



Articulate Rise Accessibility Support Documentation

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A Note About Accessibility

Our goal is to develop the most accessible eLearning possible within the design constraints of our authoring tool, Rise360. For users of assistive technology, we have created this document to outline some of the behaviors they may observe when taking our courses.

Course Navigation

Keyboard

Learners can navigate courses entirely with their keyboards. This [Rise360 Keyboard Navigation Resource article](#) explains how.

Landing Page

- Learners can only go through the course sequentially; this means learners need to go through the course lesson-by-lesson. Therefore, on the landing screen, most of the lessons are unavailable except for the first lesson. The color contrast of the names of the unavailable lessons against the background cannot be improved, unfortunately.
- At the top of the landing page, the “View Course Details” control will visually move the screen to the list of lessons. Activating this control would have no effect for learners who use screen readers.
- For each lesson on the landing page, meaningful icons are available next to each lesson name to indicate if a lesson is text, video, or assessment. These meaningful icons cannot be changed to have a 3:1 contrast with the background.

Sidebar (Hamburger Menu)

- The side navigation menu on each lesson can be expanded or collapsed for learners to go back and forth between completed lessons. Learners must use the side navigation to navigate to the previous lessons.
- For Dragon NaturallySpeaking (Dragon) users, the side navigation menu can be activated by announcing “click toggle class details.”
- The course name control in the side navigation will bring users back to the landing page.
- The user interface design (UI) for the side navigation is different when it is expanded and collapsed. When the side navigation is expanded, the first interactive element is the course title link, which brings users back to the landing page. When the side navigation is collapsed, the first interactive element is the "Home" link.
- For some screen reader learners, when the side navigation is collapsed, the controls in the side navigation are still accessible by screen reader and other assistive technologies.

“Next Lesson” Button

- The “Next Lesson” button provides better usability for learners when moving to the next lesson. However, once activated, the button will disappear when learners navigate back to the previous lesson. In this case, learners need to use the side navigation to continue with the course.
- When learners activate the “Next Lesson” control, the next lesson appears on the screen. However, for learners who cannot see the screen, it might not be clear that a new lesson has appeared. Screen readers will announce the course overview section after the “Next Lesson” button is activated.

Course Features

This is a list of course features, in alphabetical order, along with notes and helpful tips for users of assistive technology.

Accordions

- The accordion feature can be expanded to reveal additional information about a topic.
- For some screen reader users, the accordion expand/collapse state is not communicated immediately. Learners need to use the up and down arrow keys to check the state.

Flashcards

- The flashcard feature allows learners to flip the “flashcard” to learn about an idea or concept. For learners who can see the screen, this component is a rectangle box with the “flip” indication at the bottom right corner. For learners who cannot see the screen, this component is indicated with “flashcard front” and “flashcard back.”
- For screen reader learners, the state information is not conveyed when the flashcards are flipped. Screen reader learners can use the up and down arrow keys in reading mode to explore the new content. (Note: The browse/reading mode lets you navigate and read a web page as you would a text document.)
- For some Dragon users, the “click button” command is required to flip the cards.

Interactive Markers (Labeled Graphic)

- This feature has a background image with interactive markers on top. For learners who cannot see the screen, these interactive markers have a name of “labeled graphic marker.” When learners select these markers, a dialog will open to reveal additional content.
- For some screen reader users, activating the interactive markers will automatically move focus to the first line with an announcement of “labeled graphic bubble.” Therefore, in browse/reading mode, users would need to use the down-arrow key to go to the second line and then use the up-arrow key to read the first line. (Note: The

browse/reading mode lets you navigate and read a web page as you would a text document.)

- The interactive markers might not have a meaningful name. The alternative text of the background image before the interactive markers will provide learners with context of the interaction.
- For some screen reader learners, the container for the marker controls can receive keyboard focus.
- The interactive markers have repeated circle animations around them. The animations cannot be paused, stopped, or hidden.
- Some Dragon users might not be able to close the interactive markers' dialogs using direct command. Dragon users need to say "click plus" commands to close the dialogs.

Knowledge Checks and Final Assessment

- Knowledge checks are scattered throughout the course to check learners' understanding of the lesson content. Knowledge checks are preceded by a "Knowledge Check" heading. Final assessment is at the end of a course. Final assessment questions gauge learners' understanding of the entire course content. Knowledge checks and final assessment questions take the form of multiple choice (where learners can only select one response) or multiple response (where learners can select multiple applicable responses).
- Each knowledge check and final assessment question has a zoomable image after the question prompt that is marked as decorative. However, the "zoom image" control is still available for the decorative image and, therefore, might not have any context surrounding it.
- For multiple choice questions, the options are properly grouped together and are associated with the question prompt. Therefore, when users land on the multiple-choice option, the screen reader would announce the question prompt. However, for the multiple response question type, the options do not have proper grouping and are not associated with the question prompt. Therefore, learners using screen readers would have to use the up and down arrow keys in reading mode to find the question prompt. (Note: The browse/reading mode lets you navigate and read a web page as you would a text document.)
- For Dragon users, the multiple-choice radio buttons respond by accessible name but not by type.
- When learners choose a response and activate the "submit" button, feedback appears after the options to indicate whether the response is correct or not. The "check" and "cross" icons above the knowledge check's feedback are decorative icons. Learners with screen readers might be able to access them, but they are decorative and do not add any additional meaning.
- When learners activate the "submit" button after selecting an incorrect choice, learners can check which choice is correct and incorrect by using the up and down arrow keys in reading mode to explore the choices again (Note: The browse/reading mode lets you navigate and read a web page as you would a text document.).

Links

On hover, links within a course do not have sufficient color contrast.

Notes

- Notes are used to visually highlight important concepts or ideas for people who can see the screen.
- For some screen reader learners, notes have an unlabeled icon at the beginning. The icon is decorative and does not have any meaning.

Tables

Row headers for tables are not structured as table headers. Learners need to use the up, down, left, right arrow keys to explore the table and find the row table headers.

Videos

- Rise360 has its own video player.
- A virtual cursor is available in a screen reader's reading mode. The virtual cursor lets you navigate and read a web page as you would a text document.
- To use the “playback rate” control, learners using screen readers can follow these instructions:
 - If the virtual cursor is on, activating the "playback rate" control does not expand the menu. Activating the “playback rate” control automatically moves the playback rate to the next level instead. For example, when users activate the “playback rate” control when it is at 1.0 speed, the “playback rate” control will be move to 1.25 speed. Once learners are on “2x” playback rate, the next “click playback rate” activation will set the playback rate to the slowest value.
 - If the virtual cursor is off, users can navigate the “playback rate” menu grouping by using the up and down arrow keys to go through the items.
- Dragon users can follow these instructions to use the different video player controls:
 - To change the playback rate, say “click playback rate.” Each time users say “click playback rate,” the playback rate will go up one level. Once users are on “2x” playback rate, the next “click playback rate” will set the playback rate to the slowest value.
 - To go into picture-in-picture mode, say “click picture in picture.” To exit picture-in-picture mode, say “click picture in picture” again.
 - To go into full screen, say “click full screen”. To exit full screen mode, say “click non-full screen.”
 - To change the volume, put the focus on the Mute/Unmute control. Say “tab” to move into the volume control. Say “go up” to increase the volume and “go down” to decrease the volume.

Zoomable Images

Some images can be zoomed in or out. For Dragon users, a zoomable image can be activated by saying “click zoom image.” To zoom out on the image, learners can say “click zoom image” again or “click unzoom image.”



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