



## Practical tasks - Building an accessible course in Learn

### Content icons in Learn

	An item is a piece of content such as a file, image, or text. It is good practice to include a description and alternative text when using items to attach files and images.
	A content folder is a content container, to group related material, such as a "Week 1" and "Week 2". Descriptions of the content should be added.
	Media Hopper Create Gallery icon. This icon is used when a link is created to a Media item in Media Hopper.
	Lecture recordings. This icon is used when a link is created to Lecture recording in Media Hopper Replay.
	Resource List. This icon indicates a link to the Library online reading list tool.

### Task 1: Add a folder with topics and objectives

Folders allow content to be added and organised in a structured manner.



Go to the Course Materials content area

1. Click on **Build Content** from the top tab, then click on **Content Folder**
2. In the **Name** box, type **Week 1 – Understanding the Learn Functionalities**
3. In the Text box, type:

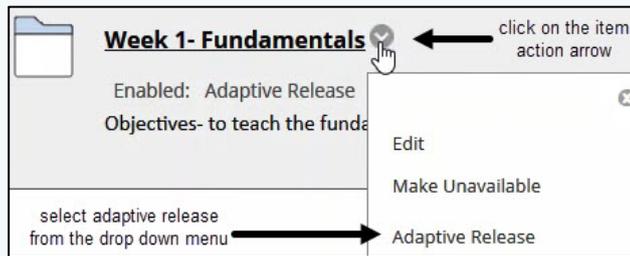
**Topics 1: Behind the scenes functionality**  
**Objectives: Understanding the technical ability of Learn**

4. Click on **Submit**

If you require this document in an alternative format, such as large print or a coloured background, please phone Paul Smyth (Learning Technology Advisor) on 0131 651 1261 or email [LearnFoundations@ed.ac.uk](mailto:LearnFoundations@ed.ac.uk)

## Task 2: Adding Adaptive Release to a folder

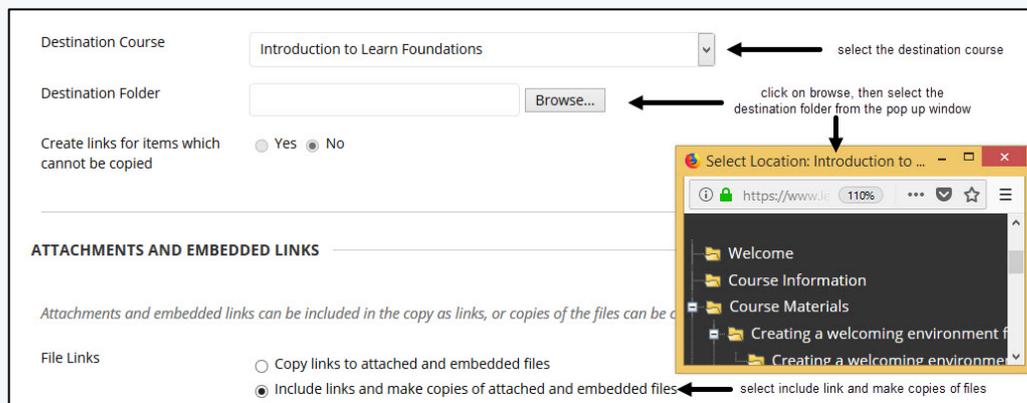
1. Click on the action arrow next to the folder title, select **Adaptive Release**.



2. **DATE** You can set dates to display the content from and until
3. **Membership** Content is only released to specific users or groups, if they exist
4. **MARK** Content is released if a Mark has been achieved in a Grade Centre column
5. **Review** Content is released after another item has been marked as reviewed
6. Select **Submit** to finish.

## Task 3: Copy an item over from another course

1. Go to the item, folder or learning module to be copied, access the item's menu, select **Copy**
2. Select the **Destination Course** to copy the content to, in this task use the playground course
3. Use **Browse** to choose the **Week 1** folder as the destination course. Select **Include links and make copies of attached and embedded files**
4. Select **Submit**

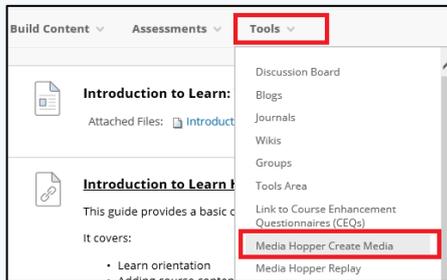


## Task 4: Moving an item within your course

5. Go to the item, folder or learning module to be moved, access the item's menu, select **Move**
6. Select the **Destination Course** to move the content to, in this task use the playground course
7. Use **Browse** to choose the **Week 1** folder as the destination course
8. Select **Submit**

### Task 5: Adding content from Media Hopper

1. Go to a content area on your course
2. Click on **Tools** and select **Media Hopper Create Media** to open your **My Media** area



3. The **My Media** area is a repository for all your media files
4. Click the **Select** button next to the file you would like to add
5. Add a title, description of the file and other information in the Learn mashup tool form
6. Click on **Submit**

More information and video tutorials on using **Media Hopper Create** can be found in [Media Hopper](https://media.ed.ac.uk/). (<https://media.ed.ac.uk/>)

<https://media.ed.ac.uk/>

### Media Hopper Desktop Recorder

You can access the Desktop Recorder from this screen which can be used with a webcam and microphone to make recordings or screencast recordings of your screen.

1. Click on **Add New** on the right hand side and Select Launch Desktop Recorder



2. After you have downloaded the Launcher to your computer you will be able to access it from the Launch Desktop Recorder Link in Learn.

More information and video tutorials on using **Media Hopper Create** can be found in [Media Hopper](https://media.ed.ac.uk/). (<https://media.ed.ac.uk/>)

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#### **Task 6: Adding the resource lists link in Learn**

Resource lists can improve the student experience and the Library can support Course Organisers in the creation of online resource lists. The link can be created and then it must be associated to the corresponding course code in Leganto.

1. Go to the **Resource List** content area and click on **Tools** then select **Resource List (Leganto)**
2. In the **Name** field add **Resource List**
3. In the **Description** field add  
**'This is the Library's online reading list tool. It links to any Resource List associated with this course.'**
4. Click on **Submit**
5. **Now create your resource list in Leganto and then link to it from the Learn tool link.** More information on Resource lists can be found on the Information Services webpages. (<https://www.ed.ac.uk/information-services/research-teaching-staff/resource-lists>)

#### **Task 7: Adding Lecture Recordings**

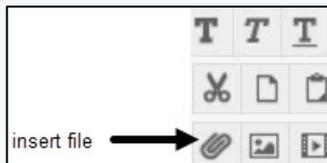
1. Go to a content area on your course
2. Click on **Tools** and select **Media Hopper Replay**
3. In the **Name** field type **Lecture Recordings**
4. Click on **Submit**

**Theses links will automatically link to the course section in Media Hopper Replay if the course exists in EUCLID. If the course is non-EUCLID or the link is deleted then it can be re-created. Only the course organiser or secretary of a course can enable the link.**

### Task 8: Upload a file to Learn

The file should first be checked to ensure it is accessible. Uploading a file with the editor offers more control. You can select the Open in New window option and provide alt text. Alternative text appears when you hover over a link and it is read by screen readers. Visually impaired users using screen readers will be able to read the alt attribute to better understand the purpose of the file.

1. Select **Build Content**, then Select **Item**
2. Select **Insert File** from the formatting toolbar on the editor



3. Use the **Browse** options to attach a file
4. Give the link to the file a meaningful name
5. Add alternative text to describe the purpose of the file
- a. Adding alternative text to files is a principle of web accessibility

Name of Link to File	Module 4 Groups.docx	←	Give the file a meaningful name
Alt Text		←	Add alternative text here
Alt text defines what this image is for a visually impaired or blind user using assistive technology, such as screen readers. Multimedia files should have alt text associated with them.			
Open in new window	<input checked="" type="radio"/> Yes <input type="radio"/> No	←	Set to open in a new window

6. Select **Submit** when finished

### Copyright in Teaching

Content in Learn should adhere to Copyright policies.

#### Open Licensed Content

The University has an Open Educational Resources (OER) policy that encourages staff and students to use and share open licensed content including OERs, and Creative Commons licensed images and media.

The OER Service provides advice and guidance to staff and students on finding, creating, and using open licensed content, and understanding open licences.

#### Scanned Texts

The University of Edinburgh has a comprehensive CLA (Copyright Licensing Agency) Licence, which allows copies of many texts to be made by named, authorised individuals for the purposes of teaching certain courses. These copies must be reported, and so the library manages the use of this licence by providing its E-Reserve service.

#### Images

It can be an infringement of copyright to include copyrighted images in teaching materials without permission. For example, if you wish to include images in slides, you could use images which have been licenced for re-use with Creative Commons, or use one of the University's image collections.

More information can be found on the [Learning Technology training resources pages](#).

### **Creating accessible content in Learn**

Content can be created in Learn as items or blank pages. 'Learning Modules' can be used to group content into a container and provide navigation to allow students to progress through resources sequentially.

When creating content in the VLE, follow the tips below to ensure content is accessible:

- Chunk large sections of information.
- Use the Formatting and Style options to define headings and lists.
- Font should be size 12 minimum and sans serif font.
  
- Use a good colour contrast between background colour and font colour.
- Avoid using colour to convey priority of items.
- Explain what folders contain.
- Links should open in new windows, and this should be clearly stated.
- Use meaningful names for hyperlinks instead of the actual URL.
  
- If images are added then define alternative text which is clear and succinct.
- Video or other multi-media must include descriptive captions for the content.
- Use accessibility checkers, word and acrobat professional have built in tools.
- Scanned images that are saved as PDFs are not accessible to screen readers.

Further tips can be found at:

[The U.K. Government content design and planning website pages](#)

[The British Dyslexia Style Guide](#)

### **SensusAccess**

SensusAccess is a self-service solution that enables you to convert electronic documents into a range of alternate formats including audio books (MP3 and DAISY), e-books (EPUB, EPUB3 and Mobi) and digital Braille. Less accessible documents such as image only PDF files, PowerPoint Presentations and JPEG pictures can also be converted into more accessible formats.

More information on SensusAccess can be found by searching the University webpages on the Student Disability Service pages under Supporting students and Accessible technology.

<https://www.ed.ac.uk/student-disability-service/staff/supporting-students/accessible-technology>

### Microsoft accessibility checker (available in 2013 and later versions)

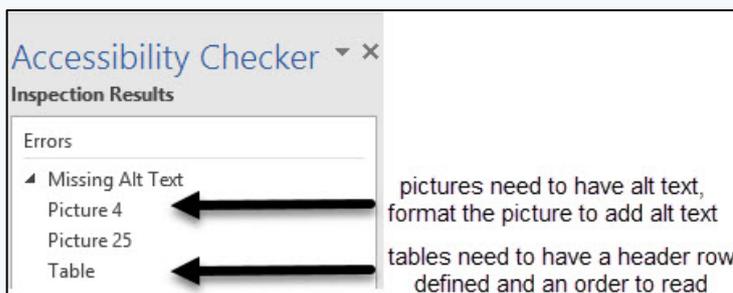
The tool scans the document and opens the Accessibility Checker task pane which shows “Errors”, “Warnings” and “Tips” about the document content that may be problematic for users with disabilities.

#### Use the Word accessibility checker to fix a document

1. Go to the **Content Collection** and click on your course name in the list. You will see a document has been uploaded to your playground.
2. Click on the document and save it to your computer
3. Click on the file that you downloaded and open it in Word and Enable editing.
4. In the Tell me what you want to do field on the Toolbar, type Accessibility checker

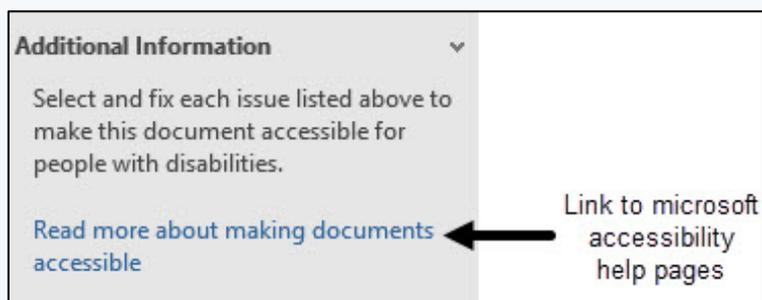


5. Select Accessibility Checker, a side pane will then open with a list of any errors and warnings



6. Select an item in the list to see what to fix and how to fix it.
7. Select the X in the upper right corner when finished.

For more about making documents accessible at the link at the bottom of the accessibility pane.



### **How to use accessibility checkers: Adobe Acrobat Pro**

Acrobat Pro provides tools to 'Make PDFs accessible' and to 'Check accessibility' of documents (available in 2017, DC and later versions).

The 'Make PDFs accessible' action walks you through the steps required to make a PDF accessible. It prompts you to address accessibility issues such as a missing document description or title. It looks for common elements that need further action such as scanned text, form fields, tables, and images. You can run this action on all PDFs except dynamic forms (XFA documents) or portfolios.

1. Choose **Tools > Action Wizard**.
2. From the Action List, click **Make Accessible**.
3. The right-hand pane changes to display each task included in the Make Accessible action, as well as the instructions to execute the action.
4. Select the files that you want to apply the **Make Accessible** action to. Select **Add Files** to select additional files or a folder to run the action on.

### **Image-only PDF**

A document that contains non-text content is not accessible. If the document appears to contain text, but doesn't contain fonts, it could be an image-only PDF file. Use optical character recognition (OCR) to recognize text in scanned images.

1. In Acrobat Pro, Select **Tools > Enhance Scans**.
2. In the secondary toolbar, choose **Recognize Text > In This File**.
3. Select the pages you want to process and select **Recognize Text**.

### **Tagged PDF**

If this rule check fails, the document isn't tagged to specify the correct reading order.

1. Select **Tagged PDF** on the Accessibility Checker panel, and then choose **Fix** from the **Options** menu. Acrobat automatically adds tags to the PDF.

Adobe have online guides with further information on accessible PDFs - search the Adobe support pages for 'Accessibility'.