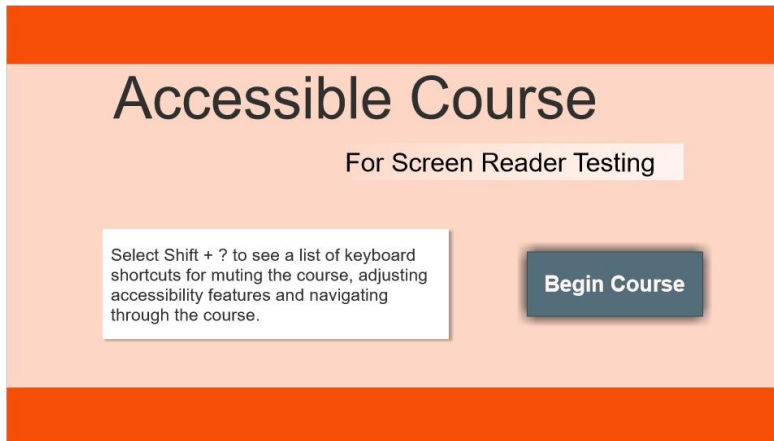# Course Transcript

1. Accessible Courses in Storyline

1.1 Welcome

Notes:

Welcome to our Accessible course that has been completely redesigned to accommodate all types of learners.
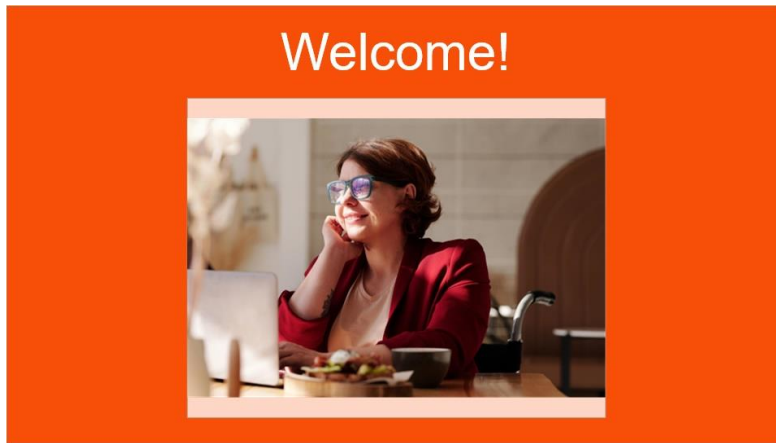
1.2 Begin Course

Notes:

Select Shift + ? to see a list of keyboard shortcuts for muting the course, adjusting accessibility features and navigating through the course.

1.3 Welcome

Notes:

Welcome to our Accessible course that has been completely redesigned to accommodate all types of learners.

1.4 Video Promo

Notes:

Hey! Do you wanna learn how to make your e-learning courses more accessible? Are you working on a course that needs to be 508 compliant? Does your course need to prevent discrimination based on ADA? Then this course is for you! In this course you're going to learn about all the standards and how to implement them in Storyline. You'll see specific examples and I'll walk you through exactly what to do to make your courses are 508 compliant, which also meets the WCAG AA standards, which by default, will also make your course ADA compliant. I got resources. I got videos. I got tips and tricks. You need this course to take your career to the next level. Come on! Sign up now!

1.5 Section 1
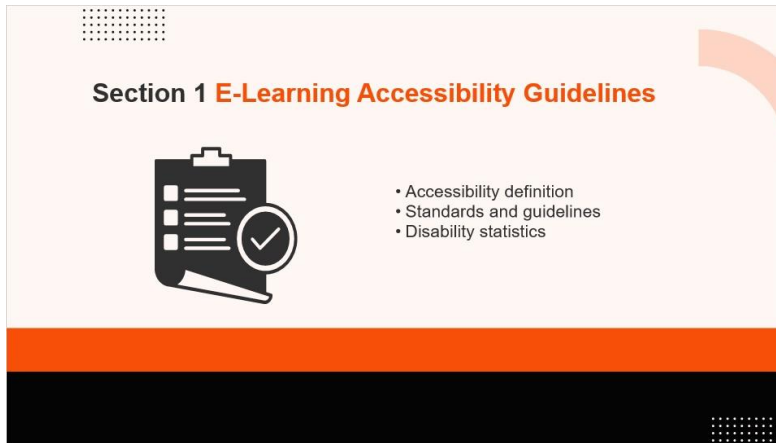
Notes:

In Section 1 you will learn what accessibility is, the standards and guidelines used to be sure we have achieved accessibility and you will learn a fascinating disability statistic.

1.6 Getting Started

Notes:

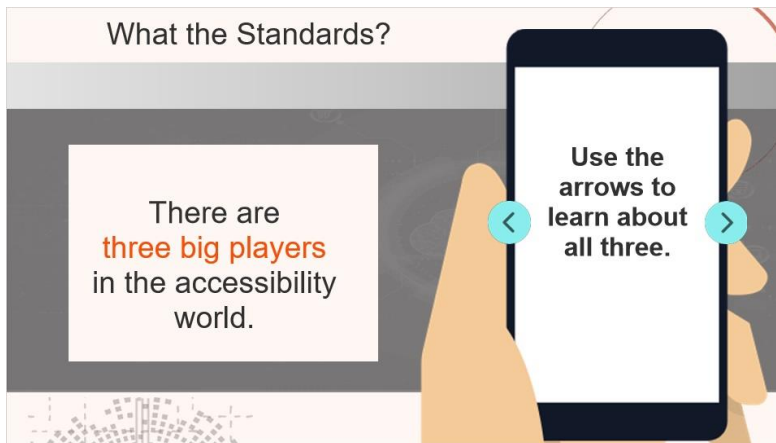WCAG guidelines are helpful for making E-Learning courses accessible.

(Conversation)

Girl: Let's create a course.

Boy: It must be accessible.

Girl: But how?

Boy: WCAG guidelines!

## 1.7 Standards and Guidelines

Notes:

There are three big players in the accessibility world. Use the arrows to learn about each one.

- ADA is a law that applies to public entities that requires all physical and digital structures to be accessible.
- 508 applies to the digital assets of federal agencies and those receiving federal funds.
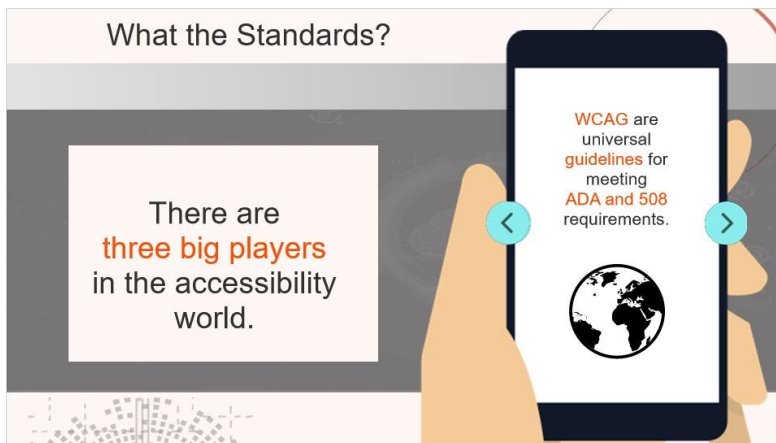- WCAG are universal guidelines for meeting ADA and 508 requirements.

Point 1 (Slide Layer)
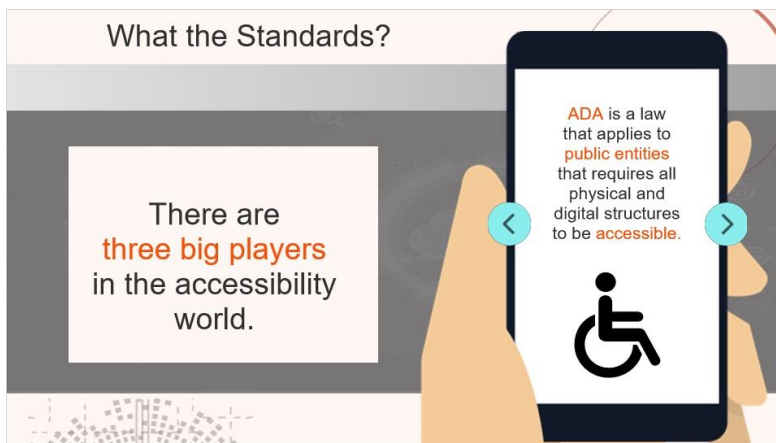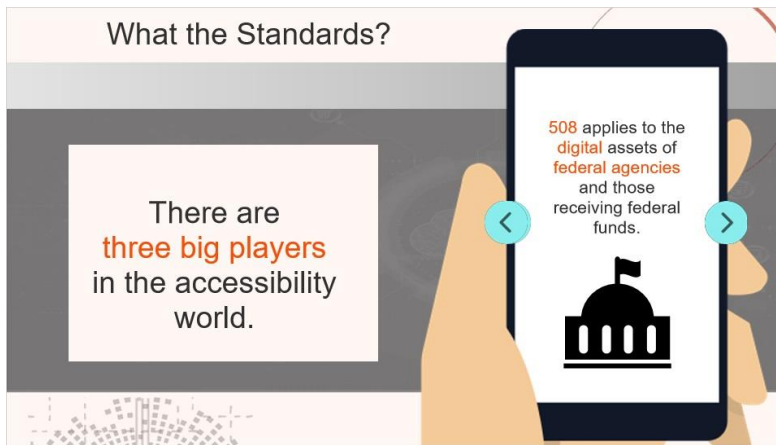
Point 2 (Slide Layer)

Point 3 (Slide Layer)

1.8 Knowledge Check #1

(Matching Drag-and-Drop, 10 points, 1 attempt permitted)

Knowledge Check

Drag and drop the descriptions to the proper term and select Submit when you are done.

ADA	Applies to all public entities
508	Applies to federal agencies
WCAG	Guidelines for meeting requirements

Submit

Correct	Choice
ADA	Applies to all public entities
508	Applies to federal agencies
WCAG	Guidelines for meeting requirements

Notes:

Knowledge Check

Drag and drop the descriptions to the proper terms.

The terms are: ADA, 508 and WCAG.

1.9 Knowledge Check #2

(Multiple Choice, 10 points, 1 attempt permitted)

Knowledge Check

Which of the following only applies to federal agencies and those who receive federal funding? Select one answer and then select Submit.

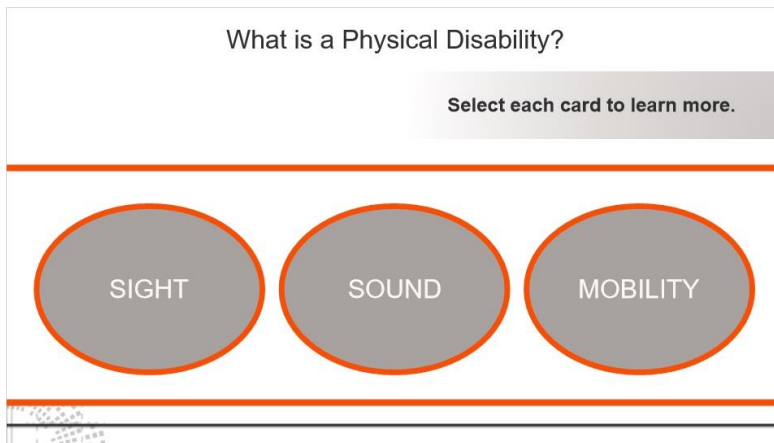○ a. 508

○ b. ADA

○ c. WCAG

Submit

Correct	Choice
X	a. 508
	b. ADA
	c. WCAG

Notes:

Which of the following only applies to federal agencies and those who receive federal funding? Select one answer.

a. 508

b. ADA

c. WCAG

1.10 Physical Disabilities

Notes:

There are three main types of physical disabilities that affect a learners ability to access E-Learning courses. Select each card to learn more.

A sight disability means someone is blind, has low vision or is currently in poor lighting.

A sound disability means someone is deaf, hard of hearing or in a noisy room.

There are many mobility disabilities but the one that affects the use of a computer is a disability of the hands and fingers.

Point #1 (Slide Layer)

Point #2 (Slide Layer)

What is a Physical Disability?

Select each card to learn more.

SIGHT

DEAF, HARD OF HEARING, OR IN A NOISY ROOM

MOBILITY

Point #3 (Slide Layer)

What is a Physical Disability?

Select each card to learn more.

SIGHT

SOUND

USE OF HANDS

1.11 Knowledge Check #3

(Hotspot, 10 points, 1 attempt permitted)

Notes:

Select the statistic in the statement below.

According to the CDC, 1 in 4 adults lives with a disability.

The answer is 1 in 4.

1.12 Do Your Best

Notes:

It isn't always practical to make every course completely accessible. The point is – do your best to make each course as accessible as your budget and time allows.
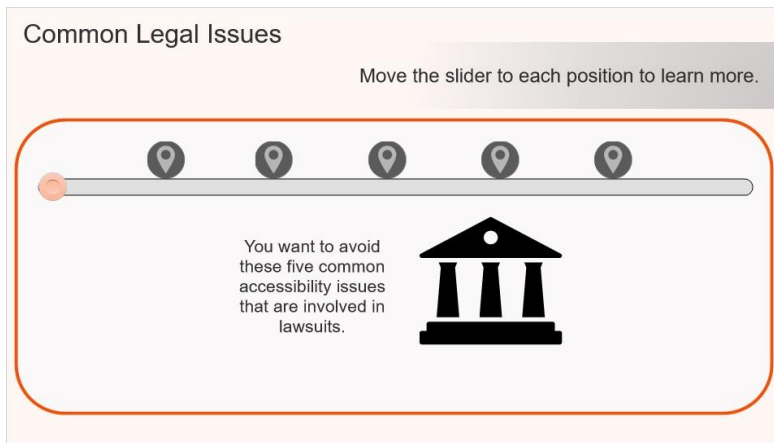
1.13 Section 2

Notes:

In section 2, we will cover legal issues. First we will review the common mistakes that are made that lead to lawsuits and then we will look exclusively at common focus order mistakes.
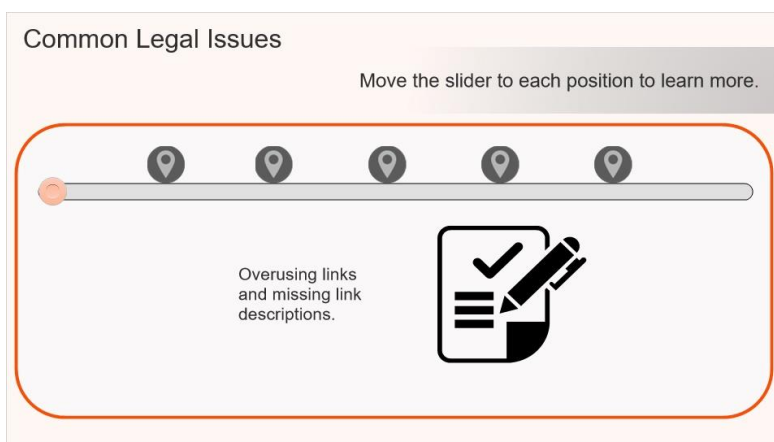
1.14 Legal Issues

Common Legal Issues

Move the slider to each position to learn more.

You want to avoid these five common accessibility issues that are involved in lawsuits.

Notes:

You want to avoid these five common accessibility issues that are involved in lawsuits.

- Overusing links and missing link descriptions
- Missing headings and titles
- Lacking screen reader functionality and efficiency
- Missing navigation links and keyboard or screen reader traps
- Missing alt text for images and other graphics

Marker 1 (Slide Layer)

Common Legal Issues

Move the slider to each position to learn more.

Overusing links and missing link descriptions.

Marker 2 (Slide Layer)

Common Legal Issues

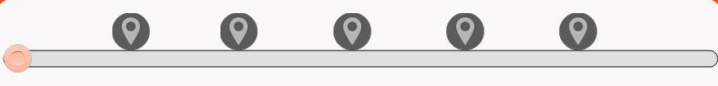Move the slider to each position to learn more.

Missing headings and titles.

Marker 3 (Slide Layer)

Common Legal Issues

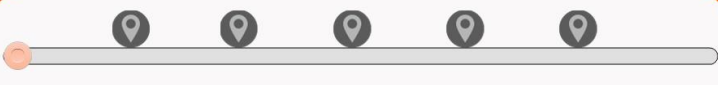Move the slider to each position to learn more.

Lacking screen reader functionality and efficiency.
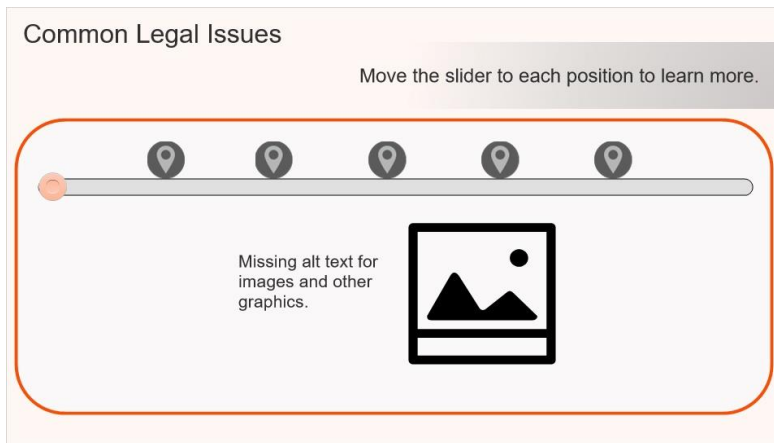
Marker 4 (Slide Layer)

Common Legal Issues

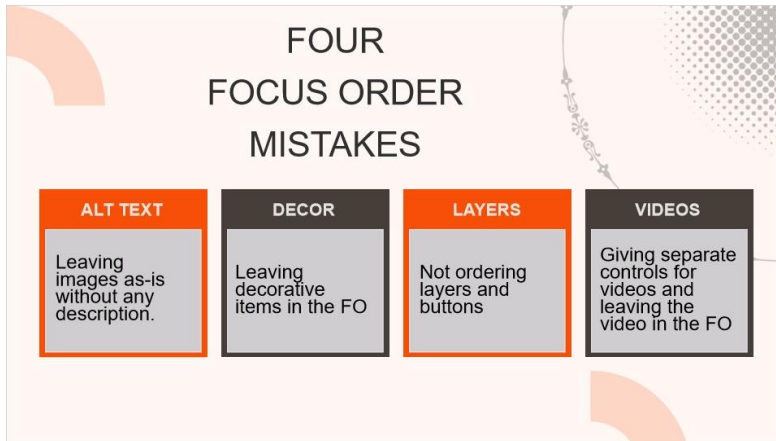Move the slider to each position to learn more.

Missing navigation links and keyboard or screen reader traps.

Marker 5 (Slide Layer)

Common Legal Issues

Move the slider to each position to learn more.

Missing alt text for images and other graphics.
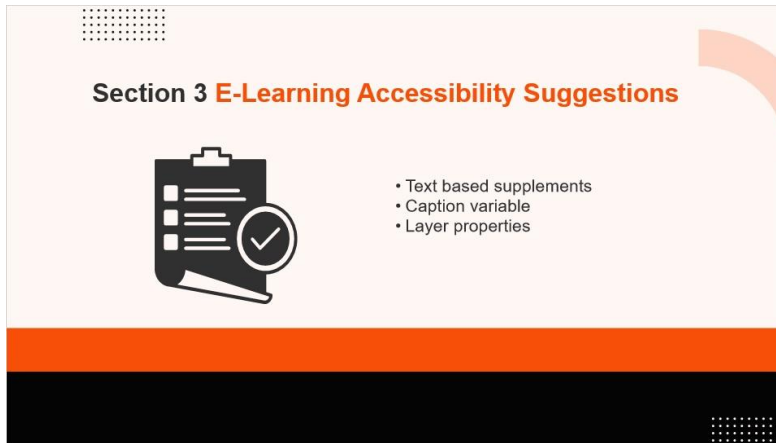
1.15 Focus Order Mistakes

Notes:

There are four common mistakes people make when adjusting their focus order.

- Alternative text is missing from images.
- Decorative content is not removed from the focus order.
- The layers are not in the proper focus order.
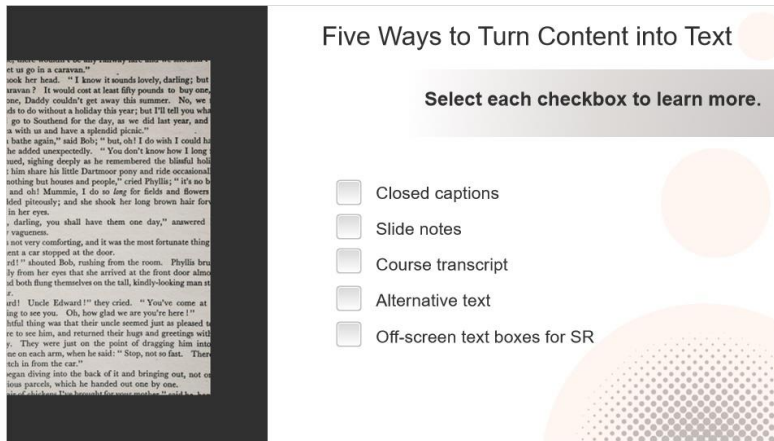- Videos are not removed from the focus order and they have separate controls.

1.16 Section 3

Notes:

In this section, we will review how to turn your media into text, turn on the caption variable and configure layers to work with a screen reader.

1.17 Text-based Accessibility

Notes:

There are five ways to turn content into text. Select each checkbox to learn more.

- Closed captions
- Slide notes
- Course transcript
- Alternative text
- Off-screen text boxes for the screen reader

1.18 Caption Files

There are two main types of captions.

Click each card to learn more.
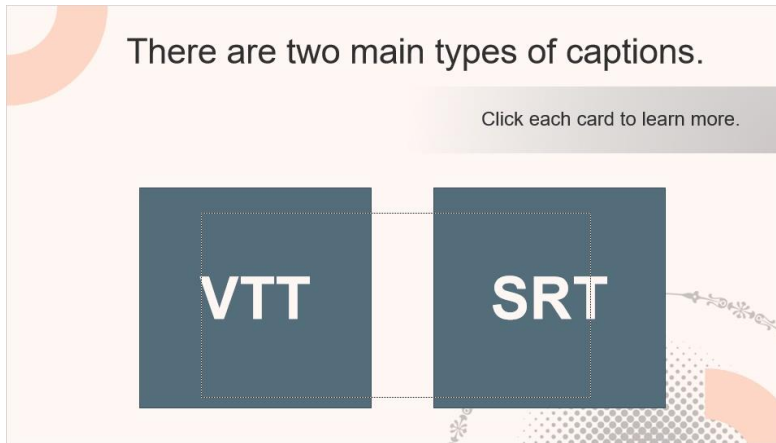
VTT   SRT

Notes:

There are two common types of caption files. Select each card to learn about each one.

- VTT files are more robust than SRT files. They contain style codes for fonts, colors, weight, and alignment.
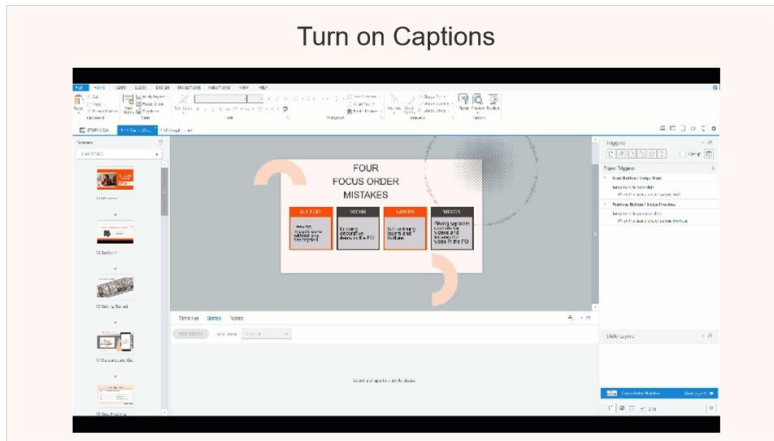- SRT are basic caption files.

VTT (Slide Layer)

✕

nore.

VTT files are more robust because they contain style codes for fonts, colors, weight, and alignment.

SRT (Slide Layer)


SRT are basic caption files.
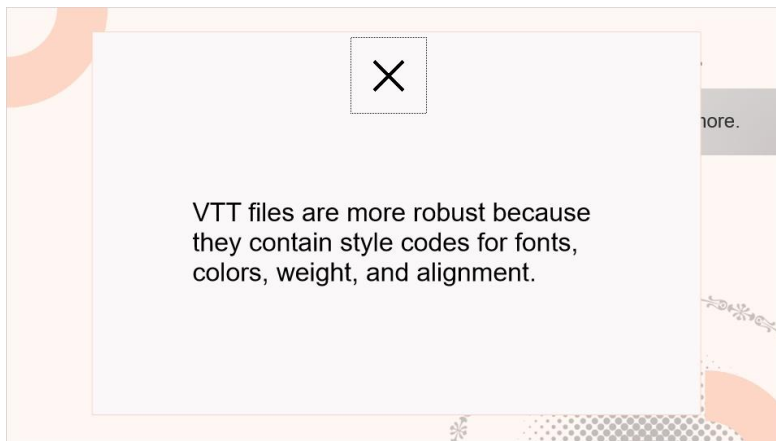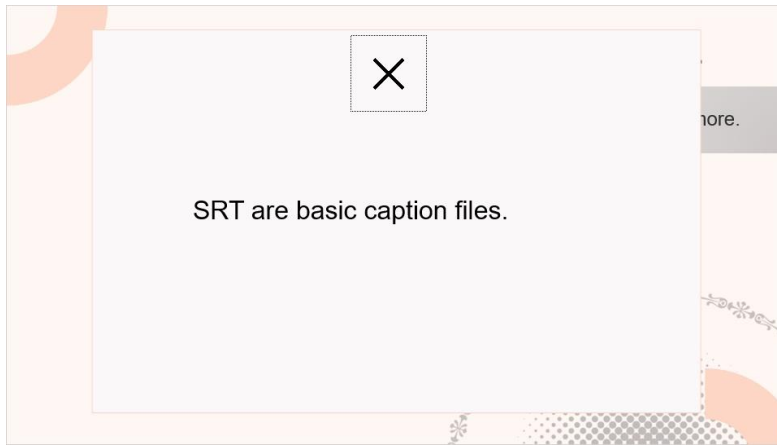
1.19 Caption Variable

Notes:

You should start each course with the captions on. If a user doesn't want this accomodation, they can shut it off. Select the variables icon, choose Built-In and find the variable Player.Display Captions and set it to True. By default, the Accessible Text will be True as well. If for some reason, it is false, then change it to true.

1.20 Working with Layers
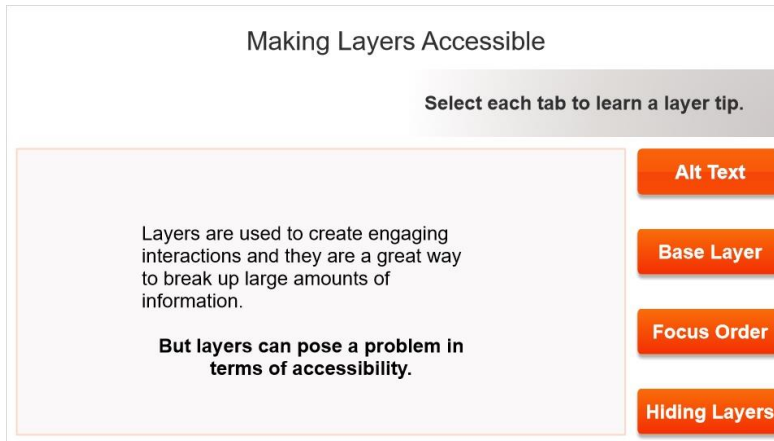
Notes:

Main

Layers are used to create engaging interactions and they are a great way to break up large amounts of information, but layers can pose a problem in terms of accessibility. It's important that you understand how to build layers properly.

Alt Text

You should always change the states of your buttons. The normal state can have alt text that is the same as the button label. In the above example, we have button labels of Alt Text, Base Layer, Focus Order, Hiding Base and so those can be entered as the normal state alt text. For the visited state, you simple add the word visited so Visited Alt Text, Visited Base Layer, Visited Focus Order and Visited Hiding Base. This way a screen reader will know which buttons they have already visited.

To change the alt text for the normal state, right click the button and select the alt text field. Then you can close. To change the visited state alt text, open the States and choose Edit States. Select the visited state, right click the button and add the term Visited to the alt text field.

Base Layer

If possible, prevent users from clicking the base layer. For each layer, create a close button to hide the layer and return to the base layer. This will make it easiest for screen readers to navigate.

But that strategy won't always work, like in this interaction. Learners should have access to the base layer in order to make another selection. This makes it a bit more complicated for screen reader users.

Another tip to consider if you have audio on the base layer is to select the feature to pause the base layer.

Focus Order

No matter how you design your interaction, with a restricted base layer or a hidden base layer, you will always want your layers to be placed directly after the button that shows them.

Hiding Layers

You can hide the base layer entirely. This will restrict the user from clicking objects on the base layer and it will make them invisible.

Alt Text (Slide Layer)

Base Layer (Slide Layer)

Focus Order (Slide Layer)
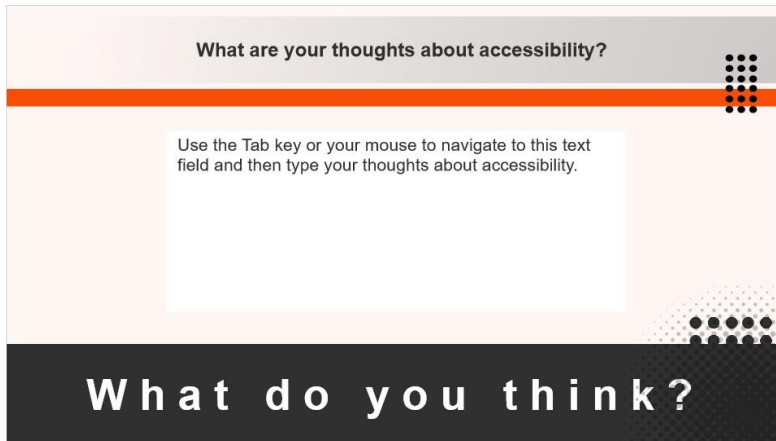

Hiding Layers (Slide Layer)

1.21 Section 4

Notes:

We will conclude this course with survey questions and a summary of what you have learned.

1.22 Your Thoughts

Notes:

What are your thoughts about accessibility?
Use the Tab key or your mouse to navigate to the text field and then type your thoughts about accessibility.

1.23 Survey #1

(Likert Scale, 0 points, 1 attempt permitted)

Notes:

Select your level of agreement with the following statement.

Every course should be WCAG 2.1 AAA accessible: Strongly Disagree, Disagree, No opinion, Agree, Strongly Agree

1.24 Survey #2

(Likert Scale, 0 points, 1 attempt permitted)

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
There are very few disabled people who take online courses.					

Notes:

Select your level of agreement with the following statement.

There are very few disabled people who take online courses. Strongly Disagree, Disagree, No opinion, Agree, Strongly Agree

1.25 Summary

Notes:

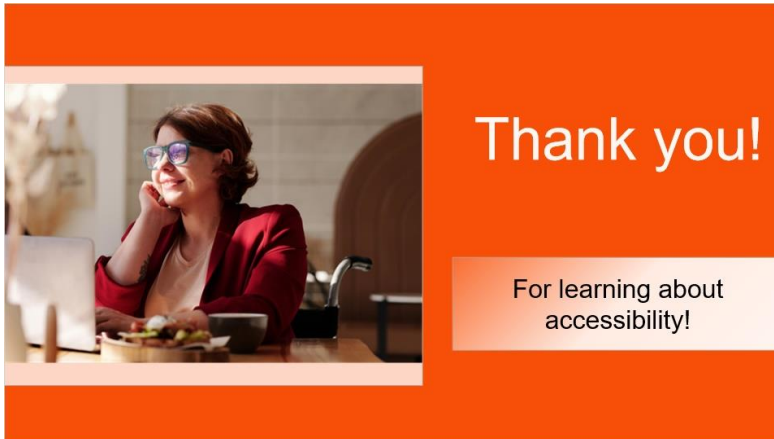In this course, you learned why accessibility is important to consider when building E-Learning courses.

You know about common legal issues and how to avoid them by following best practice strategies based off the WCAG standards.

1.26 Thank you

Notes:

Thank you for taking the time to learn about accessibility!