables are often inaccessible to assistive technology (such as screen readers), particularly when the table is pasted into Canvas from Word or other software. You can make your tables more accessible by creating the table in the ulwazi Rich Content Editor and adding table headings. If you are unsure whether your table is accessible or not, use the accessibility checker in the rich content editor before saving the page. Tables are more mobile-friendly when you repeat table headings on each page.

CHUNKING

Students with reading and concentration disabilities may find it difficult to maintain attention and comprehend the meaning of long blocks of text. Breaking long lectures and text into small chunks benefits all students by making the text easier to navigate and comprehend. A smaller screen size (mobile devices) means there is less space for content. It's more difficult and fatiguing to read long passages of text on a small screen.

COLOUR CONTRAST

Colour contrast is the difference in brightness between foreground and background colours. Increasing colour contrast makes text easier to read.
Limit using colour as the only way to convey meaning. Some students will not follow text where you use colour to indicate meaning, for example by changing the colour of important words.