



Kolibri Studio User Guide

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Select and organize the learning resources for Kolibri

Kolibri Studio¹ is the tool used to organize learning resources and build channels for **Kolibri**², an open-source platform specially designed to provide offline access to educational content.

Kolibri runs in a local network (LAN), and serves the connected devices (computers, tablets, etc.), but does not include any content upon installation. To be able to serve the learning resources to their local users, facility administrators must import channels into Kolibri.

While it is possible to install **Kolibri** and import channels without an active Internet connection, you need to access the **Kolibri Studio**³ online in order to start curating a new channel, or update an existing one with new learning materials.

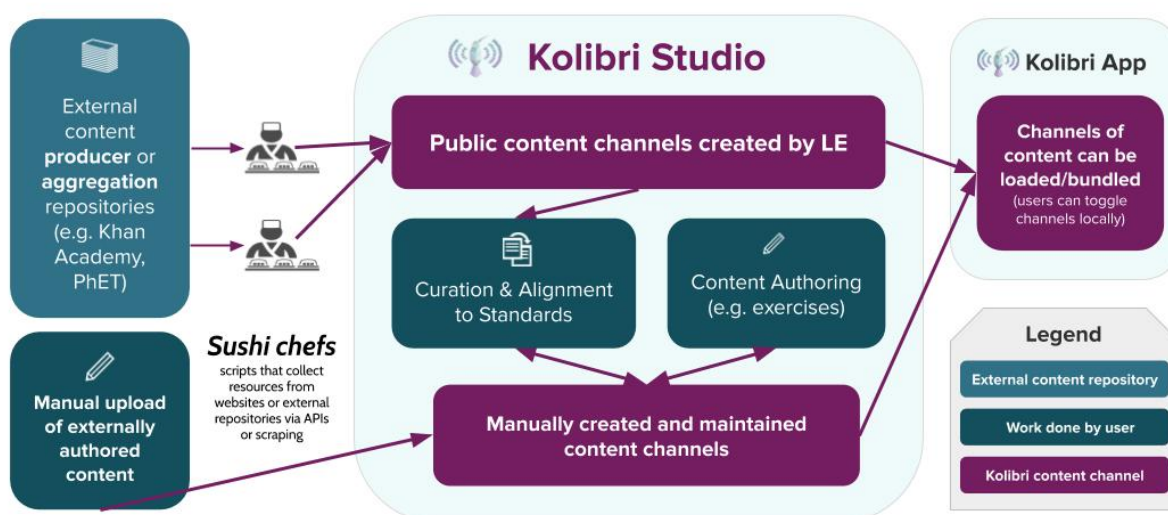


Fig. 1: Kolibri and Kolibri Studio content pipeline.

Introduction to Kolibri Studio (video)

¹ <https://studio.learningequality.org>

² <https://learningequality.org/kolibri/>

³ <https://studio.learningequality.org>

Chapter 1

Kolibri channels

The main purpose of Kolibri Studio is to allow you to build learning *packages* called **channels** according to your needs. You can build channels by uploading your own learning resources (exercises, videos, audio or document files), or by importing them from publicly available channels.

A Kolibri **channel** is a collection of educational resources (exercises, videos, audio or document files) and associated metadata, prepared and organized for their use in Kolibri.

Kolibri channels can be public or private/unlisted.

1.1 Public channels

Kolibri application can serve content from several publicly available channels, which administrators may choose to import and use on devices in their facilities.



Fig. 1: Some publicly available learning content that may be included in Kolibri.

Khan Academy⁴ - One of the most popular channels. Developed originally in US, focus is on primary and secondary maths. Additional selected topics in science, history and business.

⁴ <https://www.khanacademy.org/>

CK-12⁵ - STEM content (Science, Technology & Maths) for secondary students and teachers.

TESSA⁶ - Large bank of teacher resources for sub-Saharan Africa in Kiswahili, French, Arabic and English. Covers life skills, literacy, numeracy, science and social sciences, and arts (primary).

PhET⁷ - A very innovative project out of the University of Colorado Boulder to produce free math and science simulations to teach basic STEM topics.

African Storybook⁸ - Great for young children without access to books.

You can access Kolibri public channels the Kolibri Studio website, in order to view and import content from them, but you cannot edit them. You can, however, offer to contribute by translating/localizing, adding voice-over, and reporting issues. Contact the LE team for further guidance regarding contributions on public channels.

Learning Equality team performs regular updates of the publicly available channels on the Kolibri Studio site, to keep them aligned when the original sources change. Channels imported into Kolibri will display a notification when the updated content is available, but the administrators at the local Kolibri installation will evaluate the most appropriate update timeframes according to each deployment needs.

To use a publicly available Kolibri channel, all you need to know is the **channel token** in order to import it into the local Kolibri installation. Find the [channel token in the details page for any channel in Kolibri Studio](#).

1.2 Private or unlisted channels

Kolibri Studio provides the tools to build and curate your own custom channels. As a content curator you can use resources from public channels and combine it with your own imported ones to build custom channels, aligned to the local curricula, or according to your specific learning needs.

Who will use Kolibri Studio to curate channels will depend on the setting in which Kolibri is deployed. Content curation tasks may be the responsibility of the same person who installed Kolibri, or require different and separate roles.

In case of your private/unlisted channels, only users who receive the channel token can view and use the channel.

⁵ <https://www.ck12.org/>

⁶ <http://www.tessafrica.net/>

⁷ <https://phet.colorado.edu/>

⁸ <https://www.africanstorybook.org/>

Chapter 2

Access Kolibri Studio

2.1 Create account


1. Open the [Kolibri Studio address](https://studio.learningequality.org/)⁹ in your browser.
2. Click the **Create an account** link.
3. Fill in your name, email and select a password.
4. Choose the most appropriate answers on how and where you plan to use Kolibri Studio.
5. Read the Studio [Terms of Service](#) and [Privacy Policy](#) and check both boxes to agree. If you have any questions about the service or the use of your personal information, please email legal@learningequality.org.
6. Click **Finish** to create the account.

Tip: Use the **Forgot your password?** link on the **Sign in** page if you lose or forget your credentials, and need to reset them.

2.2 Change your account settings

Open the (user) menu in the upper right corner and select **Settings**.

⁹ <https://studio.learningequality.org/>



Create an account

Basic information

First name

Selina

6 / 100

Last name

N.

2 / 100

Email

0 / 100

Password

Confirm password

Fig. 1: Create an account page for Kolibri Studio.

2.2.1 Account

2.2.1.1 Basic information

Edit your name and password in this section.

2.2.1.2 Export account data

Use the **Export data** button to receive an email with all information linked to your account.

2.2.1.3 Delete account

Warning: If you are the sole editor of one or more channels, you will have to either delete those channels, or invite others as editors, in order to delete your account.

2.2.2 Storage

You have an initial storage of **500MB** for uploading files. In this tab you can review the storage used per file type.

2.2.2.1 Request more space

If you require more storage, click the *Open form* link and fill in the required information in the form that opens below.

- Provide details about the number, size and type of the resources.
- Provide details about the licensing, and decide if you want to make any of your channels **public**.

Warning: By making a channel public, you are allowing anyone on Kolibri Studio to access your content and use it in their own channels. You will still be attributed on your sources, and retain authorship over the content you produce, even when it is used by other Kolibri users. Channels submitted for public use will be reviewed by the Learning Equality team.

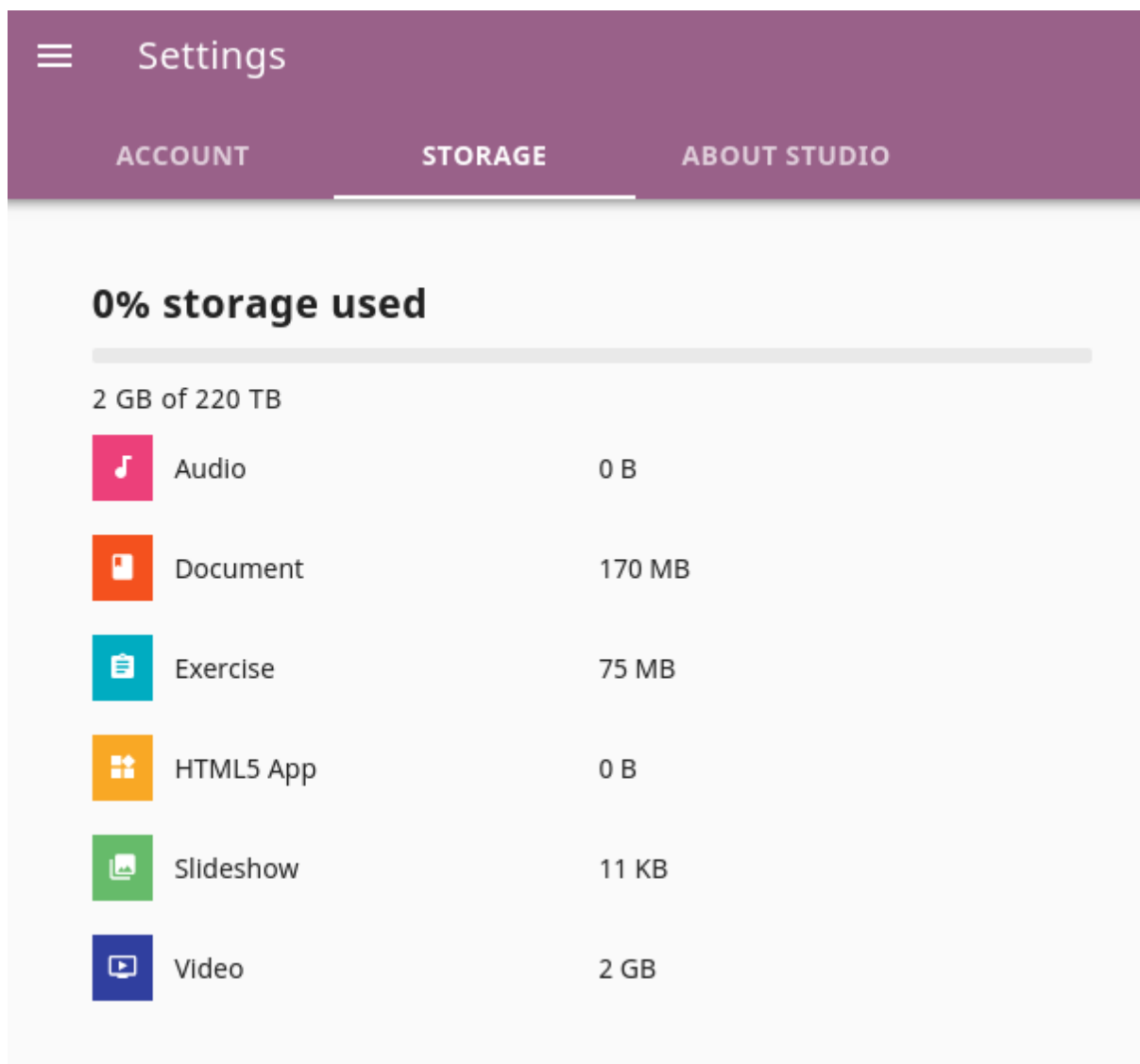


Fig. 2: Review storage settings.

- Provide details about the intended audience, and the target region.
- Tell us more about your use case of Kolibri and the approximate timeline.

2.2.3 About Studio

- Review the **Best practices for Kolibri Studio**

Chapter 3

Explore channels on Kolibri Studio

When you login to Kolibri Studio, you will be able to see Kolibri channels organized in 5 different tab views:

1. **My Channels** tab with the list of channels you created previously, that you can update with the new materials if necessary, and publish again.
2. **Starred** tab with the channels that you flagged for quick access.
3. **View-Only** tab for channels for which you received an invitation to view by other Kolibri Studio users, and can import content from.
4. **Content Library** tab with channels that the Learning Equality team made available from publicly available source content.
5. **Collections** tab, where you can manage packages of multiple Studio channels associated with a unique token.

Tip: To return to the **My channels** page from any location in Studio, click the (menu) button to open the sidebar and select **Channels**.

Manage Kolibri Content Library (video)

Captions for the video are available in English, French and Arabic.

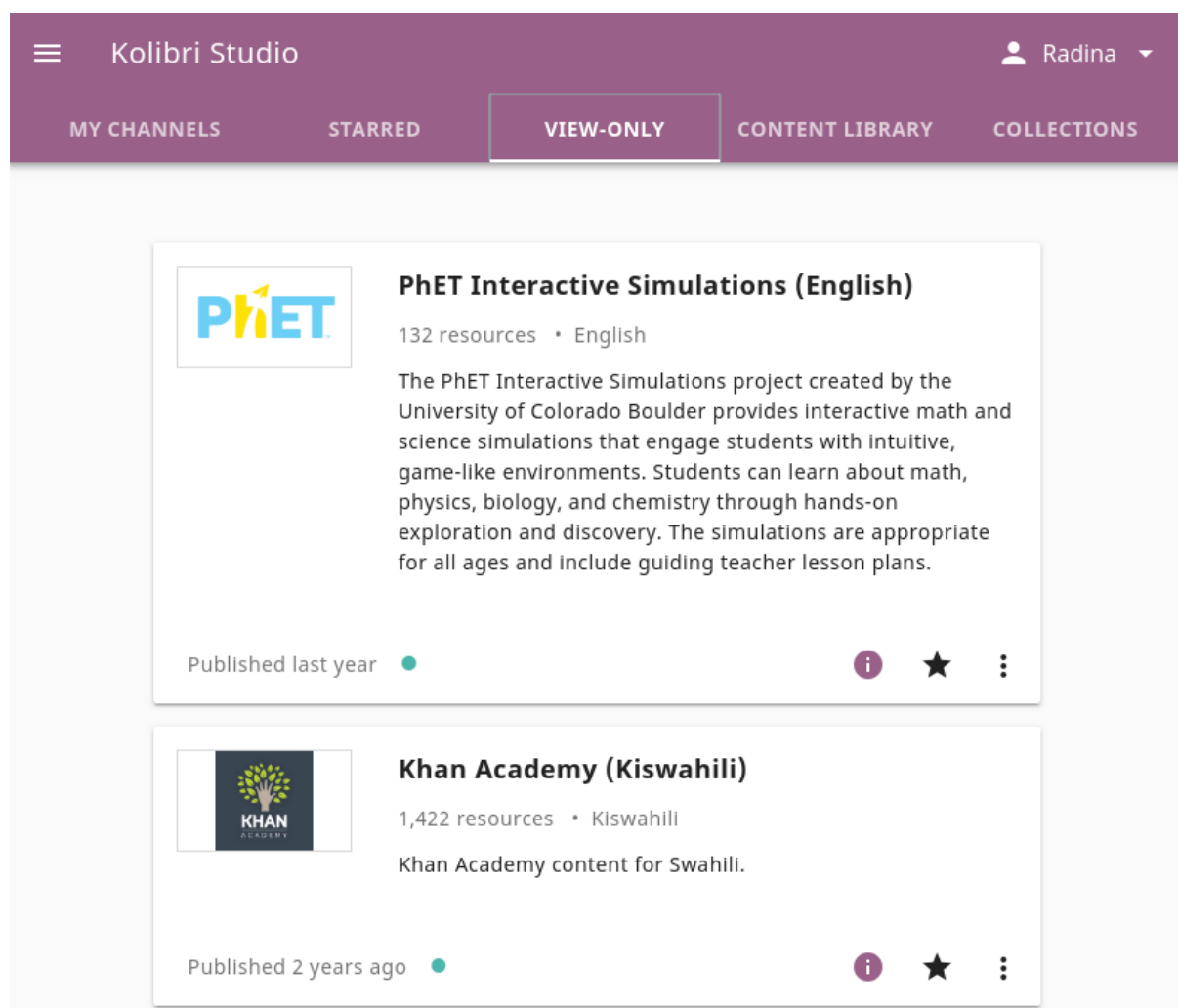


Fig. 1: Kolibri Studio channels by type.

3.1 Channel details

In the main view you can see basic information for each of the channels:

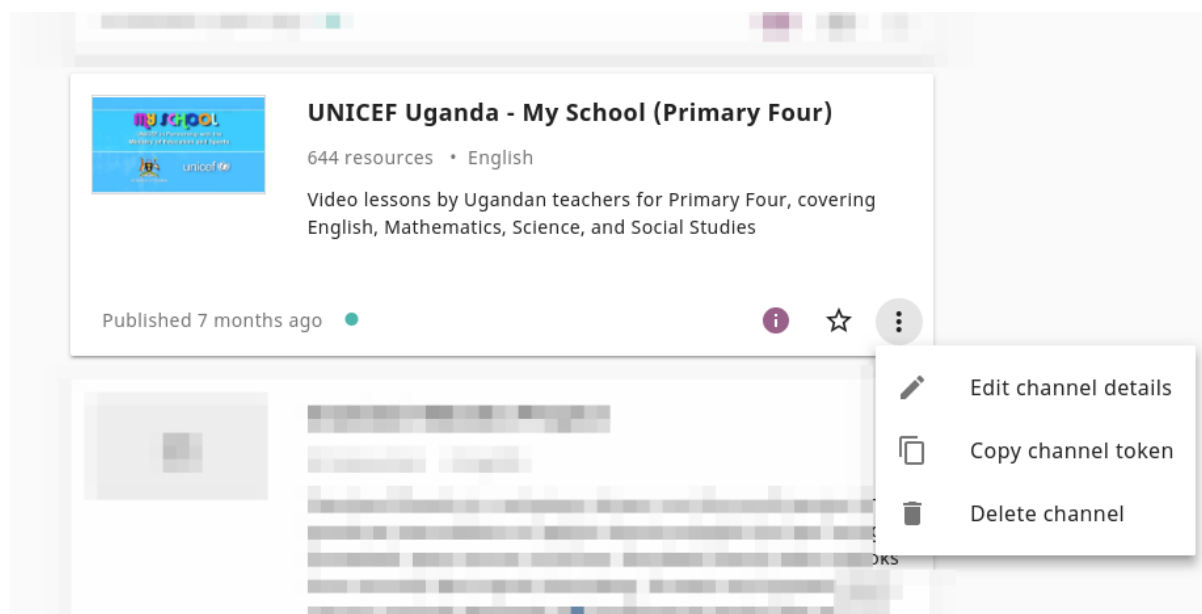


Fig. 2: Basic channel information.

1. Channel name
2. Thumbnail image
3. Channel language
4. Channel description
5. Number of resources (exercises, videos, audio or document files)
6. Latest update indicator
7. Channel details
8. Add to starred channels

Click the (options) button to access further options:

1. Edit channel details
2. Copy the channel token to your clipboard
3. Delete channel


Note: The term **Channel ID**, a 32 digit unique identifier¹⁰, was used in Kolibri versions up to 0.6, while from the Kolibri version 0.7 onward, we exclusively use the term **token** to uniquely designate each channel.

¹⁰ https://en.wikipedia.org/wiki/Universally_unique_identifier

3.1.1 View channel details page

Click the button to open the page with the extended channel information.

×
UNICEF Uganda - My School (Primary Four)



DOWNLOAD CHANNEL SUMMARY ▾
Download PDF
Download CSV

UNICEF Uganda - My School (Primary Four)

Video lessons by Ugandan teachers for Primary Four, covering English, Mathematics, Science, and Social Studies

Channel token	<div> <div>nikuz-harub</div> <div>📄</div> </div>
Published on	April 2, 2020
Published version	5
Primary language	English
Created on	April 2, 2020
Channel size	Large (22 GB)
Total resources	644

📺

Video

644

Fig. 3: Page with extended channel information.

Provides information about:

- token needed for import (use the button)
- type of resources channel contains (exercises, videos, HTML5 apps or documents)
- number of resources and storage used
- languages offered
- content creators and license holders
- preview of the topics included

Note: You can download the channel summary in **PDF** and **CSV** formats. Click the **Download channel summary** button, select the format and save the file to your device.

3.2 Manage channels

3.2.1 Create a new channel

To create a new channel, follow these steps.

1. Open the **My channels** tab.
2. Click the *NEW CHANNEL* button.
3. Name the new channel and add a description.
4. Select the channel language from the dropdown selector.
5. Click the placeholder image or the button, and upload an image for the channel thumbnail if desired (optional).
6. Fill in the copyright information (author, provider, aggregator, license)
7. Click *CREATE* button to finish creating the channel, and the channel will be available in your **My Channels** list.

Now that you have created the channel, you can [proceed to add and organize content in the channel](#).

3.2.2 Edit channel details

- From the **My Channels** page, click the (options) button and select **Edit channel details**.
- From the **Edit channel details** page, click the button in the topbar.

3.2.3 Delete channel

To permanently delete the channel follow these steps.

- From the **My Channels** page, click the (options) button and select **Delete channel**.
- On the **Edit channel details** page, click the (options) button and select **Delete channel**.

Warning: Deleted channel cannot be restored.

3.3 Manage channel collections

Channel **collection** is a package of multiple Studio channels all associated with its unique *collection* token. Once you have made a collection, you can use its token to import multiple channels at once in Kolibri, as you no longer need to import channels with their individual tokens.

Warning: You will need Kolibri version 0.12.0 or higher to import channel collections.

3.3.1 Create channel collection

To create a collection of channels follow these steps.

1. Go to **Collections** tab and click the *NEW COLLECTION* button.
2. Type in the name for your collection and click the *SELECT CHANNELS* button.
3. Search for the channels you want to add to collection.
4. Use the checkboxes to select channels you want to add to your collection.
5. Click the *FINISH* button to save the selection, and *SAVE AND CLOSE* button to return to the main collections view.
6. Use the **collection token** (same location as channel tokens) to import collection of channels into Kolibri.

3.3.2 Edit channel collection

To edit a collection of channels follow these steps.

1. Click the *OPTIONS* button for the selection you want to edit and select **Edit collection**.
2. Edit the title and click the *SELECT CHANNELS* button to add or remove channels.
3. Click the *FINISH* button to save the selection, and *SAVE AND CLOSE* button to return to the main collections view.

←
Select channels


Select channels

Only published channels are available for selection

CONTENT LIBRARY
MY CHANNELS
VIEW-ONLY

Search for a channel

☐




3asafeer (العربية)

Version 9

اقرأ لأطفالك قصصاً أطفال عربية؛ قصصاً مصوّرة و مقروءة تعلّمهم قيماً أخلاقية عالمية وتطوّر من ذكائهم العاطفي. يمكنك قراءة هذه القصص لأبنائك قبل النوم أو في أي وقت من اليوم!

☐




Abdulla Eid Network (العربية)

Version 2

شبكة عبد الله عيد هي شبكة سعودية تزود المهتمين من المتعلمين الكبار وفي المرحلة الثانوية المهتمين بالبرمجة بمجموعة من الدورات المختلفة في استخدام أنظمة جافا و HTML و الأندرويد وتطبيقات الأندرويد و جافا سكربت دوم وغيرها. تتلاءم الكثير من هذه الدروس مع مناهج الدراسات العليا لكثير من الجامعات العربية كما أنّ البعض منها ملائم للمرحلة الثانوية

☐



Aflatoun Academy (en)

Version 5

Aflatoun International offers social and financial education to millions of children and young people worldwide, empowering them to make a positive change for a more equitable world.

Fig. 4: Search for channels to add to collection.

Chapter 4

Manage channel resources

You can open and explore all the channels in Kolibri Studio, but you will have more options when viewing channels that you have permissions to edit.

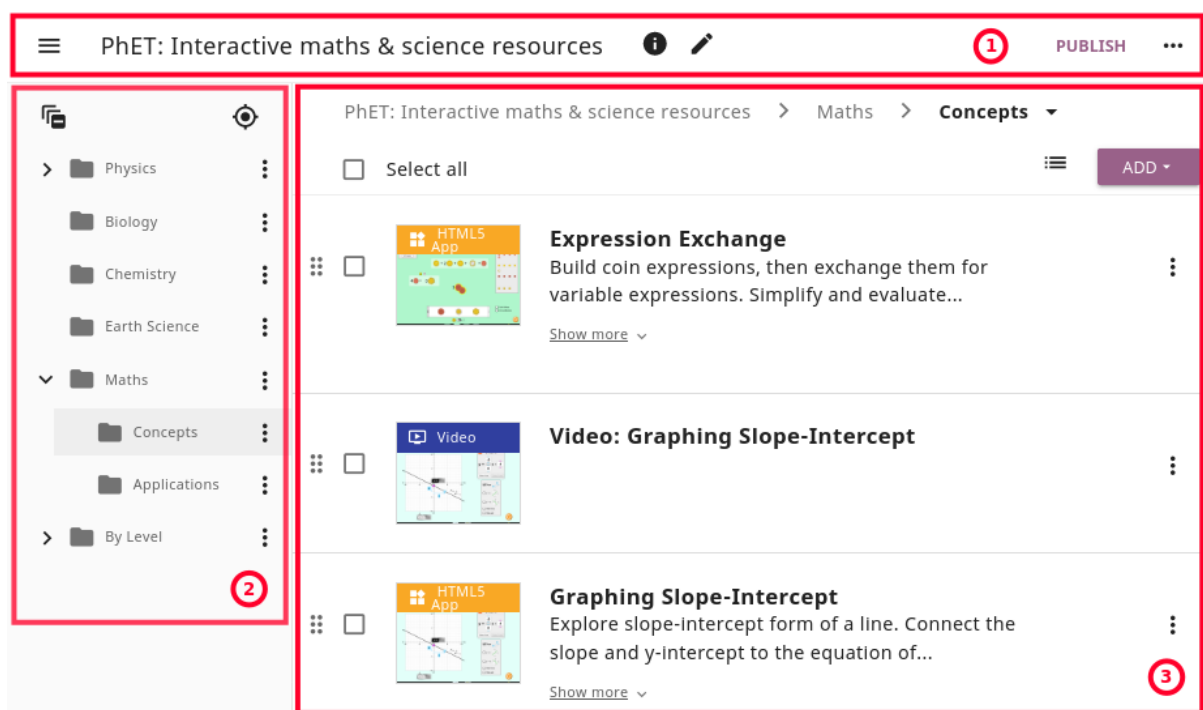
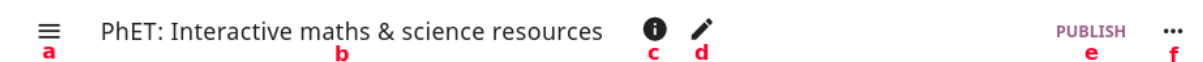


Fig. 1: Explore or edit Kolibri channel page.

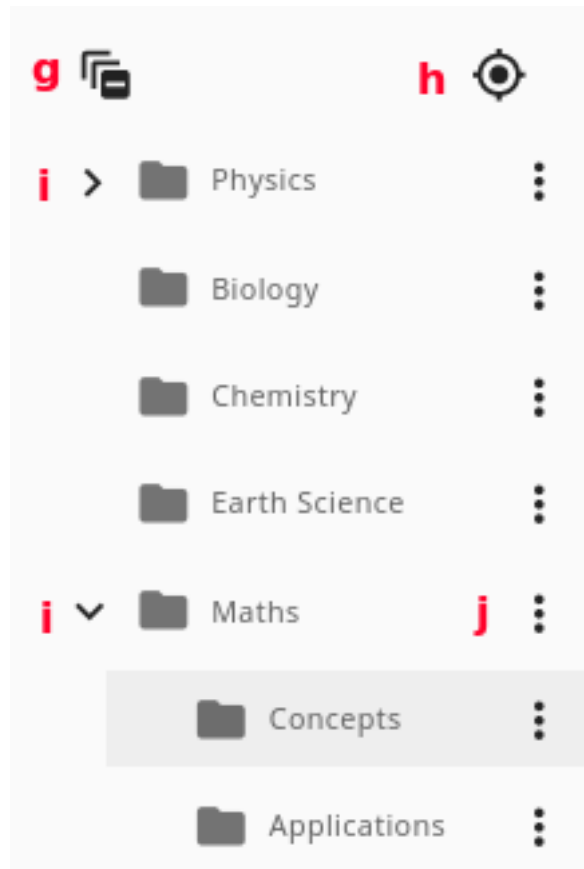
1. Topbar



- a. Open sidebar button
- b. Channel title
- c. [View channel details](#)

- d. Edit channel details (available **only on your channels**)
- e. *PUBLISH* button (if viewing your channel) or **View only** label
- f. More channel options

2. Topic tree sidebar



- g. Collapse all opened topics
- h. Expand to current topic location
- i. (unfold) or (collapse) a (topic) folder
- j. More topic options

3. Topics and resources panel (for the currently selected folder)

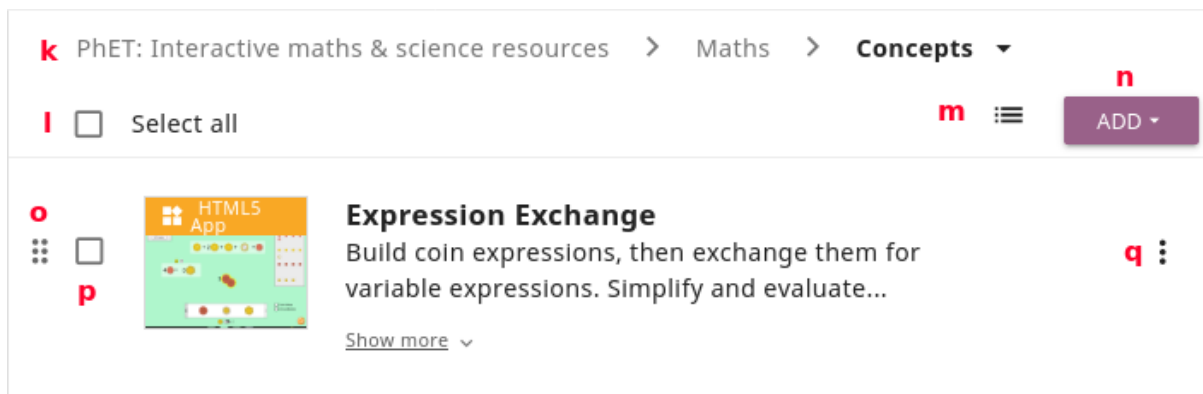
- k. Breadcrumbs menu
- l. Select all topics or resources in the folder
- m. Select the *View*
- n. *ADD* topics or resources

Single topic and resource options

- o. Drag and drop to preferred location
- p. Select single topic or resource (to *edit, move, copy...*)
- q. More topic or resource options

(bottom right corner)

- r. Button to open the Studio *Clipboard*.



Tip: Before you start building channels in Kolibri Studio, you should dedicate some time to plan the channel structure and how should the topics be organized - by subject, source, learner's age, etc. Use the checklist in the [Appendix](#) to help you plan.

4.1 Channel structure

Channel is a collection of resources and [metadata](#)¹¹ organized into a topic tree structure. For example, the Khan Academy channel has 4 levels of nested topics:

Domain > Subject > Topic > Tutorial

e.g. Math > Arithmetic > Fractions > Comparing fractions

Channels aligned to a specific state curriculum might instead be structured as:

Grade > Subject > Unit

e.g. Fifth Standard > Math > Unit 5

¹¹ <https://en.wikipedia.org/wiki/Metadata>

4.1.1 Channel topic tree

Inside each channel the individual learning resources (exercises, videos, audio or document files) are organized in groups of related resources in a structure called a **channel topic tree**, similar to how files are organized in folders on a computer.

Think of the topics as folders that can contain other sub-folders (sub-topics) or files (learning resources) directly. A folder in the topic tree can contain both individual resources and sub-folders.

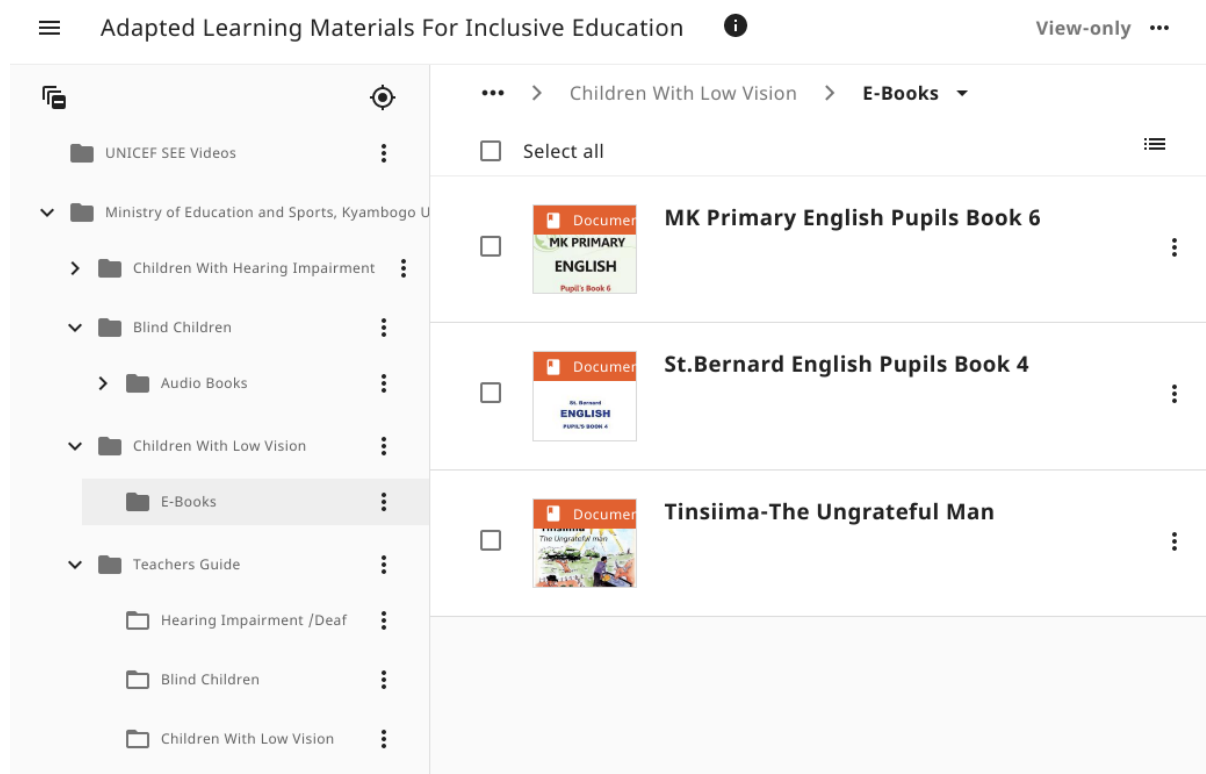


Fig. 2: Topic > Sub-topic > Resource structure of the Kolibri channel.

There is no inherent restriction on the depth of topic trees or the number of resources that you can place in a channel. However, you should take into consideration the intended learning pathway and user experience once channel is imported in Kolibri, and try to build your topic tree so that learners do not need to click through long series of subfolders to arrive to the desired learning resource.

4.1.2 Adjust the view

Use the **View** button to select between *Default*, *Comfortable* or *Compact* view of the topic tree.

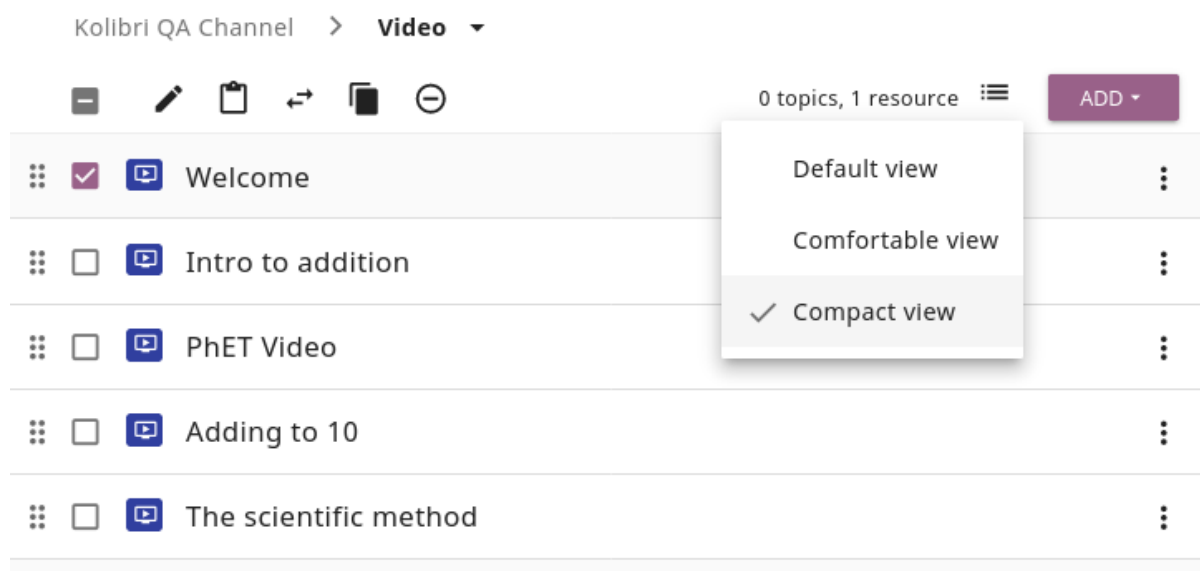
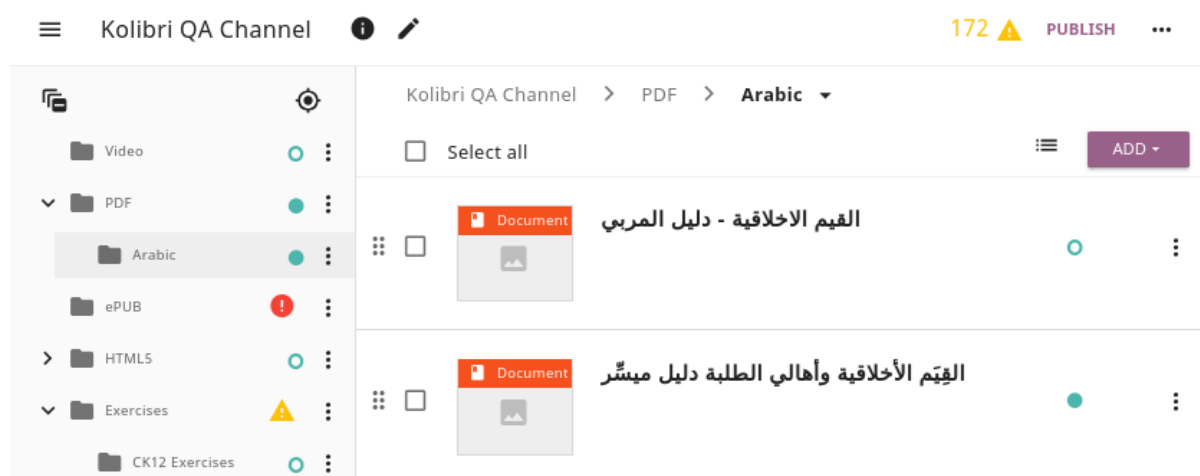


Fig. 3: Toggle between different views of the topic tree.

4.1.3 Status indicators

While you import, upload or edit resources in your channels, you will see status indicators for topics and resources changes.



- **Unpublished resource** status indicates that you have added new resources or topics to the channel since the last time it was published.
- **Unpublished change** status indicates that you have changed some resources' or topics' metadata since the last time it was published.
- **N incomplete resources** status indicates that some of the resources are missing the required metadata, and that you need to provide them before publishing.
- **All N incomplete resources** status indicates that all resources in the topic are missing some required metadata, and that you need to provide them before publishing.

4.2 Add topics

To create one or more new topics in a channel, follow these steps.

1. Click the **ADD** button.
2. Select **New topic**.
3. Complete the topic information (title, description, language, thumbnail image) and metadata (licensing information, tags).

Note: Setting the topic language is optional: if you don't set it, it will default to the language of the parent topic; if it is the root topic, it will default to the language set for the whole channel.

4. Click **ADD NEW TOPIC** button in the sidebar to add several topics at once.

Tip: Use the checkboxes on the left to select topics, edit and change details or metadata, or buttons to delete topics in this same window.

5. Click the **FINISH** button to return to the main topic tree view.

4.3 Upload files

Tip: When you create learning resources and materials to upload on Studio and use in Kolibri, make sure to take in consideration diverse learner needs and abilities.

Read the [Best practices for creation of inclusive learning content](#) section for guidelines and resources on how to make accessible learning resources.

Studio currently supports the upload of the following file formats for individual learning resources:

- *MP4 - video files*
- MP3 - audio files
- *PDF - document files*
- ePUB - ebook files
- *ZIP - packaged HTML5*

Warning: There is an initial storage limit of **500MB** for the files that you upload to Kolibri Studio. You can [keep track of the used storage](#), and request more if necessary, from the **My Settings > Storage** page.

To upload individual learning resources into your channel, follow these steps.

1. Click **ADD** button.
2. Select **Upload Files** option.
3. Click **SELECT FILES** button or drag and drop the files inside the window.

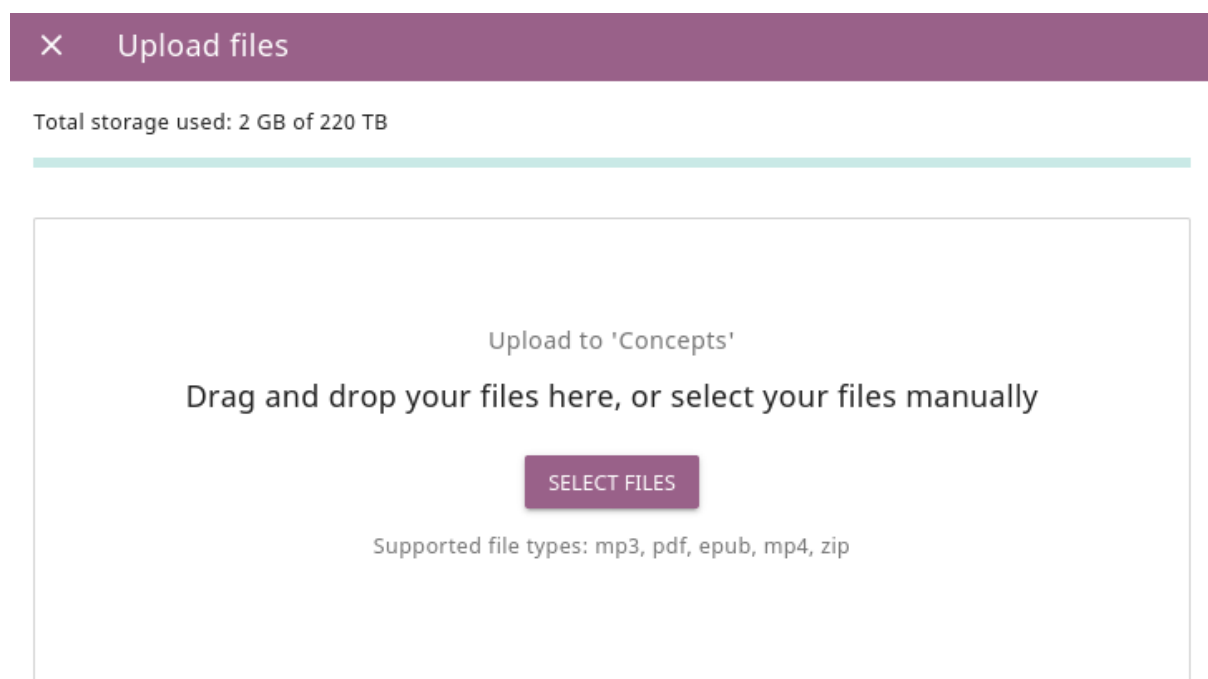


Fig. 4: Add individual learning resources to channel.

Note: There is no general ideal size for each individual upload, and upload times and ideal number of resources per upload will largely depend on the available In-

ternet connection.

4. While uploading files, the system extracts some file information like filenames and thumbnails for videos. Once the upload is finished, you can adjust the name of the file, add lower/higher resolution option, and captions for videos.

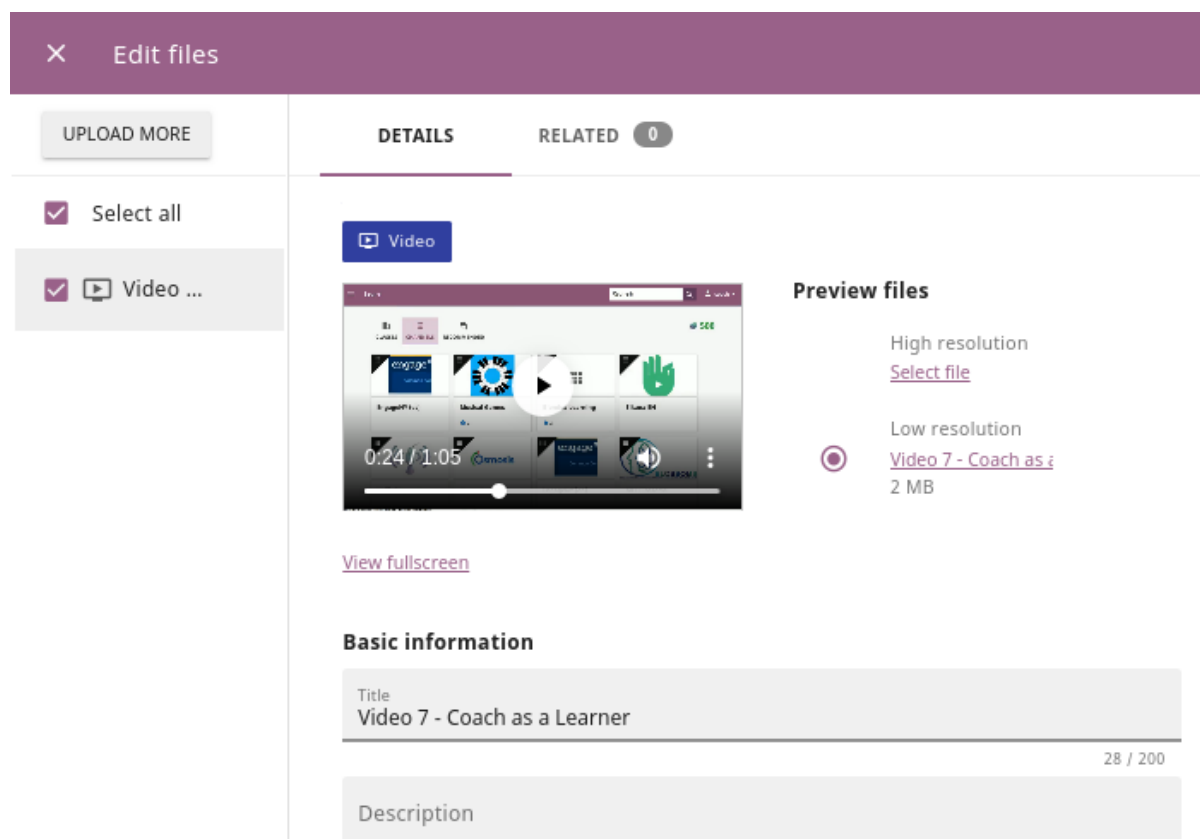


Fig. 5: Change or add file details.

5. You can also delete extracted thumbnails, generate () them from resources, or upload () your own.
6. Scroll down to the **Source** section to edit the resource metadata. If you uploaded more than one file, select each file in the sidebar on the right to edit the respective metadata.

Tip: Adding the **appropriate metadata** to each resources item, and following the **consistent style for filenames and tags** will impact the search functionality, and you should keep it in mind in order to ensure the findability of the learning resources included in your channels.

Warning: Remember to select the **appropriate license**¹² in case you are adding

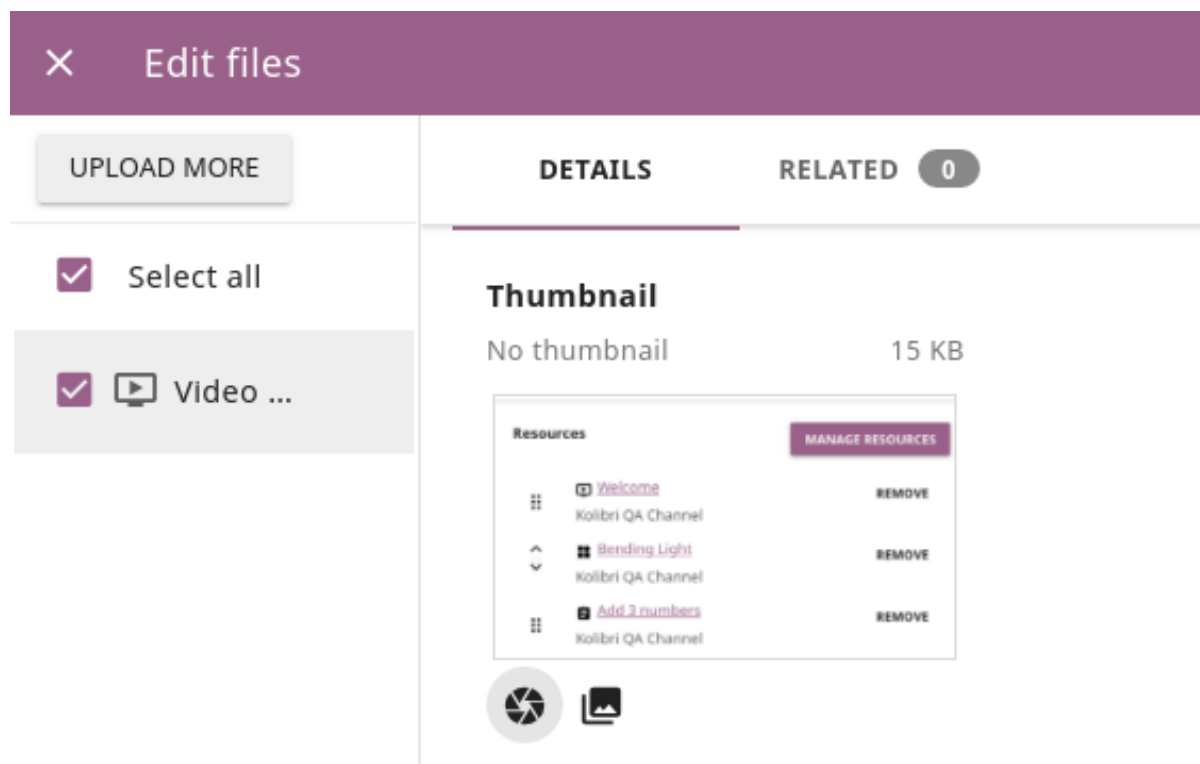


Fig. 6: Generate thumbnails from resources.

files to a channel that you plan to release publicly.

You can select a **Special Permissions** license and customize the description, in cases where the available licenses do not match the resources permissions.

0 / 200

License
Special Permissions

License description

Special permissions license must have a description

0 / 400

Fig. 8: Add Special Permissions license.

7. Click the *FINISH* button to return to the main topic tree view.


¹² <https://learningequality.org/r/kolibri-licenses>

×

Edit files

UPLOAD MORE

☒ Select all

☒  Video ...

DETAILS

RELATED 0

Source

Author

Radina Matic

12 / 200

i

Provider

0 / 200

i

Aggregator

0 / 200

i

License

CC BY

?

Copyright holder

Learning Equality

17 / 200

Total storage used: 2 GB of 220 TB

Saved 5 minutes ago

FINISH

Fig. 7: Add metadata to files.

4.3.1 Video files

Tip: Recommendations for upload of video files

There is no limit to video resolution or file size set by Kolibri Studio platform itself. However, keep in mind that the total channel size will impact the experience of the Kolibri administrator who will have to import and update it on the local Kolibri installation, and the size of the individual videos will impact the experience of the learners viewing it using Kolibri. Therefore, **prefer smaller and low resolution video files**.

Additionally, you can add subtitles to videos, set the language, and preview them prior to publishing.

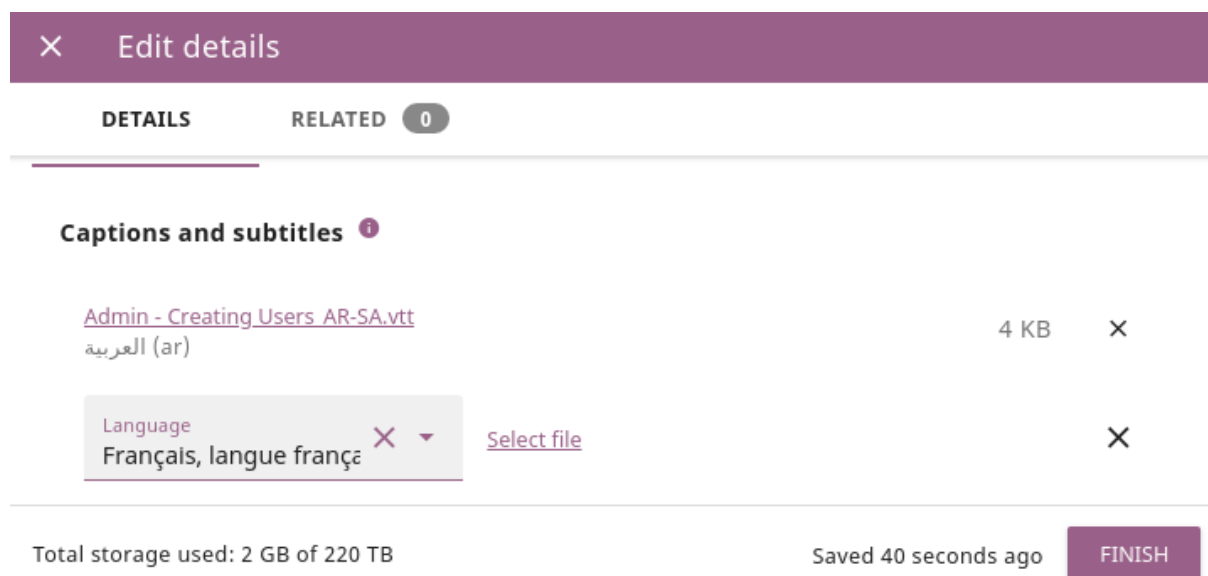


Fig. 9: Add captions to videos.

4.3.2 PDF files

It is recommendable that documents in PDF format are also uploaded in small digestible chunks, for examples up to 20 pages at a time.

If you are including bitmap images into the PDF documents, try to optimize them and reduce their size prior to exporting the final PDF file.

4.3.3 HTML5 applications

Kolibri Studio supports a special **HTML5 App** format, which allows for rich, dynamic content such as games, interactive documents, and simulations. The format consists of a **ZIP** file containing HTML5 resources such as HTML, CSS, and JS files. These resources will be rendered within an *inline frame* in the Kolibri application.

Tip: Guidelines for structure of the HTML5 apps

- There must be an **index.html** file at the top level within the ZIP file.
 - All resources referenced from HTML pages must be relative, pointing to files within the ZIP file — not online sources.
 - JavaScript is allowed, but some features (e.g. popup windows, alerts) are disabled.
 - Video files (mp4) should be progressive download and no more than 480p resolution.
 - Audio files (mp3) should not exceed 128kb bit rate.
-

4.4 Create exercises

Captions for the video are available in English, French and Arabic.

In Kolibri you can create exercises that contain a set of interactive questions (numeric, multiple choice, check all that apply, or true or false) that learners can engage with. With exercises, learners will receive instant feedback on whether they answer each question correctly or incorrectly. For each exercise you can set the mastery criteria, and Kolibri will cycle through the available questions in an exercise until learners achieve mastery. It is also possible to set the question/answer/hint order, indicate whether to randomize the order of questions/answers, and add images and formulas to questions, answers, and hints.

4.4.1 Mastery criteria

Kolibri marks an exercise as completed when learners meet the mastery criteria. Here are the different types of mastery criteria for an exercise:

- **2 in a row** Learner must answer two questions in a row correctly
- **3 in a row** Learner must answer three questions in a row correctly
- **5 in a row** Learner must answer five questions in a row correctly

- **10 in a row** Learner must answer ten questions in a row correctly
- **100% Correct** Learner must answer all questions in the exercise correctly (not recommended for long exercises)
- **M out of N** Learner must answer M questions correctly from the last N questions answered (e.g. 3 out of 5 means learners need to answer 3 questions correctly out of the 5 most recently answered questions).

To create an exercise, follow these steps.

1. Click the **ADD** button.
 2. Select **New exercise** option.
 3. Edit the exercise in the **Details** tab to:
 - a. Set the exercise title, description and tags
 - b. Select the mastery criteria
 - c. Choose if the questions are randomized
 - d. Add/Change the thumbnail
 - e. Select language and visibility
 - f. Fill in the copyright information
 4. Use the **Questions** tab to:
 - Add the question text and images in the question editor field
 - Select the answer type (single/multiple, true/false or numeric input)
 - Provide answers for each question
 - Provide hints for each question
 - Randomize answer order
 5. Click the **NEW QUESTION** button to add a new question to the exercise. Question editor field offers similar options as a basic text editor. You can format the text to be bold, add image files, undo and redo actions.
-
- Tip:** You can resize images by selecting them and dragging the corners to achieve the desired size.
-
6. Click the **NEW ANSWER** button to add answer(s) to the question. Answer editor field offers the same formatting options as the question editor.
Keep clicking the **NEW ANSWER** button to add as many answers as you want for the single and multiple selection types of questions.

Warning: Remember to activate the radio button for the correct answer. You can easily distinguish the correct answer by the green highlight and green left border, from the incorrect answers that have only the red border.

× New exercise

DETAILS

QUESTIONS **1**

RELATED **0**


☐ Show answers

1

Response type

Single choice

Question

B *I*  Σ

Answers

Question has no answer options

NEW ANSWER

Hints

Question has no hints




NEW HINT

CLOSE

NEW QUESTION

Fig. 10: Exercise Questions tab options.

- Click the *NEW HINT* to add hints for the question. Hint editor field offers the same formatting options as the question and answer editors.
Keep clicking the *NEW HINT* button to add as many hints as you want for the question.

Tip: You can delete and reorder answers and hints with the  ,  and  icons in the upper right corner.

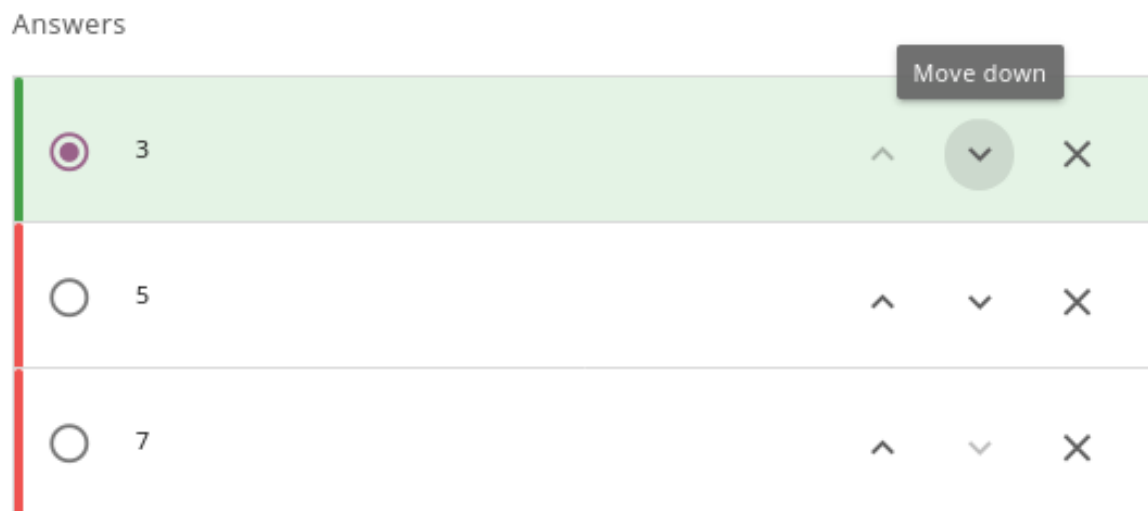


Fig. 11: Reorder questions, answers and hints.

- Use the **Related** tab to recommend resources that the learner should view or complete prior to the current one:


Note: Related resources in Kolibri display as recommendations alongside the resource that a learner is currently engaging with.

× New exercise

DETAILS


QUESTIONS 1

RELATED 2

 Adding prime numbers

Related resources are displayed as recommendations when learners engage with this resource
[Show me](#)


Previous steps
Recommended resources that introduce skills or concepts needed in order to use this resource

 Add within 5
KA Perseus

×

ADD PREVIOUS STEP

Next steps
Recommended resources that build on skills or concepts learned in this resource

 Add 3 numbers
KA Perseus

×

ADD NEXT STEP

Fig. 12: Add Related for the current exercise.

Related resources



- 💡 Related resources in Kolibri display as recommendations alongside the resource that a learner is currently engaging with

Fig. 13: Related resources display as recommendations for the current exercise.

-
9. Click the *FINISH* button to return to the main topic tree view.

4.5 Import resources from other channels

To import topics or resources from other channels, either those that you published previously or those that are publicly available, follow these steps.

1. Click the **ADD** button.
2. Select **Import from channels** option.
3. Select the resources you want from **Import from other channels** dialog. This window will display all the channels that you can import resources from. You can select the whole topics or individual resources to import. The total size and number of the resources you are importing is displayed in the summary at the bottom of the dialog.
4. Use the search field to look for a specific topic or resource among the available channels, and activate the checkbox .
5. Click the **REVIEW** button at the bottom to review the selected resources.
6. Click **IMPORT** when you are done. You will see the progress bar while the selected resources and topics are being copied into your channel.

Warning: The server's capacity per import is currently approximately 100 resources. When importing over 100 resources, you will need to import in multiple chunks. The number highlighted in blue next to each checked section indicates the number of resources in that section.

Tip: Remember to [publish the channel](#) each time you make changes or updates to channel resources.

4.5.1 Use the clipboard to import resources

Another option for copying resources between channels is to use the **Clipboard**.

- Click the button at the right bottom corner of the page to open the clipboard sidebar.
- Select a resource and use the buttons to edit, move, and delete resources from the clipboard.
- Or click the button to access the menu and manage each resource without selecting it.

×

Import from other channels

[Back to browse](#)

🔍

Search for resources...

trigonometry

×

SEARCH

Assessments

×

[Clear all](#)

[View saved searches](#)

Channels

Channel type

Content library

Channel/source

Filter options

☐ Hide topics

☒ Show assessments only

☐ Show resources for coaches

Format

Language

1 resource selected

1 resource selected


8 results for 'trigonometry'

[Save search](#)

Results per page
25

✓

Exercise



Trigonometry

Go to location


🔗

📘

📌

☐

Exercise



Trigonometry in Te...

Go to location

🔗

📘

📌

Fig. 14: Import resources from channels by searching.

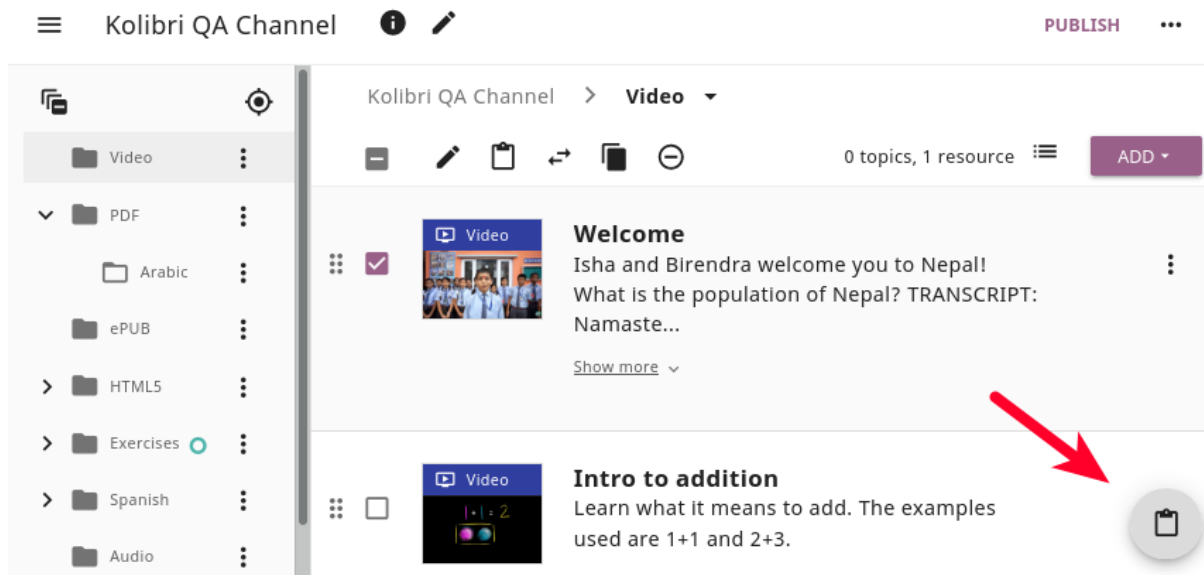


Fig. 15: Open the clipboard sidebar.

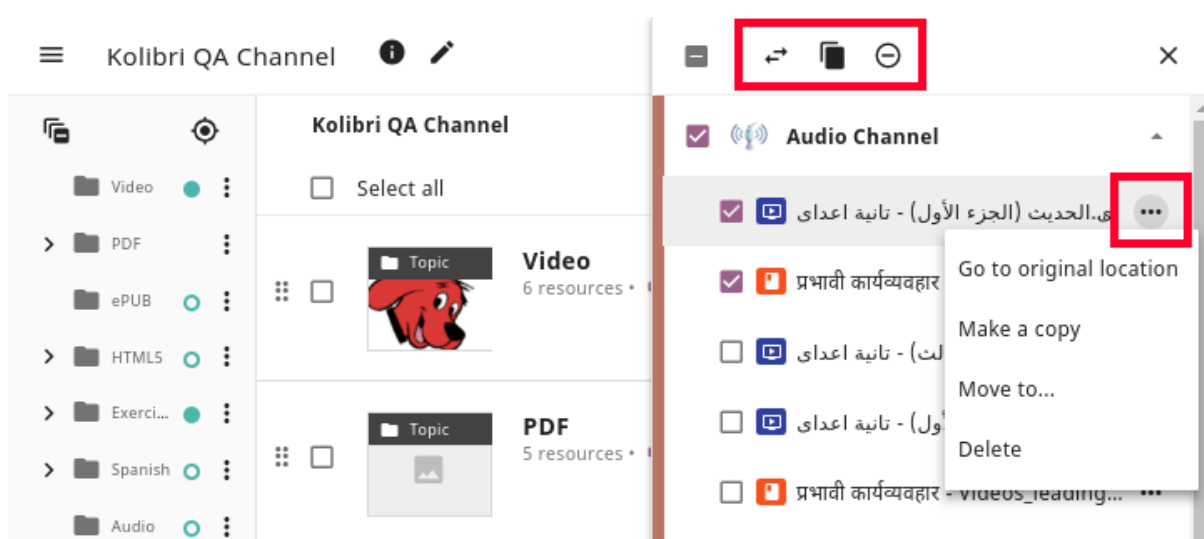


Fig. 16: Tools to manage resources in the clipboard.

4.5.1.1 To import resources into clipboard, follow these steps

1. Open the channel that contains topics or resources you wish to import.
2. Select the topics or resources to copy.
3. Use the button from the *Edit topics and resources tools*
OR
Click the and select to **Copy to clipboard** option.

Fig. 17: You can copy resources from other channels into your clipboard.

4.5.1.2 To import resources from clipboard, follow these steps

1. Open the destination channel.
2. Open the clipboard.
3. Drag and drop any topic or individual resources into the appropriate topic or subtopic of the destination channel.
OR
Select a resource and use the (move) button in the clipboard toolbar.
OR
Click the and select to **Make a copy** option.

Warning: This action will **move** the resources from the clipboard to the destination channel. If you want to maintain the resources in the clipboard available for import in your other channels, you will need to make a copy first.

Fig. 18: You can copy resources from the clipboard into your channels.

4.5.2 Sync imported resources

Resources imported from other channels can change over time. Use the **Sync** option to update any imported resources with their original source resources. Features that can be updated include resource files (videos, assessment items, tags, title and description details, etc.). To sync imported resources follow these steps.

1. Click the button in the topbar and select to **Sync resources** option.
2. Select which fields you want to sync and click the *CONTINUE* button.
3. Click the *SYNC* button to proceed, or *BACK* to exit without syncing.

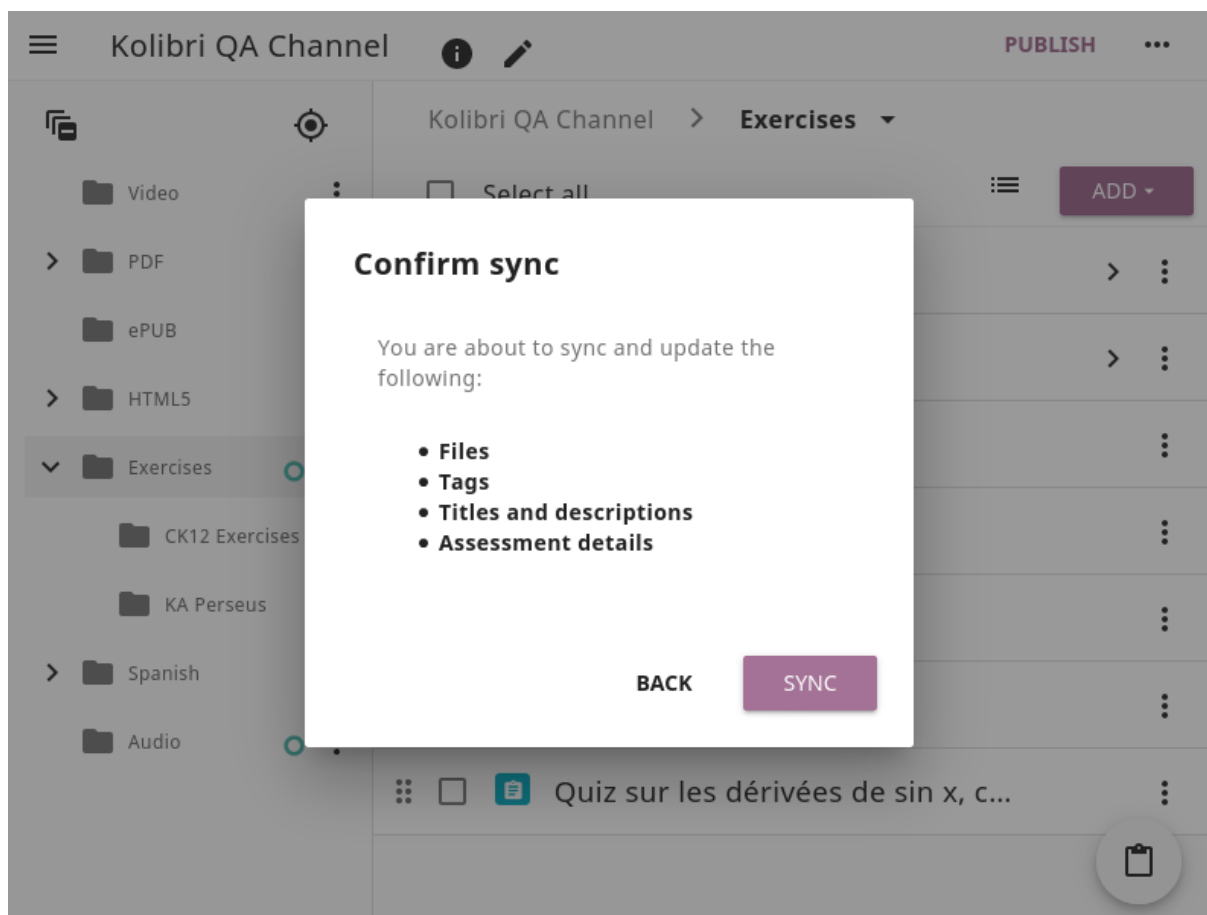


Fig. 19: Sync imported resources to keep them up-to-date.

4.6 Edit topics and resources tools

When you select a topic or a resource, you will see a toolbar that contains the following options:

- a. *Edit details*
- b. *Copy selected to Studio clipboard*
- c. *Move selected*
- d. *Make a copy*
- e. *Delete*

4.6.1 Edit details

To edit details for each topic/subtopic or individual resource, follow these steps.

1. Click the (options) button and select **Edit details** option.

OR

Right-click the resource or topic itself and select **Edit details**.

2. Make the necessary changes in the **Edit details** window:
 - a. Edit the general data (title, description, license, metadata, etc.) for the content item in the **Details** tab.
 - b. If your content item is an *exercise*, you can review and preview the included questions, and add additional ones in the **Questions** tab.
 - c. Use the **Related** tab to recommend resources that the learner should view or complete prior to the current one.
3. Click the *FINISH* button return to the main topic tree view.

4.6.1.1 Set visibility by role

Content visibility determines the type of Kolibri users that can see whole topics, subtopics or single resources. You have the option to leave the default option of visibility for *Anyone*, or set it so it's visible only to *Coaches* (teachers, facilitators, administrators).

To set a topic, subtopic or a single resource as a **Coach support resource**, follow these steps.

1. Scroll down the **Details** tab to find the **Audience** heading.
2. Select *Coaches* from the **Visible to** drop-down menu:
3. Click the *FINISH* button return to the main topic tree view.

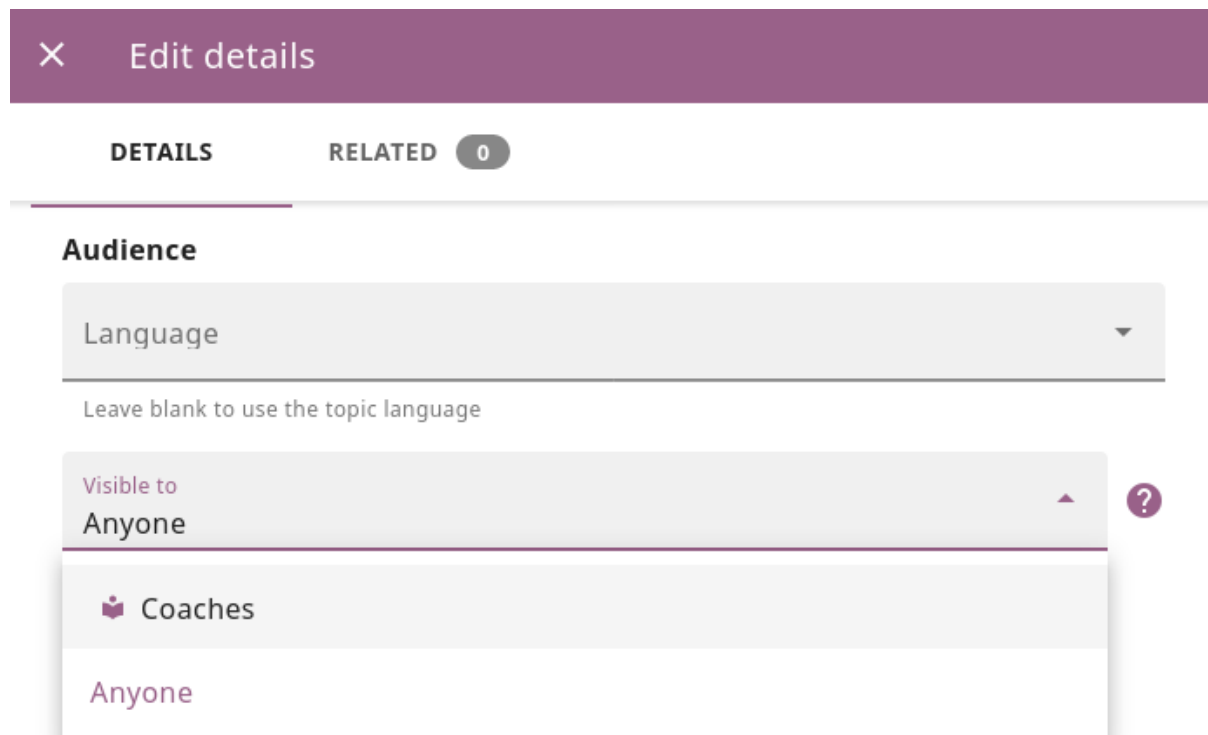


Fig. 20: Set the visibility of the resource so only coaches can see it.

Topics or resources that are set to be visible only to coaches will be marked with the icon inside the channel on Studio, and in the **Learn** page in Kolibri.

4.6.2 Move

To move topics or resources from one location to another, follow these steps.

1. Use the checkbox to select the topic or individual resource and click the (move)button.
OR
Click the (options) button and select **Move** option.
OR
Right-click the resource or topic itself and select **Move**.
OR
Directly drag and drop the content item to the destination topic or subtopic.
2. Select the desired location in the **Moving...** window.
3. Click the button **MOVE HERE** or **CANCEL** to exit without moving.

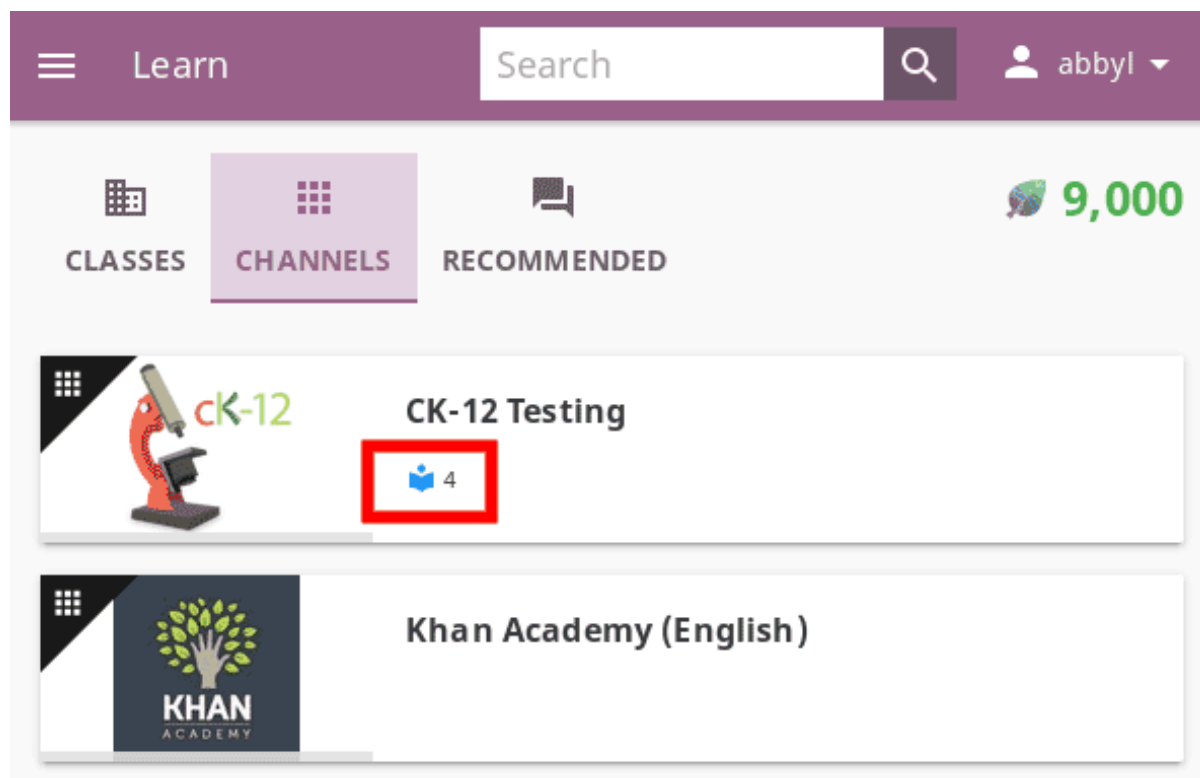


Fig. 21: Resource visible only to coaches in Kolibri Learn page.

4.6.3 Make a copy

Use the checkbox to select the topic or individual resource and click the (copy) button.

OR

Click the (options) button and select **Make a copy** option.

OR

Right-click the resource or topic itself and select **Make a copy**.

4.6.4 Remove and restore

- To **remove** topic, subtopic or a resource from the channel, follow these steps.
 - Use the checkbox to select the topic or individual resource and click the (remove) button.
 - OR**
 - Click the (options) button and select **Remove** option.
 - OR**
 - Right-click the resource or topic itself and select **Remove**.
- To **restore** deleted topic, subtopic or a content item, follow these steps.

1. Click the (options) button in the topbar and select **Open trash** option.
2. Select the checkbox of the topics, subtopic or a content item you want to restore from the **Trash** window.
3. Click the *RESTORE* button to restore them to their original position, or *DELETE* to permanently delete them.
4. Click the (close) button to return to the topic tree view and remember to publish the changes to the channel.

Chapter 5

Publish channels

You must publish the channel each time you add new learning resources, update meta-data, or change the topic tree structure.

To publish a channel, follow these steps.

1. Click *PUBLISH* button in the upper right corner of the channel page.
2. Describe the changes in this version of the channel.

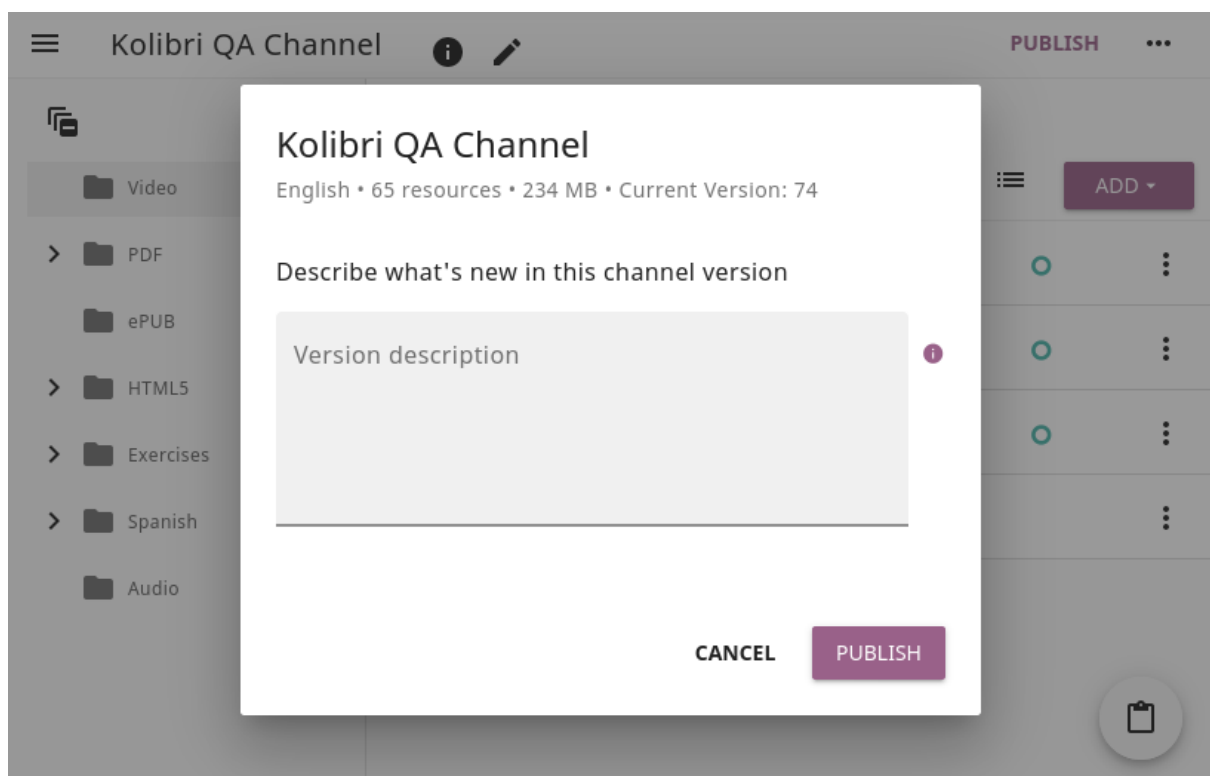


Fig. 1: Version description dialog.

3. Click *PUBLISH* button in the lower right corner of the dialog.
4. Click the *REFRESH* button to see the main channel edit page.

You will receive an email confirmation when the channel is published, and you can share the published channel with administrators at your facilities or the whole world: just copy the channel token and send it to them by email.



Fig. 2: Confirmation email you will receive once channel is published.

Warning: Remember to re-publish the channel each time you make changes or update resources. **The channel ID/token remains the same but administrators will need to import it again into Kolibri,** in order to make the changes and see the new content available on the devices in their facilities.

Chapter 6

Share channels

6.1 Invite collaborators to view or edit channels

To allow others to view or edit your own channels, or those that you can access in **View only** mode, follow these steps.

1. Open the channel that you want to share.
2. Click the (options) button in the topbar and select **Share channel** option.
3. Type the email of the person you want to invite.
4. Select **Can view** or **Can edit** level of permission to grant them.

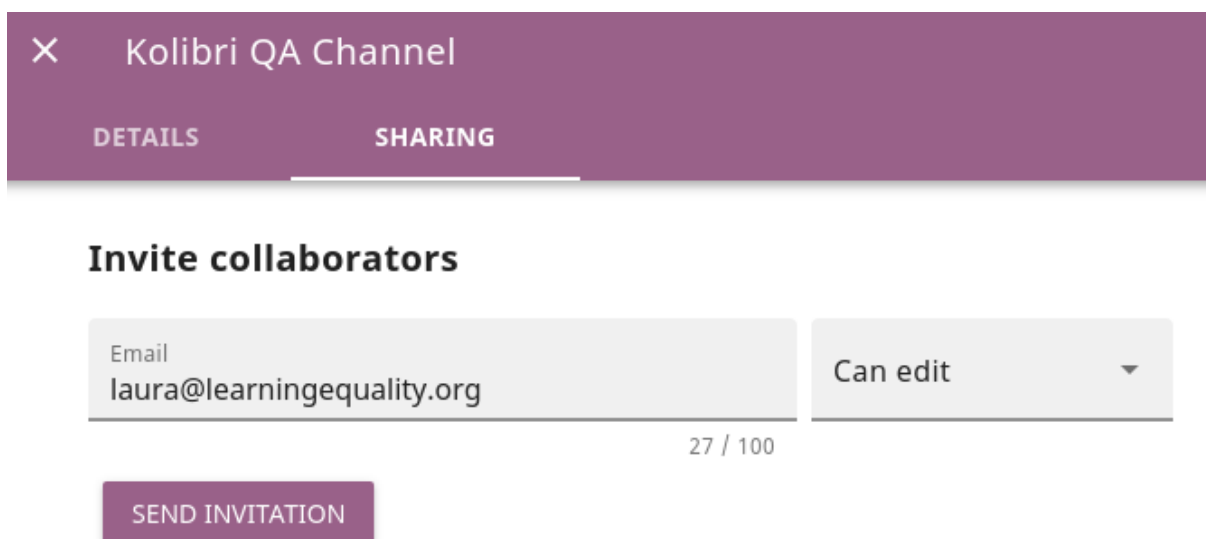
The screenshot shows the 'Kolibri QA Channel' interface. At the top, there's a purple header bar with a close button (X) and the channel name. Below the header, there are two tabs: 'DETAILS' and 'SHARING', with 'SHARING' being the active tab. Under the 'SHARING' tab, the heading 'Invite collaborators' is displayed. Below this heading, there is a form with two main components: an email input field and a permission dropdown menu. The email field contains the text 'Email' and 'laura@learningequality.org'. The permission dropdown menu is set to 'Can edit' and has a downward arrow. Below the email field, there is a counter '27 / 100'. At the bottom of the form, there is a purple button labeled 'SEND INVITATION'.

Fig. 1: Send email invite to collaborators.

5. Click **SEND INVITATION**.

When you invite collaborators to view or edit channels, they will be notified on their **My Channels** home page, where they can accept or reject the pending invitations. They

will also receive an email allowing them to accept/reject the pending invitations.

Note: When you invite collaborators to view your channels, they will also be able to:

- Invite others to view them.
- Import resources from them in their own channels.

6.2 Make channels available for import into Kolibri

Channel token is all you need to share the published channel with administrators at your facilities, or anybody in case you are releasing the channel as publicly available. Follow these steps to copy the channel token:

1. Click the channel (details) button on any tab inside the **Channels** page

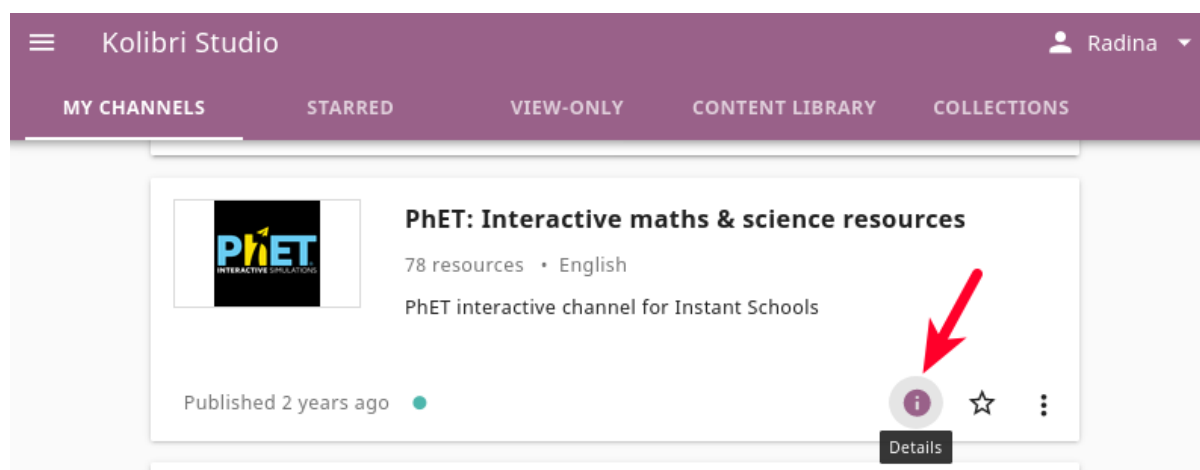


Fig. 2: Open channel details.

2. Use the (copy) button to easily copy the channel token to your computer's clipboard, and send it by email.

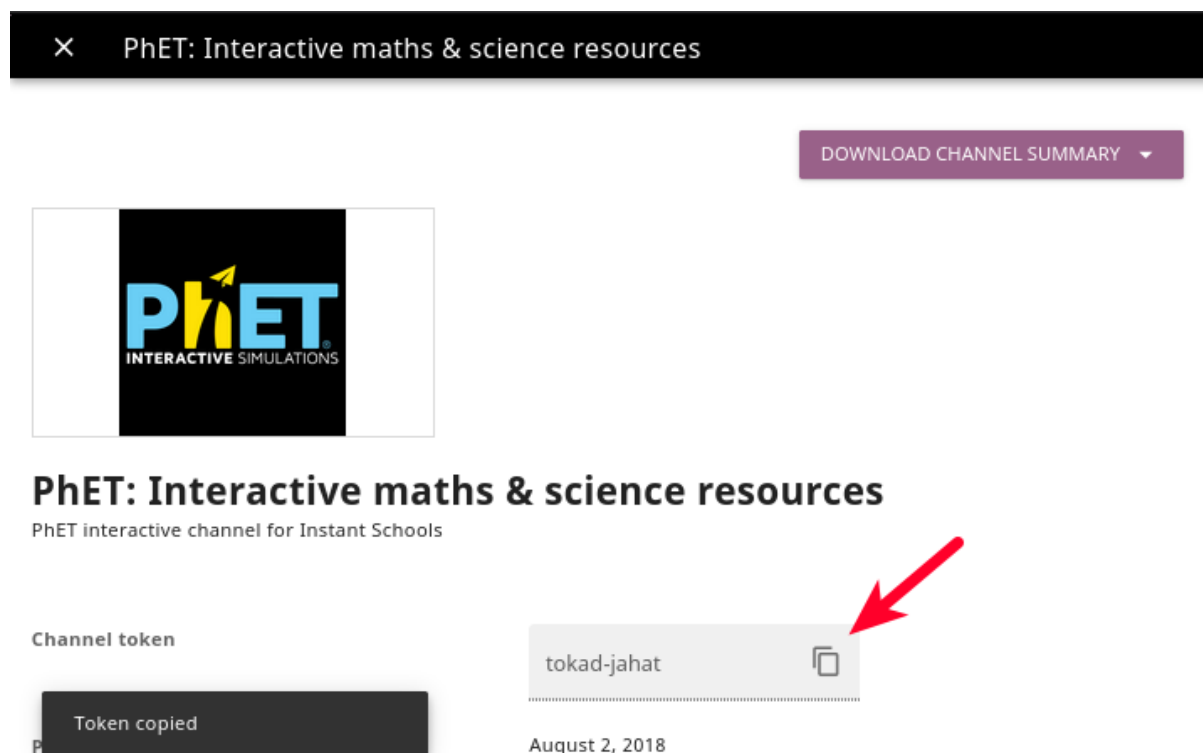


Fig. 3: Copy channel token.

6.2.1 Import channels into Kolibri

Follow the instructions how to [import content channels](#) into local installations of Kolibri¹³.

¹³ <https://kolibri.readthedocs.io/en/latest/manage/resources.html#import-from-kolibri-studio>

Chapter 7

Appendix

7.1 Checklist with planning questions

	Is there a set of curricular standards that the content should be aligned to?
	How many main topics do you need? What are they?
	How many sub-topics do you need for each topic? What are they?
	What areas of study are your learners focusing on?
	Which existing content sources in Kolibri can fit those learning objectives?
	Which languages do your students need to access content in?
	Which existing content sources in Kolibri are available in those languages?
	Is there content you are planning to import into Kolibri? What file format is it in?
	Have you planned out your topic tree structure before beginning to create folders and import content into Kolibri?
	Before selecting content, have you thought about how the content will be used in the classroom? As instruction, as support or review, etc.

7.2 Best practices for creation of inclusive learning content

Kolibri strives to be a platform that is not only itself accessible, but also enables content curators to add and create accessible content to channels in Kolibri Studio. We recommend you implement the best practices in this document, or combine them with other resources you might already be familiar with. Should you encounter platform issues that you believe might affect your ability to provide accessible content, please contact us at

inclusive@learningequality.org. We welcome comments and questions.

7.2.1 Learners with diverse needs

In the following sections, we provide guidance on creating and delivering content that allows learners to use built-in accessibility functionality (such as text-to-speech and magnification features), assistive technologies, and alternative formats. These practices take into consideration the following learners with diverse needs.

- Blind learners who use a screen reader, which reads page text aloud, or a Braille display device, which renders page text in refreshable Braille.
- Low-vision learners who use screen magnification software to enlarge or modify the contrast of text and other on-screen content.
- Learners with vision impairments, such as difficulty seeing in low-light conditions, who modify their browser or operating system to change background colors and text settings to make text easier to read.
- Learners with learning disabilities, such as dyslexia, who use text-to-speech technology that reads page content aloud.
- Physically disabled learners who control their computers using switching devices, voice recognition software, or eye gaze-activated technology instead of mouse devices or keyboards.
- Learners who modify their operating system settings to make the mouse or keyboard easier to use.
- Learners with hearing impairments who cannot access audio content and need the equivalent information in an alternative format, such as captions.

7.2.2 Make sure content is perceivable

The [WCAG 2.1](#)¹⁴ guidelines are organized around several principles, one of which is that web content **must be perceivable**¹⁵. That is, information and user interface components must be presentable to users in ways they can perceive; it cannot be invisible to all of their senses. In almost all cases, this means that the information should be available as text, which can be rendered or transformed into a format that can be perceived.

To produce content that is perceivable by all learners, follow these guidelines.

¹⁴ <https://www.w3.org/TR/WCAG21/>

¹⁵ <https://www.w3.org/TR/WCAG21/#perceivable>

7.2.2.1 Include text alternatives for non-text content

For any non-text content, provide text alternatives so that the content can be changed into other forms that people need, such as large print, braille, speech, symbols, or simpler language.

For non-text tests or exercises that would be invalid if presented in text, provide text alternatives that at least provide descriptions of the non-text content. Make sure that *all images have useful alternative text* that screen readers and other assistive technologies can read.

7.2.2.2 Provide alternatives for time-based media

For time-based media, including pre-recorded audio or video content, provide alternative equivalent information, such as captions, audio description or pre-recorded sign language interpretation. For more information, see [Create accessible media](#).

7.2.2.3 Make sure content is adaptable

Design your content so that it can be presented in different ways without losing information or structure. If your content includes specific information, structure, and relationships (such as sequence) that is conveyed through presentation, make sure the same information, structure, and relationships can be programmatically determined or are available in text. HTML is an ideal format in which to publish content, because it provides semantic elements with implied roles, states, and properties. Users of assistive technologies rely on such semantic elements to effectively and efficiently consume and navigate content. **Publish your content in HTML whenever possible.**

Make sure your content does not rely solely on sensory characteristics such as shape, size, visual location, orientation, or sound to be understood by learners.

7.2.2.4 Make it easier for learners to see and hear content

Make the default presentation as easy to perceive as possible, especially by making it easier for learners to distinguish foreground information from the background, in both visual and audio elements.

For visual elements, techniques include making sure the fonts you use are readable, and that there is sufficient contrast between the foreground and background. **Do not use color as the sole means of visually distinguishing an element or conveying critical information.**

If you must create images that contain text, make sure that the text has a font size of at least 14 points and has good contrast with the background. Images of text cannot be scaled or color corrected as effectively as HTML text. Whenever possible, make sure that the foreground and background colors have **sufficient contrast**¹⁶.

For audio elements, make sure that foreground sounds are sufficiently louder than background sounds.

7.2.3 Make sure content is understandable

Make sure your content is readable and understandable. Public channels on Kolibri have a global and diverse audience, including learners whose native language is not the language in which you created your content, as well as learners who have a disability that affects reading, such as dyslexia or a visual impairment.

Learners will be better positioned to access concepts in your content if you write in clear, straightforward language and the content is well structured.

7.2.3.1 Write simply and clearly

Avoid jargon. If unfamiliar words or phrases are relevant to the subject, explain them when they are first used, and include a glossary with your learning materials. When you use an abbreviation or acronym, provide the full phrase the first time it appears. For example, “World Health Organization (WHO).”

The Center for Plain Language provides **detailed resources on writing clearly and concisely**¹⁷, in language appropriate for your content and target audience.

7.2.3.2 Make your content channel easy to navigate

One aspect of making your content understandable is making sure that learners can easily grasp its structure, find content, and determine where they are within it.

Name your topics, subtopics, units and resources in a consistent way, and make sure the names are useful and easy to skim. Make an element's name descriptive of its content, and put important keyword information first in the name. These names are used in navigation menus, page headings, and section headings; they are signposts that help learners to navigate and interact with your content.

¹⁶ <https://contrast-ratio.com/>

¹⁷ <https://centerforplainlanguage.org/learning-training/five-steps-plain-language/>

When you create written learning resources, break text into sections using HTML elements such as headings, paragraphs, and lists. Long blocks of unbroken text are a barrier to most readers. Segmented content is more inviting and is easier to navigate and search. See [Use best practices for html markup](#) for guidance on creating accessible HTML.

When you provide links to external materials, use link text that clearly explains the link destination (for example, “Review the Syllabus”). Avoid using constructs such as “Review the Syllabus here”, with only the word “here” serving as link text. For links that point to documents rather than web pages, include the document type in the link. For example, “Supplemental Reading for Week 1 (EPUB)”. Screen reader users frequently browse lists of links, or navigate web pages by moving from one link to the next. Ensuring that link text is understandable without surrounding context is important.

7.2.4 Use best practices for describing images

When you use images (including diagrams, maps, charts, or icons) in your content, you must provide text alternatives that provide information equivalent to the visual content, or that identify the purpose of such non-text content.

The text alternative for an image depends on the image’s context and purpose, and might not be a simple description of the image’s visual characteristics. In general, for every image, you should provide a text alternative that provides the equivalent information that a sighted learner would obtain from viewing the image. If the image contains words that are important for understanding the content, include the words in the text alternative. If the image itself is being used as a link, the text alternative should describe the destination or action that will be performed when the link is activated.

The primary mechanism for providing a text alternative for an image in HTML is the `alt` attribute. The text value of this attribute is what screen reader users hear when they encounter the image in your content.

Note: All images *must* include an `alt` attribute. There are some cases, noted below, when an empty `alt` attribute (`alt=""`) is desirable. However, the `alt` attribute must never be omitted.

Create useful and meaningful text alternatives for images in your content by following these guidelines for particular situations.

7.2.4.1 Images that are links or controls

If your image serves as a link to additional content or is an interactive form control such as a button, the value of the `alt` attribute should describe the destination of the link or the action that will be performed when the user clicks the image. For example, if a linked image of an envelope opens an email program to send an email, a useful text alternative is “Send message”, rather than “Envelope.”

7.2.4.2 Images that contain text

If your image contains text, the `alt` attribute would typically consist of exactly the same text as is contained in the image. However, there are a couple of conditions when having an empty `alt` attribute (`alt=""`) is the preferred solution.

If the text contained in the image is also available in nearby HTML, or otherwise accessible text, including it in the `alt` attribute would be redundant. In this case, setting an empty `alt` attribute (`alt=""`) is acceptable. Doing so effectively “hides” the image from screen reader users.

If the text contained in the image is for decorative purposes only and adds no value to the content of the page, an empty `alt` attribute is also acceptable.

Warning: All images *must* include an `alt` attribute so do not omit the `alt` attribute entirely.

7.2.4.3 Images that contribute meaning or additional context

If the image is a simple graphic or photograph that provides additional context to the surrounding content, the `alt` attribute should briefly describe the image in a way that conveys that context.

Consider the following examples of meaningful `alt` attributes for a photo of the famous stone bridge, Ponte Vecchio in Florence, Italy.

- For a representative image of the bridge included on a page about Florence, a meaningful `alt` attribute would be “Photo of Ponte Vecchio, a famous bridge and shopping center in Florence, Italy.”
- If the context of the page is about the bridge itself a meaningful `alt` attribute would be more specific: “Photo of Ponte Vecchio showing its three stone arches which span the Arno River.”

- For a technical diagram, or illustration, on a page about the construction of the bridge the `alt` attribute would include the details conveyed visually, such as dimensions and materials used: “The Ponte Vecchio is a stone bridge with three arches and a span-to-rise ratio of 5 to 1.”
- For a map intended to provide directions to the bridge, the `alt` attribute would provide directions as text.

7.2.4.4 Graphs or complex visual representations of information

If the image is a graph or represents a complex piece of information, include the information contained in the image as accessible text adjacent to the image, or provide a link to the information. The `alt` attribute should convey a summary of what the complex image conveys visually. For example, a line graph that represents the price of a stock over time might be “The price of the stock rises from \$45 in January of 2015 to over \$76 in June of 2015 with a significant drop of 30% during the month of March.”

Consider using a caption to display long descriptions so that the information is available to all learners. In the following example, the image element includes the short description as the `alt` attribute and the paragraph element includes the long description.

```

  <p>Photo of Ponte Vecchio showing its three stone arches and the Arno river</p>
```

Alternatively, provide long descriptions by creating an additional unit or downloadable file that contains the descriptive text and providing a link to the unit or file below the image.

```

  <p>
    <a href="description.html">Description of Ponte Vecchio Illustration</a>
  </p>
```

7.2.4.5 Non-informative images

Images that do not provide information, including purely decorative images, do not need text descriptions. For example, an icon that is followed by link text that reads “Syllabus (EPUB)” does not need alternative text.

For non-informative images that should be skipped by screen reading software, include an `alt` attribute but leave it with an empty value (also known as a NULL `alt` attribute).

```

```

Note: While it is appropriate to have an empty `alt` attribute, it is never acceptable to omit the `alt` attribute entirely. If image elements do not include an `alt` attribute at all, a screen reader will read the path to the image, or, in the case of a linked image, announce the linked URL. This is rarely helpful to the user and often results in a poor user experience.

7.2.4.6 Information graphics (charts, diagrams, illustrations)

Graphics are helpful for communicating concepts and information, but they can present challenges for people with visual impairments. For example, a chart that requires color perception or a diagram with tiny labels and annotations will likely be difficult to comprehend for learners with color blindness or low vision. All images present a barrier to learners who are blind.

- Avoid using only color to distinguish important features of an image. For example, on a line graph, use a different symbol or line style as well as color to distinguish the data elements.
- Whenever possible, use an image format that supports scaling, such as `.svg`, so that learners can employ zooming or view the image larger. Consider providing a high-resolution version of complex graphics that have small but essential details.
- For every graphic, provide a text alternative that provides the equivalent information that a sighted learner would obtain from viewing the graphic. For charts and graphs, a text alternative could be a table displaying the same data. See [Use best practices for describing images](#) for details about providing useful text alternatives for images.

7.2.4.7 Accessible images resources

- [W3C Resources on Alternative Text for Images](#)¹⁸
- [W3C WAI Images Tutorial](#)¹⁹
- [W3C Requirements for providing text to act as an alternative for images in HTML5](#)²⁰

¹⁸ <http://www.w3.org/WAI/alt/>

¹⁹ <http://www.w3.org/WAI/tutorials/images/>

²⁰ <https://www.w3.org/TR/html5/semantics-embedded-content.html#alt-text>

- [WebAim](#)²¹ provides general guidance on the appropriate use of alternative text for images.
- [The DIAGRAM Center](#)²² established by the US Department of Education (Office of Special Education Programs), provides guidance on ways to make it easier, faster, and more cost effective to create and use accessible images.

7.2.5 Create accessible learning materials

The source teaching materials for your content might exist in a variety of formats. For example, your syllabus might be ePUB documents or the textbooks in publisher-supplied PDF. It is important to consider how accessible these supplemental materials are before making them available in your channels.

Carefully consider the document format you choose for publishing your learning materials, because some formats support accessibility better than others. **Whenever possible, create learning materials in HTML format.** When you make digital textbooks (ebooks) available within your content, ask digital book publishers for books in either [DAISY](#)²³ or [EPUB](#)²⁴ format, or both. Both of these digital book formats include unparalleled support for accessibility. However, simply supporting accessibility does not always mean a document will be accessible. When you source ebooks from third parties, it helps to ask the right questions about accessibility.

- Can screen readers read the document text?
- Do images in the document include alternative text descriptions?
- Are all tables, charts, and math provided in an accessible format?
- Does all media include text equivalents?
- Does the document have navigational aids, such as a table of contents, index, headings, and bookmarks?

Many of the same accessibility techniques and principles that apply to authoring web content apply to other document formats (like PDF) as well.

- Images must have descriptive text associated with them.
- Documents should be well structured.
- Information should be presented in a logical order.
- Hyperlinks should be meaningful and describe the destination.
- Tables should include properly defined column and row headers.
- Color combinations should be high contrast.

²¹ <http://webaim.org/techniques/alttext/>

²² <http://diagramcenter.org/making-images-accessible.html>

²³ https://en.wikipedia.org/wiki/DAISY_Digital_Talking_Book

²⁴ https://en.wikipedia.org/wiki/EPUB#Version_3.0.1

The information that follows provides some practical guidance to publishing accessible learning materials in popular formats.

Tip:**Accessible Content Materials Resources**

- [The DAISY Consortium](http://www.daisy.org)²⁵ is a global partnership of organizations that supports and helps to develop inclusive publishing standards.
 - [The EPUB 3 format](http://www.idpf.org/epub/30/spec/epub30-overview.html)²⁶ is widely adopted as the format for digital books.
-

7.2.5.1 Creating accessible pdf documents

Not all ebooks are available in DAISY or EPUB 3 format. Portable Document Format (PDF) is another common format for learning materials, including textbooks supplied by publishers. However, converting materials to PDF documents can create accessibility barriers, particularly for learners with visual impairments. Such learners rely on the semantic document structure inherently available in HTML, DAISY, or EPUB 3 to understand and effectively navigate PDF documents. For more information, see [Use best practices for html markup](#).

Accessibility issues are very common in PDF files that were scanned from printed sources or exported from a non-PDF document format. Scanned documents are simply images of text. To make scanned documents accessible, you must perform Optical Character Recognition (OCR) on these documents, and proofread the resulting text for accuracy before embedding it within the PDF file. You must also add semantic structure and other metadata (headings, links, alternative content for images, and so on) to the embedded text.

When you export documents to PDF from other formats, it is important to ensure that the source document contains all the required semantic structure and metadata before exporting. Unfortunately, some applications do not include this information when exporting and require the author to add or “tag” the document manually using PDF editing software. You should carefully consider whether exporting to PDF is necessary at all.

Note: [LibreOffice](https://www.libreoffice.org/)²⁷ will produce the best results when you export documents to PDF.

²⁵ <http://www.daisy.org>

²⁶ <http://www.idpf.org/epub/30/spec/epub30-overview.html>

²⁷ <https://www.libreoffice.org/>

Best practices for authoring accessible pdf documents

- Explicitly define the language of the document so that screen readers know what language they should use to parse the document.
- Explicitly set the document title. When you export a file to PDF format, the document title usually defaults to the file name, not a human readable title.
- Verify that all images have alternative content defined or are marked as decorative only.
- Verify that the PDF file is “tagged”. Make sure the semantic structure from the source document has been correctly imported to the PDF file.
- Verify that a logical reading order is defined. This is especially important for documents that have atypical page layouts or structure.
- If your document includes tables, verify that table headers for rows and columns are properly defined.

Note: When you export Microsoft Office documents as PDF, use the **Save as PDF** option. Make sure the **Document Structure Tags for Accessibility** option is selected (consult your software documentation for more details). PDFs generated from Windows versions of MS Office might be more accessible than those generated from Mac OS versions of MS Office. If you are using Mac OS, we highly recommend exporting from LibreOffice.

Note: When you export from LibreOffice, use the **Export as PDF** option. Make sure the **Tagged PDF** option is selected.

Evaluating pdf files for accessibility

It is highly recommended to use the tools available in Adobe Acrobat Pro or DC (for example, “Accessibility Checker”) to evaluate your PDF files for accessibility. Adobe Acrobat also includes tools (for example, “Make Accessible”) for fixing most common accessibility issues.

Tip: Accessible PDF resources

- Microsoft provides detailed [guidance on generating accessible PDFs from Mi-](#)

Microsoft Office applications²⁸, including Word, Excel, and PowerPoint.

- Adobe provides documentation on how to [create and verify PDF accessibility](#)²⁹.
- [Adobe Accessibility](#)³⁰ (Adobe) is a comprehensive collection of resources on PDF authoring and repair, using Adobe's products.
- [PDF Accessibility](#)³¹ (WebAIM) provides a detailed and illustrated guide on creating accessible PDFs.
- The National Center of Disability and Access to Education has a collection of one-page "[cheat sheets](#)" on [accessible document authoring](#)³².
- The Accessible Digital Office Document (ADOD) Project provides guidance on [creating accessible Office documents](#)³³.

7.2.5.2 Use best practices for mathematical content

Math in digital content can be challenging to deliver in a way that is accessible to people with vision impairments. Non-scalable images of mathematical content cannot be sufficiently enlarged or navigated by low-vision users and are not accessible to blind users at all.

Kolibri Studio uses [MathJax](#)³⁴ to render math content in a format that is clear, readable, and accessible to people who use screen readers. MathJax works together with math notation such as LaTeX and MathML to render mathematical equations as text instead of images. MathJax renders math in a variety of formats on the client side, offering the end user the ability to consume math content in their preferred format.

Note: Assessment workflow in Kolibri Studio is designed to meet the needs of content authors, and accessible enough to be used by all learners. However, because of limitations with HTML and screen reader technology, screen readers may not be able to read math problems by default. To work around this limitation, it is recommended that learners who use screen readers use one of the following methods.

- If the browser and screen reader both support MathML, the learner can specify MathML as the preferred math renderer in MathJax.

²⁸ <https://support.office.com/en-gb/article/create-accessible-pdfs-064625e0-56ea-4e16-ad71-3aa33bb4b7ed>

²⁹ <https://helpx.adobe.com/acrobat/using/create-verify-pdf-accessibility.html>

³⁰ <https://www.adobe.com/accessibility.html>

³¹ <http://webaim.org/techniques/acrobat/>

³² <http://ncdae.org/resources/cheatsheets/>

³³ <https://adod.idrc.ocadu.ca/>

³⁴ <https://www.mathjax.org>

- On the screen reader, switch from Interactive mode to Reading mode. In Reading mode, screen readers can present math to learners in an accessible format.
-

Tip: Accessible mathematical content resources

- [The MathJax website](https://www.mathjax.org)³⁵ provides guidance on creating accessible pages using their display engine.
 - The [DO IT project](https://www.washington.edu/doit)³⁶ from the University of Washington provides guidance on creating accessible math content.
 - [The AccessSTEM website](http://www.washington.edu/doit/programs/accessstem/overview)³⁷ provides guidance on creating accessible science, technology, engineering and math educational content.
-

7.2.6 Use best practices for custom content types

Using different content types in your content can significantly add to the learning experience for your learners. This section covers how to design at your learning content is accessible to all learners.

7.2.6.1 Simulations and interactive modules

Simulations, including animated or gamified content, can enhance the learning experience. In particular, they benefit learners who might have difficulty acquiring knowledge from reading and processing textual content alone. However, simulations can also present some groups of learners with difficulties. To minimize barriers to learning, consider the intended learning outcome of the simulation. Is your goal to reinforce understanding that can also come from textual content or a video lecture, or is it to convey new knowledge that other learning resources cannot cover? Providing alternative resources will help mitigate the impact of any barriers.

Although you can design simulations to avoid many accessibility barriers, some barriers, particularly in simulations supplied by third parties, might be difficult or impossible to address for technical or pedagogic reasons. Understanding the nature of these barriers can help you provide workarounds for learners who are affected. Keep in mind that attempted workarounds for simulations supplied by third parties might require the supplier's consent if copyrighted material is involved. If you consider third party solutions,

³⁵ <https://www.mathjax.org>

³⁶ <https://www.washington.edu/doit/are-there-guidelines-creating-accessible-math>

³⁷ <http://www.washington.edu/doit/programs/accessstem/overview>

we encourage you to evaluate them for accessibility. The easiest way to do this is to contact the vendor and ask them about the accessibility of their product.

Consider the following questions when creating simulations, keeping in mind that as the content creator, you enjoy considerable freedom in selecting learning objectives and outcomes. Additionally, if the visual components of a simulation are so central to your content design, providing alternative text description and other accommodations might not be practical or feasible.

- Does the simulation require vision to understand? If so, provide text describing the concepts that the simulation conveys.
- Is a computer mouse necessary to operate the simulation? If so, provide text describing the concepts that the simulation conveys.
- Does the simulation include flashing or flickering content that could trigger seizures?

If so, and if this content is critical to the nature of the simulation, take these steps.

- Do not make using the simulation a requirement for a graded assessment activity.
- Provide a warning that the simulation contains flickering or flashing content.

7.2.6.2 Online exercises and assessments

For each activity or assessment that you design, consider any difficulties that learners with disabilities might have in completing it, and consider using multiple assessment options. Focus on activities that can be completed and submitted by all learners.

Some learners take longer to read information and input responses, such as learners with visual or mobility impairments and learners who need time to comprehend the information. If an exercise has a time limit, consider whether the allowed time is enough for all learners to respond. Advance planning might help to reduce the number of learners requesting time extensions.

Some online exercise question types, such as the following examples, might be difficult for learners who have vision or mobility impairments.

- Exercises requiring fine hand-eye coordination, such as image mapped input or drag and drop exercises, might present difficulties to learners who have limited mobility. Consider alternatives that do not require fine motor skills, unless, of course, such skills are necessary for effective participation. For example, instead of a drag and drop exercise for mapping atoms to compounds, provide a checkbox or multiple choice exercise.
- Highly visual stimuli, such as word clouds, might not be accessible to learners who

have visual impairments. Provide a text alternative that conveys the same information, such as an ordered list of words in the word cloud.

Tip: Accessible custom content resources

- [AccessSTEM](#)³⁸ provides guidance on creating accessible science, technology, engineering and math educational content.
 - The National Center on Educational Outcomes (NCEO) provides [Principles and Characteristics of Inclusive Assessment and Accountability Systems](#)³⁹.
-

7.2.7 Create accessible media

Media-based content materials help to convey concepts and can bring learning information to life. We recommend all videos in Kolibri Studio include timed text captions in [WebVTT](#)⁴⁰ format. The media player in Kolibri displays caption files that benefits a variety of learners, including learners who are hard of hearing or whose native language differs from the primary language of the media. This built-in universal design mechanism enhances your content accessibility.

Note: When you create your content channel, you need to factor in time and resources for creating timed text captions.

7.2.7.1 Timed text captions

Timed text captions are essential to opening up a world of information for persons with hearing loss or literacy needs by making the readable equivalent of audio content available to them in a synchronized manner. Globally hearing loss affects about 10% of the population to some degree. It causes disability in 5% (360 to 538 million) and moderate to severe disability in 124 million people. Timed text captions also be helpful for learners whose native languages are languages other than the primary language of the media or who have cognitive conditions that benefit from visual.

Text caption files start with the text version of a video's spoken content and any non-spoken audio that is important to understanding the context of the video, such as

³⁸ <http://www.washington.edu/doit/programs/accessstem/overview>

³⁹ <https://nceo.info/Resources/publications/onlinepubs/Synthesis40.html>

⁴⁰ <https://en.wikipedia.org/wiki/WebVTT>

[BUZZER], [LAUGHTER], or [THUNDER]. If you created your video using a script, you have a great start on creating the text caption file. Simply review the recorded video and update the script as needed. Proper editing should maintain both the original meaning, content, and essential vocabulary.

To create your own timed text caption files yourself, you must follow these guidelines.

- Each caption frame should not be on screen for less than three seconds.
- Each caption frame must not be on screen for less than two seconds.
- Each caption frame should not exceed more than 2 lines.
- Each caption frame must not exceed more than 3 lines.
- Each line should not exceed more than 32 characters
- All caption frames should be precisely time synched to the audio.
- When multiple speakers are present, it is sometimes helpful to identify who is speaking, especially when the video does not make this clear.
- Non-speech sounds like [MUSIC] or [LAUGHTER] should be added in square brackets.

7.2.7.2 Descriptions in video

When you create video segments, consider how you will convey information to learners who cannot see what is happening in a video. Actions that are only visible on screen without any audible equivalent are not accessible to learners who have visual impairments.

For many topics, you can fully cover concepts in the spoken presentation. If it is practical to do so, you should audibly describe visual events as they happen in the video. For example, if you are illustrating dropping a coin and a feather together from a height, you should consider narrating your actions as you perform them. Ask yourself if your video would make sense if the learner were only listening to the audio content, for example while they were driving a car.

7.2.7.3 Downloadable transcripts

For both audio and video transcripts, consider including a text file that learners can download and review using tools such as word processing, screen reader, or literacy software. All learners can use transcripts of media-based learning materials for study and review.

- [Captioning Key](#)⁴¹ by the National Association for the Deaf provides excellent guidance on creating described and captioned media.
 - [Closed Captioning and Subtitling Standards in IP Video Programming](#)⁴² by 3Play-Media discusses best practices in this recorded webinar and white paper.
-

7.2.8 Use best practices for html markup

HTML is the best format for creating accessible content. It is well supported and adaptable across browsers and devices. Also, the information in HTML markup helps assistive technologies, such as screen reader software, to provide information and functionality to people with vision impairments.

Keep the following guidelines in mind when you create HTML content.

- Use HTML tags to describe the meaning of content, rather than changing its appearance. For example, you should tag a section title with the appropriate heading level (such as `<h3>`) rather than making the text appear like a heading by applying visual elements such as bold text and a larger font size. Format list items into a list rather than using images of bullets or indents. Using HTML to describe your content's meaning is valuable for learners who use screen readers, which, for example, can read through all headings of a specific level or announce the number of items in a list.
- Use HTML heading levels in sequential order to represent the structure of a document. Well-structured headings help learners and screen reader users to navigate a page and efficiently find what they are looking for.
- Use HTML list elements to group related items and make content easier to skim and read. HTML offers three kinds of lists.
 - Unordered lists, where the order of items is not important. Each item is marked with a bullet.
 - Ordered lists, where the order of items is important. Each item is listed with a number.
 - Definition lists, where each item is represented using term and description pairs (like a dictionary).
- Use table elements to format information that works best in a grid format, and include descriptive row and column headings. Tag row and column headers with the `<th>` element so screen readers can effectively describe the content in the table.

⁴¹ http://captioningkey.org/quality_captioning.html

⁴² <https://www.3playmedia.com/2016/06/16/closed-captioning-subtitling-standards-in-ip-video-programming/>

Tip: HTML Markup Resources

- [Creating Semantic Structure](#)⁴³ provides guidance on reflecting the semantic structure of a web page in the underlying markup (WebAIM).
 - [Creating Accessible Tables](#)⁴⁴ provides specific guidance on creating data tables with the appropriate semantic structure so that screen readers can correctly present the information (WebAIM).
-

7.2.9 Apply universal design for learning

Universal Design for Learning focuses on delivering content in a format so that as many of your learners as possible can successfully interact with the learning resources and activities you provide them, without compromising on pedagogic rigor and quality.

The principles of Universal Design for Learning can be summarized by the following points.

1. Present information and content in various ways.
2. Provide more than one way for learners to express what they know.
3. Stimulate interest and motivation for learning.

Content curation teams can apply these principles in the design process by following several guidelines.

- Design resources and activities that can be accessed by learners in a variety of ways. For example, if there is a text component, provide the ability to enlarge the font size or change the text color. For images and diagrams, always provide an equivalent text description. For video, include text captions.
- Provide multiple ways for learners to engage with information and demonstrate their knowledge. This is particularly important to keep in mind as you design activities and assessments.
- Identify activities that require specific sensory or physical capability and for which it might be difficult or impossible to accommodate the accessibility needs of learners. For example, an activity that requires learners to identify objects by color might cause difficulties for learners with visual impairments. In these cases, consider whether there is a pedagogical justification for the activity being designed in that way. If there is a justification, communicate these requirements to prospective learners in the content description and establish a plan for responding to learners

⁴³ <https://webaim.org/techniques/semanticstructure/>

⁴⁴ <https://webaim.org/techniques/tables/data>

who encounter barriers. If there is no justification for the requirements, it is recommended that you redesign the learning activities to be more flexible and broadly accessible.

Tip: Universal design for learning resources

- [Starter kit for creating accessible learning materials](#)⁴⁵ designed to enable teachers and trainers to create effective, engaging and accessible learning materials for their learners.
 - [The UDL Guidelines](#)⁴⁶ provides a helpful overview on Universal Design for Learning.
-

7.2.10 Additional resources for developing inclusive learning content

The following resources might also assist you in producing accessible learning content.

- [User Agent Accessibility Guidelines \(UAAG\)](#)⁴⁷
- [Authoring Tool Accessibility Guidelines \(ATAG\)](#)⁴⁸
- [WAI-ARIA \(Accessible Rich Internet Applications\)](#)⁴⁹
- [WCAT2ICT](#)⁵⁰
- [EPUB 3.0.1](#)⁵¹
- [DAISY Consortium](#)⁵²
- [MathJax](#)⁵³
- [MathML](#)⁵⁴

⁴⁵ <https://toolkits.excellencegateway.org.uk/starter-kit-creating-accessible-learning-materials>

⁴⁶ <http://udlguidelines.cast.org/>

⁴⁷ <https://www.w3.org/WAI/standards-guidelines/uaag/>

⁴⁸ <https://www.w3.org/WAI/standards-guidelines/atag/>

⁴⁹ <https://www.w3.org/WAI/standards-guidelines/aria/>

⁵⁰ <https://www.w3.org/WAI/standards-guidelines/wcag/non-web-ict/>

⁵¹ <http://idpf.org/epub/301>

⁵² <http://www.daisy.org/>

⁵³ <https://www.mathjax.org>

⁵⁴ <http://www.w3.org/Math/>

7.2.11 Attribution

Best Practices for Creation of Inclusive Learning Content is distributed under the [Creative Commons Attribution-ShareAlike 4.0 International License](#)⁵⁵.

Best Practices for Creation of Inclusive Learning Content is inspired by and derived from:

- [edX Accessibility Best Practices Guidance for Content Providers](#)⁵⁶, Copyright © 2021, edX Inc.

7.3 Kolibri Studio Privacy Policy

7.3.1 Introduction

This policy (together with our [terms and conditions](#) (“**Terms and Conditions**”) and any additional terms of use incorporated by reference into the Terms and Conditions, together our “**Terms of Use**”) applies to your use of:

- our website at <https://studio.learningequality.org/> (“**Website**”); and
- the Kolibri Studio service accessible through the Website (“**Service**”).

This policy sets out the basis on which any personal data we collect from you, or that you provide to us, will be processed by us.

Please read the following carefully to understand our practices regarding your personal data and how we will treat it. We want you to be confident that the personal information you give us is safe and secure with us, and understand how we use it to improve the Service to benefit both you and our broader community of beneficiaries.

This policy is provided in a layered format so you can click through to the specific areas set out below.

⁵⁵ <https://creativecommons.org/licenses/by-sa/4.0/>

⁵⁶ <https://edx.readthedocs.io/projects/edx-partner-course-staff/en/latest/accessibility/index.html>

7.3.2 1. Important information and who we are

Learning Equality (collectively referred to as “**Learning Equality**”, “**we**”, “**us**” or “**our**” in this policy), a nonprofit organization incorporated in the State of California, USA, is the controller in respect of your personal data.

Contact details

Our full details are:

- Full name of legal entity: Foundation for Learning Equality Inc
- Email address: legal@learningequality.org
- Postal address: 9700 Gilman Dr PMB 323, La Jolla, CA 92093, USA

Persons in the EU have the right to make a complaint at any time to the Information Commissioner’s Office (“**ICO**”), the UK supervisory authority for data protection issues.

Changes to the privacy policy and your duty to inform us of changes

We keep our privacy policy under regular review.

This version was last updated on Dec 10, 2020 and replaces with immediate effect any previous policy. We may, from time to time, make changes to this Privacy Policy to reflect any changes to our privacy practices in accordance with changes to legislation, best practice or Website enhancements. We will let you know what these changes are by posting them to this page. Where the changes are significant, we may also choose to email you with the new details and get your consent to make these changes where required by law. It is your responsibility as a user to make sure that you are aware of changes posted on this page, by checking for any changes on a regular basis. Changes posted on this page will become effective as soon as they are posted.

We would encourage you to visit our Website regularly to stay informed of the purposes for which we process your information and your rights to control how we process it.

It is important that the personal data we hold about you is accurate and current. Please keep us informed if your personal data changes during our relationship with you.

Third party links

Our Website includes details on, or links through to, information provided by other third parties, our partner networks, advertisers and affiliates. Please note that these websites and any services that may be accessible through them have their own privacy policies and that we do not accept any responsibility or liability for these policies or for any personal data that may be collected through these websites or services, such as Contact and Location Data. Please check these policies before you submit any personal data to these websites or use these services.

7.3.3 2. The data we collect about you

We may collect, use, store and transfer different kinds of data about you. We will limit the collection and processing of your personal data to information necessary to achieve one or more legitimate purposes as identified in this Privacy Policy. Personal data will include your:

- Full name;
- Email address; and
- Location.

7.3.4 3. How is your personal data collected?

We will collect and process the following data about you:

- **Information you give us.** This is information you consent to giving us about you by filling in forms on our Website. It includes information you provide when you register to use the Website, subscribe to any of our services. If you contact us, we will keep a record of that correspondence.
- **Information we collect about you and your device.** This is information that we gather from the technology which you use to access our Website (for example IP address).

7.3.5 4. How we use your personal data

We will only use your personal data when the law allows us to do so. Most commonly, we will use your personal data in the following circumstances:

- Where you have consented before the processing.
- Where we need to perform a contract we are about to enter or have entered with you, as set out in our Terms and Conditions.
- Where we need to comply with a legal or regulatory obligation.

Please refer to [Glossary: Lawful basis](#) to find out more about the types of lawful basis that we will rely on to process your personal data.

Purposes for which we will use your personal data:

- to properly register you on our Website;
- to send you emails at your request to help with logging into our Website (e.g. to reset your login details); and
- to alert you to changes to our services (e.g. changes to our Terms and Conditions).

7.3.6 5. Disclosures of your personal data

We will not share your personal data with anyone outside Learning Equality except:

- where we have your permission;
- where required for your service;
- where we are required by law and by law enforcement agencies, judicial bodies, government entities, tax authorities or regulatory bodies around the world; and
- where permitted by law, it is necessary for our legitimate interests or those of a third party, and it is not inconsistent with the purposes listed above.

We will not share or sell your personal data with third parties without your permission.

7.3.7 6. International transfers

If you are located outside the European Economic Area (EEA) and have signed up to use our Website, your personal information will be transferred to our servers outside the EEA, located in the United States. The United States is deemed by the European Union to provide inadequate data protection. However, we have put in place safeguards to protect personal information transferred outside these jurisdictions, and will comply with the relevant data protection laws applicable to us, including the General Data Protection Regulation, to ensure a sufficient level of protection of your personal information. Please refer to the information set out in the Data security section below.

7.3.8 7. Data security

We are committed to ensuring that your personal data is secure with us. All information you provide to us is stored on our secure servers. Where we have given you (or where you have chosen) a password that enables you to access certain parts of our Website, you are responsible for keeping this password confidential. We ask you not to share a password with anyone.

Once we have received your information, we will use strict procedures and security features to try to prevent your personal data from being accidentally lost, used or accessed in an unauthorised way.

We have put in place procedures to deal with any suspected personal data breach and will notify you and any applicable regulator when we are legally required to do so.

7.3.9 8. Data retention

Your personal data will be processed for as long as necessary to fulfil the purposes we collected it for (as outlined in the [How we use your personal data](#) section above). For example, we will process your personal data for as long as necessary to continue to provide you with the Service on our Website.

In some circumstances, you can ask us to delete your data: see Your legal rights below for further information.

7.3.10 9. Expectation of privacy in Kolibri Studio

The Kolibri ecosystem of tools make high quality education technology available in low-resource communities such as rural schools, refugee camps, orphanages, non-formal school systems, and prison systems. Kolibri Studio is the tool used to organize content and build content channels for the Kolibri Learning Platform, an open-source platform specially designed to provide offline access to freely distributable educational content. As such, with the exclusion of personally identifying information, records and products of activities undertaken within the platform (uploading, downloading, organizing, annotating, or creating content) are not private and there should be no expectation of privacy regarding the output of these activities. Learning Equality has access to all the generated content and other data in Kolibri Studio and handles it according to its [Terms and Conditions](#).

7.3.11 10. Your legal rights

Under certain circumstances, you have the following rights under data protection laws in relation to your personal data:

- Request access to your personal data
- Request correction of your personal data
- Request erasure of your personal data
- Object to processing of your personal data
- Request restriction of processing your personal data
- Request transfer of your personal data
- Right to withdraw consent

Please refer to [Glossary: Your legal rights](#) for further elaboration of these terms.

You also have the right to ask us not to continue to process your personal data for marketing purposes.

You can exercise any of these rights at any time by contacting us at legal@learningequality.org.

7.3.12 11. Contact us

If you would like any further information about any of the matters in this policy or if you have any other questions about how we collect, store or use your personal data, you may contact us at legal@learningequality.org.

7.3.13 12. Cookies

Cookies are used by the Website to support with the proper functioning of the service, such as tracking your session for the duration of the time you spend logged in, and for analytics purposes that help with continually improving the platform to better serve your needs.

To learn more, and make choices regarding what cookies you wish to allow, please refer to our [Cookie Policy](#)⁵⁷.

7.3.14 13. Glossary

Consent means processing your personal data where you have signified your agreement by a statement or clear opt-in to processing for a specific purpose. Consent will only be valid if it is a freely given, specific, informed and unambiguous indication of what you want. You can withdraw your consent at any time by contacting us.

Legitimate interest means the interest of our business in conducting and managing our business to enable us to give you the best service/product and the best and most secure experience. We make sure we consider and balance any potential impact on you (both positive and negative) and your rights before we process your personal data for our legitimate interests. We do not use your personal data for activities where our interests are overridden by the impact on you (unless we have your consent or are otherwise required or permitted to by law). You can obtain further information about how we assess our legitimate interests against any potential impact on you in respect of specific activities by contacting us.

Performance of contract means processing your data where it is necessary for the performance of a contract to which you are a party or to take steps at your request before entering into such a contract.

⁵⁷ <https://learningequality.org/cookies/>

Comply with a legal obligation means processing your personal data where it is necessary for compliance with a legal obligation that we are subject to.

Third parties means anyone outside of Learning Equality personnel.

Your legal rights

Persons in the EEA have the right to:

- **Request access to your personal data** (commonly known as a “data subject access request”). This enables you to receive a copy of the personal data we hold about you and to check that we are lawfully processing it.
- **Request correction of the personal data that we hold about you.** This enables you to have any incomplete or inaccurate data we hold about you corrected, though we may need to verify the accuracy of the new data you provide to us.
- **Request erasure of your personal data.** This enables you to ask us to delete or remove personal data where there is no good reason for us continuing to process it. You also have the right to ask us to delete or remove your personal data where you have successfully exercised your right to object to processing (see below), where we may have processed your information unlawfully or where we are required to erase your personal data to comply with local law. Note, however, that we may not always be able to comply with your request of erasure for specific legal reasons which will be notified to you, if applicable, at the time of your request.
- **Object to processing of your personal data** where we are relying on a legitimate interest (or those of a third party) and there is something about your particular situation which makes you want to object to processing on this ground as you feel it impacts on your fundamental rights and freedoms. You also have the right to object where we are processing your personal data for direct marketing purposes. In some cases, we may demonstrate that we have compelling legitimate grounds to process your information which override your rights and freedoms.
- **Request restriction of processing of your personal data.** This enables you to ask us to suspend the processing of your personal data in the following scenarios:
 - if you want us to establish the data’s accuracy;
 - where our use of the data is unlawful but you do not want us to erase it;
 - where you need us to hold the data even if we no longer require it as you need it to establish, exercise or defend legal claims; or
 - you have objected to our use of your data but we need to verify whether we have overriding legitimate grounds to use it.
- **Request the transfer of your personal data to you or to a third party.** We will provide to you, or a third party you have chosen, your personal data in a structured, commonly used, machine-readable format. Note that this right only applies to automated information which you initially provided consent for us to use or where

we used the information to perform a contract with you.

- **Withdraw consent at any time where we are relying on consent to process your personal data.** However, this will not affect the lawfulness of any processing carried out before you withdraw your consent. If you withdraw your consent, we may not be able to provide certain products or services to you. We will advise you if this is the case at the time you withdraw your consent.

7.4 Kolibri Studio Terms of Service

PLEASE READ THESE TERMS AND CONDITIONS CAREFULLY

Before using this website, you should read the following important information relating to it. These Terms of Service ("**Terms**") govern your use of this website and form a legally binding agreement between you and us regarding your use of our website.

If, for any reason, you are unable or unwilling to agree to all of these Terms, please immediately discontinue using or attempting to use the service.

Warning: BY CONTINUING TO USE THE SERVICE YOU AGREE TO THESE TERMS WHICH WILL BIND YOU.

7.4.1 1. Definitions

These are the Terms for the web application hosted at <https://studio.learningequality.org/>, along with any API's or other interfaces it provides (the "**Service**"), controlled and operated by Learning Equality ("**Learning Equality**", "**we**", "**us**" and "**our**"). We are registered as a nonprofit organization in California, USA under EIN 46-2676188, and have our registered office at 9700 Gilman Dr, PMB 323, La Jolla, CA 92093.

These Terms describe our commitments to you, and your rights and responsibilities when using the Service. If you breach any of these Terms, your right to access and use of the Service and Service will be terminated. Please read them carefully and reach out to us if you have any questions. "**Content**" refers to media files (such as videos, audio files, HTML5 content, or other materials) that are hosted on the Service, along with their associated descriptive metadata.

Throughout these Terms, "**you**" applies to both individuals and entities that access or use the Service. If you are an individual using the Service on behalf of an entity, you

represent and warrant that you have the authority to bind that entity to the Agreement and that by using our Service, you are accepting the Agreement on behalf of that entity.

7.4.2 2. Account Terms

When you register for an account on the Service, you agree to provide us with complete and accurate information. You will be solely responsible and liable for any activity that occurs under your username. You are responsible for keeping your account information up-to-date and for keeping your access credentials (password and API token) private and secure.

You are responsible for maintaining the security of your account and any Service-related content, and you are fully responsible for all activities that occur under your account and any other actions taken in connection with the Service. You shall not share or misuse your access credentials. You must immediately notify us of any unauthorized uses of your account, or of any other breach of security. We will not be liable for any acts or omissions by you, including any damages of any kind incurred as a result of such acts or omissions.

Access to and use of the Service is only for those over the age of 13 (or 16 in the European Union). If you are younger than this, you may not register for or use the Service. Any person who registers as a user or provides their personal information to the Service represents that they are 13 years of age or older (or 16 years or older in the European Union).

7.4.3 3. Acceptable Use Restrictions

You represent and warrant that your use of the Service:

- Will be in strict accordance with these Terms;
- Will comply with all applicable laws and regulations (including, without limitation, all applicable laws regarding online conduct and acceptable content, privacy, data protection, and the transmission of technical data exported from the United States or the country in which you reside);
- Will not use the Services for any unlawful purposes, to publish illegal content, or in furtherance of illegal activities;
- Will not transmit any material that is defamatory, offensive or otherwise objectionable in relation to your use of the Service;
- Will not infringe or misappropriate the intellectual property rights of any third party;

- Will not overburden Learning Equality's systems, as determined by us in our sole discretion, including but not limited to excessive bandwidth utilization or number of requests;
- Will not attempt to circumvent your assigned storage quota or other account restrictions through technical or other means;
- Will not disclose sensitive personal information of others;
- Will not be used to send spam or bulk unsolicited messages;
- Will not interfere with, disrupt, or attack any service or network; and
- Will not be used to create, distribute, or enable material that is – or that facilitates or operates in conjunction with – malware, spyware, adware, or other malicious programs or code.

7.4.4 4. User-Generated Content

We have not reviewed, and cannot review, all of the Content (such as, but not limited to, text, photo, video, audio, code, computer software, or other materials) uploaded to or authored using the Service by users or anyone else and are not responsible for any use or effects of such Content. So, for example:

- We do not endorse any uploaded Content or represent that Content is accurate, useful, or non-harmful. Content could be offensive, indecent, or objectionable; include technical inaccuracies, typographical mistakes, or other errors; or violate or infringe the privacy, publicity rights, intellectual property rights (see our Copyright Infringement and DMCA Policy section to submit copyright complaints), or other proprietary rights of third parties.
- If you upload or author Content, or otherwise make (or allow any third party to make) Content available on the Service, you are entirely responsible for the Content, and any harm resulting from, that Content or your conduct.
- You are responsible for ensuring that you have proper permissions to upload and distribute any and all uploaded Content and for ensuring that the copyright holder and licensing are properly evidenced on the uploaded Content.
- We disclaim any responsibility for any harm resulting from anyone's use or downloading of Content. If you access or use any Content, you are responsible for taking precautions as necessary to protect yourself and your computer systems from viruses, worms, Trojan horses, and other harmful or destructive content.
- We are not a party to, and will have no responsibility or liability for, any communications, transactions, interactions, or disputes between you and the provider of any Content.
- Please note that additional third party terms and conditions may apply to the

downloading, copying, or use of Content.

We also have not reviewed, and cannot review, all of the material made available through the websites and web pages that link to, or are linked from the Service. For example:

- We do not have any control over those websites and are not responsible for their contents or their use.
- The existence of a link to or from the Service does not represent or imply that we endorse such website.
- You are responsible for taking precautions as necessary to protect yourself and your computer systems from viruses, worms, Trojan horses, and other harmful or destructive content.

We reserve the right to remove any Content that violates our Terms or for any other reason.

Please note we cannot:

- remove or force upgrades of copies of Content that have already been downloaded from the Service, except in cases in which the Kolibri Learning Application is running on a server that is under our control. This may mean that when we delete uploaded content not all copies will be removed.
- remove or change the licensing on old versions of Content that others have made copies of, should you change the licensing on your content and/or request a removal of the Content from us. When a Creative Commons license is applied to a specific version of a piece of Content, the rights conferred to others for distribution and use of that Content cannot be revoked. Whilst we cannot remove or force updates on copies of the Content, we would let you update the license on your own copy of the Content moving forward, and for future versions.

7.4.5 5. Licensing and Copyright

The Service allows you to upload and distribute Content. When you do, the following terms apply:

- Copyright ownership of the Content is retained by the original copyright holder and must be indicated, and license information must be marked so as to accurately reflect the copyright holder's intentions around the distribution and use of that Content.
- If you are not yourself the copyright holder, you must have the rights to distribute the uploaded Content, either through explicit written permission from the copyright holder, or as allowed by the terms of the license under which the Content

has been released.

- If you are the copyright holder of the uploaded content, then by marking the Content you upload with a particular license, you are agreeing for the Content to be distributed and used under the terms of that license in perpetuity.

We follow a policy of making content, including its associated metadata, as open as possible while following the appropriate copyright laws. With this in mind, we distinguish between:

- **Descriptive metadata:** This includes primary metadata associated with a single piece of Content, for example, titles, descriptions, and other elements which constitute a definitive part of the Content regardless of which system it appears on. These metadata elements will fall under the same copyright and licensing as the Content itself.
- **Organizational metadata:** This defines how a piece of content may be used, aids with discovery, and places it within some broader structure of relations on the Service, for example, tags, curation into topics (including the titles of those topics), and other elements pertaining to the display and ordering of Content on the system itself. By using the Service, you agree that work you do to generate organizational metadata elements are released into the Public Domain, and may be made available for others to use, without any claim to copyright or restricted licensing. We may also share, leverage and distribute this organizational metadata. This is so that we can benefit others and improve the impact of our platforms.

7.4.6 6. DMCA Policy

As we ask others to respect our intellectual property rights, we respect the intellectual property rights of others. If you believe that material located on or associated with the Service violates your copyright, please notify us in accordance with our Digital Millennium Copyright Act (“**DMCA**”) Policy. We will respond to all such notices, including as required or appropriate by removing the infringing material or disabling all links to the infringing material. We will terminate a visitor’s access to and use of the website if, under appropriate circumstances, the visitor is determined to be a repeat infringer of copyrights or other intellectual property rights. In the case of such termination, we will have no obligation to provide a refund of any payments or other forms of restitution.

7.4.7 7. Intellectual Property Notice

The Agreement does not transfer from Learning Equality to you any Learning Equality or third party intellectual property, and all right, title, and interest in and to such property will remain (as between the parties) solely with Learning Equality. “Kolibri”, “Kolibri Studio”, “Learning Equality”, the Kolibri logo, and all other trademarks, service marks, graphics, and logos used in connection with learningequality.org or the Service, are trademarks or registered trademarks of Learning Equality or Learning Equality’s licensors. Other trademarks, service marks, graphics, and logos used in connection with the Service may be the trademarks of other third parties. Your use of the Service grants you no right or license to reproduce or otherwise use any Learning Equality or third party trademarks and any such use may constitute an infringement of the holder’s rights

7.4.8 8. Community Standards

For more information about the intended use of the Service, and standards around Content, please see our [Community Standards](#) page.

7.4.9 9. Your Privacy

We take your privacy seriously. Please read our [Privacy Policy](#) to see how we collect, use and protect your personal data.

7.4.10 10. Cancellation and Termination

We may terminate or restrict your access to all or any part of the Service at any time, with or without cause, with or without notice, effective immediately. We have the right (though not the obligation) to, in our sole discretion, (i) close down an account or remove content due to prolonged inactivity, (ii) refuse or remove any content that, in our reasonable opinion, violates any Learning Equality policy (including our Community Standards) or is in any way harmful or objectionable, or (iii) terminate or deny access to and use of the Service to any individual or entity for any reason. We will have no obligation to provide a refund of any amounts previously paid.

If we end your rights to use the Service:

- You must stop all activities authorized by these Terms, including your use of the Service.

- You must not register and create a new account under your name, a fake or borrowed name, or the name of any third party, even if you may be acting on behalf of the third party.

In addition to terminating or suspending your account, we reserve the right to take appropriate legal action, including without limitation pursuing civil, criminal, and injunctive action for violating these Terms.

All provisions of the Agreement which by their nature should survive termination shall survive termination, including, without limitation, ownership provisions, warranty disclaimers, indemnity, and limitations of liability.

7.4.11 11. Communications with Learning Equality

For contractual purposes, you (1) consent to receive communications from us in an electronic form via the email address you have submitted or via the Service; and (2) agree that all Terms of Service, agreements, notices, disclosures, and other communications that we provide to you electronically satisfy any legal requirement that those communications would satisfy if they were on paper. This section does not affect your non-waivable rights.

7.4.12 12. Disclaimer of Warranties

YOU ACKNOWLEDGE THAT THE WEBSITE AND THE SERVICE IS PROVIDED “AS IS” AND “AS AVAILABLE”, WITH ALL FAULTS AND WITHOUT WARRANTY OF ANY KIND, AND WE HEREBY DISCLAIM ALL WARRANTIES AND CONDITIONS WITH RESPECT TO THE WEBSITE AND SERVICE, EITHER EXPRESS, IMPLIED OR STATUTORY, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES AND/OR CONDITIONS OF MERCHANTABILITY, OF SATISFACTORY QUALITY, OF FITNESS FOR A PARTICULAR PURPOSE, OF ACCURACY, AND NON-INFRINGEMENT OF THIRD PARTY RIGHTS. ANY USE OF THE SERVICE AND WEBSITE IS AT YOUR OWN RISK. SOME JURISDICTIONS DO NOT ALLOW THE EXCLUSION OF IMPLIED WARRANTIES, SO THE ABOVE LIMITATIONS MAY NOT APPLY TO YOU.

7.4.13 13. Changes to these Terms of Service

We are constantly updating our Service and that means sometimes we have to change the legal terms under which our Service is offered. These Terms may only be modified by a written amendment signed by an authorized executive of Learning Equality, or by the posting by Learning Equality of a revised version. If we make changes that are material, we will let you know by posting on one of our blogs, or by sending you an email or other communication before the changes take effect. The notice will designate a reasonable period of time after which the new terms will take effect. If you disagree with our changes, then you should stop using the Service within the designated notice period, or once the changes become effective. Your continued use of the Service will be subject to the new terms. However, any dispute that arose before the changes shall be governed by the Terms (including the binding individual arbitration clause) that were in place when the dispute arose.

7.4.14 14. Jurisdiction and Applicable Law

Except to the extent any applicable law provides otherwise, the Agreement and any access to or use of the Service will be governed by the laws of the state of California, U.S.A., excluding its conflict of law provisions. The proper venue for any disputes arising out of or relating to the Agreement and any access to or use of the Service will be the state and federal courts located in San Diego County, California.

7.4.15 15. Arbitration Agreement

Except for claims for injunctive or equitable relief or claims regarding intellectual property rights (which may be brought in any competent court without the posting of a bond), any dispute arising under the Agreement shall be finally settled in accordance with the Comprehensive Arbitration Rules of the Judicial Arbitration and Mediation Service, Inc. ("JAMS") by three arbitrators appointed in accordance with such Rules. The arbitration shall take place in San Diego, California, in the English language and the arbitral decision may be enforced in any court. The prevailing party in any action or proceeding to enforce the Agreement shall be entitled to costs and attorneys' fees.

7.4.16 16. Limitation of Liability

TO THE EXTENT LEGALLY PERMITTED UNDER THE APPLICABLE LAW, LEARNING EQUALITY SHALL NOT BE RESPONSIBLE FOR ANY LOSS OR DAMAGE TO YOU, YOUR CUSTOMERS OR THIRD PARTIES CAUSED BY FAILURE OF THE WEBSITE TO FUNCTION. IN NO EVENT WILL LEARNING EQUALITY BE LIABLE FOR ANY SPECIAL, CONSEQUENTIAL, INCIDENTAL, OR INDIRECT DAMAGES (INCLUDING, WITHOUT LIMITATION, THOSE RESULTING FROM LOST PROFITS, COST OF SUBSTITUTE GOODS OR SERVICES, LOST DATA OR BUSINESS INTERRUPTION) IN CONNECTION WITH THE USE OF THE WEBSITE OR SERVICE OR IN CONNECTION WITH ANY OTHER CLAIM ARISING FROM THESE TERMS OF SERVICE. THE AGGREGATE LIABILITY OF LEARNING EQUALITY ARISING FROM OR RELATING TO THESE TERMS AND THE SERVICE, REGARDLESS OF THE FORM OF ACTION OR CLAIM (CONTRACT, TORT OR OTHERWISE) AND EVEN IF YOU HAVE BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES SHALL NOT EXCEED THE AMOUNT PAID BY YOU DURING THE TWELVE (12) MONTH PERIOD PRIOR TO THE CAUSE OF ACTION. NOTHING IN THESE TERMS SHALL LIMIT OR EXCLUDE LEARNING EQUALITY LIABILITY FOR GROSS NEGLIGENCE OR FOR DEATH OR PERSONAL INJURY. APPLICABLE LAW MAY NOT ALLOW THE EXCLUSION OR LIMITATION OF INCIDENTAL OR CONSEQUENTIAL DAMAGES, SO THE ABOVE LIMITATION OR EXCLUSION MAY NOT APPLY TO YOU.

7.4.17 17. Third party content and third party applications

THE LINKS TO THIRD PARTY WEBSITES, ANY THIRD PARTY CONTENT, AND ANY THIRD PARTY APPLICATIONS MAY BE PROVIDED FOR YOUR CONVENIENCE AND INFORMATION ONLY. THE CONTENT ON ANY LINKED WEBSITE OR IN ANY THIRD PARTY APPLICATION IS NOT UNDER OUR CONTROL AND WE ARE NOT RESPONSIBLE FOR THE CONTENT OF LINKED WEBSITES AND/OR THIRD PARTY APPLICATIONS, INCLUDING ANY FURTHER LINKS CONTAINED IN A THIRD PARTY WEBSITE. WE MAKE NO REPRESENTATIONS OR WARRANTIES IN CONNECTION WITH ANY THIRD PARTY CONTENT OR THIRD PARTY APPLICATIONS, WHICH AT ALL TIMES AND IN EACH INSTANCE IS PROVIDED "AS IS." THIRD PARTY APPLICATIONS MAY BE SUBJECT TO ADDITIONAL POLICIES AND CONDITIONS OR AGREEMENTS BETWEEN YOU AND THE PROVIDER OF SUCH THIRD PARTY APPLICATIONS. YOU AGREE TO FULLY COMPLY WITH ALL SUCH ADDITIONAL POLICIES, CONDITIONS AND AGREEMENTS. IF YOU DECIDE TO ACCESS ANY THIRD PARTY CONTENT, AND/OR ANY THIRD PARTY APPLICATION, YOU DO SO ENTIRELY AT YOUR OWN RISK.

7.4.18 18. Third Party Rights

Nothing in our Terms is intended to confer on any third party any benefit or any right (under the Contracts (Rights of Third Parties) Act 1999 UK or otherwise) to enforce any provision of our Terms or any agreement entered into in connection with it.

7.4.19 19. Indemnification

You agree to indemnify and hold harmless Learning Equality, its contractors, and its licensors, and their respective directors, officers, employees, and agents from and against any and all losses, liabilities, demands, damages, costs, claims, and expenses, including attorneys' fees, arising out of or related to your use of the Service, including but not limited to your violation of the Agreement, Content that you upload or author, and any other activities conducted using the Service.

7.4.20 20. Miscellaneous

The Agreement constitutes the entire agreement between Learning Equality and you concerning the subject matter hereof. If any part of the Agreement is held invalid or unenforceable, that part will be construed to reflect the parties' original intent, and the remaining portions will remain in full force and effect. A waiver by either party of any term or condition of the Agreement or any breach thereof, in any one instance, will not waive such term or condition or any subsequent breach thereof.

You may assign your rights under the Agreement to any party that consents to, and agrees to be bound by, its terms and conditions; Learning Equality may assign its rights under the Agreement without condition. The Agreement will be binding upon and will inure to the benefit of the parties, their successors and permitted assigns.

If you have any questions about the Service or these Terms, please contact us at legal@learningequality.org.

Last revision: September 2020

7.5 Community standards

Learning Equality is a nonprofit organization dedicated to enabling equitable access to quality educational experiences. Along with our statement of Core Values, these Community Standards are intended to foster a supportive and inclusive environment for our users.

Learn more about [Learning Equality's core values](https://learningequality.org/about/values/)⁵⁸.

Kolibri Studio gives you access to the Kolibri Library, a growing library of educational materials, which we encourage you to use as your own. We built Kolibri Studio to help you prepare educational materials in a variety of ways, including but not limited to:

- Browsing. Selecting appropriate educational materials for your situation from the Kolibri Library, the listing of sources available on the public channels page in Kolibri Studio
- Curating. Reorganizing the materials in these channels by selecting, deleting, and reordering appropriate items
- Sharing. Creating and publishing new channels with what you find, either to share with your own implementations privately or to share with others on Kolibri Studio.
- Modifying & Creating. Adding your own assessment exercises to any existing materials
- Hosting. Uploading your own materials (limited to materials you know are appropriately licensed to do so) from a local hard drive or other locations on the internet

The Kolibri Library is both a grassroots and curated effort to provide a wide variety of materials for all learners and learning purposes. To help us achieve these goals, we invite you to use Kolibri Studio in ways that:

- Model good practices in open sharing and respect copyright. Create an ethical sharing community by labeling licenses, making sure you know the appropriate licenses for what you upload, and ensuring that appropriate written permissions are documented if needed. Studio is primarily designed to host materials which are openly licensed or come with special permissions for re-distribution and reproduction.
- Keep materials clear, organized, and usable. We welcome resources created at all levels of production! To help them reach as many learners as possible, we invite you to fully utilize all metadata fields and aim for quality in comprehensibility, legibility, or digitization such that the content is usable and understandable.
- Respect the community. Avoid obscenity and vulgarity, beyond specific educa-

⁵⁸ <https://learningequality.org/about/values/>

tional purposes they might serve in some contexts. Hate speech of any kind, or promotion of violence or discrimination, will never be tolerated.

- Kolibri Studio is for educational purposes only. It is not intended to be used for non-educational purposes such as recruitment, indoctrination, advertisement, file sharing, or personal media hosting.

Last updated August 30, 2020