

10 Top Tips for Making Moodle Accessible

How to make Moodle accessible for your students with disabilities



Moodle can easily be made more accessible for your disabled and dyslexic students, giving them access to your teaching materials. These 10 top tips will get you started. Best practice and detailed help is available on the ITS web pages at www.bbk.ac.uk/its/services/dis_support/staff.

1. Plan your content structure to be simple, logical and consistent across all of your courses and show the structure using meaningful formatting (e.g. sub headings in smaller font sizes).

Students with visual impairments and dyslexia pick out the headings to scan read and navigate your pages. Logical consistent structure makes it much easier.

2. Place key information (e.g. an overview or summary of your content and instructions) at the top of the page.

Screen Reader users want to hear what the page is about before they try reading the entire content – a summary at the top of the page will automatically be read first.

3. Label your PDFs, documents, links etc. meaningfully (e.g. Session 2: lecture slides...).

Blind and visually impaired users search your pages using lists of headings and links. They don't have the surrounding content to get context from – so the heading has to be meaningful. Avoid "click here", repeating headings and inexplicit headings.

4. Avoid leaving folders empty.

They fill up empty space and slow dyslexic and visually impaired students down.

5. In discussion forums use meaningful headings for discussion threads.



Meaningful headings make content easier and faster to find. This means visually impaired and dyslexic students are more likely to participate.

6. Don't use colour for meaning (e.g. "click on the blue text", or "red text is incorrect").

Students with visual impairments and some with dyslexia and colour blindness can't see the colour and won't understand your meaning.

7. Provide tests and quizzes in an alternative format if:
 - a. you are using drag and drop
 - b. you are using images or videos (or add alternate text to images if it doesn't give the answer away)

and provide plenty of time to complete them.

Students with limited dexterity or visual impairments may not be able to complete them otherwise.

8. Make sure all the teaching materials that you upload (e.g. your PowerPoints and PDFs are accessible). More advice is available at www.bbk.ac.uk/its/services/dis_support/staff.

If your PDF looks like text but is really an image your students that use text readers won't be able to read it.

9. Avoid jargon; use short, clear and concise sentences and bullet points rather than long sentences.

Students with dyslexia have problems with large areas of unbroken text. The same content presented with more white space and logical structure is easier to read and understand.

10. Think about your text style and the use of colours and images: use a sans serif font (e.g. Arial); avoid blocks of underline, italics or Capital letters; don't use justified text; avoid text over background images or with poor colour contrast.

Serifed fonts (e.g. times new roman), underlining and *italics* disguise the shape of the characters; justified text puts gaps between words of unequal length; **poor colour contrast** (poor colour contrast) and text over images make text difficult to discern - these all make reading more difficult and tiring for your partially sighted and some of your dyslexic students.

